The King's Academy: Engineering / Design Technology Technician – Person Specification

	CRITERIA	Essential / Desirable
Personal Qualities	Strongly self-motivated and personally resilient	E
	Exceptional levels of personal integrity, discretion honesty, reliability and self-awareness	E
	Strong intellect underpinned by a clear moral compass, instinct and intuition	E
	Conscientious and diligent work ethic	E
	High expectations for student behaviour and a calm, consistent approach to ensuring students work under the authority of adults	E
Professional Dispositions	Commitment to the Academy's Christian ethos and educational purpose	E
	Pro-active in using initiative	E
	Creative, constructive, insightful and innovative approach to problem-solving	E
	Willingness to take a hands-on approach as necessary	E
	Ability to work under pressure, prioritising own workload	E
	Flexibility, on occasions and within reason, in approach to working hours	E
	Evidence of learning beyond the workplace	D
Qualifications	5 GCSEs or equivalent A*-C, including Maths and English at C or higher	E
	A-levels or equivalent. Degree or similar level vocational / professional qualifications	D
Experience	Able to work effectively as part of a team	E
	Working within a school environment	D
	Working with and supporting students in a classroom environment	D
	Qualifications and experience in First Aid	D
	Experience of supporting students with SEND	D
Knowledge	Good levels of literacy and numeracy	E
	Sound knowledge of Safeguarding	D
	Competent in using Microsoft applications (esp. Word, Excel, PowerPoint)	E
	Ability to plan, organise and prioritise effectively	E
Communication skills	Firm but tactful and diplomatic; friendly, professional, and able to communicate effectively, confidently and accurately both orally.	E
	Complete discretion and confidentiality	E
Educational Qualities	Ability to recognise learners' misconceptions and to correct them	D
	Keen interest in teaching others, and practical experience of this in either formal or informal settings	E
	Appreciation of what inhibits learning, and how to remove obstacles for learners	D
	Ability to recognise the right balance of 'challenge versus support' and when and how to stretch learners for effective understanding	D