

Wolverhampton City Council
Role Profile Description
CESB4

Date	October 2011
Family	Customer Engagement (School Based)
Role Profile Level Number	4
Purpose	
To provide a service carrying out duties of a straightforward nature with basic equipment to inform and obtain information from customers in a school or educational establishment setting.	
Role Accountability	End Result
Operations	
Deliver correspondence, inform where necessary and collect required information from customers	<ul style="list-style-type: none"> • Set standards met
Report any problems concerning work or tools/equipment and incidents encountered.	<ul style="list-style-type: none"> • Corrective action initiated • School / educational establishment or Council procedures complied with
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
Reports and Records	
Maintain relevant records and submit reports.	<ul style="list-style-type: none"> • Record of work done/time spent/cash taken
Resources	
Issue receipts as necessary.	<ul style="list-style-type: none"> • Receipts issued and recorded
Enquiries and Assistance	
Respond politely and helpfully to requests and enquiries from colleagues, pupils 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

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 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 and non-teaching colleagues – receive work instruction and refer problems Colleagues, pupils and their families or carers and other casual users of the school or 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 colleagues, pupils and their families or carers and other casual users of the school or establishment, May need to deal with anti-social behaviour 	
Procedural Context (creativity, discretion, impact)	
<ul style="list-style-type: none"> Minimal discretion with set routines and simple procedures 	
Planning Requirement	
<ul style="list-style-type: none"> N/A 	
Key Facts and Figure Ranges (include likely size of any team managed)	
<ul style="list-style-type: none"> No responsibility for handling cash 	
Skills, Knowledge and Qualifications	
<ul style="list-style-type: none"> Reliable, socially responsible Basic literacy and numeracy Customer Service/effective communication skills Specific training is often provided 	

Equipment operated and essential skills
<ul style="list-style-type: none">• Awareness of relevant COSHH, Health and Safety, etc requirements