

Wolverhampton City Council
Role Profile Description
CASB40S

Date	November 2011
Family	Clerical and Administration (School Based)
Role Profile Level Number	40S
Purpose	
To supervise team members, provide information and support operational delivery in a school or educational establishment setting.	
Role Accountability	End Result
Information	
Provide breadth of information to colleagues, pupils and their families or carers on request; maintain high level of service knowledge.	<ul style="list-style-type: none"> • Provision of accurate and up-to-date information
Consolidate and report various sources of relevant information to inform others; interpret data and make recommendations for action to management.	<ul style="list-style-type: none"> • Provision of detailed and accurate management information
Utilise all available operating systems.	<ul style="list-style-type: none"> • Ensure high level of data integrity
Finance	
Monitor and reconcile financial transactions and support budget holders with financial management information.	<ul style="list-style-type: none"> • Monies reach the correct destination in a timely manner
People and Performance Management	
Monitor and allocate workload within team.	<ul style="list-style-type: none"> • Accurate and timely delivery of service
Supervise staff through utilisation of school or establishment policies and procedures; monitor performance on a day-to-day basis.	<ul style="list-style-type: none"> • Efficient service delivery • Proper conduct of staff • Meeting of attendance and performance PIs
Contribute to discipline, grievance and absence management procedures for staff.	<ul style="list-style-type: none"> • Meeting of school / establishment or Council requirements • Control of absence

Assist in leading, developing and motivating a team of staff.	<ul style="list-style-type: none"> • Communication of wider team development needs to the Headteacher / SLT / Governing Body • Development of team members' skills and knowledge so they are capable of achieving the required performance • Achievement of work objectives
Compliance	
Check service delivery and processes are in line with legislative developments and quality requirements.	<ul style="list-style-type: none"> • Processes carried out in line with legislatively driven procedures and quality standards
Assess the work situation and implement the relevant safety measures.	<ul style="list-style-type: none"> • Safe environment • Proper equipment used
Service Delivery	
Make real time decisions in line with local procedures; approve action outside standard delivery within procedural parameters.	<ul style="list-style-type: none"> • Efficient and timely service delivery • Provision of service to required standard
Resolve escalated or complex issues from colleagues, pupils and their families or carers.	<ul style="list-style-type: none"> • Provide an answer to the issue • Provision of service to required standard • Support of colleagues
Relationships and Partners	
Meet with colleagues, pupils and their families or carers/partners to review service delivery and resolve problems.	<ul style="list-style-type: none"> • Service improvement ideas • Satisfied users/partners
Nature of Contacts and Relationship (who and the nature of the communications)	
<ul style="list-style-type: none"> • Direct day-to-day supervision of staff • Headteacher / teaching and non-teaching colleagues – receive work instruction and refer problems • Colleagues, pupils and their families or carers and members of the Governing Body – receive queries and provide information in response • May involve direct contact with members of the governing body, senior managers in other organisations and escalated difficult cases 	

Working Environment Context (disruption, physical, disagreeable, health and safety aspects)
<ul style="list-style-type: none"> School or educational establishment based, may occasionally make home visits to meet with staff working from home
Procedural Context (creativity, discretion, impact)
<ul style="list-style-type: none"> Act within guidelines and standard procedure May include financial reconciliation and authorisation of small-mid level financial transactions Day to day operational decision making Deals with escalated issues from levels 1-3
Planning Requirements
<ul style="list-style-type: none"> Weekly work planning for staff supervised Contribute to team planning Plan and lead small projects
Key Facts and Figure Ranges (include likely size of any team managed)
<ul style="list-style-type: none"> Supervision of up to 13 staff Monitor supplies <p>Supporting Budget Holders with financial management information accounting for considerable financial resources</p>
Skills, Knowledge and Qualifications
<ul style="list-style-type: none"> NVQ Level 3 Experience of supervising staff desirable Understanding of how to deal with people to required standards of service Full working knowledge of processes, procedures and systems within area of operation Knowledge of service provided and specific school or establishment guidelines Knowledge of multiple services desirable Understanding to effectively investigate records and data to answer queries
Equipment Operated and Essential Skills
<ul style="list-style-type: none"> Working knowledge of relevant software packages (e.g. Microsoft Word, Excel) Operation of office equipment