

**Wolverhampton City Council**  
**Role Profile Description**  
**CASB30S**

<b>Date</b>	<b>October 2011</b>
<b>Family</b>	<b>Clerical and Administration (School Based)</b>
<b>Role Profile Level Number</b>	<b>30S</b>
<b>Purpose</b>	
To supervise and/or manage a small team, organise resources and provide information in a school or educational establishment setting.	
<b>Role Accountability</b>	<b>End Result</b>
<b>People and Performance Management</b>	
Monitor and allocate workload within team.	<ul style="list-style-type: none"> <li>• Timely response to issues arising</li> <li>• Efficient use of resource</li> </ul>
Supervise staff through utilisation of school / educational establishment policies and procedures; monitor performance on a day-to-day basis.	<ul style="list-style-type: none"> <li>• Proper conduct of staff</li> <li>• Allocated work completed on time to standards and quality</li> <li>• Meeting attendance and performance indicators</li> </ul>
Contribute to discipline, grievance and absence management procedures for staff.	<ul style="list-style-type: none"> <li>• Control of absence and standards</li> </ul>
Assist in leading, developing and motivating a team of staff.	<ul style="list-style-type: none"> <li>• Development of team members' skills and knowledge so they are capable of achieving the required performance</li> <li>• Achievement of work objectives</li> </ul>
May schedule meetings and events and organise travel for senior colleague(s), the Headteacher /SLT/Governing Body	<ul style="list-style-type: none"> <li>• Efficient use of time and resource</li> <li>• Support for senior colleagues, the Headteacher and Governing Body</li> </ul>
<b>Information</b>	
Prepare and provide management information and reports.	<ul style="list-style-type: none"> <li>• Management decisions are informed</li> </ul>
Take meeting minutes for internal and external use.	<ul style="list-style-type: none"> <li>• Accurate record of the meeting and actions agreed</li> </ul>

<b>Data</b>	
Input and interrogate complex systems and databases.	<ul style="list-style-type: none"> <li>• Accurate and meaningful information/reports for Headteacher /SLT/Governing Body, pupils and their families or carers</li> </ul>
<b>Supplies</b>	
Manage stock levels and order necessary supplies.	<ul style="list-style-type: none"> <li>• Equipment and materials are available to colleagues for service delivery</li> </ul>
<b>Finance</b>	
Monitor and reconcile financial transactions.	<ul style="list-style-type: none"> <li>• Monies reach the correct destination in a timely manner</li> </ul>
<b>Customers</b>	
<p>Respond to enquiries from customers, colleagues, pupils and their families or carers.</p> <p>– may include reception and public counter duties including face-to-face and telephone contact with customers</p>	<ul style="list-style-type: none"> <li>• Customers, colleagues, pupils and their families or carers are informed of situation and any action to take</li> <li>• Provision of customer service to required standard</li> <li>• Accurate bookings</li> </ul>
May provide support during events.	<ul style="list-style-type: none"> <li>• Events run smoothly</li> </ul>
<b>Relationships and Partners</b>	
Liaise with internal stakeholders and external contacts in partnership organisations regarding operational issues.	<ul style="list-style-type: none"> <li>• Provision of communication links enabling operational delivery</li> </ul>
<b>Nature of Contacts and Relationship (who and the nature of the communications)</b>	
<ul style="list-style-type: none"> <li>• Direct day-to-day supervision of staff</li> <li>• Headteacher / teaching and non-teaching colleagues – receive work instruction and refer problems</li> <li>• Colleagues, pupils and their families or carers and members of the Governing Body – receive queries and provide information in response</li> <li>• May involve direct contact with members of the governing body, senior managers in other organisations and escalated difficult cases</li> </ul>	
<b>Working Environment Context (disruption, physical, disagreeable, health and safety aspects)</b>	
<ul style="list-style-type: none"> <li>• School or establishment based, may occasionally make home visits to meet with staff working from home</li> </ul>	

<b>Procedural Context (creativity, discretion, impact)</b>
<ul style="list-style-type: none"> <li>• Act within guidelines and standard procedure</li> <li>• May include financial reconciliation and authorisation of small-mid level financial transactions</li> <li>• Day to day operational decision making</li> <li>• Deals with escalated issues from levels 1-3</li> </ul>
<b>Planning Requirements</b>
<ul style="list-style-type: none"> <li>• Weekly work planning for staff supervised</li> <li>• Contribute to team planning</li> <li>• Plan and lead small projects</li> </ul>
<b>Key Facts and Figure Ranges (include likely size of any team managed)</b>
<ul style="list-style-type: none"> <li>• Supervision of up to 13 staff</li> <li>• Monitor supplies</li> <li>• Supporting Budget Holders with financial management information accounting for considerable financial resources</li> </ul>
<b>Skills, Knowledge and Qualifications</b>
<ul style="list-style-type: none"> <li>• NVQ Level 2</li> <li>• Understanding of how to deal with customers to required standards of service</li> <li>• Working knowledge of processes, procedures and systems Knowledge of service provided and service specific guidelines</li> <li>• Knowledge of multiple services desirable</li> <li>• Understanding to effectively investigate records and data to answer queries</li> </ul>
<b>Equipment Operated and Essential Skills</b>
<ul style="list-style-type: none"> <li>• Working knowledge of relevant software packages (e.g. Microsoft Word, Excel)</li> <li>• Operation of office equipment</li> </ul>