School				
Job No.	**Post Title**	**Grade**	**JE Pts**	**Date**
S204	**Network Manager**	Grade 9	282 Hay	April 2008

Statement of Purpose

To manage the school's ICT infrastructure and network. Provide advice and support on the implementation of system developments and advise managers, staff and governors on IT issues and developments.

Support for Pupils and Staff

- Provide pupil user support in relation to the IT systems, in conjunction with teaching staff.
- Produce support documentation for staff and students as appropriate.
- Provide support and guidance to staff on the schools ICT systems and any updates and amendments.

Line Management

- May involve line management responsibility of between two and five members of staff.
- Liaise between managers/ teaching staff and ICT Technician staff.
- Hold regular team meetings with ICT Technician staff.
- Undertake recruitment/induction/appraisal/training/mentoring of staff.

Support for Audio-visual (AV) Systems

- Maintain the schools AV systems.
- Advice on the provision and use of AV equipment.
- Monitor and develop the use of the internet and intranet.

Manage the IT Solutions in the School

- Maintain e-mail accounts for staff.
- Manage and maintain schools management system.
- Manage, update and maintain school website and Virtual Learning Environment.
- Manage school telephone system.
- Ensure student reporting system is operated effectively and student reports delivered on time.
- Manage and have overall responsibility for:
  - software installations;
  - hardware maintenance;
  - upgrades;
  - fault diagnosis and repair;
  - Security measures and back-up schedule.
- Maintain an up to date inventory of all ICT equipment and software in the school.
- Retrieve data and produce reports as required.

- Design reports for data extraction.
- To keep abreast of, and conversant with, all relevant legislation, technological developments and techniques.
- Make recommendations and financial bids for new equipment.
- Manages the budget for consumables and day to day running expenses.
- Liaison with outside agencies.
- Responsible for the licensing of software.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise.
- Assist with pupil needs as appropriate during the school day.

Note 1:
The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

CHILDREN AND LIFELONG LEARNING – HR SERVICES

Person Specification
Network Manager
Level 4

Essential Criteria	Measured By
Experience • Experience of network development. • Extensive experience of hardware and software implementation and problem solving in an ICT environment. • Supervisory experience.	AF/I
Qualifications/Training • NVQ Level 4 for IT Professionals, HNC Computing or Information Technology, BCS part 1 qualification. • Supervisory or Management qualification desirable.	AF/I
Knowledge/Skills • A good, working knowledge of current computer operating systems and other relevant systems. • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. • Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these. • Ability to organise, lead and motivate other staff. • Ability to plan and develop systems. • Good communication skills. • Ability to relate well to children and adults. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail.	AF/I

Behavioural Attributes • Builds personal relationships with stakeholders, through regular contact and consultation. • Coaches and empowers team members to take responsibility for ensuring customer care. • Understands the schools development plan and how it relates to team and individual objectives. • Accepts, supports and quickly implements change. • Identifies and promotes best practice and encourage the sharing of ideas. • Proactively seek opportunities to increase job knowledge and understanding. • Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team members. • Works with others to resolve differences of opinion and resolve conflict. • Requires minimum supervision. • Takes responsibility for own and team actions. • Identifies and overcomes barriers and manage risks. • Takes quick and effective action. • Demonstrates focused implementation of role and responsibilities. • Builds strong team ethos where everyone feels valued. • Provides timely, sensitive and honest feedback on performance. • Is accountable for own development and encourages the ownership of development needs amongst team members.	AF/I

AF   -   Application form   I   -   Interview

Note 1:
In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- *Motivation to work with children and young people.*
- *Ability to form and maintain appropriate relationships and personal boundaries with children and young people.*
- *Emotional resilience in working with challenging behaviours and*
- *Attitudes to use of authority and maintaining discipline.*