

Wolverhampton City Council
Role Profile Description
BPSSB30

Date	November 2011
Family	Business and Partnership Support (School Based)
Role Profile Level Number	30
Purpose	
To provide advice and conclusions from review of complex information in a school or educational establishment setting.	
Role Accountability	End Result
Planning	
Organise own workload, and possibly that of a small group, to meet deadlines and standards.	<ul style="list-style-type: none"> • Work deadlines met • Relevant standards achieved
Work - Analysis	
Research, analyse and assess given situations to anticipate circumstances and arrive at conclusions as a basis for advice.	<ul style="list-style-type: none"> • Sound conclusions reported and presented • Potential concerns identified
Work - Projects	
Contribute to complex projects, taking a key role and/or undertake "smaller" projects to timescales and deliverables.	<ul style="list-style-type: none"> • Quality contribution • Targets met, timescales, deliverables
Work - Advice	
Provide considered advice on/about own functions to inform decision making.	<ul style="list-style-type: none"> • Good advice given on time • Headteacher / Governing Body able to make informed decisions
Reports	
Compile complex information and statistics for school or educational establishment/government/regulatory guidelines and compliance.	<ul style="list-style-type: none"> • Reports presented on time • Returns accurate and complete • Non-compliance identified and action recommended

Advice and Information gathering	
Represent the school or establishment to provide specific advice and gather information.	<ul style="list-style-type: none"> • Advice given in accord with school /educational establishment or Council policy • Information gathered to inform school or educational establishment's policy formulation
Service Improvement	
Review and modify/update school or establishment's procedures and systems to improve the service delivery as part of continuous improvement practice.	<ul style="list-style-type: none"> • Opportunities for school / educational establishment improvements identified • Problem areas identified and actions recommended • Contribution to school / educational establishment improvement
Compliance	
Comply with school / educational establishment or Council procedures, policies, regulations and legislation.	<ul style="list-style-type: none"> • Compliance with school / educational establishment or Council procedures, policies, regulations, and legislation
People Management – Team Work	
Assist and support colleagues in the team.	<ul style="list-style-type: none"> • Instruction and training given
Nature of Contacts and Relationship (who and the nature of the communications)	
<ul style="list-style-type: none"> • Team – share information and work together to resolve work issues; provide advice and guidance to colleagues • Colleagues, pupils and their families or carers and members of the governing body– receive requests for information and advice and respond positively with specific and relevant information and explanation • Headteacher / teaching and senior non-teaching colleagues—refer unresolved complex issues 	
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 • May include attending meetings out of normal working hours 	

Procedural Context (creativity, discretion, impact)
<ul style="list-style-type: none"> Working within the framework of existing policies, procedures, legislation, regulation and standards with some discretion to update both policies and procedures, for instance to respond to and comply with changes in legislation
Planning Requirement
<ul style="list-style-type: none"> Prioritises own work package to meet deadlines and complete allocated tasks with some flexibility to accommodate changes in circumstances Contributes to school or establishment business plan for own function
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 3 or equivalent experience Relevant professional qualification or working towards or equivalent experience Theoretical understanding of own specialism to be able to give considered advice both within and out of the school or establishment Sound knowledge of legislation and regulations relevant to the school or establishment Need to understand “how and why” not just “what”
Equipment Operated and Essential Skills
<ul style="list-style-type: none"> Computer – good ICT skills to use appropriate software Analytical skills Interpersonal skills