



1. IDENTIFICATION

Position No. 70-12154	Job Title Senior Instructor, Fur Production and Design	Supervisor’s Position Chair, Inuit Languages and Culture Programs	
Department Nunavut Arctic College	Division/Region Inuit Languages and Culture Programs / Baffin	Community Iqaluit	Location 235
Freebalance Coding:		03300 01 1 111 030 2001 04	

2. PURPOSE

<p>Main reason why the position exists, within what context and what the overall end result is.</p> <p>Under the direction of the Chair, Inuit Languages and Culture, the Senior Instructor, Fur and Production Design provides educational leadership and administers the Fur and Production Design program of the College.</p> <p>Organizational responsibilities include the administration of programming, overseeing the budgeting and financial aspects, and providing the accountability of the program accordingly. The position manages the Instructor, Fur and Production Design, the training classroom and the inventory of equipment, tools and supplies.</p> <p>The position provides instruction of courses in the program that are delivered in the institutional setting in Iqaluit and is responsible for the development of new courses and maintenance of existing materials in the programs.</p>
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3. SCOPE

<p>Describe the impact the position has on the area in which it works, or if it impacts other departments, the government as a whole, or the public directly or indirectly. How does the position impact those groups/individuals, the organization and/or budgets? What is the magnitude of that impact?</p> <p>The Senior Instructor, Fur and Production Design ensures that:</p> <ul style="list-style-type: none"> • The courses are taught effectively, and that course content always meet the standards established by Nunavut Arctic College; • The knowledge and skills taught are of high quality and meet the standards established by Nunavut Arctic College and employing agencies; • The students’ performance is evaluated fairly and equitably; • The position works with various individuals, organizations, companies, and government
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departments to deliver the practical components of the program.

Failure to carry out these responsibilities may result in loss of program credibility and create undue stress and frustration for the students. Decisions and recommendations made by the incumbent will directly impact the operation of the program.

4. RESPONSIBILITIES

Describe major responsibilities and target accomplishments expected of the position. List the responsibilities that have the greatest impact on the organization first and describe them in a way that answers *why* the duties of the position are being performed. For a supervisory or management position, indicate the subordinate position(s) through which objectives are accomplished.

Provides educational leadership and administers of the Fur Production and Design Program by:

- Maintaining all course correspondence, attendance, progress reports and course marks;
- Referring students to counselling services for help with personal or financial problems, or for extra guidance regarding time management and study skills;
- Participate in on-going program planning and coordination in conjunction with Chair and staff;
- Evaluating each course to ensure quality of instruction through a standardized evaluation procedure and using external evaluators;
- Making recommendations to Chair regarding improvements and on-going development and enhancement of the program;
- Fulfilling supplementary duties related to overall program delivery (i.e.: student admission interviews) as assigned by the Chair;
- Assisting in the selection of staff (full and part-time);
- Hiring elders and contractors to deliver courses in the program, arranging for their travel and accommodation, airfare, etc.;
- Assigning and reviewing work of instructional staff;
- Scheduling and assigning work priorities and allocating staff to activities or projects;
- Training new employees and explaining new work methods and procedures to subordinates;
- Preparing and submitting monthly student attendance records, termination reports and semi-annual program reports;
- Maintaining inventory of classroom equipment, hardware and software;
- Ensuring equipment is in working order by doing minor or preventative maintenance and submitting work orders for repair;
- Maintaining security and safety of the assigned instructional area;
- Recruiting students;
- Preparing media information on the program to enhance and highlight the college's reputation;
- Writing proposals relating to the fur program to identify third-party funding for program needs;
- Advise other college programs on material availability or program concerns;
- Participating on advisory bodies related to the program and at the direction of the Chair;
- Identifies resources related to the program for purchase by the Manager, Learning Commons;
- Ensure the ongoing development and enhancement of the program.

Develops and delivers classroom instruction and ensures relevancy of course program and content by:

- Preparing lesson plans, objectives and outlines;
- Delivering lessons using a variety of instructional strategies;
- Recommending curriculum revisions;

- Identifying additional learning tasks/objectives;
- Searching, reviewing, and developing resources materials to implement or enhance the program or courses;
- Preparing hand-outs that are developed at the student's reading level;
- Assuring that training material is consistent with latest and most current theories and knowledge;
- Providing opportunities for student evaluation of course content and instructional quality;
- Maintaining a record of all course outlines and materials used in course/program delivery;
- Working closely with guest lecturers or contractors to help prepare them for delivery of the module;
- Developing and administering materials for student evaluation;
- Monitoring and advising students on the programs;
- Encouraging student assessment of their own progress;
- Ensuring instruction meets the professional standard of the College;
- Helping individuals to recognize and understand personal needs, values, problems, alternatives and goals;
- Assessing student's performance of skills before and after training;
- Travel to other communities for course delivery and related purposes when required;
- Ensure safe storage and handling of all program materials.

Supervises students to develop professional competencies by:

- Identifying the tasks, knowledge and skills needed to be developed to perform the tasks;
- Conducts evaluations to identify weaknesses and strengths in the student's performance;
- Developing measurable criteria that will indicate to the student learned the skill;
- Identifying the possible obstacles to learning that may impede the student;

Coordinates documents, revision of all publications by:

- Supervising the writing and editing of programs' documents;
- Supervising revisions of all publications related to the program
- Ensure copyrights are respected as per College standards

5. KNOWLEDGE, SKILLS AND ABILITIES

Describe the level of knowledge, experience and abilities that are required for satisfactory job performance.

Knowledge identifies the acquired information or concepts that relate to a specific discipline. *Skills* describe acquired measurable behaviours and may cover manual aspects required to do a job. *Abilities* describe natural talents or developed proficiencies required to do the job.

These requirements are in reference to the *job*, not the incumbent performing the job.

Contextual Knowledge:

- Knowledge of the industry and professional standards;
- Knowledge of designing and conducting training;
- Knowledge and background in the courses/curriculum and programs being delivered;
- Knowledge of adult learning skills, learning theories and principles;
- Knowledge of northern markets;
- Knowledge of northern cultures, cross cultural processes and politics.

Skills and Abilities:

- Demonstrated strengths in organizing, planning and delivering instruction
- Excellent oral and written communication skills;

- Ability to teach adults in a cross-cultural setting;
- Ability to complete assessments, review and write curriculum, research, and write as a high level;
- Proven ability to manage and monitor a budget;
- Ability to provide professional leadership and high standards of excellence;
- Strong aptitude of administrative matters is needed to co-ordinate all aspects of delivery and program planning.

The above knowledge, skills and abilities would normally be acquired through:

- A post-secondary degree in a related field
- Formal training in adult education is a definite asset;
- Experience in design, as well as related technical jobs; such as tailoring/ pattern making/ grading/ cutting/ shipping/ sales;
- Three years’ experience working in a manufacturing field and fur industry;
- Related experience teaching adults in a learning setting;
- Supervisory experience; and
- Fluency in more than one of Nunavut’s official languages is an asset.

An acceptable combination of education and experience may be considered.

Short-listed candidates may undergo a vulnerable sector check as necessitated by the demographics of the learner’s participating in the program.

6. WORKING CONDITIONS

List the unavoidable, externally imposed conditions under which the work must be performed and which create hardship for the incumbent. Express frequency, duration and intensity of each occurrence in measurable time (e.g. every day, two or three times a week, 5 hours a day).

Physical Demands

Indicate the nature of physical demands and the frequency and duration of occurrences leading to physical fatigue or physical stress.

- A majority of the time is spent in the standing and/or sitting position with frequent opportunities to sit or move about.
- Some travel by small plane may be required.
- Long hours of work will occasionally be required to meet student-learning needs.

Environmental Conditions

Indicate the nature of adverse environmental conditions to which the jobholder is exposed, and the frequency and duration of exposures. Include conditions that increase the risk of accident, ill health, or physical discomfort.

- Work is performed in a typical office/teaching setting. The incumbent maybe exposed to harsh climates and windy conditions while on travel for work.
- Problems associated are usually limited space for supplies and ventilation specific to various machines.

Sensory Demands

Indicate the nature of demands on the jobholder's senses. These demands can be in the form of making judgements to discern something through touch, smell, sight, and/or hearing. It may include concentrated levels of attention to details though one or more of the incumbents' senses.

- The incumbent must have excellent observation skills (touch, sight, smell, hearing) to ensure the safe and proper equipment and avoid student accidents.
- The incumbent must spend long hours on the computer which requires a great deal of attention to detail.
- The incumbent must have an awareness of cross-cultural differences in terms of communication styles.
- The incumbent must be cognitive and sensitive to classroom and office dynamics.

Mental Demands

Indicate conditions within the job that may lead to mental or emotional fatigue that would increase the risk of such things as tension or anxiety.

- Scheduling, recruiting and maintaining students can create mental stress. The number of and variety of reports requested creates stress, as academic and fiscal deadlines must be met.
- High levels of stress will be encountered in counseling students, as the nature of the problems presented by students will exceed the bounds of academic or professional studies and the incumbent will be dealing with matters of a significant emotional nature. Due to the complexities of operating in a bilingual and cross-cultural setting the work may create physical and mental stress.
- Stress can be caused when trying to hire casuals and contractors as there are very few people with the required skill sets available locally for employment.

7. CERTIFICATION

_____ Employee Signature	_____ Supervisor Title
_____ Printed Name	_____ Supervisor Signature
_____ Date:	_____ Date
I certify that I have read and understand the responsibilities assigned to this position.	I certify that this job description is an accurate description of the responsibilities assigned to the position.
_____ President Signature	
_____ Date	
I approve the delegation of the responsibilities outlined herein within the context of the attached organizational structure.	

8. ORGANIZATION CHART

Please attach Organizational Chart indicating incumbent’s position, peer positions, subordinate positions (if any) and supervisor position.

“The above statements are intended to describe the general nature and level of work being performed by the incumbent of this job. They are not intended to be an exhaustive list of all responsibilities and activities required of this position”.