

Position Description Form (PDF)

College: Sir Sandford Fleming

Incumbent's Name:

Position Title: Senior Studio Technologist

Payband: H

Position Code/Number (if applicable): S00418

Scheduled No. of Hours _____ 35/w _____

Appointment Type: 12 months less than 12 months

Supervisor's Name and Title: Operations and Programing Manager, Haliburton Campus

Completed by: Xavier Massé

PDF Date: October 24, 2024

Signatures:

Incumbent:
(Indicates the incumbent has read and understood the PDF)

Date:

Supervisor:

Date:

Instructions for Completing the PDF

1. Read the form carefully before completing any of the sections.
2. Answer each section as completely as you can based on the typical activities or requirements for the position and not on exceptional or rare requirements.
3. If you have any questions, refer to the document entitled "A Guide on How to Write Support Staff Position Description Forms" or contact your Human Resources representation for clarification.
4. Ensure the PDF is legible.
5. Responses should be **straightforward and concise using simple factual statements.**

Position Summary

Provide a concise description of the overall purpose of the position.

This position provides technical support in the overall organization, set-up and on-going maintenance of all art programs at the Haliburton Campus, including but not limited to: Visual and Creative Arts Diploma, Ceramics, Fibres, Glass, Artist Blacksmithing Drawing & Painting and Jewelry Essentials.

The position also provides studio support to Continuing Education Programs, school and community group workshops by coordinating studio equipment and material requirements, planning for and implementing studio set-up and take down, and liaising with other support roles and faculty to ensure a smooth transition between semesters.

Additionally, the role provides studio, materials and equipment support to community outreach and marketing initiatives (e.g. Open House, art displays, marketing fairs, etc.) and to the Student Administrative Council.

Duties and Responsibilities

Indicate as clearly as possible the significant duties and responsibilities associated with the position. Indicate the approximate percentage of time for each duty. Describe duties rather than detailed work routines.

	Approximate % of time annually*
<p>1. Resource Management</p> <p>On a semester basis and in accordance with curriculum guidelines, plans and organizes the studios in cooperation with the Training Officers, faculty and Maintenance Workers, including: equipment set up and dismantle timing, ensuring proper supplies are ordered and received in a timely fashion, ensuring documentation and reference materials are in place, and that studio maintenance and cleaning is scheduled accordingly.</p> <p>Sets up and dismantles equipment in conjunction with the scheduled curriculum. This requires the incumbent to be fully aware of the curriculum content for each program and semester.</p> <p>Acts as a resource to faculty and students (e.g. accessing resources, research material and equipment, assignment completion support).</p> <p>Responsible for updating the studio resource manuals and consulting with faculty on new products and equipment in accordance with industry standards.</p> <p>Plans and coordinates in-service demonstrations on new equipment.</p>	25%

<p>2. Physical Environment</p> <p>Co-ordinates the safety, security, maintenance, cleanliness and organization of the studios at the Main Campus. Develops, maintains, and updates studio Health & Safety and Equipment Operation manuals; ensures all studio WHMIS data sheets are available and posted as required by law. Monitors and maintains studio facilities to ensure appropriate health and safety requirements are adhered to throughout the duration of the programs. Advises faculty and students on proper safety procedures.</p> <p>Responsible for the inventory of supplies (This is done on an ongoing basis and as a final yearly inventory) and equipment required for each program in accordance with curriculum guidelines. This includes planning on a semester basis, sourcing appropriate suppliers, gets pricing and ensures all supplies and equipment are available in conjunction with scheduled lab exercises. Research best practices and ensures that equipment and supplies are stored in a manner which adheres to environmental conditions and safety factors. Sets up an inventory control system and ensures the security of all supplies and equipment.</p>	<p>20%</p>
<p>3. Laboratory Supervision</p> <p>On a scheduled basis, assists faculty by monitoring and reinforcing previously introduced principles related to skills and/or procedures. Provides accurate feedback to students re: skill development and practice exercises and checks off completion of specific learning objectives as established by faculty. Supervises, together with faculty, student working in the studio during scheduled evening timeslots and/or when the faculty is out of the studio.</p>	<p>30%</p>
<p>4. Marketing & Outreach Activities</p> <p>Acts a main point of contact for the Liaison Department, and coordinates activities related to Open House events. Plans on an annual basis, the ongoing display of faculty, local artists and student artwork. Arranges the installation and removal of the artwork on a regular basis, including required documentation.</p>	<p>10%</p>

Support Staff PDF

<p>5. Communication</p> <p>Liaises regularly with the Training Officers, faculty, Health and Safety Officer and maintenance staff to plan activities and ensure the smooth operation of the studios. Works closely with the Training Officers to initiate and monitor supplies inventory, in accordance with college policies and procedures, and ensures that all appropriate records of purchases are processed.</p> <p>Attends and participates in staff and program meetings as required.</p> <p>Works closely with other specialized technical support roles to maintain consistent practices and procedures across all studios and off-site facilities (e.g. Glassblowing, Blacksmithing).</p>	<p>10%</p>
<p>Other related duties as assigned</p>	<p>5%</p>

- * To help you estimate approximate percentages:
- | | | |
|---------------------|---------------------|---------------------|
| ½ hour a day is 7% | 1 hour a day is 14% | 1 hour a week is 3% |
| ½ day a week is 10% | ½ day a month is 2% | 1 day a month is 4% |
| 1 week a year is 2% | | |

1. Education

A. Check the box that best describes the **minimum** level of **formal** education that is required for the position and specify the field(s) of study. Do not include on-the-job training in this information.

- Up to High School
- 1 year certificate
- 2 year diploma

- Trade certification
- 3 year diploma / degree
- 4 year degree or 3 year diploma / degree plus professional certification

- Post graduate degree (e.g. Masters) or 4 years degree plus professional certification

- Doctoral degree

Field(s) of Study:

Visual/Fine Arts

B. Check the box that best describes the requirement for specific course(s), certification, qualification, formal training or accreditation in addition to and not part of the education level noted above and in the space provided specify the additional requirement(s). Include only the requirement that would typically be included in the job posting and would be acquired prior to the commencement of the position. Do not include courses that are needed to maintain a professional designation.

- No additional requirements

- Additional requirements obtained by course(s) of a total of 100 hours or less

- Additional requirements obtained by course(s) of a total between 101 and 520 hours

- Additional requirements obtained by course(s) of a total of more than 520 hours

2. Experience

Experience refers to the minimum time required in prior position(s) to understand how to apply the techniques, methods and practices necessary to perform this job. This experience may be less than experience possessed by the incumbent, as it refers only to the minimum level required on the first day of work.

Check the box that best captures the typical number of years of experience, in addition to the necessary education level, required to perform the responsibilities of the position and, in the space provided, describe the type of experience. Include any experience that is part of a certification process, but only if the work experience or on-the-job training occurs after the conclusion of the educational course or program.

Less than one (1) year

Minimum of one (1) year

Minimum of two (2) years

Minimum of three (3) years

Relevant, current work experience in visual or fine arts including exposure to a variety of art media and their equipment and technical processes and studio or program management.
Experience training students with varied learning styles
Experience using computer applications such as word processing, spreadsheets, email, internet.
Experience working independently, in a multi-faceted team environment, organizing and prioritizing own work and managing projects,
Experience working with a variety of clients (students, faculty suppliers etc.) problem solving varied issues.

Minimum of five (5) years

Minimum of eight (8) years

3. Analysis and Problem Solving

This section relates to the application of analysis and judgement within the scope of the position.

The following charts help to define the level of complexity involved in the analysis or identification of situations, information or problems, the steps taken to develop options, solutions or other actions and the judgement required to do so.

Please provide up to three (3) examples of analysis and problem solving that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
Key issue or problem encountered.	An order for supplies is received and several items are missing.
How is it identified?	With each order an inventory is completed to ensure items are received.
Is further investigation required to define the situation and/or problem? If so, describe.	A check is done with the facilities staff to determine if any items were left on the loading dock. A check is also done with office staff to see if anything was received.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	If the item has not been delivered then a call is made to the supplier to find out where the item is, a tracking number for the item, and a delivery date.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).	A system was set up to track the item from initial ordering to delivery of the item to the teacher.

3. Analysis and Problem Solving

#2 regular & recurring

Key issue or problem encountered.	An item is needed for a class immediately and the school does not have it in storage.
How is it identified?	The teacher or the students notifies the Technologist of the need.
Is further investigation required to define the situation and/or problem? If so, describe.	The Technologist will verify that the school does not have the item in storage.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The Technologist will immediately go to local suppliers to find the item or substitute.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).	The school has purchasing accounts with local stores. Also, contracting local artists, and past practices.

#3 regular & recurring

Key issue or problem encountered.	The Technologist encounters a student in the hallway, and they appear frustrated and angry.
How is it identified?	The students body language indicates they are having a problem.
Is further investigation required to define the situation and/or problem? If so, describe.	The Technologist talks to the student to further define any problems they are having.
Explain the analysis used to determine a solution(s) for the situation and/or problem.	The Technologist will demonstrate empathy and direct the student to the appropriate resources.
What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).	The Technologist can direct the student to his or her personal advisor, a counsellor or teacher.

3. Analysis and Problem Solving

#1 occasional (if none, please strike out this section)

Key issue or problem encountered.

A kiln in the ceramics room is not working properly.

How is it identified?

The kiln does not turn on or does not fire to temperature.

Is further investigation required to define the situation and/or problem? If so, describe.

The Technologist can verify that the correct power is coming into the building and perform a test firing.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

A test firing determines if it is programming problem or a power problem. If the problem is the programming, further instruction is given to users. If the problem is with the power an electrician is called.

What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).

There is a manual and kiln record for the kilns is used to further investigate the problem.

#2 occasional (if none, please strike out this section)

Key issue or problem encountered.

How is it identified?

Is further investigation required to define the situation and/or problem? If so, describe.

Explain the analysis used to determine a solution(s) for the situation and/or problem.

What sources are available to assist the incumbent finding solution(s)? (e.g. past practices, established standards or guidelines).

4. Planning/Coordinating

Planning is a proactive activity as the incumbent must develop in advance a method of acting or proceeding, while coordinating can be more reactive in nature.

Using the following charts, provide up to three (3) examples of planning and/or coordinating that are regular and recurring and, if present in the position, up to two (2) examples that occur occasionally:

	#1 regular & recurring
List the project and the role of the incumbent in this activity.	The Technologist assists the students in planning the student Show and Sale.
What are the organizational and/or project management skills needed to bring together and integrate this activity?	The ability to initiate the planning with the students, the ability to help guide and encourage the students to participate.
List the types of resources required to complete this task, project or activity.	A room for meetings and supplies for the show such as tables, tablecloths, lighting and chairs, etc.
How is/are deadline(s) determined?	Deadlines are determined on the need to advertise and time to organize the students to set up displays and take them down.
Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.	If the issue arises the students will notify the Technologist. The Technologist will solve the issue or direct the student to the appropriate person. Example: In the Spring 2006 Student Show the students requested access the building beyond regular building hours to installing and remove their art works. The Technologist arranged the building to be open early and close later.

4. Planning/Coordinating

#2 regular & recurring

List the project and the role of the incumbent in this activity.

The Technologist assists in organizing programming supplies.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

The ability to maintain a budget, managing your time, and ordering supplies in a timely manner.

List the types of resources required to complete this task, project or activity.

Past order records and supplier lists. Communicating with faculty prior to classes starting.

How is/are deadline(s) determined?

The administration sets the dates for the start of classes and all supplies must be received prior to the first day of class.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

The instructor, academic coordinator and programming manager. Example: An instructor asks for a certain body of clay; however, the clay body was not appropriate for the class. The teacher informed Technologist of the issue and the Technologist obtained the correct body of clay.

#3 regular & recurring

List the project and the role of the incumbent in this activity.

The Technologist is responsible for ensuring all clay is on campus for ceramic programming. .

What are the organizational and/or project management skills needed to bring together and integrate this activity?

Technologist looks at the schedule and different clay bodies for each course from the material list. Technologist must determine how much clay to order. Different courses require different amounts per student per class. For Con-Ed there needs to be additional clay for purchase. Timelines, shipping costs and potential heating costs are all considerations when ordering while working within a budget.

List the types of resources required to complete this task, project or activity.

Budget, consultations with coordinators and program manager, past log of clay sales, purchases and course attendance numbers.

How is/are deadline(s) determined?

Deadlines are determined by course and programming schedules and delivery timelines.

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

The Technologist communicates with the Programming Manager or Program Coordinator if enrollment numbers have changed impacting a clay order. The Technologist may need to connect with the finance officer to determine any budget considerations.

4. Planning/Coordinating

#1 occasional (if none, please strike out this section)

List the project and the role of the incumbent in this activity.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

List the types of resources required to complete this task, project or activity.

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

#2 occasional (if none, please strike out this section)

List the project and the role of the incumbent in this activity.

What are the organizational and/or project management skills needed to bring together and integrate this activity?

List the types of resources required to complete this task, project or activity.

How is/are deadline(s) determined?

Who determines if changes to the project or activity are required? And who determines whether these changes have an impact on others? Please provide concrete examples.

5. Guiding/Advising Others

This section describes the **assigned responsibility** of the position to guide or advise others (e.g. other employees, students). Focus on the actions taken (rather than the communication skills) that directly assist others in the performance of their work or skill development.

Though Support Staff cannot formally "supervise" others, there may be a requirement to guide others using the incumbent's job expertise. This is beyond being helpful and providing ad hoc advice. It must be an assigned responsibility and must assist or enable others to be able to complete their own tasks.

Check the box(es) that best describe the level of responsibility assigned to the position and provide an example(s) to support the selection, including the positions that the incumbent guides or advises.

Regular & Recurring	Occasional	Level	Example
<input checked="" type="checkbox"/>		Minimal requirement to guide/advise others. The incumbent may be required to explain procedures to other employees or students.	The Technologist is required to explain the procedure for using ceramic kilns to students and teachers.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	There is a need for the incumbent to demonstrate correct processes/ procedures to others so that they can complete specific tasks.	The Technologist reinforces the correct method for using a torch in jewellery or a wheel in ceramics. Managing the students' planning for the student show.
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent recommends a course of action or makes decisions so that others can perform their day-to-day activities.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	The incumbent is an active participant and has ongoing involvement in the progress of others with whom he/she has the responsibility to demonstrate correct processes/procedures or provide direction.	Reinforcing skills during open studio that students learned during the day.
<input type="checkbox"/>	<input type="checkbox"/>	The incumbent is responsible for allocating tasks to others and recommending a course of action or making necessary decisions to ensure the tasks are completed.	

6. Independence of Action

Please illustrate the type of independence or autonomy exercised in the position. Consideration is to be given to the degree of freedom and constraints that define the parameters in which the incumbent works.

What are the instructions that are typically required or provided at the beginning of a work assignment?	
Regular and Recurring	Occasional (if none, please strike out this section)
The incumbent is aware of the day-to-day responsibilities of the position in relation to the academic cycle and specific curriculum requirements but has significant freedom to plan his/her daily activities. Special projects are outlined generally by the Dean, Program Manager, and/or the Training Officers.	

What rules, procedures, past practices or guidelines are available to guide the incumbent?	
Regular and Recurring	Occasional (if none, please strike out this section)
The incumbent performs typical work assignments within broad parameters defined by general organizational regulations, health and safety guidelines and procedures, arts and crafts industry practices and College academic procedures	

How is work reviewed or verified (e.g. feedback from others, work processes, Supervisor)?	
Regular and Recurring	Occasional (if none, please strike out this section)
Work is reviewed by exception and/or discussion of processes. On occasion or in unusual situations, the incumbent may refer to supervisor for clarification.	

6. Independence of Action

Describe the type of decisions the incumbent will make in consultation with someone else other than the Supervisor?	
Regular and Recurring	Occasional (if none, please strike out this section)
Set up and dismantling of equipment on a semester, weekly and a daily basis - incumbent consults with Faculty and/or Training Officers for clarity regarding skills and/or techniques to be demonstrated and then determines the best method for set up, and/or in accordance with faculty preferences	

Describe the type of decisions that would be decided in consultation with the Supervisor.	
Regular and Recurring	Occasional (if none, please strike out this section)
Conflicts and/or sensitive issues requiring unscheduled and immediate administrative resolution. Issues/concerns with faculty and students that cannot be answered by the incumbent or are outside the parameters of normal procedures.	

Describe the type of decisions that would be decided by the incumbent.	
Regular and Recurring	Occasional (if none, please strike out this section)
Supplies and equipment inventory – upon consultation with the faculty and/or Training Officer the incumbent determines what supplies and equipment are needed to support the curriculum, researches best sources and initiates purchase in consultation with Faculty and/or Training Officer, considering budget parameters. Incumbent will make recommendations regarding significant equipment purchases. Due to ongoing changes within the organization, the incumbent is expected to be flexible and adapt to each new practice, policy, procedure or technology.	

7. Service Delivery

This section looks at the service relationship that is an assigned requirement of the position. It considers the required manner in which the position delivers service to customers. It is not intended to examine the incumbent's interpersonal relationship with those customers and the normal anticipation of what customers want and then supplying it efficiently. It considers how the request for service is received and the degree to which the position is required to design and fulfil the service requirement. A "customer" is defined in the broadest sense as a person or groups of people and can be internal or external to the College.

In the table below, list the key service(s) and its associated customers. Describe how the request for service is received by the incumbent, how the service is carried out and the frequency.

Information on the service		Customer	Frequency (D, W, M, I)*
How is it received?	How is it carried out?		
The teacher requests supplies with/to Training Officers who then give information to the Technologist.	The Technologist obtains those supplies in a timely manner.	Teachers, students, Technologists	D
Administrators require trade show set up.	The Technologist obtains examples of artwork or tools and school information for displays.	Administrators, students, and Public	I
Administrators require artwork to be installed in display cabinets.	The Technologist obtains artwork from local artists and students for display.	Administrators, local artists and community.	M
Students require open studios.	The Technologist provides access to space and supplies and monitors safety in the studios.	Students	W

* D = Daily W = Weekly M = Monthly I = Infrequently

8. Communication

In the table below indicate the type of communication skills required to deal effectively with others. Be sure to list both verbal (e.g. exchanging information, formal presentations) and written (e.g. initiate memos, reports, proposals) in the section(s) that best describes the method of communication.

Communication Skill/Method	Example	Audience	Frequency (D, W, M, I)*
Exchanging routine information, extending common courtesy	Provides information regarding various courses, programs as well as general community information.	Prospective students Maintenance staff Training Officers	I D D
Explanation and interpretation of information or ideas	Updates on general procedural changes or equipment/supplies requirements Discuss student progress related to skills; provide in-service training on equipment; consult re: studio demo set-ups. Solicit information, problem solve issues. Research products and pricing; arrange purchasing.	Training Officer Faculty Other college departments Suppliers	D D W M
Imparting technical information and advice	Maintaining ceramic kilns, jewelry torches. Provide guidance and feedback on skills being demonstrated; advice re: process and other issues	Students Faculty Students	W W D
Instructing or training	Reinforcing skills during open studio that students learned during the day	Students	I
Obtaining cooperation or consent			
Negotiating			

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9. Physical Effort

In the tables below, describe the type of physical activity that is required on a regular basis. Please indicate the activity as well as the frequency, the average duration of each activity and whether there is the ability to reduce any strain by changing positions or performing another activity. Activities to be considered are sitting, standing, walking, climbing, crouching, lifting and/or carrying light, medium or heavy objects, pushing, pulling, working in an awkward position or maintaining one position for a long period.

Physical Activity	Frequency (D, W, M, I)*	Duration			Ability to reduce strain		
		< 1 hr at a time	1 - 2 hrs at a time	> 2 hrs at a time	Yes	No	N/A
Lifting, moves and sets up equipment.	D			X	X		
Lifts heavy equipment.	W	X			X		
Lifts medium weight items.	D	X			X		

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If lifting is required, please indicate the weights below and provide examples.

X Light (up to 5 kg or 11 lbs)

X Medium (between 5 to 20 kg or 11 to 44 lbs)

X Heavy (over 20 kg or 44 lbs)

Tools, buckets of ceramic glaze
Boxes of clay, supplies
Pottery wheels, anvils, desks

10. Audio Visual Effort

Describe the degree of attention or focus required to perform tasks taking into consideration:

- the audio/visual effort and the focus or concentration needed to perform a task and the duration of the task, including breaks (e.g. up to 2 hours at one time including scheduled breaks)
- impact on attention or focus due to changes to deadlines or priorities
- the need for the incumbent to switch attention between tasks (e.g. multi-tasking where each task requires focus or concentration)
- whether the level of concentration can be maintained throughout the task or is broken due to the number of disruptions

Provide up to three (3) examples of activities that require a higher than usual need for focus and concentration.

Activity #1	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Maintenance of equipment and supplies	D			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #2	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Assisting with studio demonstrations	W			X
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input checked="" type="checkbox"/> Usually <input type="checkbox"/> No				

Activity #3	Frequency (D, W, M, I)*	Average Duration		
		Short < 30 mins	Long up to 2 hrs	Extended > 2 hrs
Can concentration or focus be maintained throughout the duration of the activity? If not, why? <input type="checkbox"/> Usually <input type="checkbox"/> No				

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11. Working Environment

Please check the appropriate box(es) that best describes the work environment and the corresponding frequency and provide an example of the condition.

Working Conditions	Examples	Frequency (D, W, M, I)*
<input checked="" type="checkbox"/> acceptable working conditions (minimal exposure to the conditions listed below)	Working in office completing paperwork.	D
<input type="checkbox"/> accessing crawl spaces/confined spaces		
<input type="checkbox"/> dealing with abusive people		
<input type="checkbox"/> dealing with abusive people who pose a threat of physical harm.		
<input type="checkbox"/> difficult weather conditions		
<input type="checkbox"/> exposure to extreme weather conditions		
<input type="checkbox"/> exposure to very high or low temperatures (e.g. freezers)		
<input checked="" type="checkbox"/> handling hazardous substances	Ensuring all programs properly using chemicals and safety equipment. Mixing chemicals for classes.	D
<input type="checkbox"/> smelly, dirty or noisy environment		
<input checked="" type="checkbox"/> travel	Travel to pick up supplies for school.	W
<input type="checkbox"/> working in isolated or crowded situations		
<input type="checkbox"/> other (explain)		

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