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| **Technical Trainer - Sport** |  |
| **FAMILY** | **STUDENT & LEARNING SUPPORT FAMILY** |
| **LEVEL** | **5** |
| **SHAPE DESCRIPTOR**The Sheffield College is looking to recruit an exceptional individual as a Technical Trainer in the Sport department. Applications are welcome from candidates who have the appropriate skills, a high level of practical expertise and are passionate about working with and supporting College teams to deliver excellent outcomes for our students.Technical Trainers support students by ensuring that learning environments are safe and secure, equipment is ready and available for the delivery of the specific learning programme.As a Technical Trainer you will assist in the design and delivery of learning programmes (and preparation for learning) through undertaking various activities in a specific learning environment.Technical Trainers assist with the promotion of a healthy and safe working environment in line with the College’s Health and Safety policies and procedures. |
| **LEVEL SUMMARY**Roles at this level require an in-depth knowledge of technical or scientific practices, methods and procedures gained through experience and/or formal qualification, to provide a range of student and learning support activities. Sound analytical and problem solving capabilities are required as the role holder must make use of their acquired knowledge of the discipline. Supports student learning through the development and demonstration of standard equipment and techniques, with direct input into teaching programmes. This may be delivered on a one to one basis or larger student groups. Roles at this level may oversee the day to day running of a work area or small team. |
| **REPRESENTATIVE WORK ACTIVITIES** |
| Provision of Student and Learning Support activities to students in support of learning.  | * + Provide regular instruction or support to students and others, within own area of specialism.
	+ Advise and assist staff and students on all aspects of service based on an in-depth knowledge of the area
	+ Be a point of contact for students in relation to the provision of advice and guidance on a range of issues, e.g. student financial support, asylum and refugee advice and referral and enrichment.
	+ To support and deliver practical training and demonstration to students e.g. in vocational areas.
* Monitor budgets with reference to a senior member of staff.
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| Planning and Organising | * Will have an established workload and will have the responsibility for ensuring that the work is carried out in a timely and accurate manner.
* Works independently, but can refer to more senior colleagues for advice and guidance where necessary.
* Plans ahead on a weekly basis with some consideration for the longer term.
* Co-ordinate, arrange and allocate tasks for other staff, ensuring that there are sufficient resources available for events/activities.
* May oversee the day to day running of a work area or small team.
* May lead assigned project teams, usually of a short term nature or contribute to larger projects as part of a project team.
* May assist in developing services for students.
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| Initiative and Decision Making | * Will apply well-developed problem solving skills through the application of initiative and judgement when solutions are not obvious.
* Contributes ideas and develops innovative solutions.
* Make recommendations on managing/resolving more complex situations.
* Implement changes in service provision as requested by senior management.
* May be a point of contact for their particular area of expertise.
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| Stakeholder Engagement | * Give advice on design, build, set up and running of experiments or manufacture or production.
* Liaise with wider College bodies.
* May attend relevant meetings to ensure that issues relevant to their section/department are appropriately represented and reported.
* May be a point of contact for specialist queries or operational problems.
* Maintain and develop a network of contacts which may be both internal and external to the College.
* Will need to talk to staff and students to interpret their needs, discuss work requirements, establish facts, provide explanations sometimes of a complex nature, explain procedures etc.
* May be responsible for the supervision of staff and monitoring the quality of their output.
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| Teamwork | * Work as part of or in support of a team through independent action.
* Supervise teams of staff carrying out very similar or identical work.
* Contribute to recruitment training and development of others.
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| Provision of an outstanding Learning Environment.  | * Monitor schedules, assign work and review progress.
* With the Head of Department may have some responsibility for budget control of a section.
* Contribute to discussion on future requirements for the area in terms of equipment, space, staffing etc.
* Thorough understanding of health and safety regulations and procedures, ensuring compliance with appropriate legal standards.
* May be responsible for ensuring that others comply with health and safety regulations.
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| **REPRESENTATIVE SKILLS, KNOWLEDGE & EXPERIENCE** |
| * Roles at this level usually require a relevant technical qualification plus work experience in a related area plus at least Level 2 in literacy and numeracy.
* Without technical qualification, the post holder must have an in-depth knowledge of the subject area and from previous experience must be able to demonstrate a broad range of expertise and be classed as a technical expert in the field
* Comprehensive knowledge of technical process in own area of responsibility.
* In-depth knowledge of relevant policy and legislation.
* Basic supervisory skills such as day to day allocating and co-ordination of work.
* Analytical, technical or creative problem-solving skills.
* Understanding of the fundamental theories and principles of the discipline.
* Comprehensive technical knowledge in own scientific or technical specialism.
* Working knowledge of the broader activities of the Department.
* Some roles may require a teaching qualification
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| **REPRESENTATIVE PERFORMANCE INDICATORS** |
| * Promotes opportunities for students to enhance their experience at College through the provision of enrichment and/or welfare initiatives.
* Contributes to the success of learners through the delivery of demonstrations of equipment, systems and processes
* Contribute to development of course content in the designing of apparatus/equipment or usage of new techniques/equipment.
* Assist in design, operation and maintenance of student services
* Contribute to the development of new ideas and improved methods.
* Demonstrate the use of systems and equipment to staff and students in the Department.
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**Level 5 – TECHNICAL TRAINER in Sport**

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| **PERSON SPECIFICATION** | **Essential / Desirable** | **Application/****Interview** |
|  | **E/D** | **A/I** |
| **Education/Training Qualifications** |  |  |
| English Language and Maths at level two. | E | A |
| Qualifications in specified or relevant curriculum area preferably at level 3 or equivalent | E | A |
| Awareness of Health and Safety issues and experience of operating within statutory and College procedures | E | A/I |
| First Aid at Work qualification or willingness to train | E | A |
| PTLLS teaching award (minimum) or equivalent or willingness to work towards | E | A/I |
| Assessor Award eg TAQA (or willing to work towards) |  D | A/I |
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| **Skills & Knowledge** |  |  |
| Knowledge and the implementation of safe systems of work | E | A/I |
| Knowledge and application of control of substances hazardous to health | D | A/I |
| Use and maintenance principles of programme specific equipment | E | A/I |
| IT literate | E | A/I |
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| **Experience** |  |  |
| Recent relevant experience within the area | E | A/I |
| Experience of stock control | D | A/I |
| Maintenance of inventory | E | A/I |
| Experience of working in a Training Environment | E | A/I |
| Providing practical assistance and guidance in a workshop environment | E | A/I |
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| **Personal Qualities** |  |  |
| Good record keeping | E | A/I |
| Good communication skills | E | A/I |
| The ability to operate within a team | E | A/I |
| Resourceful, helpful and the ability to solve problems | E | A/I |
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| **Other Requirements** |  |  |
| Able to work occasional evenings  | E | A/I |
| Demonstrate a clear understanding of issues in relation to safeguarding children and vulnerable adults | E | A/I |
| Demonstrate a clear understanding of equality of opportunity and diversity issues | E | A/i |