

**Wolverhampton City Council**  
**Role Profile Description**  
**BPSSB10**

<b>Date</b>	<b>November 2011</b>
<b>Family</b>	<b>Business and Partnership Support (School Based)</b>
<b>Role Profile Level Number</b>	<b>10</b>
<b>Purpose</b>	
To collect and deliver information and analysis to inform the provision of sound advice in a school or educational establishment setting.	
<b>Role Accountability</b>	<b>End Result</b>
<b>Planning</b>	
Organise own work to complete given tasks on time.	<ul style="list-style-type: none"> <li>• Deadlines met</li> <li>• Good use of own time</li> </ul>
<b>Work - Investigation</b>	
Undertake investigative work to given parameters to prepare data for analysis.	<ul style="list-style-type: none"> <li>• Work complete on time</li> <li>• Correct procedures followed</li> <li>• Relevant format used</li> </ul>
<b>Work - Analysis</b>	
Identify, collect, verify, collate and interpret information for use by others.	<ul style="list-style-type: none"> <li>• Data sifted sensibly</li> <li>• Useful summary for conclusions by others</li> </ul>
<b>Reports</b>	
Compile reports using standard documents and information collected and format.	<ul style="list-style-type: none"> <li>• Standard formats and procedures followed</li> <li>• Relevant presentation produced</li> </ul>
<b>Information and Advice</b>	
Represent service to provide basic information and advice and receive requests/queries on procedures and systems.	<ul style="list-style-type: none"> <li>• Receive and field requests competently</li> <li>• Good quality and accurate advice given</li> <li>• Complex issues referred</li> </ul>
<b>People Management - Team Work</b>	
Contribute and share ideas as a member of the team.	<ul style="list-style-type: none"> <li>• Helpful contribution to team</li> </ul>

<b>Nature of Contacts and Relationship (who and the nature of the communications)</b>
<ul style="list-style-type: none"> <li>• Team – share information and ideas</li> <li>• Headteacher / teaching and non-teaching colleagues – receive work instruction and refer problems</li> <li>• Colleagues, pupils and their families or carers and members of the Governing Body – receive queries and provide information in response</li> <li>• May liaise with providers to initiate queries</li> </ul>
<b>Working Environment Context (disruption, physical, disagreeable, health and safety aspects)</b>
<ul style="list-style-type: none"> <li>• Office based, working at desk</li> <li>• May involve field work, travel to various sites</li> </ul>
<b>Procedural Context (creativity, discretion, impact)</b>
<ul style="list-style-type: none"> <li>• Well defined procedures and set formats in own work area with extremely limited facility for change</li> </ul>
<b>Planning Requirement</b>
<ul style="list-style-type: none"> <li>• Given the pattern of work to follow and plans own tasks over the forward days/week</li> </ul>
<b>Key Facts and Figure Ranges (include likely size of any team managed)</b>
<ul style="list-style-type: none"> <li>• n/a</li> </ul>
<b>Skills, Knowledge and Qualifications</b>
<ul style="list-style-type: none"> <li>• Level 2 qualification or equivalent experience</li> <li>• Knowledge of the procedures in the school or establishment and how to apply them</li> </ul>
<b>Equipment Operated and Essential Skills</b>
<ul style="list-style-type: none"> <li>• Computer, basic ICT skills</li> </ul>