

Wolverhampton City Council
Role Profile Description
CESB40A

Date	June 2010
Family	Customer Engagement (School Based)
Role Profile Level Number	40A
Purpose	
To provide a specialised service to enable customers, colleagues and pupils to make informed use of the service, facility or to obtain information or entitlement, or provide services in a school or educational establishment setting.	
Role Accountability	End Result
Operations	
Provide a specialist service involving complex equipment/processes to enable customers, colleagues and pupils to access, examine and utilise assets, resources and information or to obtain information or entitlement.	<ul style="list-style-type: none"> • Quality, accuracy, security, etc standards achieved • Satisfied customers
Work - Organisation	
Plan and organise work and projects to complete it within set framework, standards and timescales.	<ul style="list-style-type: none"> • Work done to time and standards
Reports and Records	
Collect information, compile and submit reports.	<ul style="list-style-type: none"> • Procedures adhered to and recorded • Reports made accurately and on time • Accurate and complete records
Analyse and present data.	<ul style="list-style-type: none"> • Governing Body, Headteacher and Senior Management informed
Resources	
Determine the resources needed and secure them, within given budget constraints.	<ul style="list-style-type: none"> • Resources (people, equipment, materials, and funding) available when needed and of required capability/standard

Risk Assessment	
Assess the work situation, identify the relevant precautionary, safety, and security measures and act accordingly.	<ul style="list-style-type: none"> • Safe environment • Proper tools and equipment utilised • Proper precautions known and taken
Customer Support	
Receive and resolve customer, colleagues, and pupil queries and complaints, referring serious issues as necessary.	<ul style="list-style-type: none"> • Satisfied customers, colleagues and pupils • Incidents reported as required by procedures
Service Improvement	
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"> • Service improvement ideas • Satisfied and informed customers/partners • Problems addressed or escalated as appropriate
Advice and Expertise	
Provide advice, information and guidance to customers, colleagues and pupils on matters concerning the specialised field, and keep up to date with developments.	<ul style="list-style-type: none"> • Sound advice given/proffered • Informed customers, colleagues and pupils • Appropriate level of personal expertise and knowledge base maintained
Relationships	
Represent the school, educational establishment in meetings with external agencies, internal colleagues, partners, Members and customers to put the school/educational establishment view and respond to enquiries.	<ul style="list-style-type: none"> • Co-operation secured • Good feedback • Awareness of issues impacting on the school/educational establishment
Nature of Contacts and Relationship (who and the nature of the communications)	
<ul style="list-style-type: none"> • Headteacher, members of the Governing Body, teaching staff, pupils and their carers to answer queries and problems and discuss service improvements • Others in the same field to keep up to date with developments, best practice • Emergency services: informing, working with and assist to address situation • May have some contact with Elected Members to provide information and answer questions 	
Working Environment Context (disruption, physical, disagreeable, health and safety aspects)	
<ul style="list-style-type: none"> • Public Facing, some jobs will be office or public building based • Others will work in facilities or outside; gyms, swimming pools, galleries etc.; working with chemicals and on/with machinery • Handling initial response to emergency situations including fires • May work alone in the community 	

Procedural Context (creativity, discretion, impact)
<ul style="list-style-type: none"> • Work carried out to specification, standards and guidelines
Planning Requirement
<ul style="list-style-type: none"> • Planning and organising own work and fitting in with others projects • Contribute to business/service plan
Key Facts and Figure Ranges (include likely size of any team managed)
<ul style="list-style-type: none"> • No specific team supervision
Knowledge and Qualifications
<ul style="list-style-type: none"> • Further education qualification or equivalent, specialist trained in discipline with relevant accreditation • NVQ Level 4 • In depth knowledge of work area; capability to assess situation and address it or know when to escalate issues • Sound knowledge of use and storage of specialised materials or information and potential risks • Project management desired
Equipment Operated and Essential Skills
<ul style="list-style-type: none"> • In some areas ability to set up, adjust, and continue to use complex equipment • Complex equipment or systems • ICT skills