



ASSISTANT ICT NETWORK MANAGER

Job Description

This is an exciting role working closely with the Director of Digital Learning and ICT Network Manager to impact the strategic direction of ICT Services across a large site, consisting of three schools. Monkton is in the middle of a significant cycle of investment in IT and this is part of expanding our support for for this investment. We are looking to appoint an experienced candidate who is comfortable working in a fast-paced environment and is able to deliver a first class support service, taking an increasing responsibility for the management of the network.

The role would suit a talented and committed individual with a 'hands-on' approach to their work and experience of working across platforms. They would help lead a committed team of technicians, who enjoy a very varied role with tasks ranging from providing classroom support, to developing and administering the network and server infrastructure. They will also need to be able to communicate effectively with colleagues and students with differing levels of IT skills.

Please note Monkton Combe School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and Disclosure and Barring Service.

Closing date – Friday 22nd March 2019 @ 12pm

Interviews – week commencing 25th March 2019





Monkton Combe School Overview

Monkton Combe School, just a mile from the World Heritage City of Bath, is an independent co-educational boarding and day school for pupils aged 2-18. We pride ourselves on our lively Christian ethos, excellent exam results and our strong pastoral care. At Monkton, we are setting standards for life; giving young people the qualities of character they need.

The Senior School (current pupil numbers are around 380) admits children from age 13 through to 18; the Prep School admits children from age 7 to 13 and the Pre-Prep has classes in Kindergarten (3 – 4), Reception (4 – 5) and Years 1 and 2 (5 – 7). The Nursery, set within the Prep School grounds, provides pre-school care (ages 2 – 3). The Senior School and Prep School have a strong boarding tradition; however, day pupils comprise one third of the intake of the Senior School and are in the majority in the Prep School. Since 1992 when it merged with Clarendon School for Girls the school has been co-educational with three boys' boarding houses and three girls' boarding houses, all in the school's immediate environs.

Our Vision: Monkton inspires young people to become confident, kind and ambitious adults who live fulfilling lives.

Our Mission: Monkton thinks differently. We start with a proactive pastoral environment to develop academically strong enthusiastic learners within a living Christian ethos.

Our Values: Confidence, Integrity, Humility, Service



Assistant ICT Network Manager Job Description

Post: Assistant ICT Network Manager

Relationships: The post holder will be responsible to the ICT Network Manager and be responsible for supporting a Senior ICT Technician and an Assistant ICT Technician.

Fundamental Task: This is an exciting role working closely with the Director of Digital Learning and ICT Network Manager to impact the strategic direction of ICT Services across a large site, consisting of three schools. Monkton is in the middle of a significant cycle of investment in IT and this is part of expanding our support for this investment. We are looking to appoint an experienced candidate who is comfortable working in a fast-paced environment and is able to deliver a first class support service, taking an increasing responsibility for the management of the network.

The role would suit a talented and committed individual with a 'hands-on' approach to their work and experience of working across platforms. They would help lead a committed team of technicians, who enjoy a very varied role with tasks ranging from providing classroom support, to developing and administering the network and server infrastructure. They will also need to be able to communicate effectively with colleagues and students with differing levels of IT skills.

Specific Duties:

- To implement the Technical Strategy and Systems Architecture that takes into account both the current usage of ICT within the school and the school's strategic development.
- Work with the ICT Network Manager to systemise and monitor the active use of ICT to add value to all areas of the school
- Develop industry standard metrics to report on the performance of the ICT operations for the school.
- Work with the School to identify and provide appropriate technology to facilitate business management and administration.
- Provide technical expertise to assist in the specification of new solutions and in preparation of tender documentation for ICT procurement.



- Develop, implement and monitor standard ICT policies and procedures.
- To ensure the principles of “best value” and “best practice” are maintained.
- To look to embrace the Monkton’s vision, mission and values in all aspects of their work.

People Management

- Assist in the organisation and implement an on-going training for our technical team.
- To take responsibility for mentoring and developing of ICT Support Staff.
- Meet regularly with ICT Support Staff to provide direction, support and quality control.
- Support the development of ICT policies, processes and procedures in accordance with the strategic development of the school.
- To help ensure ICT Support Staff participate in CPD and the schools Continuous Feedback Cycle and implement best practice to ensure the effective use of ICT.

Project Management

- To help manage the operational relationships with the school during the development and construction stage of any projects as they are taken forward to ensure that ICT is adequately addressed and integrated.
- To assist the Network Manager to contract manage the operational phase of any ICT service by ensuring that ICT Suppliers are responding to the school’s requirements and are correctly charging for their services as per the method agreed in the contract.
- To monitor the performance of ICT Suppliers and their supply chains with respect to the delivery of any ICT service including monitoring of reporting against agreed Key Performance Indicators.
- Review ICT Supplier reports on the delivery of projects resolving or escalating issues, including ongoing monitoring of issues resolution.
- To be aware of the budgetary constraint and assist in the monitoring of expenditure against the programme budget.
- To ensure that all ICT purchasing conforms to strategy, is appropriate, done in a timely manner, and provides “value for money”.
- Responsible for the management of ICT licences across the sites.
- To ensure an asset register is maintained of all ICT assets
- To work with the Network Manager to forecast the replacement of ICT assets according to an agreed life-cycle.



Technical

- Develop the ICT technical solution (includes network, servers, storage, applications, management tools) to maximise the investment in technology and ensure efficient deployment of resources.
- To assist in the creation of technology horizon maps for all areas of ICT architecture to ensure standardisation across the school. This includes client devices, audio visual, applications and software.
- Identify aspects in need of development and provide relevant leadership and training.
- Ensure all ICT Services are delivered to agreed service levels using a mix of internal and external resources.
- Maintain a current knowledge of ICT technical developments, “best practice”, and trends in order to effectively plan the organisation’s future ICT strategy.
- Ensure maintenance contracts are in place for critical equipment and services and those service providers are effectively managed.
- Where necessary, work after hours to support major IT issues or upgrades which are not possible to perform during normal working hours.
- Other ICT support duties as necessary and where appropriate.

Compliance

- Ensure the school complies with Health & Safety legislation in relation to ICT hardware and use.
- Ensure that the school is acting responsibly and legally with respect to copyright, computer misuse and data protection.
- Compliance with all government legislation including GDPR and Data Protection legislation
- To help ensure all ICT users are aware of Health & Safety issues surrounding the use of ICT equipment.
- Demonstrate how the school can employ technical e-safety and security measures without inhibiting the ability of teachers and learners to harness the power of technology via the use of proactive filtering and monitoring of ICT activities.
- Promote the safety and wellbeing of students, ensuring that the school’s Child Protection and Safeguarding policies and procedures are promoted within the school (Regular training in Child Protection, Safeguarding and Prevent will be provided by the school).
- Be responsible for your own health and safety and that of students and your colleagues, in accordance with the Health and Safety at Work Act 1974 and relevant EC directives.



Person Specification & Competencies

- Experience of using ICT to support education and improve learning outcomes.
- Show some of experience of leading and managing a team of technical staff through effective organisation and continued professional development, preferably within an ITIL context.
- Ability to manage change and to support the school in managing ICT change
- Ability to develop a range of technical, business and contractual written materials without close supervision for presentation to the Network Manager.
- Demonstrable ability to keep on top of/evaluate a fast changing context.
- Some experience of managing ICT procurements, including technical specification, tendering and evaluation for contracts. Experience of working in partnership with ICT providers to deliver complex solutions.
- Excellent written and oral communication skills.
- Self-motivated team player – proactive, confident, self-starter, well organised with the ability to create and deliver effective programmes of work to meet requirements and deadlines.
- Ability to use a range of tools such as spreadsheets, word processing, presentation and publishing applications to produce professional communications
- It would be advantageous to hold a recognised computer or network qualification at NVQ level 4 or demonstrable experience managing school networks.
- We are particularly interested in those with any of the following IT certification or relevant experience or equivalent qualifications:
 - Microsoft Certified (MCSE, MCSA, MCITP).
 - ITIL Certified.
 - CCNA/HP Certified.
 - Experienced user of current Microsoft Server/Workstation Operating Systems.
 - Active Network Infrastructure Management (incl. wireless) of HPE Aruba
 - Interactive Audio Visual Solutions (i.e. Smart Board).
 - Experience of Server Virtualisation (Hyper-V or VMWare)
 - Integrated Identification Systems (Oliver Library Management, LiveRegister, Papercut)
 - iSAMS School Management Information System.
 - Internet Filtering. (Smoothwall)



- o Google Apps for Education.
- o Mobile Device Management Solutions.
- o Network security including LAN, WAN and Wireless.

Note: The post holder may be reasonably required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of the responsibility entailed.



Assistant ICT Network Manager Terms and Conditions

- Salary** The salary will be discussed at interview however it is likely to be in the range of Scale point 21 to 30, £25,006.78 to £30,525.76 per annum of the Support Staff Salary Scale depending on qualifications and experience at the time of appointment. The School's Support Staff salaries will normally be reviewed annually in April.
- Hours of Work** Full time. Normal office hours are 40 hours per week worked flexibly between 8am and 6pm in line with the needs of the school Monday to Friday (with ½ hour, unpaid, for lunch). The post holder will be required to work such hours as are necessary to properly perform the duties, this includes the occasional weekend in line with the needs of the school which can be taken as time off in lieu.
- Pension** Monkton provides access to a stakeholder pension scheme as required by law. The School will comply with its obligations under the Government's auto-enrolment scheme at the relevant time. You will be provided with details of the scheme and your right to opt out in due course.
- Holiday** 33 days including bank holidays (pro rata for part time/part year). When a bank holiday occurs during term time this will be considered as a normal working day and the normal rules regarding holiday will apply.
- Sick Pay** Membership of the School's Support Staff Sickness Scheme.
- Lunch** Provided while catering facilities are functioning. You are entitled to a 30 minute unpaid break for lunch.
- Notice** 3 months written notice from either party. The position is subject to a probation period of 6 months and during that time, there will be a notice period of one month
- Retirement** The normal retirement age for this employment is 65. However, the mechanics for compulsorily retiring employees have now been abolished so employees are required to provide notice in line with their contractual obligations, above, when they wish to retire.
- Medical** All employees are subject to a medical report and to undergo a medical examination, if required.
- Security** Monkton Combe School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and Disclosure and Barring Service.



Child Protection (Safeguarding) and Staff Code of Conduct and Behaviour Policy, including EYFS

Monkton takes safeguarding very seriously. To this end, all appointments are made subject to satisfactory DBS clearance. The interview will include questions about safeguarding children. Monkton's Child Protection (Safeguarding) Policy includes the following information:

The framework provided is an ordered, purposeful, happy and caring community. Pupils are encouraged to develop moral discernment. High standards of behaviour are expected and young people are asked to treat others with courtesy and respect. The School sets out to create a secure basis for living in community and to achieve a balance between thoughtfulness towards others and freedom for the individual to develop his or her own personality. Good pastoral care is central to the life of the School, through the Principal/Heads, Houseparents, Tutors, the Chaplain, the Medical Centre Sister and other members of staff.

Specific Objectives

1. To foster pupils' educational development through all areas of the curriculum so that their self-esteem is raised, enabling them to acquire skills, attitudes and coping strategies which will help them to make reasoned decisions based upon sound judgement and valid information.
2. To provide a variety of opportunities for discussion with their peers and teachers in which the ground rules of confidentiality, tolerance and trust are observed.
3. To teach problem-solving techniques, assertiveness skills and respect for themselves and for other people. To encourage them to be responsible members of the school community, who will develop into caring adults with regard to their families and to society.
4. To maintain links with parents and representatives of outside agencies.
5. To view seriously any instances of bullying and to deal with them effectively.
6. To ensure that all members of the school staff understand Child Protection procedures and are alert to signs of potential or actual abuse in the categories of physical injury, neglect, emotional or sexual abuse.
7. To have in place effective reporting and action procedures, as required by the Children Act 1989 (Pupil > Member of Staff > Designated Teacher > Principal/Head > School Medical Officer (where appropriate) > Social Services). These are set out in more detail in the policy 'Child Abuse/Protection' in this section of the Staff Handbook.

The full Child Protection document can be found [here](#).
If you are unable to access the internet, please request a hard copy.



Equal Opportunities Policy, including EYFS

The Equal Opportunities Policy Statement and Policy Statement on Harassment at Work are designed to implement the commitment of the School to Equal Opportunities. It is the responsibility of every employee to ensure his or her own conduct conforms to the expected standards and reflects these Policy Statements.

The aim of the Policies is to encourage harmony and mutual respect between individuals in order to promote good working practices with a view to maximising performance.

If these Policies are not implemented, then valuable talent and potential are wasted. Moreover, when unfair discrimination, harassment, bullying or victimisation take place they bring about a climate of fear, insecurity and poor work performance. As well as being unlawful, this affects morale. The School aims to comply with all relevant UK and European legislation.

Monkton Combe School has been registered as a school with a religious character by the DfES. As such the School is able to advertise for and appoint teaching staff who have specific Evangelical Christian faith that is central to the ethos and tradition of the School. In specific circumstances this authority enables positive discrimination in favour of Evangelical Christians.

It is vital that every employee understands his or her responsibilities. Equal Opportunities are taken very seriously by the School and wilful failure to apply the Policies or evidence of discrimination, harassment, bullying or victimisation will result in disciplinary action which may include dismissal.

The Equal Opportunities Policy Statement

1. The School values the individual contribution of people irrespective of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin. The School is committed to ensuring that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable. This applies in particular but not only in relation to recruitment and selection, promotion, transfer and training opportunities, benefits, terms and conditions of employment, grievance and disciplinary procedures, termination of employment including redundancies, and conduct at work.
2. All employees should be treated equally with dignity and respect. The School will use its best endeavours to provide a working environment free from unlawful discrimination, harassment or victimisation on the grounds of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin, pregnancy or maternity.



3. The School recognises its legal obligations, including those under the Race Relations Act, Sex Discrimination Act, The Equal Pay Act, the Equality Act 2010 and the Part Time Workers legislation.
4. The School is designated as a School with a religious character by the DfES. This may be taken into account when recruiting staff when appropriate to do so. Notwithstanding this, the School undertakes to review periodically its selection criteria and procedures to maintain a system where individuals are selected, promoted and treated on the basis of their merits and abilities.
5. The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.
6. The School will not tolerate acts which breach this Policy and all instances of such behaviour or alleged behaviour will be taken seriously, fully investigated and will be subject to disciplinary procedures if found to be discriminatory. The School further seeks to give all employees equal opportunity and encouragement to progress within the School.
7. The School promotes tolerance of each other and respect for each other's position within the School community, and provides positive images and role models, whilst seeking to avoid prejudices and raise awareness of related issues.
8. If an existing employee becomes disabled the School will make every effort to retain him or her within the workforce whenever reasonable and practicable with reasonable adjustments to assist in overcoming or minimising the difficulties. This may need to be in conjunction with a medical advisor.
9. Whenever reasonably practicable to do so, the School will install in existing premises facilities for people with disabilities. Whenever the School invests capital in new or refurbished premises, every practicable effort will be made to provide for the needs of staff and pupils with disabilities.
10. The School undertakes to distribute and publicise this Policy Statement to all employees and elsewhere as from time to time appropriate.
11. Any employee who believes that he or she may have been subjected to treatment which breaches this Policy may raise the matter through the grievance procedure.

Policy statement on harassment at work

1. The School believes that the dignity of every person must be respected. Harassment of colleagues or pupils is unlawful and unacceptable and will be regarded as a disciplinary offence, which, in serious cases, may be classed as gross misconduct, resulting in instant dismissal. The highest standards of conduct are required of everyone, regardless of seniority.
2. The School recognises that harassment may take many forms. It may be directed towards persons of either sex. It may relate to a person's ethnic origin, religion or belief, age, sex, sexual orientation, physical or mental attributes or some other personal characteristic.



3. Harassment may involve action or inaction, behaviour, exclusion, comment or physical contact that the recipient finds objectionable or offensive. It may result in the recipient feeling threatened, humiliated, intimidated, patronised, demoralised or less confident in their ability. Condoning such conduct may be harassment in itself. The test of harassment is, at least in part, subjective.
4. Examples of unacceptable conduct include:-
 - verbal abuse, or insulting behaviour
 - sexist or racist jokes, jokes about an individual's sexual orientation or jokes about an individual's physical or mental attributes
 - the display or circulation of sexually suggestive or racially abusive material
 - bullying, coercive, intimidating or threatening behaviour
 - the ridicule or exclusion of an individual for cultural or religious differences, on the grounds of sex or sexual orientation or on the grounds of disability or other protected characteristic
 - persistent teasing or constant unfounded criticism of the performance of work tasks
 - unsolicited or unwelcome sexual advances, including touching, staring or commenting
 - comments of a sexual nature about a person's appearance or dress
 - bribery or attempted bribery.
5. An allegation of harassment must not be made lightly. If it is found that an allegation of harassment has been made without foundation and maliciously, then this will also be regarded as a disciplinary offence and in serious cases may be regarded as gross misconduct leading to instant dismissal.
6. All complaints of harassment should be made to the appropriate manager unless the complaint is regarding this person, in which case the complaint should be to that person's superior. Reference should be made to the grievance procedure in the Personnel and Payroll Policies.

Statement to Prospective Parents

In line with the Equality Act 2010 and the stated protected characteristics in particular, we do not discriminate in any way regarding entry. For example the School does not treat disabled or prospective pupils less favourably for any reason related to their disabilities than it treats those to whom that disability does not apply. We welcome pupils with physical disabilities provided that our site can cope with them. However, the Senior School in particular is situated on a steep hill and whilst every effort has been made to make it as accessible as possible for wheelchair users, there are some areas where this is not feasible due to the topography. The School will always consider reasonable adjustments to admission arrangements to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils. We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. However, we advise parents of children with special education needs or physical disabilities to discuss their child's requirements with the Principal/Head before he or she sits the entrance exam so that we can ensure that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

See also SEND policy for information relating to pupils.