

**Wolverhampton City Council**  
**Role Profile Description**  
**BPSSB20**

<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>20</b>
<b>Purpose</b>	
To interpret information and present conclusions to inform decision making and/or provide sound advice in a school or educational establishment setting.	
<b>Role Accountability</b>	<b>End Result</b>
<b>Planning</b>	
Organise own daily/weekly routine to deliver given tasks on time and to required standards.	<ul style="list-style-type: none"> <li>• Deadlines met</li> <li>• Quality standards met</li> </ul>
<b>Work - Research</b>	
Identify, seek out and collate information as requested.	<ul style="list-style-type: none"> <li>• Appropriate information gathered</li> <li>• Information provided as requested</li> <li>• Standard formats, procedures, legislation and regulations followed</li> </ul>
<b>Work - Analysis</b>	
Analyse the data and arrive at conclusions within the given parameters.	<ul style="list-style-type: none"> <li>• Sound analysis of data</li> <li>• Useful conclusions arrived at</li> <li>• Work done within defined parameters</li> </ul>
<b>Reports</b>	
Compile and present reports showing conclusions and implications in required format (both on request and for regular reports).	<ul style="list-style-type: none"> <li>• Reports available for checking on time</li> <li>• Format followed</li> <li>• Good quality reports</li> </ul>
<b>Advice and Guidance</b>	
Provide advice and guidance to ensure compliance with procedures and/or regulations and legislation.	<ul style="list-style-type: none"> <li>• Accurate and relevant advice</li> <li>• Awareness of and compliance with correct procedure and/or regulation and legislation</li> <li>• Corrective action initiated as needed</li> </ul>

<b>Compliance</b>	
Monitor and review the implementation of school or educational establishment guidelines to check compliance, as instructed.	<ul style="list-style-type: none"> <li>• Non-compliance identified and action initiated</li> <li>• School Leadership Team / Governing Body kept informed of situation</li> </ul>
<b>People Management - Team Work</b>	
Contribute to role of the team and work constructively with other team members.	<ul style="list-style-type: none"> <li>• Helpful contribution to team</li> <li>• Issues promptly referred when unsure</li> </ul>
<b>Nature of Contacts and Relationship (who and the nature of the communications)</b>	
<ul style="list-style-type: none"> <li>• Team – work together with other team members positively</li> <li>• Headteacher / teaching and non-teaching colleagues – receive and clarify work instructions, refer complex issues</li> <li>• Colleagues, pupils and their families or carers and members of the governing body – provide information and/or advice as requested</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, formats, regulations and legislation to follow with some limited options for suggesting and making changes</li> </ul>	
<b>Planning Requirement</b>	
<ul style="list-style-type: none"> <li>• Organise own work routine over the week ahead, up to a month, to given time constraints but must also cope with ad hoc work</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 preparing for professional qualification</li> <li>• Knowledge of the procedures and approaches in the specialism, and understanding of general school or establishment procedures, regulations and legislation as applicable</li> </ul>	

<b>Equipment Operated and Essential Skills</b>
<ul style="list-style-type: none"><li>• Computer – good level of ICT skills to use packages for data collection and analysis</li></ul>