

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		Technical Demonstrator – Creative Arts	
<b>Reports to:</b>		Programme Manager	
<b>Job Grade</b>	LEG B	<b>Department</b>	Creative Arts

### SPECIFIC ROLE RESPONSIBILITIES:

1. Support learners to produce work using specialist techniques.
2. Demonstrate technical techniques, technology and equipment to students as required by teaching staff to support study programmes.
3. Prepare and maintain the facilities and equipment to a high standard and ensure that the area and learners are compliant with all relevant Health and Safety Legislation including COSHH regulations.
4. Maintain and organise teaching spaces in relation to curriculum need.
5. Introduce new techniques and technologies relevant to subject area.
6. Prepare facilities and equipment for teaching.
7. Ability to participate in evening/weekend work as required.

### CORE RESPONSIBILITIES:

1. Assist in the delivery of the technical elements as directed by teaching members of staff.
2. Order consumables and equipment for curriculum area.
3. Oversee the technical aspects of students work and use of specialist resources and equipment across the curriculum.
4. Liaise with stakeholders and external practitioners.
5. Keep abreast of new technologies and demonstrate new equipment to students.
6. Facilitate small groups of students in technical workshops and support independent learning sessions.
7. To cover the counter in instances of staff absence, or to cover breaks.
8. Maintain equipment.
9. Any other duties that are specific to the department.
10. Assistance in the preparation, support and participation of examinations and invigilation across the Group.

**DEPARTMENTAL RESPONSIBILITIES:****Art & Design and Fashion & Textiles**

1. Support students to construct artworks in a range of media, which will include pattern cutting, garment construction, painting, drawing, print, 3D and digital techniques.
2. Support curriculum staff in technical aspects of practical sessions.
3. Maintain stock and the general upkeep of the storeroom at Bridge Street to ensure resources are available for students and curriculum staff. Provide technical support for students working independently.
4. Lead on the technical aspects of public exhibitions and assist with preparation and display of internal exhibitions.
5. Support maintenance and use of specialist equipment including sewing machines.

**GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:**

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

**Kindness**

*Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them*

**Ownership**

*Using our robust business planning model to allow areas to have clear ownership over their vision and performance*

**Enjoyment**

*Fostering environments that enable staff and students to be brave, interact and have fun*

**Collaborative**

*Proactively seeking opportunities to create synergies and positive outcomes for all*

**Passion**

*Encouraging all to have aspiration and passion in everything they do.*

**Creative**

*Always hungry to learn and looking ahead so we can be responsive*

## Person Specification

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The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation,  
C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
D	A relevant qualification in Creative Arts	A
D	An IT qualification	A

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
D	EK1. A current creative practice with a public outlet	A / I
D	EK2. Experience working with students both independently and as a group	A / I
D	EK3. Experience demonstrating specialist techniques to groups of students	A / I
D	EK4. Experience of working professionally in the creative industries	A / I
D	EK5. Knowledge of Creative Software such as the Adobe Suites	A / I

D	EK6. Knowledge of PC, Mac OS X and Apple Mac Computers	A / I
D	EK7. Knowledge of the technical aspects of setting up exhibitions, galleries or performances	A / I
E	EK8. Experience with sewing machines and knowledge of specialist textiles industry equipment such as overlockers and heat presses	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Ability to set up, maintain and operate specialist facilities and equipment	A / I
E	SC2. Excellent Organisational Skills	A / I
E	SC3. Ability to work in a team or independently	A / I
E	SC4. Ability to work to tight and conflicting deadlines and with young people whilst maintaining a positive outlook	A / I

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A / I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I