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| **ROLE DESCRIPTION AND PERSON SPECIFICATION****ACADEMIC AND TECHNICAL STAFF** |
| **Role Title: Technical Tutor – Games & Animation (0.6)****Service: Prototyping** **Pay Band: Band C****Reports to: Head of Prototyping** |
| **Purpose of Role:** As a member of the University’s Prototyping team, you will provide skills training, workshops and technical support to students in all aspects of creating prototypes with the use of specialist software and hardware relevant to Animation and Games Development. Supporting teaching for software and hardware and relevant pathways by delivering sessions and technical support to related programmes across the university. |
| **Role Responsibilities:*** To deliver software & hardware training workshops relevant to Animation,

Games and other relevant units as indicated in the validated course specifications.* To provide general IT support and troubleshooting skills in supporting students

own laptop devices and the teaching suite computers, including installing software and add-ons relevant to the area.* To manage files and data in a cloud-based storage environment.
* To deliver general Health and Safety inductions to students, staff and guests.
* To support both the presentation of student work (for assessment, exhibitions,

degree shows or marketing purposes) and accessibility to information forapplication learning within the course through the development of materials forthe web and/or for the institution’s Virtual Learning Environment (VLE)* To support students within the Animation & Games Development and other relevant areas in the use of software and digital hardware for digital and manual fabrication, along all stages of their projects, from the conceptualisation to completion and delivery with professional standards.
* To design and re-design technical content and workshops in liaison with the relevant academic teams, bringing together digital technology and creative content in ways that ensure effective student learning and future employability.
* To support relevant research projects as required.
* To engage in continuous professional development relevant to the subject specialism, role responsibilities and professional practice, and to maintain a level of subject expertise in line with developments in the subject area appropriate to your contracted employment.
* To comply with legislative requirements as it relates to the job, including the Data Protection Act, Equal Opportunities, Freedom of Information Act, health and safety obligations.
* Demonstrate understanding of Ravensbourne’s values, culture and educational ethos and promote these through everyday practice in the role.
* Work within Ravensbourne’s Code of Conduct and other rules.
* Comply with all legislative, regulatory and policy requirements (e.g. Finance, HR) as appropriate.
* Carry out the policies, procedures and practices of Health & Safety in all aspects of the role.
* Demonstrate value and importance of equality and diversity in every aspect of Ravensbourne’s work and show commitment through everyday practice in the role.
* Work in accordance with, and promote Ravensbourne’s environmental sustainability policy and practices.
* Make full use of all information and communication technologies to meet the requirements of the role and to promote organisational effectiveness.
* Perform such other duties consistent with the role as may from time to time be assigned, collaborating fully with others to get the work done and Ravensbourne’s objectives achieved.
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| **Key working relationships (i.e. titles of roles, both internally and externally, with which this role holder interacts on a regular basis):**Academic Staff, Students, Technical Tutors, Technical Services Staff and Visitors |
| **Resources Managed*** Learning Resources

**Budgets:** N/A**Staff:** N/A**Other (e.g. equipment; space):** * Digital Suite
* Specialist-relateded equipment used elsewhere within the university
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| **Person Specification (Knowledge, Skills and Behaviours)** | **Essential** | **Desirable** |
| **Education and Qualifications:**Undergraduate degree in Animation, Games Development or relevant discipline or equivalent industry experience.Teaching qualification e.g. PGCert |  |  |
| **Technical knowledge and experience:**Experience in prototyping processes/techniques in Games Development and or Animation, blending the use of technology with traditional skills and willingness to learn new skills.Demonstrable technical knowledge and specialist expertise in Animation and/or Games Development and relevant workflows and prototyping processes.Demonstratable technical knowledge in most of the following:Adobe CC, Z-Brush, Substance, Blueprint, Unreal or Unity, Blender, Maya (Overall Workflow)Experience on AR/VR technologies and equipment.Experience in using virtual learning environments to support student learning.Experience in installation of hardware and software, output, set up of digital systems, scanners and other peripherals.Ability to combine subject content and learning and teaching methods in ways that fully enable learners to achieve their goals.Demonstrable lT skills and relevant equipment troubleshooting and day-to-day support to enable the relevant areas to operate effectively, allocating resources efficiently and ensuring the availability of equipment.Experience of delivering workshops, demonstrations or instruction in further or higher education settings. |    |   |
| **Customer focus and service:** Has a strong customer service focus and the ability to manage stakeholder relationships and manage expectations. Assist students with openness and provide solutions within the available resources. |  |  |
| **Team working:**Works collaboratively and harmoniously within staff and students as the role requires to support the development and delivery of teaching and learning. |  |  |
| **Communicating and relating to others:** Communicates clearly orally, in writing, and using visual media. Maintains effective relationships openly and honestly, using appropriate communication channels with consideration for the audience so that the messages (both ways) are understood and able to be acted upon.Ability to understand and explain technical/specialist terms commonly in use in own area of work, conveying information of a complex, conceptual, and specialist nature, adapting communication and media to suit student comprehension and level.  |  |  |
| **Organising work:** Organises work for optimum effectiveness, using all the resources, tools and methods available, so that the objectives of the role, team and organisation are met. |  |  |
| **Using IT:**Makes optimum use of appropriate digital technology and IT systems in all aspects of the role, particularly the ability to operate in a virtual learning environment (VLE). |  |  |
| **Problem solving and decision making:**Anticipates problems or issues and deals with them creatively and constructively, asking for support if required. |  |  |
| **Future focussed and change-ready:** Is receptive to, and open minded about, change, enabling them to respond positively and creatively to changing circumstances and requirements. |  |  |
| **Inter-disciplinarity:**Understands inter-disciplinary and convergent processes in creative and digital activities and demonstrates a commitment and ability to ensure this is reflected in the educational offer. |  |  |
| **Knowledge transfer:**Maintains, develops and applies comprehensive knowledge of the relevant subject discipline(s) including industry best practise and future developments. |  |  |
| **Planning and managing student events:**Able to support staff and students in the display and organisation of exhibitions and events. |  |  |
| **Administration:**Supports the delivery of education to students by contributing to the efficient running of courses and the technical provision. |  |  |
| **Technical Equipment:**Able to ensure that all equipment in use is fit for educational purpose, and that new equipment is purchased cost-effectively, installed safely, and regularly maintained. |  |  |
| **Industry and educational context:**Develops and maintains an understanding of how developments in both the relevant industries and higher and further education impact upon the role specifically and Ravensbourne more generally. |  |  |