

HAMPSHIRE COUNTY COUNCIL

Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development. Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

ROLE PROFILE FORM

Section A

Role Profile Ref:	02014
Department/Section:	Education (Schools)
Role Title:	ICT Technician
Reports To - (Supervisor/manager's role title) :	Headteacher or ICT Manager/Co-ordinator
Role Purpose: (why the role exists)	To support the provision of ICT in the school, ensuring that the school's needs in relation to curriculum, and administration are met and to provide in-service training for staff

Section B Organisation

Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).

Headteacher	
ICT Network Manager/Co-ordinator	
Other staff in the school	ICT Technician

Section C**ROLE REQUIREMENTS**

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

Accountabilities	Accountability Statements	% of Time
Equipment support	<ul style="list-style-type: none"> • Ensure that the school's network runs efficiently, providing technical support on hardware and software problems, investigating faults and liaising with the support company as necessary • Investigate, diagnose and provide both first & second line support regarding network and system problems. Seeking assistance from support companies & liaising with the Network Manager or Headteacher • Ensure new equipment including PCs, Projectors, interactive white boards, BYOD devices, speakers etc. is suitable to meet the needs of users, offering support and training as required • Check, set up and install new equipment • Undertaken the maintenance of all computer hardware (subject to equipment warranty and within level of competence) on a regular basis to ensure a high standard of maintenance to all IT equipment including checking of leads, cleaning screens, mice, keyboards etc. • Participate in discussions with users to understand their ICT requirements and recommend solutions to meet their needs in terms of hardware and software • Ensure regular backing up takes place • Purchase and replace equipment components as necessary 	20
Administration	<ul style="list-style-type: none"> • Ensure the security marking and recording of all new hardware and maintain inventories of all equipment in the school, service and maintenance arrangements • Identify when stocks of computer consumables reach re-order levels and order fresh supplies • Ensure the school's licences are updated • Maintain an awareness of new ICT products and services and ensure that information is shared within the school 	10

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Support to staff	<ul style="list-style-type: none"> • Liaise with staff to a daily basis to support the efficient use of ICT equipment in the school • Assist in the provision of technical and networking support to teachers during teaching periods. • Support teaching staff in the use of ICT based activities, and provide assistance to groups of pupils in the use of ICT including the use of the BYOD devices- this may include delivery sessions to whole class/groups of pupils under the overall direction of the teacher • Provide technical support and assistance on staff training and deliver in-house training for staff, including the preparation of guidance on the use of ICT for staff and pupils • Set up new users on networks when required • Act as System Administrator to add new users to various systems including: Active Directory, Microsoft Exchange, Moodle/VLE, Tucasi & Show My Homework • Maintain system integrity and security by changing passwords on the system and informing staff of any changes 	4 0
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Software	<ul style="list-style-type: none"> • Install standalone software, configure software and provide simple software guides • Keep abreast of software developments, including evaluating and comparing prices and make recommendations on the purchase of new software • Operate and tailor software to meet the needs of the school • Maintain software inventory and file licences ensuring compliance with legal licensing requirements • Submit yearly software audit return for certification • Troubleshoot software problems, including compatabilty across different versions • Install network software as well as stand-alone software, liaise with support staff to ensure smooth integration onto all PCs including lap-tops for use children and staff • Transfer all year group files up to the next year, move all staff files to correctly locations at end of school year and delete all unwanted sub- 	20
Internet usage	<ul style="list-style-type: none"> • Assist with the development and maintenance of VLE/Moodle • Support staff and pupils in the use of the internet • Monitor security , and privacy and virus guard updates • Run anti-virus scans and anti-parasite and quarantine or delete files on a weekly basis • Block/Unblock sites as requested by staff 	5
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	<ul style="list-style-type: none"> • HCC and school policies and procedures • Data Protection Act 	5

<u>Section D</u> -The key decision making areas in the role
<p>Repair and maintenance- decide whether this can be carried out in-house or if the matter should be referred to contractors</p> <p>Equipment- deciding if current equipment should be upgraded, reviewing the options and making recommendations within current budget allocation</p>
<u>Section E</u> – The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)
<p>Dealing with regular deliveries of equipment and consumables</p> <p>Budget for consumables- from £600</p>
<u>Section F</u> – The main contacts – external/internal customer contacts and purpose
<p>Teaching staff – support in the use of ICT, including during lessons,</p> <p>Line manager– daily liaison on practical job-related issues.</p> <p>Pupils –contact with pupils in classroom</p> <p>Other school support staff and administration staff, for example in their use of ICT on a daily or weekly basis.</p> <p>Contractors and repairers – ensuring work is carried out to specification, as and when required, liaise over the location of power outlets, data ports, location of routers, patch cabinets, computers etc.</p>
<u>Section G</u> - Working conditions – environment, and physical effort or strain.
<p>Moderate degree of physical effort involved specifically moving and handling of heavy items of computer equipment</p>
<u>Section H</u> - Context/additional information
<p>Role holders will occasionally be required to attend training to keep their skills and knowledge up to date.</p> <p>There is a particular responsibility to maintain high standards of health and safety, in order to ensure that pupils and staff are protected from various hazards, within the framework of relevant risk assessments.</p>

PROGRESSION IN ROLE

<u>Section I</u> - Entry: Necessary role-related knowledge, skills and experience at selection	
<p>Experience of ICT networks</p> <p>Understanding of computer hardware and an ability to diagnose faults and carry out first line r</p> <p>Knowledge of various software</p> <p>Good communication skills and experience of presenting to groups</p> <p>Good interpersonal skills and ability to communicate and explain technical information in a cl e</p> <p>simple way</p>	<p>repair s</p> <p>ar and</p>
<u>Section J</u> – Initial induction/training required to become effective in the role	
<p>Estimated time to become operationally effective 3 months</p> <p>In service training courses- use of the internet, technical troubleshoot</p> <p>Appropriate health and safety training.</p> <p>‘Work shadowing’ as part of induction period to become familiar with main aspects of role.</p> <p>Familiarisation with the school environment and school/HCC procedures.</p> <p>Familiarisation with school computer network and equipment</p>	
<u>Section K</u> – Operationally effective: How would effectiveness in role be demonstrated?	
<p>Ability to follow line manager’s instructions with a minimum of guidance Taking</p> <p>charge of appropriate stock control and ordering.</p> <p>Carrying out maintenance activities without instruction.</p> <p>Able to promote and enhance the school’s use of ICT to the benefit of users</p> <p>Able to resolve problems quickly and efficiently</p>	
<u>Section L</u> - Adding value: What characteristics will the advanced role holder demonstrate?	
<p>Ability to work effectively and relatively independently without daily supervision. Operating</p> <p>as an ‘expert’ on ICT resources, technology and equipment within the school</p>	