POSITION DESCRIPTION

Position Title:	ICT Manager		
School/College:	Shalom College	Location:	Bundaberg
Classification:	SO Level 7	Reports To:	Principal or nominee
Status:	Full-Time	Employment Type:	Continuing
Agreement:	Catholic Employers Single Enterprise Collective Agreement -Diocesan Schools of Queensland 2023 - 2026		

CATHOLIC EDUCATION – DIOCESE OF ROCKHAMPTON

Catholic Education – Diocese of Rockhampton (CEDR) supports 10 kindergartens, 31 schools and 8 colleges in the Diocese. CEDR employs staff to fulfil our mission of providing quality educational services through our Catholic school communities. A Catholic education involves much more than simply teaching the educational basics. It encourages students to embrace Catholic values and faith while providing them with an excellent education and diverse life experiences that will prepare them to be contributing member of the community in their adult lives. CEDR covers three areas of Ministry: Catholic schools and kindergartens, Adult Faith Education and Formation and Religious Instruction in state schools.

To find out more about our organisation visit https://www.rok.catholic.edu.au/

PURPOSE OF THE ROLE

The Computer ICT role holder provides leadership and accountability for the management of the Information and Communication Technology Department of the School/College including strategic planning advice to the Principal and senior administration team.

QUALIFICATIONS/REQUIREMENTS OF THE ROLE

Requirements of the Role

To fulfil the role, a person must hold and maintain a current Queensland Working with Children Clearance (Blue Card).

Qualifications of the Role

Formal qualifications at degree level are required along with relevant post graduate qualifications or extensive and relevant experience which are acceptable to the employer to reflect higher levels of professional outcomes.

DUTIES OF THE ROLE

The duties of the role may include:

- Operate and be responsible for the ICT function of the school which provides complex and varied services to the school community including being responsible for the supervision, monitoring and development of other staff reporting to the position.
- Research and examine likely long-term requirements for computer systems, suggest alternative plans and strategies and report on their feasibility.

- Consult with departmental ICT users to understand and meet the needs of the department and resolve problems concerning systems.
- Investigate and design the implementation of computer systems to meet specific needs of work areas.
- Carry out a range of complex and varied tasks requiring the selection and application of new and existing techniques and methodologies necessary to support and develop systems software or other support processes.
- Develop and present appropriate ICT training for school staff, students and broader community as required.
- Other duties as directed by the principal or nominee

FACTORS OF THE ROLE

1.1. Knowledge Application

1.1.1. Highly developed specialist, professional, technical and/or management knowledge across a broad range of activities supporting the ICT function.

1.1.2. A corresponding understanding of related principles, concepts and practices.

1.1.3. Extensive knowledge of statutory, regulatory and policy frameworks relevant to a field of work, discipline or functional area in order to provide comprehensive and authoritative advice on specialist and very complex issues in a school context.

1.1.4. Acknowledged as an authority in a field of work or specialised discipline.

1.1.5. Use initiative in self-directed development and application of expert knowledge with extensive expertise in some areas.

1.1.6. A high proportion of competencies involve significant scope and/or complex, specialized or professional functions.

1.2. Accountability

1.2.1. Accountable for determining the strategic direction for work and aligning longer-term planning with goals and objectives for the ICT function in a school context.

1.2.2. Responsible for providing expertise across a broad range of activities potentially relating to work of different program areas and ensuring an in-depth knowledge of and compliance with relevant legislation and/or policy frameworks.

1.2.3. Responsible for the achievement of own and/or team/group outcomes and monitoring team/group progress and following through to deliver identified outcomes.

1.2.4. Accountable for monitoring emerging issues in a field and for identifying impact on employer priorities as well as engaging with risk and undertaking risk management activities for area of responsibility.

1.2.5. Duties of an innovative and/or critical nature are undertaken without professional direction and initiative is exercised in the application of professional practices.

1.3. Scope and Complexity

1.3.1. Work is very complex and includes varied activities involving many different and unrelated processes/ methods to meet the needs of the ICT function within a school context.

1.3.2. Work deals with unfamiliar circumstances, variations in approach and/or sudden changes impacting school administration and the broader school community.

1.3.3. Tasks are a narrow range of related activities performed to considerable depth, within established principles, practices or procedures.

1.3.4. The work requires the bringing together of a range of elements and the determination of method of approach from a range of options and involves significant evaluative judgement.

1.3.5. Decisions about what needs to be done include interpretation of considerable and/or incomplete data.

1.3.6. A breadth and depth of professional skills are applied to roles and functions in both varied and highly specific contexts.

1.4. Guidance

1.4.1. Operates under general direction and is guided by legislation as well as system and school policies, procedures and precedents/organisational practice with limited or no professional supervision.

1.4.2. The general quality of work is monitored by management and is subject to stated objectives and professional standards with supervision related to task methodology and work practices.

1.4.3. Interpretation is required to establish the way in which procedures and policies should be applied with the position operating with considerable independence.

1.4.4. Generally, work is autonomous and within parameters provided by broad objectives and standards-guideline/procedures, with substantial discretion on how objectives are achieved for specific areas of responsibility.

1.5. Decision Making

1.5.1. Decisions concern a broad variety of matters with a significant impact on own work area and may affect other parts of the organisation/school.

1.5.2. Decisions are based on professional judgement, evaluating risk and in the context of a complex and changing environment.

1.5.3. Significant discretion and independent judgement are required within constraints set by the Principal and/or school leadership.

1.5.4. Full analysis and recommendations are provided which usually influences the decision maker.

1.5.5. The position is likely to have a high impact with regard to key objectives such as operations, output or quality which are an important part of the activities of the employer. The position influences and affects policy direction and/or implementation in a defined area of responsibility.

1.5.6. Decisions influence external relationships which are important to reputation and may have a medium to long term effect.

1.6. Problem Solving

1.6.1. Work involves very complex or sensitive issues.

1.6.2. Problems are often complicated and made up of several components which have to be analysed and assessed and which may contain conflicting information.

1.6.3. Problem solving requires establishing and testing options, making interpretations and judgements in the selection and analysis of the relevant information.

1.6.4. Creativity and originality (innovation) are required to develop approaches for applying new knowledge or policy changes.

1.7. Contacts and Relationships

1.7.1. Develop and manage relationships with stakeholders/others, engaging and collaborating to achieve outcomes and facilitate cooperation within the ICT function and broader school community.

1.7.2. Present the organisation's position in the context of very complex or sensitive issues to key stakeholders/others within and outside the organisation.

1.7.3. Represent and explain the views of the organisation at meetings with external organisations and other forums.

1.8. Negotiation and Cooperation

1.8.1. Deals with complex and contentious matters requiring persuasion and sensitivity.

1.8.2. Required to communicate and negotiate with stakeholders/others under limited direction, to minimise oppositions and maximise acceptance and cooperation.

1.8.3. Facilitate effective communication with staff, students, parents and visitors in a way that enhances the school image and contributes to the goals of Catholic Education.

1.9. Management Responsibility/Resource Accountability

1.9.1. Manage a team/group carrying out diverse tasks in the same general type of work or a larger team/group where skills are similar, and tasks are related.

1.9.2. Responsible for building capability in a team/group environment through coaching others, providing performance feedback and encouraging career development.

1.9.3. Develops and implements work plans, sets work area priorities and evaluates activities and working methods for the ICT function of the school.

1.9.4. Involves the motivation of team/group members, building cooperation and improving team/group performance.

1.9.5. Accountable for managing a resource base and use of defined resources for a single area or a discrete project.

1.9.6. Required to plan and manage allocated resources, develop appropriate controls, monitor achievement against plans and adjust plans to meet changing demands.

STATEMENT OF RESPONSIBILITY

The carriage of the role will always presume the role-holder's responsibility to act cognisant of, and in harmony with, the Mission and Purpose of Catholic Education and Catholic Education policies. The employee will be expected to abide by the Statement of Principles for Employment in Catholic schools, the Staff Code of Conduct and other CEDR/Diocesan guidelines.

Employees will maintain appropriate confidentiality, sensitivity and empathy in the execution and management of all matters. Employees will demonstrate a willingness and acceptance to initiate and participate in relevant training and professional development opportunities. Each employee is responsible for ensuring their health and safety in accordance with the Workplace Health and Safety Act, Qld.

STUDENT PROTECTION REQUIREMENTS

Student protection is paramount in Catholic kindergartens, schools, colleges and OSHC centres. Our commitment to the protection of children is based on our belief that each person is made in the image of God, and our ethos is to provide a safe and supportive environment for all. All children have the right to expect that the school will always act to protect them from any kind of harm. All staff employed by Catholic Education – Diocese of Rockhampton have a responsibility to act in a way which prioritises the safety of all children.

Catholic Education in the Diocese of Rockhampton complies with all Student Protection legislative requirements. This includes meeting the accreditation requirements of the Non-State School Accreditation Board, which has approved the Student Protection Processes and Guidelines to be used in schools.

I acknowledge that I have sighted and been provided a copy of this Position Description.

Employee Name (Please Print)	**Signature**	**Date**