

Wolverhampton City Council
Role Profile Description
CESB10

Date	December 2011
Family	Customer Engagement (School Based)
Role Profile Level Number	10
Purpose	
To provide a service carrying out duties of a straightforward nature with basic equipment to enable the use of facilities or services in a school or educational establishment setting.	
Role Accountability	End Result
Operations	
Provide a mix of cleaning, maintenance and/or security services.	<ul style="list-style-type: none"> • Safe and secure environment • Clean and tidy facility • Set standards met
Facilities	
Make the facilities in the school or educational establishment available for use; opening and closing; setting out items.	<ul style="list-style-type: none"> • Facilities in the school or educational establishment satisfactorily prepared as instructed and available for use • Items set out as instructed
Reports and Records	
Maintain relevant records and submit reports.	<ul style="list-style-type: none"> • Record of work done/time spent/cash taken
Resources	
Receive, keep secure and hand over cash/equipment; issue receipts as necessary.	<ul style="list-style-type: none"> • Correct cash received and handed over as procedure • Receipts issued
Inspection and Maintenance	
Carry out basic inspection and maintenance of tools and equipment.	<ul style="list-style-type: none"> • Tools/equipment are in good order
Report any problems concerning work or tools/equipment and incidents encountered.	<ul style="list-style-type: none"> • Appropriate corrective action initiated • Compliance with school or educational establishment procedures

Enquiries and Assistance	
Respond politely and helpfully to requests and enquiries from the Headteacher, members of the Governing Body, teaching staff, pupils, learners and their families or carers and other casual users of the school or educational establishment, direct them to a relevant source for resolution.	<ul style="list-style-type: none"> • Response initiated with appropriate information • Enquirers satisfied or assisted towards further help
Provide information to teaching staff, pupils, learners and their families or carers and other casual users of the school or educational establishment	<ul style="list-style-type: none"> • Provision of accurate information
Assist teaching staff, pupils, learners and their families or carers and other casual users of the school or educational establishment, to make use of the school or educational establishment facilities.	<ul style="list-style-type: none"> • Teaching staff, pupils, learners and their families or carers and other casual users of the school or educational establishment are shown location, layout of the facilities and able to use facilities properly
Nature of Contacts and Relationship (who and the nature of the communications)	
<ul style="list-style-type: none"> • Headteacher, teaching staff, pupils or learners and their families or carers and other casual users of the school or educational establishment – receive work instruction and refer problems • Headteacher, teaching staff, pupils or learners and their families or carers and other casual users of the school or educational establishment - respond to basic questions; show in/out of the school or establishment facilities and help to use those facilities • May involve direct contact with the Governing Body • Co-operate with colleagues and contractors 	
Working Environment Context (disruption, physical, disagreeable, health and safety aspects)	
<ul style="list-style-type: none"> • May be required to work inside, and outside in all weathers; cleaning dirty facilities, may encounter unpleasant matter • May be interacting with the Headteacher, members of the Governing Body, teaching staff, pupils or learners and their families or carers and other casual users of the school or educational establishment, • May need to encounter and deal appropriately with anti social behaviour • May need to lift/move materials 	

Procedural Context (creativity, discretion, impact)
<ul style="list-style-type: none"> • Set routines and simple procedures govern work • Often working alone without immediate supervision
Planning Requirement
<ul style="list-style-type: none"> • Prioritise own daily tasks within set procedures
Key Facts and Figure Ranges (include likely size of any team managed)
<ul style="list-style-type: none"> • May involve cash handling
Skills, Knowledge and Qualifications
<ul style="list-style-type: none"> • Reliable, socially responsible • Literate and numerate • Customer service skills
Equipment Operated and Essential Skills
<ul style="list-style-type: none"> • Understanding of equipment, materials used e.g. cleaning • Awareness of relevant school or educational establishment policies, e.g. H&S, Equalities, etc • Aware of safety/operational issues concerning materials and equipment; hand tools and basic use of powered tools (e.g. vacuum and other cleaning tools) • Basic ICT skills