

Wolverhampton City Council
Role Profile Description
BPSSB50S

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| Date | November 2011 |
| Family | Business and Partnership Support (School Based) |
| Role Profile Level Number | 50S |
| Purpose | |
| To manage a team or function to provide business support, advice and guidance in a school or educational establishment setting. | |
| 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; prepare, put forward and implement agreed annual plans/budgets. | <ul style="list-style-type: none"> • Contribution to longer term plans • Annual plans and budgets ready on time • Plan and budget targets met |
| 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 |

| Customer Service - Representation | |
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| 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 |
| Service Improvements | |
| Identify and propose developments and improvements to the service for the mutual benefit of the school or educational establishment and pupils and their families or carers. | <ul style="list-style-type: none"> • Improvements proposed for service |
| Compliance - Policy Implementation | |
| Monitor and report on policy implementation within function to ensure compliance and identify issues/problems. | <ul style="list-style-type: none"> • Concerns identified and actioned • Compliance with relevant regulations |
| People Management | |
| Lead, motivate, develop and manage the performance of the team/function. | <ul style="list-style-type: none"> • Capable and committed team • School/educational establishment or Council HR policies and procedures adhered to • EPR carried out |
| Nature of Contacts and Relationship (who and the nature of the communications) | |
| <ul style="list-style-type: none"> • Internal – provide advice, motivation and support the development of others; 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 | |

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| 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 function/service • 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"> • Typically from 5 – 20 staff |
| Skills, Knowledge and Qualifications |
| <ul style="list-style-type: none"> • Professional qualification and recognised management qualification, or equivalent. In depth understanding of the school or 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 |