

# Briefing Pack for Applicants Performing Arts Technician



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**

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***May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.***



## Section 1: Post Advertisement

### **Post: Performing Arts Technician**

**Starting salary: NJC Grade 3, Point 5, £18,795 gross per annum pro rata**

**Contract: Full-time, 37 hours per week, 42 working weeks, permanent**

**Start date: as soon as possible**

Minerva Learning Trust is a recently formed and expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our academies. The Trust is passionate that all students should see their time at school as happy and fulfilling, with their potential developed to the utmost.

Ecclesfield School joined the Trust in December 2017 and, as a sponsored academy, is looking forward to developing this partnership and making rapid improvements for our students and community.

This is an exciting opening to join the team at Ecclesfield as a Performing Arts Technician within the Performing Arts department. This appointment is a key opportunity to join a developing, supportive and committed team. Applications are welcome from colleagues who can make a significant all round contribution but with a particular expertise in sound and light. A minimum of NVQ Level 2 qualification is required, or the equivalent level of relevant experience.

The successful candidate will work collaboratively with colleagues in our other academies and the Trust to support the delivery of teaching and learning within performing arts departments.

Candidates are encouraged to visit the school or have an informal discussion about the role with the Headteacher. Arrangements for this can be made by contacting Mrs Ashleigh Beal, Headteacher's PA, via e-mail [abeal@eccoschool.com](mailto:abeal@eccoschool.com)

**Closing Date is 5:00 pm on the 13 May 2019 and interviews will take place on the 20 May 2019.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful candidate will be required to complete a Disclosure and Barring Service (DBS) check.

Further information is available by contacting Mrs Ashleigh Beal via [abeal@eccoschool.com](mailto:abeal@eccoschool.com)

The application form and information pack is available on the school website [www.ecclesfield-school.com](http://www.ecclesfield-school.com)

## **Section 2: About Ecclesfield School**

### **OUR ETHOS**

Ecclesfield School understands the power of education to transform lives, communities and society. We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

By fostering our students' spirit of engagement, adventure and ingenuity, we will nurture all young people as fully-rounded individuals, providing them with the challenge and support they require to succeed.

### **ABOUT US**

Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in April 2014 and has recently joined a Multi Academy Trust. The school is currently experiencing a period of transformation and change. When the school was inspected in January 2017 the decision was made to place the school into 'Special Measures' and a following HMI visit in October 2017 re-affirmed the 'Special Measures' status. The school is fully committed to driving itself forward along its improvement journey.

We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn largely from North-east Sheffield, including Ecclesfield, Chapeltown and High Green, though many students travel from further afield. Our standard student number per year is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Ability on intake is broadly average. Around 25% of our students are entitled to free school meals.

The school has around 20% of students on the SEN register. The range of special needs in school is considerable; we have students with speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. We also have an integrated resource for hearing impaired students who enjoy excellent support whilst accessing mainstream education. In addition, there are also significant numbers of students who have been identified as gifted and talented in a range of areas.

The Senior Leadership Team is comprised of ten colleagues - the Acting Headteacher, eight Assistant Headteachers and Business Manager supported by the Director of School Improvement for the Trust. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 100 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success of the school and all are important members of our community. We aim to involve all staff in the life of the school through communication, including daily briefings and regular meetings. Staff development is supported through a highly-effective professional learning policy, which lays emphasis on sharing

good practice internally and driving up standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders.

All teachers are involved in the student mentoring system, either as mentors for a whole vertical tutor group or in the school's one-to-one mentoring programme. Under Vertical Mentoring, all teachers act as mentors or (in the case of members of the support staff) associate mentors, attached to vertical form groups. Student leadership in the school is well advanced. The School and Year Councils have been in place for some time and we have a senior prefect group drawn from Year 11 and also a Head Boy and Head Girl. Prefects are also in place in Years 8-10, and these developments are beginning to encourage students to take more responsibility, to share more effectively in decision-making across the school, to provide positive role models for younger students and to contribute more widely to all aspects of school life.

A restructure to the Governing Body has ensured a committed and supportive body of members, ready to scrutinize and challenge the work of the school. Led by the Chair of Governors, the Governing Body works through a series of committees, each supported by a member of the Leadership Group. The governors take on 'link' roles and are beginning to work effectively with a range of key personnel within the school. The local Governing Body feed into the Minerva Learning Trust who oversees all procedures within the school and is responsible for them in law.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a two-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects, Drama, Information Technology, RE, Art, Music, PE and Technology. All students study Spanish, French or German (with some students going on to pursue two languages at GCSE). In Year 7, with the exception of Maths, all subjects are taught for the year in mixed-ability teaching groups. Increasingly, the school is moving towards a two-year key stage 3.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), History or Geography, PHSCE/RE and PE with three further option subjects available. These include Art, Business Studies, Drama, Computer Science, Music, P.E. and Religious Studies. Students can opt for Technical Awards in a range of subjects including Sport, Music, Health and Social Care, CIDA and Engineering. The school is well-placed to meet the demands of the English Baccalaureate with MFL, History and Geography popular option choices. Our most recent performance indicators shows attainment in the EBacc running above the national level. We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students, preparing them fully for life beyond 16.

The extra-curricular life of the school is rich and varied, though this is an area we are always keen to expand. There are more than 170 homework clubs, lunch-time and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport and academic areas. As a school that particularly values performing and visual arts there are a host of creative opportunities for students to take part in from music lessons and ceramics to the four annual school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national

success. There is a strong programme of residential, visits and foreign trips throughout the school from the ski trip and PGL water sports residential to language immersion trips.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University. We aim to support new colleagues, be they NQTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs. We are also partner members of the Sheffield Teaching School Alliance, centred at Silverdale School, and are looking to build upon our excellent reputation for Professional Learning by taking a leading role in the development of the training arm of the Teaching School Alliance.

We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school forwards by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: [www.ecclesfield-school.com](http://www.ecclesfield-school.com)

## Section 3: Job Description



# Minerva Learning Trust Job Description



***Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

<b>POST TITLE</b>	Performing Arts Technician
<b>GRADE/SALARY</b>	NJC Grade 3
<b>HOURS/WEEKS</b>	37 hours per week, 42 working weeks
<b>LOCATION</b>	Ecclesfield School
<b>RESPONSIBLE TO</b>	Head of Drama (day to day operational management) Business Support Manager (line management)
<b>RESPONSIBLE FOR</b>	<ul style="list-style-type: none"> <li>To support the provision of a full learning experience and manage resources for the curriculum area and performance space.</li> <li>To maintain equipment and via the Business Support Manager, ensure Health and Safety requirements are upheld within the curriculum area, for example, inspection of resources, etc.</li> </ul>
<b>PURPOSE OF THE JOB</b>	<ul style="list-style-type: none"> <li>To provide general support in a specific curriculum and performance resource areas, including preparation and maintenance of resources and support to staff and students.</li> </ul>
<b>RELEVANT QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>A minimum of NVQ Level 2 qualification is required, or the equivalent level of relevant experience in associated discipline.</li> <li>Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.</li> <li>Associated Health and Safety qualifications, i.e. manual handling.</li> <li>First aid qualified.</li> </ul>

## **JOB DESCRIPTION FOR THE POST OF:**

Performing Arts Technician

## **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

### **Support for Students**

- Support students in accessing learning activities under the guidance of the teacher/s.
- Provide feedback to students in relation to progress and achievement.
- Opportunities to lead subject specific tutorial sessions.

### **Support for the Teacher/s**

- Create and maintain a purposeful, orderly and productive working environment.
- Timely and accurate preparation and use of specialist equipment/resources/materials as required by staff/curriculum/lesson plans, etc.
- Maintain records as requested.
- Ensure the Health and Safety and good behaviour of students at all times
- Support examinations and assessments in the subject areas.
- Provide clerical/administrative support.

### **Support for the Curriculum**

- Monitor and manage stock and supplies, cataloguing as required.
- Maintenance of specialist equipment, check for quality/safety, undertake repairs/modifications within own capabilities and report other damages/needs.
- Demonstrate and assist others in safe and effective use of specialist equipment/materials.
- Undertake structured and agreed learning activities/teaching programmes.

### **Support for the School**

- Be aware of and comply with policies and procedures relating to child protection, Health and Safety, security and confidentiality, reporting all concerns to the appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance management as required.
- Assist with the supervision of students out of lesson times, for example, clubs, extra-curricular activities.



## **Communication and Liaison**

- To communicate effectively with parents/carers of students as appropriate.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as Open Evenings, Parents Evenings, review days and liaison events with partner schools.
- Contribute toward the development of effective subject links with external agencies.

## **Management of Resources**

- Assist teachers to identify resource needs and contribute to the efficient/effective use of physical resources.
- Cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

## **Safeguarding**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **Health and Safety**

- To maintain equipment and via the Business Support Manager and ensure Health and Safety requirements are upheld within the curriculum and performance areas, for example, inspection of resources, etc.
- To maintain associated Health and Safety record.
- To carry out routine inspection and support the compliance process.

## **Other Specific Duties**

- To play a full part in the life of the school community, to support it's mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To comply with the school's health and safety policy and undertake risk assessments as appropriate.
- To be courteous and provide a welcoming environment.

## **General:**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 4: Person Specification



# Minerva Learning Trust Person Specification



Performing Arts Technician

Minimum Essential Requirements	Method of Assessment
<b>KNOWLEDGE AND EXPERIENCE</b>	
Minimum of NVQ Level 2 or equivalent qualification in relevant field.	AF/I
Experience in relevant discipline.	AF/I
Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.	AF/I
Excellent interpersonal skills.	AF/I
First aid qualification	AF/I
Relevant Health and Safety training, i.e. manual handling.	AF/I
Experience of working in a busy school/curriculum and performance environment.	AF/I
Knowledge and skills in the use of ICT packages such as Word, Excel, PowerPoint and database/Management Information Systems (MIS).	AF/I
Experience of working with students in an education setting.	AF/I
Ability to work alone and on own initiative.	AF/I
Ability to work effectively and develop relationships with other adults and students in school, professionals from other agencies, parents/carers and governors.	AF/I
Ability to work accurately and with attention to detail.	AF/I
Ability to work to deadlines and manage workload effectively.	AF/I
An understanding of the necessity to maintain strict confidentiality.	AF/I
<b>ENGAGING WITH OTHERS</b>	
Excellent interpersonal and communication skills (both oral and written).	AF/I
Ability to communicate effectively with individuals and groups of students, teachers and other members of staff, parents and professionals.	AF/I
Ability to work as part of a team.	AF/I
Ability to deal with parents/carers and members of the public sympathetically.	AF/I

<b>WORK RELATED CIRCUMSTANCES</b>	
Ability to manage working hours flexibly to meet the demands of the role.	AF/I
Willingness to undertake further development.	AF/I
Willingness and ability to travel to other work locations within the Trust and other venues.	AF/I
<b>QUALITIES AND ATTRIBUTES</b>	
High expectations of self.	AF/I
The ability to act on advice and be open to coaching.	AF/I
A commitment to extra-curricular activities.	AF/I
A continued interest in developments in teaching and learning.	AF/I
The ability to motivate others.	AF/I
The ability to establish effective working relationships with individuals, groups and organisations.	AF/I
The ability to remain calm and diffuse situations.	AF/I
The demonstration of a concern for excellence in one's professional work and the achievement of students.	AF/I
A commitment to support the school's aims, vision and ethos.	AF/I
Adaptability and resilience, with the ability to cope with periods of work pressure with a good sense of proportion.	AF/I
Energy and commitment to professional responsibilities and to the betterment of all students.	AF/I
A willingness to contribute to the wider life of the school.	AF/I
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

## Section 5: The Appointment Process

These notes are intended to guide you when making an application for a post at Ecclesfield School.

### 1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten, but if you do write it by hand, do make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

### 2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

### 3. Present Appointment

Make it clear what your present post is, which establishment you work in, and who your employer is.

### 4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps, e.g. for child raising, voluntary work, to allow full account to be taken of your experience.

### 5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific over addresses including e-mail contacts and telephone/fax. numbers.

### 6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statements to two sides of A4 in size 11 font.**

### 7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date of 5:00 pm on the 13 May 2019. Referees are contacted prior to the interview stage for teaching and some support staff posts.

8. The Interview

Interviews will be held on the 20 May 2019. Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Authority's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be forwarded by 5:00 pm on the 13 May 2019 to [abeal@eccoschool.com](mailto:abeal@eccoschool.com)

## **Section 6: Visitors to Ecclesfield School**

### **Approaching from the north**

#### ***By car (via M1)***

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapelton into central Chapelton. At the mini-roundabout, take the first exit on the left, keeping the railway bridge to your right. This is Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

#### ***By Train***

Chapelton station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.

### **Approaching from Sheffield**

#### ***By Car***

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini-roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left hand side. Continue for approximately 600 meters until reaching the T-junction with Chapelton Road. Turn left. The school is situated on the left hand side of this road at the top of the hill, about 400 meters travel.

#### ***By Train***

Chapelton station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapelton Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapelton.