

Wolverhampton City Council
Role Profile Description
BPSSB15

Date	November 2011
Family	Business and Partnership Support (School Based)
Role Profile Level Number	15
Purpose	
To collect, analyse and deliver information to inform the provision of sound advice in a school or educational establishment setting.	
Role Accountability	End Result
Planning	
Organise own work to complete given tasks on time.	<ul style="list-style-type: none"> • Deadlines met • Good use of own time
Work - Investigation	
Undertake investigative work to given parameters to prepare data for analysis.	<ul style="list-style-type: none"> • Work complete on time • Correct procedures followed • Relevant format used
Work - Analysis	
Analyse data and arrive at judgements and recommendations within the given parameters.	<ul style="list-style-type: none"> • Sound analysis of data • Useful judgements and recommendations • Work done within defined parameters
Reports	
Compile reports using standard documents and information collected and format.	<ul style="list-style-type: none"> • Standard formats and procedures followed • Relevant presentation produced
Information and Advice	
Represent service to provide basic information and advice and receive requests/queries on procedures and systems.	<ul style="list-style-type: none"> • Receive and field requests competently • Good quality and accurate advice given • Complex issues referred
People Management - Team Work	
Contribute and share ideas as a member of the team.	<ul style="list-style-type: none"> • Helpful contribution to team

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