

Wolverhampton City Council
Role Profile Description
CESB35S

Date	December 2011
Family	Customer Engagement (School Based)
Role Profile Level Number	35S
Purpose	
To supervise a team providing a specialised service to enable customers to use a service facility or to obtain information or entitlement, in a school or educational establishment setting.	
Role Accountability	End Result
Service provision	
Monitor service/facilities performance and initiate any corrective action.	<ul style="list-style-type: none"> • Quality, accuracy, etc standards kept • Positive feedback
Work - Organisation	
Plan and organise the work of the team, allocating tasks, giving instruction as appropriate.	<ul style="list-style-type: none"> • Team usefully employed • Team understand tasks • Work done to time, etc
Risk Assessment	
Assess the work situation and implement the relevant safety and security measures.	<ul style="list-style-type: none"> • Safe environment • Proper tools and equipment utilised • Proper precautions
People Management	
Lead the team and carry out delegated supervisory duties in respect of recruitment, training and disciplinary issues.	<ul style="list-style-type: none"> • Trained staff • Motivated people • Team objectives achieved
Resources	
Assist in budget control of the team's work and identify actual/potential problems.	<ul style="list-style-type: none"> • Cost control to plan • Issues and possible overspend brought to the attention of the Headteacher / SLT

May collect cash from a variety of sources and/or individuals, reconcile daily and bank.	<ul style="list-style-type: none"> • Correct cash received and change given • Takings secure, reconciled and banked daily • Receipts correctly issued as required
May purchase/order goods and services.	<ul style="list-style-type: none"> • Goods and services available and stocked
Enquiries and Complaints	
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"> • Satisfactory handling of enquiries and complaints Incidents reported as required by procedures
Reports and Records	
Collect information and compile reports.	<ul style="list-style-type: none"> • Procedures adhered to and recorded • Reports made accurately and on time • Accurate and complete records
Service Improvement	
Meet with the Headteacher, members of the Governing Body, teaching staff, 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"> • Service improvement ideas • Resolution of problems
Advice and Expertise	
Provide advice, information and guidance on matters concerning the specialised field, and keep up to date with developments.	<ul style="list-style-type: none"> • Sound advice, information and guidance given/proffered • Appropriate level of personal expertise and knowledge base maintained
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, 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 • May involve direct contact with the Governing Body • Others in the same field to keep up to date with developments, best practice • Emergency services: informing, working with and assist to address situation 	

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 will be office or based • Others will work in facilities or outside; gyms, swimming pools, galleries etc.; working with chemicals and on/with machinery • Deal with anti-social behaviour • May require working alone, home visits
Procedural Context (creativity, discretion, impact)
<ul style="list-style-type: none"> • Work carried out to budget and plans; defined standards. Discipline, absence management, etc. within procedural framework • Receive and resolve enquiries and complaints in the short term, analysing situations and applying judgement
Planning Requirement
<ul style="list-style-type: none"> • Contributes to the development and delivery of team plans
Key Facts and Figure Ranges (include likely size of any team managed)
<ul style="list-style-type: none"> • Team – 6-10 people
Skills, Knowledge and Qualifications
<ul style="list-style-type: none"> • NVQ Level 3 • Specialist trained in discipline with relevant accreditation • In depth knowledge of work area • Relevant procedures including people supervision and supervisory skills
Equipment Operated and Essential Skills
<ul style="list-style-type: none"> • Ability to set up, adjust, and continue to use complex equipment • Complex equipment (specialised equipment) • Relevant school / educational establishment or Council policies, e.g. H&S, Equalities • ICT skills