**JOB DESCRIPTION: FARM HAND**

**RESPONSIBLE TO: HEAD OF WESSEX LODGE SCHOOL**

**DISCLOSURE LEVEL: ENHANCED**

**AIM OF JOB:**

As a farm hand you'll usually work with either animal production, dairy or crop production, although it's possible that you'll work with all three. Livestock on farms tends to be pigs, cows or sheep, while crops can cover cereals, rapeseed oil, vegetables and salad. Your role will oversee the day to day care of animals and crops within the farm.

You will share the drive of the school to provide the highest quality of education, care and preparation for life for all students in the school.

* To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
* To contribute to raising school standards
* To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth

Responsibilities

As a farm hand, you'll need to:

* Assist with planning finances and production to maintain farm progress against budget parameters.
* undertake practical activities, such as driving tractors, operating machinery, feeding livestock or spraying fields
* market the farm's products
* Assist with buying supplies, such as animal food, fertiliser and seeds when needed.
* maintain and monitor the quality of yield, whether livestock or crops
* understand the implications of the weather and make contingency plans
* ensure current government regulations concerning farm activities are complied with
* ensure that farm activities comply with government regulations
* monitor animal health and welfare, including liaising with vets whilst on duty.
* ensure a clear and accurate hand over of information to day staff.
* maintain a knowledge of pests and diseases and an understanding of how they spread and how to treat them
* apply health and safety standards across the farm estate
* protect the environment and maintaining biodiversity
* keep all policy/procedural records up to date.

Working hours

You will be on call in the morning before school starts and in the afternoon after school finshes. Weekend hours must be split between morning and afternoon duties to ensure continuity of routine for our animals.

What to expect

* The work may be highly stressful due to factors beyond your control. Fluctuations in market prices can make long-term forecasting difficult.
* Much of the work will be farm based and therfore out in all weathers and seasons.
* You should be prepared for an element of isolation, although many farming communities have a strong social life, and you will be welcomed to join the rest of the team for training and wellbeing days and events.
* Travel during the working day may occasionally be necessary.

**Liaising with:** Senior Management Team, teaching/support staff, school representatives, external agencies and parents.

**OPERATIONAL/STRATEGIC PLANNING**

* To contribute to curriculum areas (farm and enviroment)
* To plan for animal welfare and good use of land and. support day staff in this.
* To plan for land management and support day staff in this.
* To contribute to the whole school’s planning activities.

**Curriculum Development:**

* To help maintain a curriculum area for enrichment activity (farm).

**Staff Development:**

* To take part in staff development programmes by participating in arrangements for further training and professional development.
* To continue personal development in the relevant areas including subject knowledge and teaching methods.
* To engage actively in the Performance Management Review process.
* To work as a member of a designated team and to contribute positively to effective working relations

**Management Information:**

* To maintain appropriate records and to provide relevant accurate and up‐to‐date information to the Headteacher/School Business Manager.

**Quality Assurance**:

* To help to implement school quality procedures and to adhere to those.
* To contribute in seeking/implement modification and improvement where required.
* To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school with all staff.

**Communications:**

* To communicate effectively with the parents of students as appropriate.
* To co‐operate and communicate with other teaching and support staff.
* Where appropriate, to communicate and co‐operate with outside agencies.
* To follow agreed policies for communications in the school.

**Management of Resources:**

* To support the process of the ordering and allocation of equipment and materials with relevant staff.
* To identify resource needs and to contribute to the efficient/effective use of physical resources.
* To co‐operate with other staff to ensure a sharing and effective usage of resources to the benefit of all.

**Pastoral System:**

* To promote the general progress and well‐being of individual students and of the teaching as a whole.
* To liaise with Senior Managers to ensure the implementation of the school’s Pastoral System.
* To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
* To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students after consultation with the appropriate staff.
* To apply the Positive Behaviour Policy so that effective learning can take place.

**Additional Duties:**

* To play a full part in the life of the school’s community, to support its vision and ethos and to be a good role model for all pupils.

**Other Specific Duties**:

* To continue professional development as agreed.
* To engage actively in the performance review process.

This job description sets out a summary of the key features of the role. It is not intended to be exhaustive and will be reviewed periodically to ensure it remains appropriate for the role.

The post holder must also undertake other duties within his/her competence or otherwise

appropriate to the grading of the post as required.

The post holder must comply with the school’s Equality Policy, Safeguarding Policy and Health &Safety Policy, and complete enhanced disclosure forms.

**PERSONAL SPECIFICATION - FARM HAND**

Please note: The Person Specification is a picture of the education, knowledge, skills and experience to carry out the job. The successful candidate must satisfy all of the essential criteria. Short listing will be in the basis of the criteria indicated by the ‘Application Form’ in the Evidence column.

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| --- | --- | --- | --- |
| **Requirements** | **Essential** | **Desirable** | **Evidence** |
| **Qualifications / Education / Other** |  |  |  |
| Previous hands-on farming experience and technical knowledge. |  |  | Application Form / Certificates |
| G.C.S.E Maths, English Minimum |  |  | Application Form / Certificates |
| Qualifications linked to working with children with SEN |  |  | Application Form / Certificates |
| Degree/Teaching Qualification |  |  | Application Form / Certificates |
| **Professional Development Experience** |  |  |  |
| Evidence of further training in SEN |  |  | Application Form / Interview |
| Evidence of developing courses |  |  | Application Form / Interview |
| Successful instruction of pupils with EBD/ASD/SLD/MLD |  |  | Application Form / Interview |
| Experience of working with children having SEN |  |  | Application Form / Interview |
| Experience of OFSTED process |  |  | Application Form / Interview |
| Successful OFSTED / observational experience |  |  | Application Form / Interview |
| **Knowledge / Skills** |  |  |  |
| Evidence of ability of lead a group |  |  | Interview/References |
| ICT Literate |  |  | Application Form |
| Evidence of having influenced the quality of learning, in present establishment |  |  | Application Form / Interview |
| Skilled in conflict resolution / counselling |  |  | Application Form / Interview |
| Contribute to the writing and implementation of ISP’s and PBS Plans |  |  | Interview |
| Ability to drive and have the use of a vehicle |  |  | Certificates |
| Understanding and knowledge of approaches to a variety of positive behaviour management. |  |  | Interview |
| **Personal Qualities** |  |  |  |
| Empathy with children / parents who are experiencing difficulties. |  |  | Interview |
| Flexible approach to people and situations |  |  | Interview |
| A keenness for further professional development |  |  | Interview |
| **Interests / Motivation relevant to the post** |  |  |  |
| Willingness to work in close partnership with staff, parents and other professionals. |  |  | Interview |
| Interests other than education |  |  | Interview |
| Ability to contribute to extra-curricular activities |  |  | Interview |
| **Commitment** |  |  |  |
| Commitment to the school, pupils and parents |  |  | Interview |
| Commitment to the school’s Equality Policy and a willingness to promote the ethos of the school |  |  | Interview |