

Wolverhampton City Council
Role Profile Description
BPSSB35S

Date	November 2011
Family	Business and Partnership Support (School Based)
Role Profile Level Number	35S
Purpose	
To provide specialist advice and conclusions on difficult situations through a small team 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 plan and organise "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 • Organisation 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 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	
Allocate work, advise, motivate and manage the performance of teams.	<ul style="list-style-type: none"> • Instruction and training given • Capable and committed team
Nature of Contacts and Relationship (who and the nature of the communications)	
<ul style="list-style-type: none"> • Team – share information and lead on 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 	

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"> • Manage or supervise a small team • May lead on small projects
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