

Briefing for Applicants

IT Support Engineer

DCC Grade 9, 37 hours per week, 52 weeks per year

Permanent post

An introduction to our school

Our school is an 11-16 mixed, community, comprehensive school of around 960 students. We are lucky to be based in a relatively new building, with great facilities, on a beautiful site at the edge of the Peak District market town of Chapel-en-le-Frith. The Peak District National Park is quite literally on the school's doorstep and provides endless opportunities for walkers, cyclists, mountain bikers, climbers, cavers and other outdoor enthusiasts.

The nearest big towns to the school are Buxton and Stockport but good transport links mean that the school's staff travel from a wide area with many commuting from Manchester, Sheffield, Chesterfield and the towns of East Cheshire. A sizable contingent of staff live in the villages of the Peak District. For anyone considering relocating it is a wonderful area in which to live, with a good mix of housing, decent schools, easy commutes and a good quality of life.

We believe that our school is unusual in many ways. Perhaps the most obvious of these, which may even make us unique, is structural. The current school was formed by merging, in a new building, the local area special school with the existing high school. The special school became the current 34 place enhanced resourced SEND provision, always referred to simply as 'Learning Support' in school. To meet the moderate to severe special educational needs of its cohort, Learning Support operates as a 'school within a school'. The Learning Support department runs a full independent curriculum with significant dedicated SEND trained staffing. Whilst Learning Support can provide an independent, tailored, learning experience for students, in every other way this cohort is fully integrated into the life of the school. This arrangement makes for a wonderfully inclusive school with young people who are very accepting of difference. Our inclusive approach spreads more widely too and we often buck local and national trends by accepting students with difficult and complex backgrounds.

This inclusivity does however make the school's published data rather tricky to interpret. The DfE data effectively merges the results of an average sized comprehensive school with that of a special school. In short, we are rather better than the league tables make us look. In 2011, the school set itself a challenge; *"to achieve results ranking alongside the best schools nationally; whilst remaining a highly inclusive, friendly, community school"*. We have not achieved this yet, but it is a mantra that has guided us since. Undoubtedly, the balance between inclusivity and excellence is a difficult one, but both governors and staff are fully committed to making it work, despite its undoubted challenges in the current educational environment.

We think that we are different in other ways too. Our governors value the arts and creative subjects and we retain high uptake in these areas. We are not a top down organisation; we are a team and we work together to do the best we can for the young people in our care. If you join us, you can become involved in developing the future of our school community. Perhaps most importantly, we recognise that happy, committed staff make for a successful school; we work really hard to look after and develop our staff.

Visitors to our school notice these differences. People frequently comment on the sense of community, the calm atmosphere, and the fact that our staff smile, joke and enjoy what they do. At the start of our most recent Ofsted inspection the lead inspector commented, after meeting the staff in briefing, that he had never met such a welcoming, smiley and relaxed staff team at the start of an inspection. The report from that inspection, in May 2019, gives a very good picture of the organisation that we are.

Like most schools, we have our strengths and weaknesses. We are proud of the work we have done recently on curriculum development, on teaching and learning and on research-based practice, with many staff now engaged with research and further professional qualifications. Our challenges remain those of many rural schools, getting our results to be clearly above average requires that we better engage disadvantaged students and that we raise aspirations of boys in particular.

We are in the minority of secondary schools that remain local authority run. This is by choice after careful research and consideration. We are not, however, an isolated school. We have good links with other local schools, with local further education providers and with universities. We are a member of the Connected Schools group of like-minded Derbyshire secondary schools.

Job Description

Job Title: IT Support Engineer

Job purpose

- To support teaching and learning by assisting the Network Manager in the provision of high quality IT systems and infrastructure for staff and students
- To assist the Network Manager in the provision of IT resources to meet the business needs of the school

Accountability

- Network Manager
- Business Manager, Headteacher, Senior Leadership Group, Governors

Key tasks

1. To support the network manager in carrying out the planning, installation, commissioning and maintenance of the IT infrastructure for the school.
2. To research, plan and configure network security systems, such as firewalls and virtual private networks for remote access, in accordance with current best practice.
3. To contribute to a library of network documentation and diagrams including, but not limited to, installation procedures, directory structure and permissions for shared resources and the website.
4. To deputise for the Network Manager when appropriate; this includes IT budget management, purchasing IT equipment, and co-ordination and management of IT Support tasks.
5. To maintain a high level of up to date technical knowledge and knowledge of developments within the IT industry, and their possible impact on, and benefit to, the school.
6. To deliver technical support for the IT infrastructure to ensure a secure and stable platform for delivery of curriculum and administration services.
7. To ensure all issues logged in the helpdesk are resolved in a timely manner either in-house or by responsible third parties.
8. To identify underlying problems with the high school IT systems, and to research, propose, design and implement resolutions in a timely manner.
9. Provide assistance and guidance to staff and students in the use of application software and IT equipment as necessary.
10. Undertake such professional development as may be necessary to discharge these duties.
11. To work flexibly as a member of the IT Support team, undertaking any jobs identified by line management.
12. To understand and comply with the school's policies.

Person Specification

Knowledge and Experience	Essential	Desirable
Qualification in computing or computer science or recent industry certifications e.g. Microsoft, Cisco, CompTIA		x
3 years' experience or appropriate qualification that show high levels of understanding of network and cloud infrastructure		x
Proven track record of identifying, analysing, and resolving problems both individually and working with others	x	
Experience of fault diagnosis/repair of sophisticated computer networks, desktops and peripherals – printers etc.	x	
Experience of hardware installation, troubleshooting and repair	x	
Experience of installing, configuring, maintaining and troubleshooting the Microsoft Windows Server family of operating systems	x	
Experience of building and configuring server roles	x	
Experience using Microsoft network tools: Active Directory, Group Policy, DHCP and DNS management	x	
Experience of installing, configuring, maintaining and troubleshooting IIS and Apache web servers		x
Experience of installing, configuring, maintaining and troubleshooting the Microsoft Windows desktop operating systems	x	
Experience of implementing, configuring, maintaining and troubleshooting Microsoft System Center Suite		x
Experience of deploying, configuring and troubleshooting a wide range of curriculum and administration software packages including, but not limited to, Microsoft Office suite, Adobe Creative Suite, 3D design software like Fusion 360 and Inventor	x	
Experience of Windows scripting languages and PowerShell		x
Experience using Microsoft cloud tools: Azure AD and Microsoft 365	x	
Experience and understanding of Cyber Security, protecting and recovering networks and devices from cyberattack	x	
Experience of installation, configuration and maintenance of Wi-Fi technologies	x	
Experience of managing Local Area Network infrastructures – switching, structured cabling	x	
Understanding of Local Area Network security principles and an ability to apply this knowledge	x	

Understanding of disaster recovery methods and experience of using disaster recovery tools e.g. data back-up using Symantec Backup Exec, configuration of shadow copies etc.		x
Experience of configuring, maintaining and troubleshooting firewall systems.		x
Experience of configuring, maintaining and troubleshooting remote access systems		x
Experience of installation, configuration and maintenance of a range of mobile devices running different operating systems such as Android, OSX, iOS		x
Experience of Microsoft Office productivity tools and Microsoft Teams	x	
Knowledge and experience of maintaining a large, frequently updated, public website		x
Experience of using tools to develop websites (e.g. Dreamweaver), and tools used to optimize materials for the web (e.g. Fireworks, Photoshop)		x
Experience of using languages used in web development such as HTML, CSS, SQL and JavaScript		x
Good understanding of the guidelines and best practices used for designing website accessibility and usability		x
Experience of working with young people and/or in a school environment		x
Skills, Abilities and Qualities		
A strong ability to analyse, interpret and resolve IT problems and to develop, report and implement practical, workable solutions and good practice	x	
Excellent organisational skills, with the ability to use own initiative and work proactively both in a team and independently	x	
Able to communicate in a clear and concise manner both on the telephone and face to face	x	
Ability to deliver effective training to members of Teaching and Administration staff in the use of IT systems	x	
Able to represent the school in a professional manner	x	
Sense of humour, sense of perspective, patience and tact	x	
Commitment to own professional development	x	
Understanding and commitment to the safeguarding of children	x	

Notes on Applying

Applying for any job may be time consuming and difficult, these notes aim to make it easier.

Please note: we do not use the Derbyshire County Council online application process. You need to either complete electronic application form and e-mail it to us or fill in a paper application and post it. Electronic versions of the application form, as well as details of this post, can be downloaded from our website www.chapelhigh.org.uk.

Our safer recruitment process and values

The school uses robust safer recruitment processes that meet the requirements of [Keeping children safe in education](#). These processes are designed to deter and prevent people who are unsuitable to work with children from applying for or securing employment in the school.

Our safer recruitment processes form a vital part of our whole school approach to safeguarding and are an essential part of creating a safe environment for our learners. Further details on the safer recruitment of staff in school can be found in our [Child Protection and Safeguarding policy](#).

Chapel-en-le-Frith High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Chapel-en-le-Frith High School is committed to creating an inclusive workplace which promotes and values diversity in age, gender, race, sexual orientation, physical or mental ability and ethnicity. We expect our staff to share these values.

The Application Form

Please complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten, but if you do write it by hand please use black ink. Indicate clearly on the front page the post you are applying for.

From a safeguarding point of view we are required to ensure that there are no unaccounted for gaps in your employment or educational history. Please explain any gaps that do appear; notes such as “gap year” or “bringing up children” are really helpful. You will be asked to disclose any previous criminal convictions, provide full employment history and the names of two referees.

Referees

Please use referees who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific over addresses and contact details, e-mail addresses are very useful. One referee must be your current or most recent employer and, if the employer is a school, must be the headteacher. References will not be accepted from relatives or from people writing solely in the capacity of friends. We will follow up on any issues raised by your references at interview and we may contact your referees to verify their identity or for further information.

The Supporting Statement or Letter of Application

The supporting statement or letter is probably the most important part of your application. You should make statements that demonstrate how your qualifications, personal qualities and experience match the post, focus on the impact of any work you have done. You should take particular care to demonstrate how you meet the person specification included as part of these details.

CVs

In line with current safeguarding guidance, we do not accept CVs. Please do not waste your time by submitting a CV.

Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. If you are shortlisted, any relevant issues arising from your references will be taken up at interview.

Appointments

Everyone who works in the school will have appropriate Disclosure and Barring (DBS) checks. Appointment to a post will be subject to satisfactory references, satisfactory DBS checks, checking of the right to work in the UK, and health clearance.

Submitting your Application

When you have completed your application, the completed form and covering letter should be posted to the school, addressed to the head teacher and arrive before the closing date. You may e-mail applications to dhibbert@chapelhigh.org.uk

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