



# Recruitment Pack

## 2025-2026



# Recruitment Pack

## Science Technician

The Science Department is a highly respected and ambitious department with an excellent reputation for delivering engaging and successful practical science lessons. Our nine well-equipped laboratories support a broad range of hands-on learning experiences across Biology, Chemistry and Physics, helping learners develop scientific knowledge, practical skills and curiosity about the world around them. The department is staffed by a dedicated team of 14 Science teachers, working collaboratively to deliver a high-quality curriculum and promote excellent outcomes for all learners. As a collaborative and supportive department, we value the vital contribution of our Science Technicians in ensuring practical activities are delivered safely and efficiently. We are committed to continuous improvement and welcome new ideas that enhance the learning environment. This role would suit an organised, proactive individual who enjoys supporting high quality science education and contributing to the smooth day to day operation of a busy department.

Working in close partnership with members of the Science department, the post holder is required to work under the guidance of the Head of Science to co-ordinate the use of practical resources, provide comprehensive technical support and advice to staff and learners undertaking the Science curriculum.

### Specific Responsibilities

- Prepare and clear away equipment and chemicals from practical lessons.
- Ensure laboratory equipment is cleaned, maintained, calibrated and stored safely according to school procedures.
- Manage and monitor stock levels of scientific equipment, chemicals and consumables, placing orders when required.
- Conduct regular risk assessments and ensure compliance with relevant laboratory regulations.
- Prepare chemical solutions and practical resources accurately to support curriculum requirements.
- Assist teaching staff with the planning and development of practical investigations and demonstrations.
- Support students and staff during practical activities by providing technical assistance and ensuring safe laboratory practices are followed.
- Represent the department at Health & Safety Committee meetings.

### Application Process & Key Dates:

Interested colleagues should complete an application form and submit, with a letter of application to outline how your experiences to date align with a trivium philosophy of education.

**Deadline for application: TUESDAY 30 JUNE 2026 at 8.00am**

**Shortlisting: TUESDAY 30 JUNE 2026**

**Interview dates: TUESDAY 7 JULY 2026**

Please send completed applications by email to Miss M Johns, HR & Cover Manager at: [HR@ladybridgehigh.co.uk](mailto:HR@ladybridgehigh.co.uk)

## Introduction to Ladybridge

Ladybridge High School is a local authority controlled state school two miles to the west of Bolton town centre. The school is at the heart of an incredibly diverse local community. Our learners have a broad range of academic starting points, socio-economic circumstances and ethnic backgrounds. Over 70 different languages are spoken by our learners and our families originate from over 35 different countries. Around 30% of our learners live in some of the most disadvantaged postcodes in the UK and around 30% live in the most affluent. It would be difficult to find a more comprehensive intake of young people. We celebrate our diversity and see the comprehensive nature of our school as a real strength.

## Benefits of working at Ladybridge

Part of our distinctive ethos relates to how we treat staff and the culture this promotes. We aspire to be a true learning community, which we believe is best achieved through eradicating the fear of making mistakes. Taking calculated risks, reflecting on what we learn from this and working as a team are fundamental to our culture. Most of our energy as leaders goes into providing the best possible professional learning for staff and investing in the health and effectiveness of our relationships across the school. Openness, honesty and compassion are highly valued at Ladybridge, these qualities must be modelled at all times by our leaders.

Teaching staff at Ladybridge typically have a minimum of 20% Planning Preparation and Assessment (PPA) time, significantly above the national expectation of 10%. All teaching staff have a 'flexi afternoon' each fortnight, where they are free to leave the school site at the start of lunchtime. We do not expect teachers to work on their flexi afternoons. The vast majority of our associate staff also have varying degrees of flexible working. All our teaching staff, and many of our associate staff, are allocated an iPad, which helps us in a variety of ways, including ensuring data on achievement and behaviour are as live and accurate as possible. We use a 'study hall' approach to cover absent staff, which we very rarely use supply teachers or ask teachers to cover absent colleagues.

Staff wellbeing is prioritised at Ladybridge. Our swimming pool, leisure centre and 3G pitches enable us to offer staff swim sessions and free access to the gym and other sports facilities. Other staff wellbeing activities include football, badminton and tennis. The school farm also provides an enriching and nourishing environment for both staff and



learners. The school also offers free Mindfulness and Cognitive Behaviour Therapy (CBT) sessions and courses for staff. In addition, staff are also offered the opportunity to access coaching sessions with an external professional at various points throughout the year.

Staff have access to 'Vivup', which is an employee benefits programme, consisting of many schemes and money saving initiatives designed to support mental, physical and financial wellbeing. Staff can also access the Employee Assistance Programme, which provides a confidential support helpline 24 hours a day 7 days a week, 365 days a year for any emotional, personal or work-related issues. The Lifestyle Savings section has access to a range of instant savings and discounts for shopping, days out, restaurants and much more. There is also a Cycle to Work Scheme and a Health & Wellbeing section with links to various self-help workbooks, podcasts and advice.

Another attraction to Ladybridge is our emphasis on sustainability. The school has benefitted from a [£1.4 million decarbonisation grant](#) to fund the installation of air source heat pumps and solar panels. This also helps to 'future proof' the school as fuel costs rise. The environmental group within our learner Leadership Academy work with the staff to reduce our impact on the environment and to increase the biodiversity across the school site.

As beneficial as the points above are, perhaps the most significant aspect of working at Ladybridge is how staff are given the freedom to think, be creative and influence the development and improvement of the school. Staff autonomy, agency and creativity are valued at Ladybridge, within a structure of simple, consistent and effective systems and routines.

## The Ladybridge Trivium

Ladybridge has a unique ethos and a 'Trivium' educational philosophy. More information on the Trivium can be found on our website [here](#). The Ladybridge Trivium balances traditional and progressive educational approaches and prepares our learners for both the examinations they face at the end of Year 11 and the qualities needed to thrive and be successful throughout their lives. We seek to provide real world, authentic learning experiences that mirror complex challenges young people may face in the workplace in the future. A simple summary of the Trivium is given below:

1. **KNOWLEDGE** – Learn something new from an expert, this includes experts beyond school.
2. **EXPLORATION** – Debate, discuss, form your own ideas and gain authentic, real world experiences.
3. **COMMUNICATION** – Communicate your ideas to others, and perform publicly, in different ways to a variety of audiences.



The Trivium includes 'Everyday Trivium' approaches and 'Project Trivium' approaches, such as our [Bolton - Rewind Regenerate](#) project from last academic year. We are beginning to track our journey towards the vision of the Ladybridge Trivium on our blog, which can be found [here](#).

## **WISDOM Qualities**

We believe that young people who are kind, respectful, committed, curious and resilient, with the ability to work effectively with others in a team, are likely to thrive at school and beyond. These six 'WISDOM qualities' are promoted, recognised and valued highly at Ladybridge. The development of these qualities, along with academic knowledge, aligns with our mission to prepare young people for their future lives and to develop good citizens.

## **Investing in relationships and professional learning**

The health and quality of relationships ultimately determines the success of the school and how it feels to work and learn here. The school provides training for all staff in Educational Transactional Analysis, which involves the study of relationships and human interactions within an educational context. All new staff complete the introductory certificate in Transactional Analysis (TA101) with Giles Barrow, an internationally renowned TA trainer, coach and expert in the educational implications of TA theory.



We are committed to providing the very best training and professional learning for our staff.

## **Early Careers Teachers**

The provision for Early Careers Teachers at Ladybridge High School is supportive and nurturing, fostering a culture of growth and professional excellence. We recognise and value the role of ECTs and, as such, you will have access to a comprehensive and individualised programme of mentorship and professional development designed to help you flourish and develop into a confident, capable classroom practitioner.

We model our programme on nationally recognised models of best practice, and work with STAR Teaching Schools and the National Institute of Teaching to deliver the Early Careers Framework, giving you access to the latest educational research, leading experts, and regular opportunities to collaborate with other ECTs. We also work with several local Initial Teacher Training providers, so whatever route you have taken during training, we have a good understanding of your starting point and prior experiences and how to help ensure you achieve your career goals!

All of our ECT mentors are trained in effective mentorship and coaching, and we are proud of the fact that they are all enthusiastic, committed and passionate about their role. In addition to a Subject Mentor, your ECT team will include a Professional Mentor who will meet with you regularly to provide you with wider training, networking opportunities, and wellbeing support. You will have regular meetings and feedback with your Mentors to guide and inform your teaching practice and progression.

Beyond your ECT induction, there are a wealth of CPD opportunities to further grow and develop at Ladybridge, and many of our ECTs quickly move into positions of additional responsibility and leadership roles.

## **NPQs at Ladybridge**

As part of our commitment to Continuous Professional Learning at Ladybridge, we actively encourage our teaching staff colleagues to apply to study for National Professional Qualifications (NPQs), working with Best Practice Network and Ambition Institute.

These are a suite of DfE accredited qualifications for school leaders, and those aspiring to leadership, designed to support their professional development. Colleagues can follow specialist pathways of Leading Teaching, Leading Teacher Development, Leading Behaviour and Culture, or Leading Literacy, as well as further pathways for senior leadership and headship.



Whilst these courses are fully funded by the DfE, as a school we support by providing any lesson cover needed to allow participants to engage with the course through face to face meetings, rather than remotely, or through coaching and mentoring meetings. In addition to this, we also allocate every participant an in-school leadership coach, who will meet with their coachee a minimum of six times throughout the duration of the qualification, in addition to the course coach allocated by the provider. That way, all leaders and aspiring leaders developing themselves through the NPQs have unlimited access to face to face support, guidance and coaching.

On completion of the NPQ, colleagues are encouraged to look at what their next steps may be, whether that be embarking on an NPQ in another specialism, or looking to move on to the NPQ for Senior Leaders. Whatever their choice, at Ladybridge, we place huge value on the importance of the professional learning of all staff and will actively seek ways to support colleagues in their development.

## **Leadership Programme**

We run our own Leadership Programme, which combines [Leadership Matters](#) materials with reflection sessions, coaching and shadowing opportunities. All staff can access this programme, regardless of role or seniority.

## **External Partnerships**

Strong external partnerships help to support and enrich our work. We are members of the [Bolton Learning Partnership](#), which provides many opportunities for professional learning and sharing best practice locally. We are also part of a national network of schools through [Big Education](#), called the [Next Big 10](#). Many of our real world learning experiences have been made possible through working with the [Comino Foundation](#). Comino partnerships have enabled our learners to gain work experience at McCanns advertising agency, pitch ideas to ITV executives and work with partners such as the Whitworth Gallery and the Manchester University to name just a few examples.

Looking beyond the boundaries of the school gates have also led to the creation of our Learning for Life (LfL) days, where staff get to develop and share interests and passions with learners through an incredible variety of enriching, expansive and exciting learning experiences. The LfL days from last year can be seen [here](#). You can also get a flavour of what happened this year through our [Instagram](#), [Twitter](#) and [Facebook](#) pages.



**Ladybridge**  
High School

## Person Specification

### Science Technician

<b>JOB TITLE</b>	<b>Science Technician</b>
<b>Grade</b>	<b>Grade D SCP</b>

#### Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

<b>Skills and Knowledge</b>		<b>Method of Assessment</b>
1.	Effective use of ICT to support learning including Google Workspace. Experience with lab logger would be an advantage.	Application Form/Interview
2.	Practical knowledge of the use of relevant equipment and science resources.	Application Form/Interview
3.	Working knowledge of National Curriculum in subject area.	Application Form/Interview
4.	The ability to prioritise jobs and respond in a timely manner.	Application Form/Interview
5.	Knowledge of relevant policies, codes of practice, Health and Safety procedures and legislation.	Application Form/Interview
6.	Ability to self-evaluate learning needs and actively seek learning opportunities.	Application Form/Interview
7.	Ability to explain and demonstrate procedures to young people and adults.	Application Form/Interview
8.	Good interpersonal skill demonstrated by a friendly, outgoing manner.	Interview
9.	Work constructively as part of a team, understanding school roles and responsibilities and your own position within these.	Application Form/Interview
10.	Ability to plan ahead, prioritise and schedule workloads.	Application Form/Interview
11.	An understanding of how to carry out risk assessments.	Application Form/Interview
12.	Knowledge of first aid.	Application Form/Interview
13.	<b>Competencies</b> Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document.	Interview

<b>Personal Qualities &amp; Beliefs</b>		<b>Method of Assessment</b>
1.	Values diversity.	Application Form/Interview
2.	Alignment with Ladybridge beliefs and mission.	Application Form/Interview
3.	Optimistic outlook – a belief that the work we do makes a difference to others.	Application Form/Interview
4.	Honest, reliable, open-minded, modest and full of integrity.	Application Form/Interview
5.	Models Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience.	Application Form/Interview
6.	Excellent time management skills.	Application Form/Interview
7.	Able to listen and respond in an emotional intelligent manner.	Application Form/Interview
8.	Good attendance and punctuality.	Application Form/Interview

<b>Experience, Qualifications &amp; Training</b>		<b>Method of Assessment</b>
1.	Relevant experience of working within a science-related environment.	Application Form
2.	Awareness of health and safety protocols including COSHH, CLEAPPS and LEV servicing.	Application Form
3.	Holder of GCSE Mathematics, English and Science qualification Grades A-C or 9-4 or the equivalent.	Application Form/Certificate
4.	Good numeracy, literacy and IT skills.	Application Form
5.	Willingness to engage in relevant training and development opportunities.	Application Form/Interview
6.	Specialist technical knowledge.	Application Form/Interview
7.	Full clean UK driving licence and willing to drive school vehicles.	Application Form
8.	Current First Aid certificate or a willingness to undertake training.	Application Form/Certificate

<b>Work Related Circumstances</b>		<b>Method of Assessment</b>
1.	High expectations of all learners; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements.	Application Form/Interview
2.	Ability to build and maintain successful relationships with young people, treating them consistently with respect and consideration, demonstrating a concern for their development as learners.	Application Form/Interview

3.	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice.	Application Form/Interview
4.	Ability to improve own practice through observations, evaluations and discussions with colleagues.	Application Form/Interview
5.	A flexible approach to working hours.	Application Form/Interview

**Note to Applicants:**

Please try to show in your application form, how best you meet these requirements.

**Job Description prepared/updated by:** Gaynor Chesterfield **Date:** October 2024

## **Core Competencies**

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

### **Developing Self and Others**

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

### **Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

### **Equality and Diversity**

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

### **Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

### **Health and Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

### **Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

### **Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

### **Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

### **Safeguarding**

This School is committed to safeguarding and promoting the welfare of children, learners and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.