

Wolverhampton City Council
Role Profile Description
BPSSB35A

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| Date | November 2011 |
| Family | Business and Partnership Support (School Based) |
| Role Profile Level Number | 35A |
| Purpose | |
| To provide specialist advice and conclusions on difficult situations 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 complex information and assess difficult situations to 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 • School/educational establishment 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 | |
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| Represent the school or educational 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 organisation's policy formulation within the service |
| Service Improvement | |
| Review and modify/update school or educational establishment's procedures and systems to improve the service delivery as part of continuous improvement practice. | <ul style="list-style-type: none"> • Opportunities for service improvement identified • Problem areas identified and actions recommended • Contribution to service 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 and members of the governing body, pupils and their families or carers – 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 serious problems | |
| 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 | |

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| 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 • Providing advice on complex and difficult situations in area of specialism where resolution may take several months • Looking for managerial advice on serious problems |
| 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 service area • 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 |