

**Wolverhampton City Council**  
**Role Profile Description**  
**CESB35A**

<b>Date</b>	<b>December 2011</b>
<b>Family</b>	<b>Customer Engagement (School Based)</b>
<b>Role Profile Level Number</b>	<b>35A</b>
<b>Purpose</b>	
Provide a specialised service to enable use of a service, facility or to obtain information or entitlement in a school or educational establishment setting.	
<b>Role Accountability</b>	<b>End Result</b>
<b>Work - Organisation</b>	
Plan and organise work to complete it within set framework, standards and timescales.	<ul style="list-style-type: none"> <li>• Work done to time and standards</li> </ul>
<b>Operations</b>	
Provide a specialist service to the Headteacher, members of the Governing Body, teaching staff, pupils and their families or carers and other casual users of the school or establishment access and utilise assets, resources and information safely and securely or to obtain information or entitlement.	<ul style="list-style-type: none"> <li>• Quality, accuracy, security, etc standards achieved</li> <li>• Teaching staff, pupils and their families or carers and other casual users of the school or educational establishment able to make proper use of school or educational establishment facilities/obtain information or entitlement</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>
Maintain and update data systems.	<ul style="list-style-type: none"> <li>• Accurate data is referred to appropriate service</li> </ul>

<b>Resources</b>	
May assist in budget monitoring 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, members of the Governing Body, 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>
May involve debt recovery.	<ul style="list-style-type: none"> <li>• Payments received</li> </ul>
<b>Risk Assessment</b>	
Assess the work situation, identify the relevant precautionary, safety, and security measures and act accordingly.	<ul style="list-style-type: none"> <li>• Safe environment</li> <li>• Proper tools and equipment utilised</li> <li>• Proper precautions known and taken</li> </ul>
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"> <li>• Problems identified</li> <li>• Suitable response from appropriate level initiated</li> <li>• Reports kept as per procedure</li> </ul>
<b>Enquiries and Complaints</b>	
Receive and resolve enquiries and complaints in the short term, analysing situations and applying judgement, referring serious issues as necessary.	<ul style="list-style-type: none"> <li>• Satisfactory handling of enquiries and complaints Incidents reported as required by procedures</li> </ul>
<b>Service Improvement</b>	
Meet with colleagues, 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 the 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, teaching staff, 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 situation</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>• Receive and resolve enquiries and complaints in the immediate and short term, analysing situations and applying judgement</li> </ul>	
<b>Planning Requirement</b>	
<ul style="list-style-type: none"> <li>• Plans own work and priorities</li> <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>• No specific team supervision</li> <li>• Some responsibility for cash handling</li> </ul>
<b>Skills, Knowledge and Qualifications</b>
<ul style="list-style-type: none"> <li>• Specialist trained in discipline with relevant accreditation</li> <li>• NVQ Level 3</li> <li>• In depth knowledge of work area; capability to assess situation and address it or know when to escalate issues.</li> <li>• Some areas may require sound knowledge of use and storage of specialised materials or information and potential risks</li> </ul>
<b>Equipment Operated and Essential Skills</b>
<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>