

Role Profile

Part A - Grade & Structure Information

Job Family Code	7RT	Role Title	IT Technician
Grade	PS7	Reports to (role title)	Funding Compliance & IT Manager
		Directorate	Children, Families & Lifelong Learning
JE Band	228-268	Service	Education
		Team	Surrey Adult Learning
		Date Role Profile was created	Dec-17

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. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	As a member of the Community Learning and Skills (CLS) IT and Funding Team, the IT Technician will deploy and maintain the computers and associated classroom and mobile technology used by the service to enhance delivery of its adult learning programme. The IT Technician will provide support, advice and a service desk function to ensure CLS provides the best possible experience for its learners. They will provide support to the Business Development Manager, Outreach and IAG Officer and BD Officer to increase service revenue and generate income. They will also provide support to SAL service in planning, developing and maintaining external and internal websites to ensure that information is presented to a high standard.
Work Context	Community Learning and Skills (CLS) has seven dedicated Adult Learning Centres in north and south west Surrey. Funded by the Education and Skills Funding Agency (ESFA) and learners' tuition fees, CLS delivers around 2,800 courses each year in its learning centres and over 100 other community-based venues such as schools and children's centres. CLS comprises four main teams: 1. The Curriculum Team manages curriculum planning and delivery, oversees quality improvement and the provision of courses and is responsible for line management of tutors. 2. Learning Services are responsible for the customer experience, learner enrolments and associated administrative processes and for buildings and the learning environment. 3. The IT and Funding Team administer the Learner Management System, oversee data management and funding claims and manage the provision of Information and Learning Technology (ILT). 4. The Business Development Team look after marketing, business development and growth in income generation. Community Learning and Skills (CLS) is subject to external inspection by the Office for Standards in Education, Children's Services and Skills (Ofsted), which applies vigorous standards in assessing the quality of teaching and learning. The IT Technician will work across CLS teams to ensure the service ILT infrastructure is fit for its purpose to support tutors in delivering high quality, low cost and accessible learning. The post holder will triage incidents as they arise via the service desk, before resolving them according to priority through remote and/or on-site, face-to-face support. They will take a proactive approach to planned works such as software/hardware updates and where necessary, a rapid, reactive approach to business critical issues as they arise.
Line management responsibility if applicable	N/A
Budget responsibility if applicable	No direct budget responsibility, but the post holder will identify day-to-day IT purchasing needs such as software and spares, will research cost and potential vendors and then work with the Funding Compliance and IT Manager to ensure best value on the service IT budget.
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.

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	In addition to standalone classroom PCs, the service maintains a variety of mobile devices (e.g. Windows laptops and Apple iPads) along with dedicated IT teaching suites with both Windows and Apple desktop machines. The post holder will be able to demonstrate knowledge and prior experience with: • Microsoft client operating systems and associated software within Microsoft environments • Microsoft Windows Server operating systems and domain administration with AD DS • Apple iMac and iPad devices with macOS and iOS operating systems • Switched networks and associated protocols such as TCP/IP, network printers and scanners, wireless network deployment and associated security principles, enterprise security including anti-virus, firewalls and web filtering • Client PC build and imaging processes via a centralised deployment tool • Typical school/college classroom ILT equipment, e.g. interactive whiteboards and projectors • Service delivery frameworks such as ITIL and hands-on service desk operation including problem analysis, trouble-shooting and fault resolution. On occasion, the post holder will work flexibly in terms of working hours and location. They will be required to travel around the county to deploy mobile equipment, to attend scheduled meetings, to provide occasional staff training and to resolve faults (e.g. hardware failures and network connectivity) that cannot be addressed remotely. DBS clearance is not required.
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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