

JOB DESCRIPTION

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| Job Description: IT Engineer | Reporting To: IT Director |
| <p>Job Purpose: The purpose of this post is to work as part of a central team to support the IT infrastructure, including LAN, WAN, WiFi, Server, Storage and IT assets. To ensure the smooth running of IT systems to meet the needs of Teaching and support staff on a daily basis across all schools within the trust.</p> | |
| Key Responsibilities | |
| General: | |
| <ul style="list-style-type: none"> • E-Safety technical support • Be able to make effective and decisive decisions surrounding IT related technologies • Work as part of a team on large-scale IT projects and liaise with external organisations where required • Lead on presentations to parents and staff related to IT • Liaise with the Lead Technician and Director of IT to support the budget in line with school policies and guidelines • Ensure the continuous and effectiveness of the school's IT infrastructure. • To look after the school's day to day running of the network and IT systems. • Ensure the school's IT infrastructure patched and security checked. • Ensure security of data, network access and backup systems. • Windows and software deployment using Microsoft System Centre or equivalent deployment applications • Server deployments using Hyper-V and VMWare. • Layer 2 and 3 networking, including VLAN configuration. • Ensure IT assets are recorded and audited. • Act in alignment with user needs and system functionality to contribute to Trusts policies. • Identify problematic areas and implement strategic solutions in time. • To establish a good working relationship with internal and external customers within the trust. • Potential for out of hours working. • Designing and implementing any necessary changes to the school network infrastructure. • Contributing to the development of, and responsible for the implementation of policies, e.g. Backup and Disaster Management • Travelling to sites within the trust to provide technical support in line with the central teams service level agreement with those sites • Based at a secondary site as primary engineer contact, depending on the sites relevant service level agreement • Work on a rotation within the central team to provide first on the scene checks or last to leave checks and provide feedback to other engineers within the team on findings, to ensure consistency and additional support where required. | |
| Specific: | |
| <p>The post holder will be expected to work within the trust and schools' policies and procedures and uphold the organisation's vision. Performing other such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.</p> | |
| The key competencies and behaviours commensurate with this post are identified overleaf. | |
| General Information: | |
| <ul style="list-style-type: none"> • <i>The job description is not intended to be a complete list of duties and responsibilities but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties at the request of the Executive Principal, appropriate to the remit.</i> • <i>The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.</i> • <i>The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.</i> • <i>The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.</i> • <i>The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.</i> • <i>To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018</i> • <i>To ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records)</i> | |



Ethical Leadership Qualities Competencies and Behaviours



| Competency | We do this by |
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| Trust | <ul style="list-style-type: none"> • Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others |
| Wisdom | <ul style="list-style-type: none"> • Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective. |
| Kindness | <ul style="list-style-type: none"> • Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others. |
| Justice | <ul style="list-style-type: none"> • Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment. |
| Service | <ul style="list-style-type: none"> • Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors |
| Courage | <ul style="list-style-type: none"> • Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why. |
| Optimism | <ul style="list-style-type: none"> • Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success. |
| Vision | <ul style="list-style-type: none"> • Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects. |