



## PERSON SPECIFICATION: TEACHER OF DESIGN TECHNOLOGY

CRITERIA	ESSENTIAL	DESIRABLE
<u>Qualifications &amp; Training</u> Degree in subject Qualified Teacher Status	X X	
<u>Experience</u> Recent experience of teaching Design Technology Experience of planning and delivering curriculum at relevant Key Stage and subject		X X
<u>Skills &amp; Knowledge</u> Good written and verbal communication skills  Understanding of statutory requirements for teaching of Design Technology  Knowledge of assessment of Design Technology  Working knowledge or relevant policies and legislation e.g. child protection  Model and share high expectations of achievement and behaviour	X  X  X  X	    X
<u>Personal Qualities</u> <ul style="list-style-type: none"> <li>Resilience shown through good attendance and punctuality</li> <li>Ability to inspire and motivate students to enjoy learning and to reach high standards</li> <li>Enthusiasm and commitment to the aims and objectives of the school</li> <li>Determination</li> <li>Ability to cooperate with others/work as a team</li> <li>Ambition (for self and others)</li> <li>Sense of humour</li> </ul>	X X  X X X X	     X
<u>Other Requirements</u>  Motivation to work with children and young people.  Share school's commitment to safeguarding and promoting the welfare of our students and young people as set out in the DfE's Keeping Children Safe in Education Guidance September 2020.  Able to communicate effectively and build appropriate positive relationships and personal boundaries with all children, young people, families and carers  Emotional intelligence/emotional resilience/ Resilience in working with challenging behaviours/attitudes and the maintenance of good discipline.  Commitment to the school's policies and ethos Commitment to Continuing Professional Development. Must be able to take part in relevant INSET  Willingness to run extra-curricular activities Willingness to be involved in the wider life of the school community	X   X  X  X X X X	       X
<u>Equal opportunities</u> To assist in ensuring that NYCC's equalities policies are considered within the school's working practices in terms of both employment and service delivery.	X	