The purpose of the Job Description and Person Specification is to provide information about the role and the skills a successful candidate must have.

Note for recruiting managers: If you are recruiting for an existing post, reuse the Job Description and Person Specification that already exists for the job.

Job details

Job title: Technician – Curriculum/Resource Support Level 3

Directorate: [School name - amend as appropriate]

Reporting to: Headteacher

Grade: SO1

Job description

Purpose of the post:

- Under the guidance of senior staff, to provide specialist support in a specific/curricular/resource area, including preparation and maintenance of resources and support to staff and pupils.

Main duties and responsibilities:

Support for Pupils

- Use specialist skills/training/experience to support pupils.
- Provide feedback to pupils in relation to progress and achievement.

Support for the Teacher:

- Create and maintain a purposeful, orderly and productive working environment.
- Ensure timely and accurate design, preparation and use of specialist equipment/resources/materials.
- Assist in the development of lesson/work plans, administration of coursework and work sheets.
- Contribute to planning, development and organisation of systems/procedures/policies.
- Be responsible for maintaining records, information and data, producing analysis and reports as required.
- Promote and ensure the health and safety and good behaviour of pupils at all times.
- Undertake marking of pupils work within a specialist area and accurately record achievement/progress.
- Administer and assess routine tests and invigilate exams/tests.
Support for the Curriculum:
- Monitor and manage stock within an agreed budget, catalogue resources and undertake audits as required.
- Maintain specialist equipment, check for quality/safety, undertake specialist repairs/modifications within own capabilities and arrange for other repairs/modifications to be carried out by others.
- Demonstrate and assist in the safe and effective use of specialist equipment/materials.
- Provide specialist advice and guidance as required.
- Implement agreed work programmes/practical lessons under the guidance of the teacher.

Support for the School:
- Be aware of and comply with policies and procedures relating to child protection, health, safety, security and confidentiality, reporting all concerns to an appropriate person.
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher. To support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Line manage support staff as appropriate within guidelines developed by the school.
- Implement planned supervision of pupils out of lesson times within relevant discipline e.g. clubs/extra-curricular activities.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.

General requirements:
- Take part in the school’s performance management system.
- Attend governing body meetings on a regular basis.
- Enhanced CRB Check.
- Strong commitment to furthering equalities in both service delivery and employment practice.
- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.
## Person Specification

To add extra rows, right-click in the last row and select Insert > Insert Rows Below…

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. NVQ 3 or equivalent qualification or experience in a relevant discipline.</td>
<td>✔</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Experience</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Experience of a specific area within a learning environment.</td>
<td>✔</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation.</td>
<td>✔</td>
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<tr>
<td>4. Relevant first aid knowledge.</td>
<td>✔</td>
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<tr>
<td>5. Specific training in a specialist area.</td>
<td>✔</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills</th>
<th>Essential</th>
<th>Desirable</th>
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</thead>
<tbody>
<tr>
<td>6. Very good numeracy/literacy skills.</td>
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<tr>
<td>7. Effective use of ICT and other specialist equipment/resources.</td>
<td>✔</td>
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<td>8. Ability to self-evaluate learning needs and actively seek learning opportunities.</td>
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<tr>
<td>9. Ability to relate well to children and adults.</td>
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<tr>
<td>10. Display commitment to the protection and safeguarding of children and young people.</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>