

**Part A - Grade & Structure Information**

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| **Job Family Code** | **7RT** | **Role Title** | **Senior Support Engineer** |
| **Grade** | **7** | **Reports to (role title)** | **ICT Support Team Leader** |
| **JE Band** | **228-268** | **School** | **The Howard Partnership Trust** |
| **Date Role Profile created** | **June 2019** |
| **Part B - Job Family Description**The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. THPT reserves the right to review and amend the job families on a regular basis. |
| **Role Purpose**including key outputs | Directly responsible to the ICT Support Team Leader.Directly responsible for no other staff members, but to mentor up to three junior members of the team (IT Apprentice, and/or IT Support Technicians) and work as a member of the ICT support team across The Howard Partnership Trust (THPT).Be the ICT point of contact and representative in the event that team leaders are not available.To assist in supporting and maintaining the ICT infrastructure and systems for pupils and staff across THPT and its wider learning community.To support the ICT provision for pupils and staff within THPT and its wider learning community.To work as part of the ICT team sharing information, technical knowledge and project details to provide a comprehensive service.Respond and resolve helpdesk requests in a timely manner within the defined SLA’s set.  |
| **THPT Work Context and Generic Responsibilities** | * Maintain confidentiality in and outside of the workplace
* Be pro-active in matters relating to health and safety and report accidents as required
* Support aims and ethos of the school setting a good example in terms of dress, behaviour, punctuality and behaviour, punctuality and attendance
* Uphold and support the School’s Policies and procedures on the Safeguarding of young people
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| **Line management responsibility**if applicable | N/A |
| **Budget responsibility**if applicable | N/A |
| **Representative Accountabilities** Typical accountabilities in roles at this level in this job family | Planning & Organising • Plan and prioritise own work activities for the weeks ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed. Policy and Compliance • Assist with work in a relevant technical or regulatory area in order that statutory and policy compliance is maintained. People & partnerships • Respond to and resolve enquiries and problems, judging when to pass on complex queries or involve others, to provide an effective service and clear advice to colleagues and customers. • Guide and/or supervise junior staff in their duties to facilitate their development and ensure service quality standards are maintained. • Communicate and liaise with service users and/or external contacts, representing the team/service as required. Resources • May assist in the management of a small budget or recovery of income. Analysis, Reporting & Documentation • Collate data, prepare reports/statistics to meet statutory/management information requirements. • Recommend improvements and support implementation to systems, processes and procedures, ensuring best practice is shared across the team. • Support, coordinate and undertake research into a variety of projects in the defined area of activity to support achievement of team’s objectives. Duties for all Values: To uphold the values and behaviours of the organisation. Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. Health, Safety & Welfare: To maintain high standards of Health, Safety and Welfare at work and take reasonable care for the health and safety of themselves and others. To have regard to and comply with safeguarding policy and procedure as appropriate. |
| **Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics** | • Educated to A level, HNC or equivalent, or able to evidence ability at an equivalent level, and/or relevant vocational qualification (level 3/4 QCF). • Knowledge of relevant technical area including, where appropriate, relevant practical skills. • For some roles a relevant degree may be required. • Good IT skills, including MS Office and database management systems. • Good written and oral communication skills with the ability to build sound relationships with customers and explain technical issues to non technical people. • Ability to prepare and present reports in a logical and digestible format. • High level administrative, analytical and organisational skills. • Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative. • A methodical approach to information gathering, recording and reporting. • Typically previous work experience in a relevant environment. |
| **Details of the specific qualifications and/or experience if required for the role in line****with the above description** | The successful candidate will be subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS). THPT is committed to the safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. |
| **Role Summary** | Roles at this level typically provide specialist support services. Many will possess technical rather than professional expertise in the main disciplines. There will be minimal day-to-day supervision, but clear guidance will be available. The roles will plan for the weeks ahead and prioritise to accommodate non standard work. They often require understanding of complex procedures and support systems, and the ability to allocate workload and react to changing priorities. Although most work will follow established patterns, initiative is needed to handle processes and resolve problems and queries based on experience and judgement, mainly without reference to others. These roles may work alone instead of as part of a team, or the system or process used may require more specialist knowledge or experience. Graduate trainees start at this level. |

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