

**Wolverhampton City Council**  
**Role Profile Description**  
**CESB30S**

<b>Date</b>	<b>December 2011</b>
<b>Family</b>	<b>Customer Engagement (School Based)</b>
<b>Role Profile Level Number</b>	<b>30S</b>
<b>Purpose</b>	
To supervise a team providing a specialised service to enable safe and secure use of services, facilities, or to obtain information or entitlement in a school or educational establishment setting.	
<b>Role Accountability</b>	<b>End Result</b>
<b>Service Provision</b>	
Monitor service/facilities performance and initiate any corrective action.	<ul style="list-style-type: none"> <li>• Quality, accuracy, etc standards kept</li> <li>• Positive feedback from users</li> </ul>
<b>Work - Organisation</b>	
Plan and organise the work of the team, allocating tasks, giving instruction as appropriate.	<ul style="list-style-type: none"> <li>• Team usefully employed</li> <li>• Team understand tasks</li> <li>• Work done to time, etc</li> </ul>
<b>Risk Assessment</b>	
Assess the work situation and implement the relevant safety and security measures.	<ul style="list-style-type: none"> <li>• Safe environment</li> <li>• Proper tools and equipment utilised</li> <li>• Proper precautions taken</li> </ul>
<b>People management</b>	
Lead the team and carry out delegated supervisory duties in respect of recruitment, training and disciplinary issues.	<ul style="list-style-type: none"> <li>• Trained staff</li> <li>• Motivated people</li> <li>• Team objectives achieved</li> </ul>

<b>Resources</b>	
May assist in budget control of the team's work and identify actual/potential problems.	<ul style="list-style-type: none"> <li>• Cost control to plan</li> <li>• Issues and possible overspend brought to the attention of the Headteacher / SLT</li> </ul>
May collect cash from a variety of sources and/or individuals; reconcile daily and bank.	<ul style="list-style-type: none"> <li>• Correct cash received and change given</li> <li>• Takings secure, reconciled and banked daily</li> <li>• Receipts correctly issued as required</li> </ul>
May purchase/order goods and services.	<ul style="list-style-type: none"> <li>• Goods and services available and stocked</li> </ul>
<b>Enquiries and Complaints</b>	
Receive and resolve enquiries and complaints, referring serious issues as necessary.	<ul style="list-style-type: none"> <li>• Satisfactory handling of enquiries and complaints</li> <li>• Incidents reported as required by procedures</li> </ul>
<b>Reports and records</b>	
Collect information and compile reports.	<ul style="list-style-type: none"> <li>• Procedures adhered to and recorded</li> <li>• Reports made accurately and on time</li> <li>• Accurate and complete records</li> </ul>
<b>Service improvement</b>	
Meet with the Headteacher, members of the Governing Body, teachers, pupils and their families or carers and other casual users of the school or establishment and partner organisations to review service delivery and resolve problems.	<ul style="list-style-type: none"> <li>• Service improvement ideas</li> <li>• Resolution of problems</li> </ul>
<b>Advice and Expertise</b>	
Provide advice, information and guidance to Headteacher, members of the Governing Body, SLT on matters concerning the specialised field, and keep up to date with developments.	<ul style="list-style-type: none"> <li>• Sound advice, information and guidance given/proffered</li> <li>• Appropriate level of personal expertise and knowledge base maintained</li> </ul>

<b>Nature of Contacts and Relationship (who and the nature of the communications)</b>
<ul style="list-style-type: none"> <li>• Headteacher / teaching and non-teaching colleagues – receive work instruction and refer problems</li> <li>• Co-operate with colleagues and contractors</li> <li>• Headteacher, members of the Governing Body, teachers, pupils and their families or carers and other casual users of the school or establishment , partners to answer queries and problems and discuss service improvements</li> <li>• May involve direct contact with the Governing Body</li> <li>• Others in the same field to keep up to date with developments, best practice</li> <li>• Emergency services: informing, working with and assist to address incidents</li> </ul>
<b>Working Environment Context (disruption, physical, disagreeable, health and safety aspects)</b>
<ul style="list-style-type: none"> <li>• Interacting with colleagues, pupils and their families or carers and other casual users of the school or establishment, some jobs will be office based</li> <li>• Others will work in facilities or outside; gyms, swimming pools, galleries etc.; working with chemicals and on/with machinery</li> <li>• Deal with anti-social behaviour</li> <li>• May require working alone, home visits</li> </ul>
<b>Procedural Context (creativity, discretion, impact)</b>
<ul style="list-style-type: none"> <li>• Work carried out to budget and plans; defined standards</li> <li>• Discipline, absence management, etc within procedural framework</li> </ul>
<b>Planning Requirement</b>
<ul style="list-style-type: none"> <li>• Contributes to the development and delivery of team plans</li> </ul>
<b>Key Facts and Figure Ranges (include likely size of any team managed)</b>
<ul style="list-style-type: none"> <li>• Team – 6-10 people</li> </ul>
<b>Skills, Knowledge and qualifications</b>
<ul style="list-style-type: none"> <li>• NVQ Level 3</li> <li>• Specialist trained in discipline with relevant accreditation</li> <li>• In depth knowledge of work area</li> <li>• Relevant procedures including people supervision and supervisory skills</li> </ul>

Equipment operated and essential skills
<ul style="list-style-type: none"><li>• In some areas ability to set up, adjust, and continue to use complex equipment</li><li>• Complex equipment or systems</li><li>• Relevant school / educational establishment or Council policies, e.g. H&amp;S, Equalities</li><li>• ICT skills</li></ul>