Role Description   Senior Computer Assistant (Generic)

Inclusion and Diversity

We all have a role in making our workplace one that embraces and values diverse backgrounds, perspectives and life experiences, creating a workplace where we all belong.

Reasonable adjustments may be discussed with your manager, approved and documented to support and promote human rights and diversity across the workforce.

White Ribbon Workplace

Job Evaluation No.	**20363**
Content Manager No.	**17/326882**
Work Unit	**Nominated School** **Nominated Region** **Early Childhood and State Schools Division**
Location	**Various locations throughout the State**
Classification	**OO4 General Employees (Qld Government Departments) and Other Employees Award – State 2015** **38 hour week**

Your employer

The Department of Education (DoE) is committed to giving all children a great start, engaging young people in learning, creating safe and inclusive workplaces and investing in communities for a stronger Queensland.

Our human rights commitment is to create a stronger, fairer Queensland by respecting, protecting and promoting human rights in everything we do. Our objectives are: A great start for all children, Every student succeeding, Building Queensland communities, Safe and capable people delivering our vision, Fair and safe workplaces and communities. Our vision is one of equity and excellence in a progressive, high performing education system that realises the potential of every student.

For more information about the department, please visit our website at www.qed.qld.gov.au

Your opportunity

As the Senior Computer Assistant you will undertake maintenance and repair services, assist in managing the operations of equipment and provide advice on the use of software to maximise the potential of computing technology in schools.

The Senior Computer Assistant reports to the Principal, or nominated delegate.

Your role

Appointments in the public sector are merit-based and will be assessed by looking at what you have done previously—the knowledge, skills and experience you have built, your potential for development, and your personal qualities.

Responsibilities include:

- Undertake preventative maintenance and routine repairs of all computers and associated equipment throughout the school.

- Install new equipment and software, and provide advice on options for enhancements. **(SFIA Level 3 – ITOP)**

- Provide technical advice and support to teaching and office staff, and to students to resolve problems associated with school computer facilities.

- Provide technical input and assist in decisions regarding network computers and associated equipment, access to software and their full application, inclusion of computer resources in developing learning and individual programs and selection and purchase of appropriate equipment and compatible software.

- Assist in the development, maintenance and operations of the school's computerised administrative systems and information databases.

- Provide information and advice on appropriateness of currently available software and on trends and changes in technology applicable to the school's computer facilities.

Queensland Government

- Develop and oversee procedures and guidelines for the correct and safe operation of computing equipment. **(SFIA Level 3 – SFEN)**

Other responsibilities (as required)

- Other suitable duties, consistent with the duties and responsibilities of the position as directed by the supervisor or nominated delegate.

A mandatory requirement of this role is:

- The successful applicant will be required to attain the DoE Orange Card School Administrator (OC SA) certification to access the school network, enabling the officer to perform high level support tasks including server technologies. The content of the course contains aspects of supporting the DoE Managed Operating Environment (MOE) as well as Government legislation. This course is only available within the DoE network.
- In accordance with the *Working with Children (Risk Management and Screening) Act 2000* a person is prohibited from working in regulated child-related employment unless the person holds a current Working with Children Check clearance (blue card) issued by Blue Card Services.

Competencies – How you may be assessed

Leadership Competencies for Queensland describes what highly effective, everyday leadership looks like in the public sector. In simple, action-oriented language, it provides a common understanding of the foundations for success across all of our roles within the department.

Vision:

- Leads strategically – thinks critically and acts on the broader purpose of the system.
- Stimulates ideas and innovation – gathers insights and embraces new ideas and innovation to inform future practice.
- Leads change in complex environments – embraces change and leads with focus and optimism in an environment of complexity and ambiguity.
- Makes insightful decisions – makes considered, ethical and courageous decisions based on insight into the broader context.

Results:

- Develops and mobilises talent – strengthens and mobilises the unique talents and capabilities of the workforce
- Builds enduring relationships – builds and sustains relationships to enable the collaborative delivery of customer-focused outcomes.
- Inspires others – inspires others by driving clarity, engagement and a sense of purpose.
- Drives accountability and outcomes – demonstrates accountability for the execution and quality of results through professionalism persistence and transparency.

Accountability:

- Fosters healthy and inclusive workplaces – fosters an inclusive workplace where health, safety and wellbeing is promoted and prioritised.
- Pursues continuous growth – pursues opportunities for growth through agile learning and development of self-awareness.
- Demonstrates sound governance – maintains a high standard of practice through governance and risk management.

Additional information

- This role description works in conjunction with the Candidate Information Package.
- Temporary positions: - The duration of this position will be dependent on work demands and the availability of ongoing funding and model allocated resources.