St Paul's School
By Faith and By Learning

Position Description

POSITION DETAILS:

Position Title:	**IT Manager**
Group:	IT Department
Supervisor:	**Head of eLearning**
Direct Reports:	IT Systems Engineer Systems Administrator IT Supply (casual) staff
Classification:	Level 6
Date of Last Review:	June 2023

PRIMARY ROLE/PURPOSE:

The IT Manager assumes management responsibilities related to all areas of the School's ICT infrastructure and consequently plays an important role in the selection, implementation and management of information technologies to achieve the School's ICT Strategic Plan.

The IT Manager is responsible for the supervision and workloads of employees within the IT Services Department. The IT Manager will liaise closely with the Head of eLearning and external partners.

Employees at this level manage autonomously and provide advice to relevant stakeholders in line with the School's Strategic Plan.

LEVEL CLASSIFICATION REQUIREMENTS:

This position has been classified at this level in accordance with the School's requirements, and in line with the current Queensland Anglican Enterprise Agreement. The expectations and requirements for employees at this level are in accordance with the Enterprise Agreement's overview and characteristics for this level, as listed below:

- The characteristics and job criteria for this level are additional to all the relevant characteristics and criteria of any preceding or lower level(s). Level six requires extensive and relevant experience with formal qualifications at the degree level. Post graduate qualifications may be required. Employees will generally be accountable for the quality of output of a section or function within the School. Work will usually involve supervisory responsibilities (e.g. job training, staff assessment and performance counselling) and the management of the work of administrative officers and other staff, assigning and outlining the work, advising on administrative problems, and revising work for accuracy and adequacy. Employees will require very high communication skills and their work may require initiative in the application of professional practices, professional advice to staff and students and a wide range of internal and external stakeholders of the School. Little or no supervision is required, and is normally exercised through a reporting structure involving both a review of operations and recommendations. Employee may have designated responsibility for work under their control and may be responsible for the setting and achieving of objectives by a work section and its staff.

LEVEL CLASSIFICATION REQUIREMENTS: continued

- Sufficient experience at a professional level or training to enable the Employee to carry out their assigned duties Formal qualifications at degree level are required, along with relevant post graduate qualifications or extensive and relevant experience as required by the School to reflect the higher levels of professional outcomes.

- Employees possess professional knowledge and skill to provide independent advice on the operation of the section. Employees will use initiative in self-directed development and application of expert knowledge with extensive recognised expertise in some areas. Significant discretion and independent judgement are required within constraints set by School management. A breadth and depth of professional skills are applied to roles and functions in both varied and highly specific contexts. A high proportion of competencies involve significant scope and/or complex, specialised or professional functions. Duties of an innovative and/or critical nature are undertaken within a professional management framework and initiative is exercised in the application of professional practices

- Employees are responsible for their own work and are subject to stated objectives and professional standards. Performance is measured against achievement of targets, introduction of new initiatives, competent handling of the supervision function and overall performance of section controlled.

KEY ACCOUNTABILITIES:

The role is responsible for overseeing the IT Services Department including, but not limited to, the following:

- Respond optimistically and strategically to the changing ICT educational sector by providing advice to the Head of eLearning for ICT infrastructure improvement;
- Contribute to the School's ICT strategy group Digital;
- Investigate and implement hardware, software and ICT infrastructure, in consultation with the Head of eLearning, that is sustainable and responsive to the needs of the School community and in line with the School's ICT Strategic Plan;
- Have a preference for adopting cloud-first practices, as opposed to on-premise infrastructure;
- Devise, document and maintain ICT policies and procedures that ensure operational (business) continuity and compliance with relevant requirements;
- Manage and optimise network and communications infrastructure;
- Manage and optimise administrative systems – School information (TASS, TrackOne, Web portals and Integrum), domain services (Active Directory and Azure) including SSO, security, printers, backup, analytics, communication and business systems (O365);
- Sustain a 1:1 technology program for staff and middle and senior school students and a technology program that meets the needs of staff and students in Junior school;
- Implement and manage the School's ICT infrastructure and systems within approved budget and resource allocations;
- Lead an environment in which high quality services are delivered to staff, students, parents and volunteers of the School;
- Manage the appointment and relationship of strategic partnerships with ICT hardware, software and service vendors;
- Co-ordinate security and risk management for information managed by, and on behalf of, the School;
- Apply a management framework to IT Services projects;
- Supervise IT Service Centre staff and their ongoing schedule of work;
- Be an exemplary professional role model for staff and students;
- Maintain a leadership position in ICT activities in the sector;
- Initiate and access appropriate professional development for the IT Services team;
- Communicate with staff, students and parents on any ICT queries that need to be addressed.

The IT Manager is responsible for the following administrative tasks, but not limited to:

- Develop and present budgetary needs and expenses of the IT Services department to the Head of eLearning;
- Manage the allocation and monitoring of ICT resources and prepare appropriate timely reports;
- Manage third party vendors to organise warranty and repairs of ICT equipment, negotiating resolutions where appropriate;
- Undertake high level planning and/or implementation of policies and programs relating to operating systems, storage, networks, and integrations;
- Build and create a professional development environment, enhancing the technical and client facing skills of the IT Services team to achieve strategic goals in line with the Associate Staff Appraisal process;
- Coach IT Services staff, prioritise work to meet outcomes, monitor workloads, review progress of projects and provide feedback where necessary to staff.

Other

- Additional duties as allocated by the Head of eLearning;
- Additional duties as directed by the Headmaster.

KEY SELECTION CRITERIA:

Qualifications

- This position requires an employee who has acquired a high level of skills and knowledge in order to provide professional advice in the role and area of expertise;
- Appropriate experience in the field;
- Possession of IS/IT tertiary qualifications;
- Current industry-based certificates that relate to the School's system is essential.

Desirable

- Five years' experience in a similar role.

Essential Skills and Requirements

- Current Microsoft Certified Systems Engineer (MCSE) qualification or equivalent experience in managing wired and wireless enterprise grade network topologies and firewalls (Palo Alto Networks, Fortigate), including network technologies such as BGP, AWS Direct Connect, High-Availability;
- Experience in managing Office 365 and the integration with onsite Active Directory;
- Understanding of server and client operating systems in a mixed BYOD environment and applications used in school settings;
- Experience in managing software deployment to managed and unmanaged devices including desktops, laptops and tablets;
- Experience/qualifications in AWS and Docker running production workloads in AWS EC2, Docker, AWS RDS;
- Scripting and programming abilities in PowerShell and/or Bash;
- Demonstrated troubleshooting skills in networking, hardware & software;
- At least three years' experience in a Senior Systems Administrator role;
- High level of knowledge of TASS School Portals;
- Possess a high level of organisational and interpersonal skills;
- An effective communicator with all stakeholders;
- An ability to lead staff and build capacity;
- Have the ability to find solutions through creative thinking and collaboration;
- Have a service ethic;
- A willingness to be a member of a team and to work collegially with other staff members;
- High level of professional standards and conduct;
- Willing support for the Anglican Ethos of the School;
- Possession of a current Blue Card (Working with Children Check by Blue Card Services). This is non-negotiable. The successful candidate must have a current Blue Card before commencing work at the School;
- Agree to undergo a Criminal History/Police Check conducted by the School;
- Agree to be checked against the Anglican Church's National Professional Standards Register;
- **Must be an Australian resident and eligible to work in Australia.**

Criminal History Checks

- The School will conduct a Criminal History/Police Check on the successful applicant;
- The offer of this position is subject to the successful outcome of the Police Check and the possession of a current Blue Card (Working with Children Check by Blue Card Services);
- Should the Police Check or Blue Card reveal a negative outcome, this position will be immediately withdrawn.

AUTHORISATION:

I hereby agree that this Position Description accurately reflects work requirements.

Headmaster   Paul Browning

| Name | Signature | Date |

IT Manager

| Name | Signature | Date |

ATTACHMENT – ST PAUL'S SCHOOL

ETHOS STATEMENT

The School's Purpose is "to prepare resilient, global citizens, who are innovative thinkers, with a heart for servant leadership."

The School's Vision is "Transforming educational thinking and practice."

The School's Values are:

By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and celebrating individual excellence.

We value Faith believing where:

- Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ.

- Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one's life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

We value Learning where:

- Students are encouraged and supported as they strive to reach their intellectual, creative, physical, social, moral, emotional, and spiritual potential in a balanced and disciplined way.

- Students fully explore a range of topics, themes and concepts which have relevance, real-world application and a focus towards the future.

- A variety of student dispositions to learning are fostered through our Realms of Thinking Framework which are embedded from PP-12 across all Learning Areas.

We value Community where:

- Students, staff, and families support the aims, purpose, and mission of the School and serve one another using their God-given gifts.

- Students, staff, and families grow together in faith and learning, promoting love, justice and mercy - at home, at School and in the wider world.

- Students remain connected to the St Paul's community when they graduate, through a vibrant Past Students' Association.

SCHOOL EXPECTATIONS

All employees are bound by the requirements of the School's policies and procedures as they apply from time to time, and are expected to act with integrity, and in a way that demonstrates a proper concern for the public interest expressed with a framework of a Christian educational organisation.

As such, employees at St Paul's School are expected to embrace the following statements.

As well as comply with all federal and State legislation as they apply from time to time as well as any relevant Canon Laws or Diocesan policies.

Much of the information gleaned by employees during the course of their duties is confidential and should be treated as such. Employees shall not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly and cause harm or detriment to any person, body, or the School.

Proof of qualifications as well as a disclosure on any matter which may affect your employment in this position will also be required prior to commencement.

LEADERSHIP EXPECTATIONS

"If a leader's actions are driven by service and dedication to a cause or a relationship then they are a servant leader."

Leadership at St Paul's is based on the philosophy of individual and School "wholeness", collaboration, teamwork and transparent decision-making. The model of leadership reflects the values central to St Paul's School, that of Faith, Learning and Community.

Leadership Principles underpinning the Leadership at St Paul's:

- St Paul's School leadership structure is **student-centred** and reflects our agreed values of Faith, Community and Learning.

- The leadership structure is **learning-centred** for both students and staff, providing opportunities for open and transparent communication and decision-making.

- Collaborative leadership based on teams enabling of ideas to be brought forward by anyone through a variety of formal and informal routes (everyone's voice deserves to be heard).

- Education of the whole person in which the intellectual, spiritual, emotional and physical development are all-important and integrated.

- The importance of creating an environment which encourages high academic achievements at senior levels by ensuring appropriate methodologies and subject content.

- The concept of St Paul's School as a single whole School, made up of three Sub-Schools each with some degree of autonomy whilst sharing many common elements.

ANGLICAN SCHOOLS COMMISSION - STATEMENT OF COMMITMENT

Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have the opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God
- Every child: loveable and loved, unique and unrepeatable
- Outstanding education for the flourishing of people and the good of community

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practised.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people;
- create conditions that reduce the likelihood of harm to children and young people;
- create conditions that increase the likelihood of identifying harm; and
- respond to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.