

CHESHIRE EAST COUNCIL JOB DESCRIPTION QUESTIONNAIRE

JOB TITLE	ICT Technician (Secondary School)	JOB REF NO	AAAE5011
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BASIC JOB PURPOSE

To provide hardware and software classroom support for teachers using the computer facilities. To maintain computer networks, printers and other peripherals (including installing new software), thereby minimising system's 'downtime'.

	MAIN RESPONSIBILITIES
1	Provide classroom support to teachers using the computer systems, including informing teaching staff of any known software or hardware problems and loading the printers with appropriate consumables, to enable the staff to meet the needs of the curriculum.
2	Complete minor repairs to equipment and cabling where the fault is obvious and provide on-the-spot advice to other members of staff regarding such matters, to ensure maximum availability and usage of equipment.
3	Generate, extend and maintain computer networks (including the installation of new software, ensuring anti-virus and other utility software is up-to-date and effective, and the performance of network management tasks) under the direction of the Strategic ICT Manager; to provide a user-friendly interface for all users.
4	Provide software support for all users by being familiar with the current software and, where appropriate, producing user-friendly guides, under the direction of the Strategic ICT Manager, to enable the systems to be fully used by all staff and students.
5	Assist with e-mail, internet and related activities including development and maintenance of the school's web site.
6	Undertake personal professional development and respond to the changing needs of the job.
7	Support Bromcom system management and administration work, and liaise/consult with Bromcom Support as necessary to resolve system problems and issues.
8	Support after hours' use of the computer room by setting up necessary systems to enable access to the curriculum network whilst protecting the file server from unauthorised access.
Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.	

1 RESPONSIBILITY FOR SUPERVISION/DIRECTION/COORDINATION OF EMPLOYEES

Employees directly supervised by Job Holder

Not Applicable

Other Employees supervised by Job Holder (not in a direct line relationship)

No and FTE	Levels / grades	Types of work	Where based
	Professional teaching staff and school office administrative staff	Teaching and administrative duties	Secondary school

What does the supervision of these employees involve?

The job holders provide assistance, guidance and instruction in the use of ICT equipment - interactive white boards, projectors, laptops, printers, computers, digital cameras etc.

Does the job involve supervision, direction or management of people who are not employees? eg contractors, students on secondment

No and FTE	Levels / grades	Types of work	Where based
	ICT contractors and suppliers	Repairs and servicing of ICT equipment	Secondary school

What does the supervision of these people involve?

The job holders contact and liaise with contractors and suppliers for fault explanation and demonstration, siting of equipment, explanation of network infrastructure requirements, cable routes, etc, and to check upon the satisfactory completion of work according to specification.

Does the Job Holder develop policy or provide advice and information which impacts on the supervision/direction/coordination of employees?

Not Applicable

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Give details of any direct responsibility for financial resources.

Not Applicable

Does the Job Holder develop policy or provide advice and information which impacts on financial resources?

Not Applicable

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of Job Holder	How often is responsibility exercised?
ICT Systems: Computer equipment (networked and stand-alone PCs, laptops, data and overhead projectors, white boards, cables, printers, etc)	- Generate, extend and maintain computer networks, including installation of new software, ensuring anti-virus and other utility software is up-to-date and effective, and the performance of network management tasks. - Assemble functional components of school computers (ie, general hardware and software, hard drives, memory, motherboards, etc); allocate network equipment; configure security levels for different users. - Check and respond to reported operating faults and recurrent problems; co-ordinate external repair processes.	On-going
Stocks and Supplies: Computer and associated equipment consumables (hard drives, pointing devices, cables and connectors, etc.	- Storage and security of consumable equipment and consumables - Sourcing suppliers, checking prices and after-sales service, maintenance, school delivery requirements, etc (in order to provide a range of equipment specifications and options for purchase by the job holders' line managers)	On-going

Does the Job Holder develop policy or provide advice and information which impacts on physical resources?

YES

The job holders:

- support the design and development of the school systems network;
- provide advice on the type, specification and capability of equipment to meet school requirements;
- provide advice on the purchase and upgrade of ICT equipment.

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

Task/Duty	Who benefits?	How they benefit?
Provision of advice and information, and hands-on practical instruction in ICT equipment usage and technical applications.	Students throughout the school; professional teaching staff	Gain understanding and use of ICT equipment, as part of the students' learning and development
Preparation of materials and equipment (including substitute equipment where there are known problems) in advance, for practical coursework, examinations and student projects in accordance with teaching staff specifications	Students	Support for the provision of effective learning activities

Does the Job Holder develop policy or provide advice and information which impacts on people?

Not Applicable

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialist knowledge and experience	A-level or equivalent qualification in an ICT related subject Knowledge of LAN, Windows 11 / Server together with general knowledge of application packages, systems information networks etc.	Underpinning theoretical knowledge and practical experience. ▪ Maintain integrity and security of systems for students' safe usage and operation, and which meet school standards; ▪ Software installation; ▪ Basic maintenance and understanding of the application of computer hardware and software; ▪ Provision of advice on equipment specification; ▪ Provision of practical instruction in use of ICT equipment and applications.	Secondary/further education On- and off-the-job training and experience in computer applications, supported by continuous professional development
Legislation	▪ Data Protection Act ▪ Health and Safety at Work Act and associated Regulations (eg, DSE)	Underpinning legislation governing use of data, health and safety of IT systems	On- and off-the-job training and experience
Policies and Procedures	School practices, policies and procedures related to ICT systems which impact on students	▪ Adherence to school standards ▪ Monitoring students' use of ICT systems (eg, internet usage – security against intrusion and viruses, inappropriate web sites and materials, etc).	On-the-job experience
Organisational Knowledge	School structures and responsibilities across faculties/departments	To establish correct / appropriate priorities for ICT systems, to meet school requirements.	On-the-job experience

How long would it take for a Job Holder to become fully operational?

With five years previous experience as detailed above, it would take 12 months for a job holder to become conversant with the school academic calendar and requirements of the National Curriculum.

6 MENTAL SKILLS

a) What sort of situations/problems does the Job Holder typically have to deal with?

Example:

Investigating the reasons for an ICT equipment or systems failure or intermittent operation. The job holders would determine appropriate solutions, which could necessitate purchasing replacement equipment, seeking the advice of external suppliers as appropriate and checking/monitoring equipment/systems operation following resolution of the problem. Such “troubleshooting” is often required at short notice, in order to meet school examination or student project deadlines, and to minimise disruption to studies, which can involve the job holders setting up and maintaining two parallel operating systems in the short term.

Example:

Responding directly but tactfully to inappropriate/disruptive student behaviour – particularly relating to the use or abuse of ICT equipment or classrooms. The job holders would refer consistent inappropriate/disruptive student behaviour to the appropriate member of teaching staff.

b) Give an example of the most difficult or demanding situation/problem the Job Holder has to solve.

Example:

Investigating the causes of data and/or software corruption on a computer hard drive, determining whether it is a hardware or software fault, operational error, or whether the problem has wider, network implications. The job holders would also identify who would be appropriate to resolve the problem - the job holders themselves, external consultants, or the purchase of specialist recovery (the latter two options requiring authorisation from the line manager). Where practicable, the job holders would, also install a contingency software program to enable continuous systems usage, and re-install permissions and student-user access if and when necessary.

c) Approximately how often would the example in (b) occur?

1 – 2 times per annum

Give details below of the mental skills required in the job and reasons why they are needed.

Mental Skill	Why Needed?
Planning	1. Preparing materials and equipment to meet school timetable, student projects, and examinations deadlines. 2. Organising planned maintenance work on ICT equipment, ensuring minimum disruption to teaching programmes and student learning activities.
Fact-finding/Analysis	1. Keeping up-to-date with technology and systems development. 2. Fault-finding/diagnosis following an equipment failure; and determining appropriate solutions.
Judgement	Providing advice and guidance on the type, specification and capability of equipment that meets school requirements.

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Oral/Written skills	Recording solutions/"fixes" to equipment, systems and network faults, for reference when future problems arise.	Other Technicians, ICT contractors, etc
Instruction/Advisory/ Guidance skills	Provision of practical guidance and hands-on instruction at a level which is commensurate with working knowledge and understanding of ICT equipment	Students; teaching staff
Tact	- Challenging students' inappropriate/disruptive behaviour. - Sensitively questioning the competing demands of teaching staff and agreeing workload priorities	Students; teaching staff

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Hand-eye co-ordination and manual dexterity	Use of the PC and assembly of PC kit	

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) How is work allocated to the Job Holder?

The line manager sets tasks on a daily basis. The job holders are required to respond to the immediate needs and ever-changing priorities of the school timetable and teaching staff for the installation, preparation, diagnosis and maintenance of ICT equipment for teaching activities, projects and examination work. In addition, the job holders must ensure that planned maintenance schedules and project programmes are carried out.

b) What is a typical cycle for allocating work to the Job Holder eg hourly, daily, weekly?

Daily, and to respond to ad hoc requests throughout the day.

Scope for initiative

c) How much freedom/discretion does the Job Holder have: to change the way work is done?

(e.g. recommending changes in policy, procedures, resources)

The job holders exercise discretion in the design and development of the school systems and network, the type, specification and capability of ICT equipment to meet school requirements, and in recommending the purchase and up-grading of ICT hardware and software.

to allocate their time to duties?

The job holders exercise some discretion in planning their workload to meet teaching staff requests and lesson deadlines.

d) What is the level of guidance/instruction available?

Equipment and manufacturers' operating manuals; advice from external suppliers, contractors and briefings from line manager.

e) What sort of direction, management or supervision is given to the Job Holder?

Type of Direction	From Whom	How Often
Formal and informal instructions/communications	Line manager	Daily

f) Give three examples of problems or decisions the Job Holder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?

Expected problem	Nature of available guidance	Typical Frequency
Investigating improper usage of school ICT systems, including the internet.	Job holders' experience; School policies and rules.	Weekly
Failure of /problems with ICT equipment, needing urgent rectification	Job holders' knowledge and experience; systems manuals and advice from suppliers/ contractors.	Daily
Unexpected problem	Nature of available guidance	Typical Frequency
Need to "troubleshoot" new software installations.	Job holders' experience; systems manuals	Few times per annum.

g) Give two examples of problems or decisions the Job Holder would be expected to refer to their supervisor/manager. How often do these occur?

Problem or decision	Point of referral	Typical Frequency
Recommending solutions to technical problems that would require additional/unplanned expenditure.	Line manager	Several times per annum.
Hiring external ICT consultants/ contractors to carry out repairs and maintenance work on ICT systems.	Line manager	Few times per annum.

10 PHYSICAL DEMANDS

What sort of physical demands does the job involve?

Physical Demand	Typical Duration	How often?	Other details (eg how heavy?)
Lifting, carrying, pulling and pushing ICT equipment	Few minutes	Several times per week	10-12 kilograms and awkward shape and movement
Working on hands and knees in confined positions whilst checking network points, running cabling, making connections etc	Few minutes	Several times per week	

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
- Safe usage, operation, maintenance, hardware and software installation, checking serviceability, etc. - Provision of advice, guidance and hands-on practical instruction in ICT equipment usage and technical applications	Concentration and attention to detail	At least 70% of the working day Few minutes	Daily Several times throughout the working day

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

Nature of pressures /interruptions	Source	For how long?	How often?
Interruptions	Ad hoc requests from staff and students for advice and support.	Few minutes	Daily
Deadlines	- Software installations, in preparation for teaching/ curriculum activities - Preparing/setting up project, lesson and examination materials and equipment.		Regularly
Conflicting demands	Prioritising work to meet competing demands of various faculty staff, students, national curriculum, etc.		On-going

If the Job Holder is subject to any other form of mental demand, please give details below.

Not Applicable

12 EMOTIONAL DEMANDS

Nature of the task being performed by Job Holder.	Behaviour/source of the emotional demand	Frequency (per day/wk/month)
Not Applicable		

13 WORKING CONDITIONS

- a) In what kind of places does the Job Holder normally work (*eg office, library, gardens, clients' homes*)?

If more than one, give approximate proportion of time in each.

Location of work	Proportion of time
Classrooms, offices, ICT suite throughout the school	100%

- b) If the Job Holder works outside, are they expected to work regardless of the weather or are alternative arrangements made *eg work on other duties*?

Not Applicable

- c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job?

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
- Verbal abuse from students - Hot working conditions, generated by computer equipment in server rooms.	- Few minutes - Up to 50% of working day	- Occasional - Regularly

- d) What protection is offered (if any) *e.g. against adverse weather (clothing, shelter), against infection, security measures etc.*

Not Applicable