

Wolverhampton City Council
Role Profile Description
BPSS50A

Date	November 2011
Family	Business and Partnership Support (School Based)
Role Profile Level Number	50A
Purpose	
To provide specialist business support, advice and guidance across the school or educational establishment and partners.	
Role Accountability	End Result
Planning - Council Policy	
Identify and assess implications of external changes and political initiatives so as to provide advice on school or educational establishment's policy development (or imposed change) from own area of expertise.	<ul style="list-style-type: none"> • Sound and timely advice given on policy development • Implications identified and assessed
Planning - Plans and Budgets	
Contribute to longer term plans and budgets.	<ul style="list-style-type: none"> • Longer term plans and budgets reflect specialist knowledge and input
Work - Projects	
Plan, control and lead a portfolio of or a large project(s)/schemes to meet given objectives and standards.	<ul style="list-style-type: none"> • Project objectives met • Timescales, deadlines achieved • Standards met
Work - Advice	
Be aware of external influences and potential risks to the school or educational establishment and provide expert advice to the Headteacher/SLT/Governing Body define scope and degree of risk of situation.	<ul style="list-style-type: none"> • Aware of internal/external influences and developments • Sound advice given • Risk identified, flagged and defined • Action initiated to mitigate risks

Representation	
Represent school or educational establishment in multi-agency/national forum etc to influence decision making to take account of school or educational establishment's views and circumstances.	<ul style="list-style-type: none"> • School or educational establishment's view explained and understood • Decisions taken with due regard to school or educational establishment's needs
Improvements/Developments	
Keep up to date with best practice, trends, changes and developments in department areas including Government initiatives/legislation and customer feedback and advise the Headteacher / SLT / Governing Body on their implications.	<ul style="list-style-type: none"> • Trends etc identified and anticipated • Advice given on implications • Plans proposed to address/allow for changes • Improvements proposed
Compliance - Policy Implementation	
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
People Management	
Work with and influence colleagues and partners.	<ul style="list-style-type: none"> • Enhanced service delivery
Nature of Contacts and Relationship (who and the nature of the communications)	
<ul style="list-style-type: none"> • Internal – provide advice, and support the development of others in service; influence and persuasion of groups within the school or establishment (Headteacher, SLT, Governing Body, Pupils and their families or carers) • External – give expert advice and influence decisions in variety of forums; working with peers and senior representatives in external organisations 	
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"> • Makes decisions within delegated powers • Gives advice and instigates changes and improvements to the school or establishment • Influences direction of school or establishment's policies, rules and guidelines
Planning Requirement
<ul style="list-style-type: none"> • Identify, prioritise and deliver project programme within annual business plan framework • Contribution to longer term work force and project planning within the scope of the school or establishment
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"> • Professional qualification or equivalent • In depth understanding of a school based or education establishment
Equipment Operated and Essential Skills
<ul style="list-style-type: none"> • Computer – good ICT skills to use appropriate software • Analytical skills • Influencing, negotiation and interpersonal skills