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**Learning Technology Officer (0.6 FTE)**
**Library Services**
**Permanent**

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## The Role

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| **Job Title** | Learning Technology Officer (0.6 FTE) |
| **Location** | Library Services |
| **Reports to** | Library Technology Manager |
| **Purpose** | The Library Services team at GSA takes a strategic role in supporting academics and students within a technologically-rich and constantly evolving context. |

The role of the Learning Technology Officer (Library Technology) is to work as part of the Library Technology team to support:

- Library Services platforms including the systems to deliver reading and resource lists, copyright clearance, library management system, discovery layer, digital dissertation collection, and the online helpdesk and FAQ software

- The production of accessible content for use on Library Services platforms

- GSA students and staff through the delivery of Library Services workshops for students on various systems, software packages and learning technology available at GSA

**Principal Accountabilities**

These will be the main duties undertaken by the role holder. Please refer to the Generic Role Description (Appendix 1) for an outline of those responsibilities associated with the generic Technician role.

- System administration and support of Talis Aspire resource and reading list software and CLA digital content store (DCS)

- System management tasks in preparation for rollover of Canvas/Talis Aspire/DCS to the next academic year

- Canvas/ Talis Aspire /DCS troubleshooting and problem solving

- Work closely with Assistant Librarian (Resource Lists) to maintain robust technical infrastructure which allows delivery of resource list service.

- Produce regular analytics on resource list and other library systems.

- Advise, support and train staff on creating accessible materials for delivery through Library Services systems e.g. ensuring dissertations and reading and resource list pdf's are scanned to a high quality and accessible

- Delegation of tasks to User Support team with appropriate training and support

- Produce online learning materials and FAQ content for students/staff to be meaningful and ensure understanding for a wide range of users

- Develop and deliver learning materials and content for Library Services student inductions

- Support, training and assistance for Library Services staff using library technology and related software and online tools and services

- One to one assistance with technologies for learning for GSA students and staff both online, through software ticketing system, and in-person at our Learning Technology Helpdesk

- Liaison with Academic staff to collect annual dissertation and theses submissions and prepare these for upload into Library catalogue

- Assist with Library Services social media presence

- Keep up to date with developments in library technologies, learning technologies and education and digital accessibility

- Attend team meetings and contribute to departmental planning activity and knowledge exchange

  - Planning, prioritising and organising own work in order to achieve agreed objectives;
  - Contributing to the planning and organising of Departmental and/or School- wide events, e.g. inductions, Degree Show etc.

- Undertake any duties as may reasonably be requested by the Library Technology Manager

**Key Challenges**

- To support and encourage the use of technology in delivering library services and in learning and research

- To administer the Talis Aspire reading and resource list system and be the main point of contact for testing new releases, creating documentation and training materials, troubleshooting system issues and liaising with vendor.

- To produce meaningful analytics for Library systems

- To administer CLA Digital Content Store, including annual rollover

- To create and deliver training sessions and learning materials for delivery of Library Services workshops for staff and students on various systems, software packages and learning technology available at GSA at all levels from basic to advanced use

- To schedule workload to ensure targets are met.

### Person Specification

### Experience / qualifications

- Educated to degree level or have equivalent experience supporting library and learning technology in education, preferably in an FE/HE or art/design/architecture library work environment.

- Knowledge and experience of system administration for Library Management Systems and Reading List systems

- Knowledge and experience of working with Virtual Learning Environments/Managed Learning Environments

- Excellent communication skills and experience of creating and delivering training sessions on technical topics in a user-friendly way to a very high standard.

- Be a self-starter, capable of operating with a minimum of supervision and excellent written and oral communication skills are a necessity.

- Ability to work well with others as part of a team.

### Skills and attributes

The post holder will be able to demonstrate;

### ICT Skills

- Excellent technical knowledge of supporting and administering Learning and Library Management Systems in an educational environment

- Sound understanding of digital accessibility

- Highly developed ICT skills with expertise in Microsoft Office, web technologies, Adobe Creative Suite

- Advanced skills in software troubleshooting and an ability to solve problems quickly and efficiently

- Experience in system administration of web based systems

- Knowledge of Adobe Creative Suite and audio and video editing tools (advantageous)

- Knowledge of or interest in Art, Design and Architecture in relation to technology (advantageous)

**Other Skills**

- Fast and efficient problem solver.

- Good administrative skills.

- Good time management skills.

- Student centered approach to service delivery and support

- Ability to work under pressure with attention to detail

- A commitment to the delivery of a high quality, training and support

- Ability to prioritise tasks and work to deadlines

- Experience in creating and delivering software workshops for students

- Excellent communication skills and ability to communicate technical information in a non-technical manner

- Commitment to embedding equality, diversity and inclusion (EDI) principles within working practices

## Terms and Conditions

**Contract**          Permanent

**Probationary Period**     It is recognised that there is an inevitable 'settling in' period in any post. The probationary period is therefore an opportunity for the employee to fit within the culture of the School.  It should also be determined during this time whether the job is in line with expectations as expressed in pre-appointment discussions, interview and as set out in the Job Description.  The probation period for this role is 6 months.

**Salary**

Grade 5, £30,487 - £34,980 per annum pro rata

**Hours**         21 hours per week

**Holidays**       35 days plus 11 statutory holidays per annum pro rata

**Pension**        Option to join the Local Government Superannuation Scheme

**Notice Period**     1 month

## GENERIC ROLE DESCRIPTION

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TECHNICIAN

The principal duties and responsibilities of the post holder are:

**Communication**
- Communicating with students on individual projects which includes:
  Providing instruction on technical aspects/methods;
  Discussing conceptual ideas with a view to helping materialise them on a practical level;
  Providing advice on project specific issues e.g. material costs, timescales etc.
  Providing guidance on Health & Safety related issues;
  Delivering inductions and demonstrations to groups of students
- Communicating/conferring with colleagues on technical related matters;
- Devising learning materials to be used by students and/or guidance manuals for machinery/equipment for use by students staff;
- Maintaining stock records;
- Preparing Health & Safety reports;
- Responding to e-mail requests for information.

**Teamwork & Motivation**
- Participating in and contributing to the team by providing effective technical support to students and staff and playing an instrumental role in ensuring the smooth and efficient running of the workshop.

**Liaison & Networking**
- Liaising daily with students on on-going projects;
- Liaising with internal support departments including Estates, Finance, HR and Health & Safety as well as academic departments in order to build relationships and contacts to facilitate the future exchange of information;
- Liaising with and establishing effective working relationships with peers in other departments within the School.
- Liaising with external contacts/bodies, e.g. suppliers, enquirers, maintenance companies etc.
- Attending SSRC meetings and Technician's Forum meetings.

**Service Delivery**
- Providing an efficient and high standard of service by responding promptly to requests for technical support from students and staff and/or directing them to the appropriate technician/workshop if necessary;
- Contributing to the quality of service provided by identifying any short falls and recommending improvements;
- Anticipating and pre-empting requirements of relevant parties by adopting a proactive approach and initiating contact, working within the institution's overall procedures and policies.

**Decision-making**
- Exercising decision-making skills when assessing e.g. when to grant access to the workshop, which method/process to adopt with regards to individual projects, when to re-stock supplies etc;
- Making collaborative decisions with colleague(s) and immediate line manager, for example when planning future projects and/or workshops in line with the academic timetable;
- Inputting into the decision-making of others by recommending improvements to processes and purchasing equipment and stock.

**Planning & Organising**
- Planning, prioritising and organising own work in order to achieve agreed objectives;
- Contributing to the planning and organising of Departmental and/or School-wide events, e.g. inductions, Degree Show etc.

**Initiative & Problem-solving**
- Showing initiative and creativity to resolve student/staff problems (project specific) where the optimal solution may not be immediately apparent but has to be assessed by a process of reasoning and weighing up of pros and cons of different approaches;
- Identifying and assessing practical options that will help students/staff realise their ideas.

**Analysis & Research**
- Researching technical developments in the field in order to remain abreast of new processes, methods, materials, equipment etc.;
- Analysis of stock levels in line with ongoing projects.

**Sensory & Physical Demands**
- Carrying out tasks which require either learning certain methods or routines or involve moderate physical effort e.g. operating machinery or equipment to perform detailed operations, lifting large or heavy objects etc.;

**Work Environment**
- Understanding how the work environment could impact on own work or that of students and colleagues;
- Undertaking standard actions, in line with Health & Safety requirements/guidelines, to adapt to the environment;
- Using, and monitoring students use, of protective equipment e.g. when handling hazardous chemicals, operating dangerous machinery etc.

**Pastoral Care & Welfare**
- Showing sensitivity to those who may need help or, in extreme cases, are showing signs of obvious stress, initiating appropriate action by involving relevant people e.g. HoD or student support services;

**Team Development**
- Advising, guiding or assisting new starters/colleagues within own team on standard information or procedures;

**Teaching & Learning Support**
- Introducing students or others who are new to the area to standard information or procedures;

- Providing teaching or training on methods, processes and procedures, providing feedback during the event;
- Designing workshop content or learning materials within existing frameworks and making appropriate modifications to existing materials on the basis of the knowledge or experience of the learner(s);

**Knowledge & Experience**
- Applying working knowledge of theory and practice, sharing this knowledge with others as appropriate for example, the ability to interpret rules, procedures and regulations and provide advice to others on how technical processes should be undertaken;
- Demonstrating continuous professional development by acquiring relevant skills and competencies.