

Description: Senior Systems and Network Engineer

Position title:	Senior Systems and Network Engineer
Reports to (position title):	ICT Services Manager
Organisation:	St Joseph's Flexible Learning Centre, North Melbourne
Contract tenure:	Ongoing
FTE:	Full Time
Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i>	Casual Contact
Location:	Melbourne, VIC (preferred)
Approved:	April 2023

Aboriginal and Torres Strait Islander people, people from culturally and linguistically diverse (CALD) backgrounds and people with disabilities are encouraged to apply

Foundation Statement

EREA seeks to respond to the needs of young people disenfranchised and disengaged from education through the provision of a safe place that provides an opportunity for them to re-engage in a suitable, flexible learning environment.

Flexible Learning Centres seek to build honest and authentic relationships with young people, their families and communities, through valuing, supporting and celebrating the uniqueness and dignity of each person.

EREA Flexible Learning Centres are guided by the vision of Edmund Rice, and the empowering service of education, so that young people may achieve personal and community liberation through educational experiences that enable transformation.

Background

Flexible Learning Centres (FLCs) are an initiative of Edmund Rice Education Australia. EREA, offering a full-time and multiyear secondary education and social inclusion program for young people who have disengaged from mainstream structures. Young people may express a broad range of complex education and social needs and the FLC services respond with a variety of flexible and innovative social inclusion and learning experiences.

FLC services provide young people with a varied and holistic set of learning experiences, supporting them to identify and pursue an individual transition to adulthood, employment, further education and training, and social connectedness.

Indigenous and non-indigenous young people who attend are usually disengaged from mainstream education for a range of reasons that may include those:

- who have had contact with the juvenile justice system;
- in the care of the Office of Children and Families;
- with a history of trauma;
- with a history of extended periods of unexplained absences;
- who are highly mobile;
- with mental illness or at risk of engaging in self-harming behaviours or substance abuse;
- who have been excluded or repeatedly suspended from school;
- who are homeless;
- who are young parents;
- with a generational history of early school leaving; and/ or

- with a generational history of unemployment.

See www.ereafsn.edu.au - Publications for further information.

Principles of Operation

The four principles of operation that all Flexible Learning Centres operate under are Respect, Participation, Safe and Legal and Honesty.

This framework is a significant point of difference from mainstream schooling. The principles establish a “common ground” among staff, young people and families where the means to resolve conflict, negotiate learning, recognise rights and responsibilities are modelled and explored, both within the group and individually.

A primary responsibility for this role is to maintain fidelity to Operation by Principle and the best practice guidelines as articulated in the Youth+ Foundation and FLC Occasional Papers (available on the website at <https://www.ereafsn.edu.au/wp-content/uploads/2017/09/18.-EREA-Youth-Foundation-Statement-Copy.pdf>).

EREA Charter and Touchstones

Edmund Rice schools strive to offer a liberating education, based on a gospel spirituality, within an inclusive community committed to justice and solidarity. The Charter describes our distinct identity as Edmund Rice schools and provides a practical expression of this identity. The Charter uses four touchstones to describe the culture of a Catholic school in the Edmund Rice tradition. These touchstones give us ideals authentically linked with the Charism which underpins the ministry in our schools and educational endeavours. They help us set our direction and define our goals as, following Edmund Rice’s vision, we continue to reflect and to seek to make the Gospel a living reality in our communities. The Charter and Touchstones can be accessed from the EREA website:

<https://secure.erea.edu.au/Publications/EREA-Charter/docs/EREA-Charter.pdf>

Primary Role

The Senior Systems and Network Engineer will be responsible for the ICT systems infrastructure in a growing flexible educational organisation with multiple sites and a diverse group of users including young people with limited technical skills. This role might require travel to other campuses when needed.

Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

1. Maintain fidelity to and model best practice in Operation by Principles and other key Nano Nagle practices as articulated in our Framework;
2. Designing and implementing technical solutions.
3. Providing training and guidance to members of the team.
4. Handle technical escalations from within the ICT team and management.
5. Monitor and maintain ICT infrastructure.
6. Provide technical advice and recommendations to management for ongoing improvements and future solutions.
7. Technical areas of focus include, but are not limited to:
 - Network infrastructure, including switching, wireless, firewalls, routers, content filtering and internet links (Cisco Meraki)
 - Operating system deployment, administration, and support (Windows and macOS)
 - Manage end-user devices using mobile device management platforms (Microsoft Intune for Windows 11 and Jamf Pro for macOS and iOS devices), plus application packaging and configuration.
 - Microsoft 365 deployment and administration (including Teams, Telephony, Exchange and SharePoint Online).
 - Management of Azure and other Cloud services, including identity, networking, security, and VMs.
 - Server deployment and administration (primarily Windows).
 - Security infrastructure, including endpoint protection, log monitoring and analysis, access control, CCTV, and ACSC Essential 8 compliance projects (Microsoft Defender, Jamf Protect, Salto, etc.)
 - Printing/MFD devices (Toshiba and PaperCut).
 - Backups (cloud services and VMs).
 - Configuration, administration, and integration of key information systems, including school information systems (SIS: TASS), learning management systems (LMS: Canvas), service desk CRM, and print management.

- Creating and maintaining scripts for automated configuration, systems integration and other repetitive tasks (e.g., PowerShell, Python, Bash).
 - Designing, implementing, and maintaining new ICT systems and projects as directed by management.
 - Creating and maintaining detailed technical documentation.
8. **Support and comply with Child Safeguarding Practices according to policy**
- Abide by EREA’s [Child Protection Policies](#), [Code of Conduct](#), and [Child Safe Code of Conduct](#).
 - Abide by SEFSN’s [Child Safety Policy and Code of Conduct](#).
 - In consultation with the Principal, Head of Campus or School Leader/s provide support to young people and families dealing with issues of child safety.
 - Ensure legal and mandatory reporting obligations are met, consistent with the FLC’s ‘Procedures for Responding to and Reporting Allegations of Child Abuse’ within the FLC’s ‘Child Protection Program’.
 - Provide a referral point for young people and families to appropriate support services.
9. Other duties as reasonably directed by the Principal and ICT Services Manager.
10. Ensure that all Safety W/OHS and general school procedures and protocols are followed.

Qualifications	Skills and Attributes
<ul style="list-style-type: none"> • Degree or higher-level qualifications in ICT or a related field. • 7+ years of experience in technical ICT roles • Ability to obtain and maintain a Working with Children/Vulnerable People Check • Hold appropriate Australian Work Rights • Valid Australian Driver’s Licence and willingness to drive school vehicles when required. 	<ul style="list-style-type: none"> • Be able and willing to uphold and role model the schools’ principles of operation of Respect, Participation, Safe and Legal, and Honesty • Collaborative team player with the ability to build quality working relationships • Skills and experience working in a learning environment or with vulnerable young people are highly regarded. • Strong administration skills and experience including being highly proficient with the MS Office suite and student databases, ideally, TASS. • Excellent interpersonal skills with the ability to effectively communicate with young people and adults. • Ability to maintain confidential information, ensuring the privacy of staff and students is maintained. • Well-developed organisational skills with the ability to prioritise tasks. • A commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity • Resilient and able to develop resilience in others with a high level of emotional intelligence • Ability and willingness to travel to school sites and attend professional development as required. • Available for occasional out-of-hours work (e.g. systems outages and maintenance) on a time off in lieu basis
<p>Physical Requirements: This role will involve frequent sitting and standing, walking or moving within a school and office environment across multiple levels, complete fine motor skills such as typing or writing, and requires auditory and visual ability. Some lifting of supplies and materials may be required from time to time, practicing safe manual handling.</p>	