

JOB DESCRIPTION

JOB TITLE: MOTOR VEHICLE TECHNICIAN

POST REF: 15/296

REPORTS TO: SECTION MANAGER

JOB PURPOSE: TO PROVIDE TECHNICAL, ADMINISTRATIVE AND RESOURCE ASSISTANCE TO THE PROGRAMME AREA

DATE: SEPTEMBER 2015

GENERAL RESPONSIBILITIES

1. To prepare, maintain and provide learning resources and equipment used in the delivery of the curriculum
2. To provide administrative support to the curriculum as necessary
3. Establish and maintain safe working practices and environment in accordance with health and safety legislation
4. Accompany staff and students on field trips/exhibitions in support of the curriculum
5. To maintain effective cost ordering stock control system to meet the needs of the area
6. To participate in the College's review and Appraisal system
7. To support the lecturing staff in training students on a range of topics and tasks relevant to the curriculum.
8. Conduct Demonstrations and assist in delivery of practical work to reinforce learning.
9. To assess, monitor and track student progress.
10. Liaise with tutors so the learning environment and all activities are supervised and fully supported.
11. Such other duties as may be required from time to time by the College, that is within the level and responsibility appropriate to the grade of the post.

SPECIFIC RESPONSIBILITIES

1. To have a good understanding and knowledge of materials used within the Motor Vehicle industry.
2. Prepare and maintain risk assessments for student activities within the workshop, also complete room/safety audits of the workshops.
3. Maintain designated working areas, ensuring Health and Safety and COSHH regulations are followed in conjunction with the Faculty Health, Safety and Environmental Representative.
4. Keep records and files as appropriate and needed for Financial and other regulations

5. Control the workshop, tools and equipment as required meeting education and training needs.

GENERAL BEHAVIOURS

1. The College expects that you will work to the highest professional standards and undertake your responsibilities to the best of your ability.
2. You will be responsible for protecting staff and learners from all preventable harm as per College Safeguarding procedures.
3. You should be courteous in your dealings with colleagues, students and visitors to the College.
4. You will exhibit a positive drive in your desire and efforts to operate an effective service.
5. In your role as Technician you will act with integrity, probity in all of your work and relationships.
6. All staff are required to participate in appropriate CPD, the College will support members of staff who need to gain contractual qualifications eg. English and Maths.

TERMS AND CONDITIONS

Canterbury College Scheme of Conditions of Service

37 hours per week, Established Post

Salary grade: £18,226 – £19,715 per annum

Occasional evening and weekend work will be necessary

Canterbury College is an Equal Opportunities Employer

PERSON SPECIFICATION

MOTOR VEHICLE TECHNICIAN

ALL STAFF ARE EXPECTED TO UNDERTAKE CPD

	Requirement	Means of assessment		
		Application form	Interview	Reference
Skills and ability				
Good administrative abilities	Essential	Y	Y	
Effective organisational skills	Essential	Y	Y	Y
Effective written & oral communication	Essential	Y	Y	
Effective teamwork	Essential	Y	Y	Y
Ability to motivate, encourage and support students	Desirable	Y	Y	
Actively contribute to the College's Safeguarding practice, procedures, culture and ethos	Essential	Y	Y	Y
Experience				
Working knowledge of area industry requirements	Essential	Y	Y	Y
Working Knowledge of health and safety legislation	Desirable	Y	Y	Y
Experience of assisting students/employees	Essential	Y	Y	
Experience of controlling stock, materials and plant	Desirable	Y	Y	Y
Specialist knowledge				
Up to date knowledge and understanding of motor vehicle industry and practices.	Essential	Y	Y	Y
Education				
Minimum of C&G level 3 Certificate/Diploma in Motor Vehicle	Essential	Y		
Level 4 in Motor Vehicle	Desirable	Y		
Maths Level 2 (e.g. equivalent to GCSE grade C or above)	Essential	Y	Y	
English Level 2 (e.g. equivalent to GCSE grade C or above)	Essential	Y	Y	
IT Level 2 (or willingness to work towards)	Essential	Y	Y	
Level 5 Diploma in Education and Training	Desirable	Y	Y	
Other				
Current Valid Driving Licence	Desirable	Y	Y	

To undertake Minibus Driver training	Desirable	Y	Y	
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Competency	Key indicators	Band	Positive indicators (what we are looking for)	Negative indicators (what we are not looking for)
Self management	Personal resilience, managing stress, personal effectiveness & efficiency, self-motivating, enthusiastic, confidence, self-awareness	B	<ul style="list-style-type: none"> • Works unsupervised and can motivate self • Produces results under pressure • Can manage in stressful situations • Pushes for the best results 	<ul style="list-style-type: none"> • Needs supervision and lacks motivation • Unable to work under pressure • Unable to effectively cope in stressful situations (when situation is familiar) • Only interested in completing the task and not in the level of output
Communication and working with others	Collaborative, good manners, sharing knowledge, listening, giving and receiving feedback, engaging and networking, negotiation, influencing, presentation skills, public speaking	B	<ul style="list-style-type: none"> • Contributes ideas and identifies opportunities to work with others both within the team and across the organisation • Willing to provide feedback to sectional colleagues when requested • Produces succinct presentations and reports for senior colleagues • Understands when to seek senior advice on potentially delicate negotiations 	<ul style="list-style-type: none"> • Pays lip-service to cross-organisational collaboration and fails to identify opportunities for working collaboratively • Unwilling to seek advice when negotiating with others on complex or delicate matters
Resource Management	Budget management, planning, organisation, prioritising, results focus, quality focus	B	<ul style="list-style-type: none"> • Sets and monitors performance against quality and results orientated targets. • Focuses on both short and long-term goals • Makes the best of internal/external resources and coordinates well with external partners to best meet the needs of the College • Builds contingency into projects taking into account possible outside factors 	<ul style="list-style-type: none"> • Too focused on tasks or projects that are not strategic priorities • Over commits themselves or section • Does not take into account resource or budgetary factors when making decisions • Fails to build sufficient contingency into plans and projects
Critical thinking	Learner-focus, accuracy, attention to detail, analytical, decision making, judgement, problem solving, creativity, innovative, meeting deadlines	A	<ul style="list-style-type: none"> • Thinks tasks, queries and problems through and considers what they need to know • Uses relevant information when providing a service, solving a problem or dealing with a query • Is open to new ideas and willing to 	<ul style="list-style-type: none"> • Does not think through requests and questions or responds immediately without thinking • Does not know where to look for information and takes no responsibility for finding out • Displays a negative attitude towards new ideas • Criticises unconstructively the ideas and suggestions of others when faced with obstacles

			<p>try them</p> <ul style="list-style-type: none"> • Makes decisions within well-defined guidelines • Uses initiative to select most appropriate solution to straightforward problems • Puts forward suggestions for improvement concerning current processes or systems • Tries different ways of doing things to get the best results 	
Adaptability	Adaptable, flexible, multi-tasking, dealing with new situations	B	<ul style="list-style-type: none"> • Overcomes obstacles and is not deterred by setbacks; checks assumptions and first principles and works out alternative approaches • Reacts proactively to new challenges and works in a flexible manner to produce solutions • Provides feedback and participates on discussions surrounding new ideas approaches or projects 	<ul style="list-style-type: none"> • Is unwilling to consider new ideas or approaches • Is unreceptive to and overly critical of changes to their normal tasks • Does not participate in discussion around new ideas, approaches or projects
Managing People and relationships	Delegating, empowering, motivating others, developing staff, building rapport, discreet, empathetic, diplomatic, managing conflict	A/B	<ul style="list-style-type: none"> • Delegates effectively, setting clear expectations and authority • Monitors results and feeds back to team on a regular basis • Recognises others' contributions and acknowledges their limits • Helps others to identify ways to improve their performance • Prioritises supervisory responsibilities and carries them out in a timely fashion • Understands and can identify learner /staff/ partner needs and looks for opportunities to improve their experiences • Demonstrates respect and discretion when dealing with staff 	<ul style="list-style-type: none"> • Fails to supervise others effectively • Fails to treat all staff fairly and consistently; plays "favourites" • Fails to recognise others' contributions • Fails to set clear expectations and authority when delegating tasks • Is unavailable to the people they manage

Leadership	Vision and strategic direction, inspiring others, managing change, developing team, entrepreneurship, espouses College values and ethic, analytical and problem solving, self belief	B	<ul style="list-style-type: none"> • Emotionally intelligent; understands the emotional responses of others to challenges and their impact on others • Adapts style appropriately when leading different people in different situations • Thinks long term • Keen to see direct reports /team members take credit for successes • Takes time to know team 	<ul style="list-style-type: none"> • Fails to recognise effects of own behaviour on others • Avoids conflict situations
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