**PERSONAL SPECIFICATION**

**POST: Science Technician**

**Grade 2 (points 10 - 13)**

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|  | **ESSENTIAL** | **DESIRABLE** | **METHODS OF ASSESSMENT** |
| **APPLICATION**  | * Well-constructed application form
 |  | Application Form |
| **QUALIFICATIONS** | * 5 GCSE’s (grade A\*–C) or equivalent, including English, mathematics and a science.
 | * First aid training
* Evidence of having undertaken continued and recent professional development
* Further/higher education / NVQ or equivalent qualification in a relevant discipline.
 | Application FormReferences |
| **KNOWLEDGE & EXPERIENCE** | * Working knowledge of relevant policies, procedures, regulations/legislation eg health and safety and COSHH.
* Experience of working in a relevant discipline within a laboratory or similar environment with the necessary technical skills
 | * Experience of working in a secondary school
 | Application FormReferencesInterview |
| **SKILLS AND ABILITIES** | * Excellent verbal and written communication skills
* High Level of literacy and numeracy skills
* Ability to absorb and understand a wide range of information.
* Ability to operate a range of ICT equipment and other specialist resources.
* Ability to proficiently use computer software including word-processing, spreadsheet, database and internet systems.
* Ability to work constructively as part of a team, but also individually; understanding school roles and responsibilities including own.
 |  | Application FormReferencesInterview |
| **PERSONAL QUALITIES** | * Flexible, reliable, ability to act on own initiative.
* Excellent time management and effective organisational skills.
* Desire to enhance and develop skills and knowledge through CPD.
* Commitment to the highest standards of child protection and safeguarding.
* Recognition of the importance of personal responsibility for health and safety.
* A desire to work in a school environment and promote the positive ethos of the school
* Interest in young people and their education
* Ability to present as a role model to students in speech, dress, behaviour and attitude
 |  | ReferencesInterview |