

Wolverhampton City Council
Role Profile Description
BPSSB45S

Date	November 2011
Family	Business and Partnership Support (School Based)
Role Profile Level Number	45S
Purpose	
To provide specialist advice and guidance to the organisation through a team and to manage projects/schemes in a school or educational establishment setting.	
Role Accountability	End Result
Planning - Council Policy	
Contribute to development of the school or educational establishment's policy by provision of advice and opinion in specialist discipline.	<ul style="list-style-type: none"> • Sound advice given • Good contribution to policy • Policy proposals drafted • Sound policy developed
Planning – Annual Plans and Budgets	
Contribute to the development of the school or educational establishment business/team plans and budgets and monitor their implementation.	<ul style="list-style-type: none"> • Sound contribution provided • Timescales met for work • Expenditure kept within budget • Plans and budgets delivered as agreed
Planning - Work Organisation	
Organise work of self and team to meet standards and given timescales often over a number of months.	<ul style="list-style-type: none"> • Deadlines met • Quality, standards met
Work - Investigation/Research	
Investigate the circumstances, background and influences of difficult situations or complex projects/cases (either personally or through others) to arrive at sound conclusions and instigate change.	<ul style="list-style-type: none"> • Comprehensive investigations complete • Defensible and innovative conclusions arrived at • Change happens

Work - Projects	
Plan and organise given project(s) to complete to objectives, timescales, standards and budgets.	<ul style="list-style-type: none"> • Project timescales and objectives met • Budgets met
Work - Advice – Specialist	
Provide guidance and advice on non-routine matters and difficult situations in support of the school or educational establishment in own area of expertise (on request).	<ul style="list-style-type: none"> • Requests answered constructively • Sound advice given • Timescales met
Work - Advice – General	
Participate in multi-school or corporate and/or inter-agency working parties/functional teams to contribute specialist advice to develop policies, systems and improved working approaches.	<ul style="list-style-type: none"> • Quality contribution to policy development • Improved working practices and approaches
Compliance	
Comply with school / educational establishment or Council procedures, policies, regulations and legislation, and provide relevant advice.	<ul style="list-style-type: none"> • Compliance with school / educational establishment or Council procedures, policies, regulations and legislation
Representation	
Represent the school or educational establishment to put its position and view and influence decisions, jointly establish policy and gather information/intelligence.	<ul style="list-style-type: none"> • School or educational establishment position communicated well • Useful intelligence gathered for Headteacher / SLT / Governing Body • Case presented to stakeholders
People Management	
Advise, motivate, and manage the performance of teams.	<ul style="list-style-type: none"> • Capable and committed team • School / educational establishment's or Council procedures complied with • EPR carried out

Nature of Contacts and Relationship (who and the nature of the communications)
<ul style="list-style-type: none"> • Internal – provide advice and guidance to others in the school or establishment (Headteacher, SLT, Governing Body, Pupils and their families or carers); escalate significant issues as appropriate • External – provide advice and information; influence decision making in working parties and multi-agency forums; develop and manage supplier relationships and activities
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 general framework of applicable policies, legislation, regulation and standards, but can influence the development and changes to policies and procedures • Providing advice on complex and difficult situations in area of specialism where resolution may take several months
Planning Requirement
<ul style="list-style-type: none"> • Project management planning to establish resources and plan project phases • Contributes to school or establishment business plans
Key Facts and Figure Ranges (include likely size of any team managed)
<ul style="list-style-type: none"> • Manage a team • May lead on small project
Skills, Knowledge and Qualifications
<ul style="list-style-type: none"> • Professional qualification or equivalent • Good theoretical understanding of the specialist area of expertise • Project management capability and general management skills • Understanding of budget processes and school or establishment priorities

Equipment Operated and Essential Skills
<ul style="list-style-type: none">• Computer – good ICT skills to use appropriate software• Analytical skills• Interpersonal skills