

Wolverhampton City Council
Role Profile Description
LPDSB20

Date	June 2010
Family	Learning and People Development
Role Profile Level Number	20
Purpose	
To facilitate and deliver a range of learning and skills support to meet basic pre-assessed learning needs for individuals and small groups of pupils in a school or educational establishment setting.	
Role Accountability	End Result
Planning/Preparation	
Prepare and plan a specific programme/activity.	<ul style="list-style-type: none"> • Appropriate resources are in place • The programme/activity is prepared and delivered effectively
Delivery	
Implement a defined programme/activity within a specified timescale.	<ul style="list-style-type: none"> • The programme/activity is delivered effectively
Co-ordination	
Co-ordinate the use of resources and with others engaged in delivering the programme.	<ul style="list-style-type: none"> • Complimentary skills and resources are used effectively to enhance the programme/activity and ensure best use of resources
Monitoring and Assessment	
Monitor/provide feedback on pupil's progress.	<ul style="list-style-type: none"> • Delivery is effective • The impact is demonstrated by the individual/group
Provide feedback on programme effectiveness.	<ul style="list-style-type: none"> • Contribution to effective content
May provide informal assessment on pupil's performance against set standards.	<ul style="list-style-type: none"> • Performance standards are maintained

Ensure preparation of venue and assess and manage risks according to set procedures.	<ul style="list-style-type: none"> • Venue supports pupil • Users' H&S is supported
Record Keeping	
Record outcomes of activities.	<ul style="list-style-type: none"> • Records are maintained in an accurate and complete manner in the required format • Review and report the outcomes of the programme
Nature of Contacts and Relationship (who and the nature of the communications)	
<ul style="list-style-type: none"> • Work in partnership with other internal and external colleagues and professionals sharing and co-ordinating resources • Day to day routine contact with pupils, teachers, parents, carers, and other professionals • Headteacher / teaching colleagues – receive work instruction and refer problems 	
Working Environment Context (disruption, physical, disagreeable, health and safety aspects)	
<ul style="list-style-type: none"> • Predominantly in school, educational establishment or Council premises/facilities or in the community – may involve working outside and in inclement weather 	
Procedural Context (creativity, discretion, impact)	
<ul style="list-style-type: none"> • Duties are carried out in accordance within set standards and procedures • May tailor service to meet pupil's needs 	
Planning Requirement	
<ul style="list-style-type: none"> • Plan and deliver individual and/or group programmes/activities within a predetermined framework 	
Key Facts and Figure Ranges (include likely size of any team managed)	
<ul style="list-style-type: none"> • n/a 	
Skills, Knowledge and Qualifications	
<ul style="list-style-type: none"> • A vocational qualification relevant to the work area or willing to work towards 	

Equipment Operated and Essential Skills
<ul style="list-style-type: none">• Ability to use equipment relevant to the work area• May involve basic ICT skills