

**Wolverhampton City Council**  
**Role Profile Description**  
**CESB5**

<b>Date</b>	<b>December 2011</b>
<b>Family</b>	<b>Customer Engagement (School Based)</b>
<b>Role Profile Level Number</b>	<b>5</b>
<b>Purpose</b>	
To provide a service carrying out duties of a straightforward nature with basic equipment to prepare for use of facilities or services in a school or educational establishment setting.	
<b>Role Accountability</b>	<b>End Result</b>
<b>Operations</b>	
Provide a mix of cleaning, maintenance and/or security services.	<ul style="list-style-type: none"> <li>• Safe and secure environment</li> <li>• Clean and tidy facility</li> <li>• Set standards met</li> </ul>
Make the facilities in the school or educational establishment available for use, opening and closing, setting out items.	<ul style="list-style-type: none"> <li>• Facilities in the school or educational establishment satisfactorily prepared as instructed and available for use</li> <li>• Items set out as instructed</li> </ul>
Report any problems concerning work or tools/equipment and incidents encountered.	<ul style="list-style-type: none"> <li>• Corrective action initiated</li> <li>• School / educational establishment or Council procedures complied with</li> </ul>
<b>Inspection and maintenance</b>	
Carry out basic inspection and maintenance of tools and equipment.	<ul style="list-style-type: none"> <li>• Tools/equipment are in good order</li> </ul>
<b>Reports and Records</b>	
Maintain relevant records and submit reports.	<ul style="list-style-type: none"> <li>• Record of work done/time spent/cash taken</li> </ul>
<b>Resources</b>	
Receive, keep secure and hand over cash; issue receipts as necessary.	<ul style="list-style-type: none"> <li>• Correct cash received and handed over as procedure</li> <li>• Receipts issued</li> </ul>

<b>Enquiries and Assistance</b>	
Respond politely and helpfully to requests and enquiries from the Headteacher, members of the Governing Body, teaching staff, pupils, learners 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"> <li>• Response initiated with appropriate information</li> <li>• Enquirers satisfied or assisted towards further help</li> </ul>
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 educational establishment facilities.	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Nature of Contacts and Relationship (who and the nature of the communications)</b>	
<ul style="list-style-type: none"> <li>• Headteacher, members of the Governing Body, Teaching staff, pupils or learners and their families or carers and other casual users of the school or educational establishment – receive work instruction and refer problems</li> <li>• Headteacher, members of the Governing Body, Teaching staff, pupils or learners and their families or carers and other casual users of the school or educational establishment - respond to basic questions; show in/out of the school or establishment facilities and help to use those facilities</li> <li>• Co-operate with colleagues and contractors</li> </ul>	
<b>Working Environment Context (disruption, physical, disagreeable, health and safety aspects)</b>	
<ul style="list-style-type: none"> <li>• May be required to work inside, and outside in all weathers; cleaning dirty facilities; may encounter unpleasant matter</li> <li>• May be interacting with the Headteacher, members of the Governing Body, teaching staff, pupils or learners and their families or carers and other casual users of the school or educational establishment,</li> <li>• May need to deal with anti social behaviour</li> </ul>	
<b>Procedural Context (creativity, discretion, impact)</b>	
<ul style="list-style-type: none"> <li>• Closely supervised and minimal discretion with set routines and simple procedures</li> </ul>	

<b>Planning Requirement</b>
<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Key Facts and Figure Ranges (include likely size of any team managed)</b>
<ul style="list-style-type: none"> <li>• No responsibility for handling cash</li> </ul>
<b>Skills, Knowledge and Qualifications</b>
<ul style="list-style-type: none"> <li>• Reliable, socially responsible</li> <li>• Basic literacy and numeracy</li> </ul>
<b>Equipment operated and essential skills</b>
<ul style="list-style-type: none"> <li>• Understanding of equipment, materials used e.g. cleaning</li> <li>• Awareness of relevant COSHH, Health and Safety, etc requirements</li> <li>• Aware of safety/operational issues concerning materials and equipment; hand tools and basic use of powered tools (e.g. vacuum and other cleaning tools)</li> </ul>