SECTION A: THE ROLE

Job Title:	Technology Trainer (Digital & Assistive)
Institute/Service:	Finance and Resources
Job Grade:	Grade 06
Job Family:	Services
Job Location:	Carlisle or Lancaster
Responsible To:	**Technology Development Leader**
Role Purpose:	

To support and develop the digital capabilities of staff and students by providing digital and assistive technology advice, guidance and tuition. The role will compliment and proactively increase adoption of organisation wide IT Technology projects / services by developing and maintaining a portfolio of training guidance / sessions (in person, pre-recorded).

Support, deliver and raise awareness of assistive technology solutions for students who have a disability or a specific learning difficulty, including institution provided assistive technology software.

The role whilst directly supporting Technology Services will also work collaboratively with wider staff teams (both IT, Services and Institute aligned including the Centre of Digital Transformation), external suppliers and stakeholders to improve digital capability.

SECTION B: PRINCIPAL DUTIES/KEY OBJECTIVES

1.	Digital Technology Training • Develop and maintain digital technology training portfolio for IT. • Create training videos and deliver in-person training events. Including Vlogs, blogs, infographics and create materials in various formats • Maintain digital technology online guidance sites. • With Centre of Digital Transformation, Human Resources and Academic Quality Development, advocate a training framework for IT staff to embed into project delivery. • Support Technology Services projects by creation of training resources.
2.	Digital Technology Staff Support • Provide individual or group staff training in response to support referrals from the IT Service Desk. • Work closely with IT teams, the Centre of Digital Transformation and wider academic teams to have roadmap awareness to ensure product updates are fed back to guidance documentation. • Ensure guidance is updated in response to user feedback.
3.	Assistive Technology Training • To develop and roll-out training resources in the use of assistive technologies to staff and students and liaise with students and staff throughout the University to help develop effective service provision. • Design, deliver and create Assistive Technology training and awareness sessions to wider university community, including support providers, academic and non-academic staff and the wider student population. •
4.	Assistive Technology Innovation

		• To be pro-active in the process of planning, developing, implementation and evaluation of appropriate assistive learning technologies and work closely with IT teams, Centre for Digital Transformation, AQD and Student Services to identify, and understand the existing and emerging technologies available to the University that would support and enhance assistive technology delivery to students. • Keep up to date and learn new assistive software and hardware as appropriate, attending any relevant training or meetings to develop existing skills.
5.		Assistive Technology Student Support • Work closely with the Student Disability/SpLD Team to ensure clear guidance exists for all Assistive Technology we offer to students. • Undertake initial short assessment of referred students in order to establish specific requirements of the individual appropriate to their disability and environment. • Be an advocate of Assistive Technology by raising awareness to wider university community, including support providers, academic and non-academic staff and the wider student population.

Additional Information:
You may on occasions and in line with operational needs:
• Be required to work different hours including at weekends/evenings;
• Be required to travel to other campuses and sites as necessary.

In addition to the duties listed here, you will be required to perform other duties which are assigned from time to time. However, such other duties will be reasonable in relation to the grade.

It is the University's intention that this role description is seen as a guide to the major areas and duties for which the post holder is accountable. However, the business will change and the post holder's obligations will vary and develop. The description should be seen as a guide and not as a permanent, definitive and exhaustive statement.

Providing an Inclusive Environment:
The University of Cumbria is committed to providing an inclusive environment, where staff, students and visitors are encouraged to be their true self, in order to enhance the individual and collective experience. As a university community, we share the social responsibility of enabling this inclusive environment by valuing, respecting and celebrating differences, to ensure that we generate a sense of understanding and belonging.

The university recognises that our differences are our strength, seeking and valuing different perspectives and ideas, in an environment that is without prejudice and bias.

We are committed to embracing our responsibility as a facilitator of change and continue to develop our equality agenda in line with and, where appropriate, beyond the Equality Act 2010. We do not tolerate discrimination, bullying or harassment in any form on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

Criteria for Grade 6	Essential/ Desirable	To be identified by:
Qualifications Educated to RQF Level 3 (A Level, Scottish Higher or equivalent) or equivalent experience.	Essential	Application Form
Educated to RQF Level 6 (degree level or equivalent) or equivalent experience.	Desirable	Application Form
Membership of an appropriate professional body BCS, NADP, HEA, ALT or proven credibility in a professional setting.	Desirable	Application Form
Professional qualification, working towards or holding a Learning and Teaching qualification (such as PGCert Learning & Teaching in Higher Education)	Desirable	Application Form
Experience Experience in a relevant role of designing and delivering effective end user training, preferably in a higher education setting.	Essential	Application Form and Interview
Experience of delivering training utilising a mix of in person, online and curating pre-recorded video content.	Essential	Application Form and Interview
Experience in supporting people using at least 2 of the following technologies; • Assistive Technology Hardware ie Human Interface Devices, Voice Recorders. • Assistive Technology Software ie Glean, ClaroRead, MindView, Microsoft Dictate. • Microsoft 365 Cloud Services, ie Teams / Stream / Office Apps / SharePoint • Desktop and Mobile Operating Systems.	Essential	Application Form and Interview
Experience of creating guidance materials to increase end user adoption and engagement with technology.	Desirable	Application Form and Interview
Experience of identifying and using assistive learning technologies and related equipment including hardware, software and cloud hosted services to support inclusive approaches and disability adjustments.	Desirable	Application Form and Interview
Experience of working in higher education and awareness of wider University, HE issues and external changes such as innovations, changes in legislation/regulation which impact on the job, for example those concerned with disability and SpLD.	Desirable	Application Form and Interview

Knowledge, skills and abilities		
Specific aspects of specialist skills and knowledge relevant to the job; including; • Understanding of Assistive Learning Technology; software / hardware. • Skills to identify Assistive needs of others. • Ability to learn software/systems to a high level to enable training of others. • Ability to deliver training online, in person and hybrid.	Essential	Application Form and Interview
High-level knowledge of products and services in IT including; • Microsoft Office Applications (desktop / online). • Assistive Software – screen readers, magnifiers, dictation, visual modification. • Collaboration platforms – Microsoft Teams. • Website creation modification – SharePoint.	Essential	Application Form and Interview
Able to apply a detailed understanding of Digital/Assistive Technology and its underlying principles, to act as a main point of contact/ point of referral for end user training within IT and Assistive Technology areas.	Essential	Application Form and Interview
Skills to assess and organise resources, and plan and progress work activities, projects, and implement improvements within own area of work, using initiative and judgement with limited recourse to others.	Essential	Application Form and Interview
Skills and knowledge to provide advice and support, interpret requirements and produce appropriate solutions based on a general brief and be able to create standard and more complicated documents or materials for others.	Essential	Application Form and Interview
Professional approach to work and work colleagues and an ability to work independently and show initiative.	Essential	Application Form and Interview
Effective organisational, oral communication, interpersonal, networking and time management skills.	Essential	Application Form and Interview
Other Commitment to the strategic plan and values of the University especially in relation to equality of opportunity at work and a healthy and safe working environment.	Essential	Interview