**Person Specification**

**Technician – Design & Technology**

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| **Requirements** | **Essential** | **Desirable** |
| **Qualifications** | Qualifications relevant to D&T, such as BTEC or A level or excellent GCSE grades or CREST gold award. | Emergency First Aid or First Aid at Work qualification or willingness to do the training.  D&TA Health and Safety Design and Technology training and/or Art equivalent\*  (\*5 yearly statutory requirement that is also provided by the school on a rolling program) |
| **Knowledge** | Knowledge of and ability to use CAD software packages.  Good knowledge of workshop tools and machinery as servicing and maintenance of tools and machinery will be a weekly requirement.  Working knowledge of standard ICT packages (word processing, email and spreadsheets) | Ability to set up and use CNC machines.  Understanding of basic electronics and the ability to solder.  Awareness of Health and Safety requirements in DT workshops  Understanding of the use and design of templates and jigs. |
| **Experience** | Experience of using hand and machine tools. | Previous experience of working with young people preferably in a school setting.  Previous experience working as a D&T technician within a school. |
| **Skills and Aptitudes required** | Good interpersonal skills to work productively with colleagues and as part of a team.  Ability to prioritise and manage own workload to meet appropriate deadlines.  Ability to support students during lessons within a technical environment, particularly with one to one supervision of specialist equipment for safe working. | Willingness to assist with extra-curricular clubs, competitions and activities.  Ability to check stock levels and, with approval, order consumables, tools or other items as needed.  Willingness and ability to obtain and/or enhance qualifications and training for development in the post. |
| **Personal Qualities required** | Enthusiastic.  Flexible.  Empathetic.  Hardworking.  Organised with good admin skills.  Diligent with an eye for detail. |  |