

Wolverhampton City Council
Role Profile Description
CESB20

Date	December2011
Family	Customer Engagement (School Based)
Role Profile Level Number	20
Purpose	
To provide a service involving the deployment of people equipment or information to support use of services or facilities in a school or educational establishment setting, or to obtain information or entitlement.	
Role Accountability	End Result
Work - Organisation	
May plan and organise work to complete it within set framework, standards and timescales	<ul style="list-style-type: none"> • Work done to time and standards
Operations	
Provide a general service, or range of services, to the Headteacher, Governing Body, teaching staff, pupils and their families or carers and other casual users of the school or educational establishment to help them make use of the school or educational establishment facilities/services or obtain information or entitlement.	<ul style="list-style-type: none"> • Headteacher, Governing Body, teaching staff, pupils and their families or carers and other casual users of the school or establishment able to make proper use of school or establishment facilities/obtain information or entitlement • Work completed to time and quality
Facilities	
Set up equipment and facilities for use and monitor (if necessary) continued operation.	<ul style="list-style-type: none"> • Facilities/equipment set up as necessary • Adjustments made to equipment • Continuing proper operation and use
Reports, Records, and Referrals	
Keep records or data of work, incidents and other required information.	<ul style="list-style-type: none"> • Records compiled as laid down in written or verbal procedures

Make referrals to appropriate services.	<ul style="list-style-type: none"> • Effective service
Resources	
Receive, keep secure, reconcile, and hand over cash/equipment and issue receipts as required.	<ul style="list-style-type: none"> • Correct cash/equipment received, kept safe and reconciled daily • Handed over as procedure • Receipts issued
Risk Assessment	
Make the school or establishment facilities/information available for use, safe and secure. May have to assess the work situation, identify the relevant precautionary, safety and security measures and act accordingly.	<ul style="list-style-type: none"> • Safety checks complete • Equipment in good order • School or educational establishment facilities/information made available and secure • Proper precautions known and taken
Monitor the work situation, be aware of the environment, react to incidents as laid down and report back as necessary to relevant authority.	<ul style="list-style-type: none"> • Problems identified • Suitable response from appropriate level initiated • Reports kept as per procedure
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 and advice teaching staff, pupils and their families or carers and other casual users of the school or establishment to make use of the school or establishment facilities.	<ul style="list-style-type: none"> • Teaching staff, pupils and their families or carers and other casual users of the school or establishment receive relevant and accurate information

Nature of Contacts and Relationship (who and the nature of the communications)
<ul style="list-style-type: none"> • Headteacher / teaching and non-teaching colleagues – receive work instruction and refer problems • Co-operate with colleagues and contractors • Headteacher, teaching staff, pupils and their families or carers and other casual users of the school or establishment– front line and often first point of contact signposting information or entitlements or ensuring appropriate use of facilities; responding to queries; showing to location; dealing with people with difficult behaviour • May involve direct contact with Governing Body • Contractors • Other service areas-to refer and/or receive referrals related to enquiries • Team – allocating and co-ordinating work tasks
Working Environment Context (disruption, physical, disagreeable, health and safety aspects)
<ul style="list-style-type: none"> • Interacting with colleagues , pupils and their families or carers and other casual users of the school or establishment Some jobs may work outside in all weathers • May work in dirty, unclean environments, dealing with unpleasant organic and inorganic matter • May work in swimming pools, gyms, and with chemicals • May need to deal with anti social behaviour
Procedural Context (creativity, discretion, impact)
<ul style="list-style-type: none"> • Procedural framework with established work programmes and standards • Limited discretion and initiative within guidelines in work situations and dealing with queries
Planning Requirement
<ul style="list-style-type: none"> • Prioritising daily tasks
Key Facts and Figure Ranges (include likely size of any team managed)
<ul style="list-style-type: none"> • May allocate work to other team members (<u>not</u> supervision)
Knowledge and Qualifications
<ul style="list-style-type: none"> • Literacy and numeracy skills • NVQ Level 2

Equipment Operated and Essential Skills
<ul style="list-style-type: none">• Relevant school or establishment policies, e.g. H&S, Equalities, etc• How to use work specific materials and equipment• Driving and operating standard road vehicles; set up and use access equipment; sound/PA/AV systems; computer keyboard; cleaning equipment• Basic ICT