

Wolverhampton City Council
Role Profile Description
LPDSB40A

Date	July 2011
Family	Learning and People Development (School Based)
Role Profile Level Number	40A
Purpose	
To provide specialist advice on developing capacity of individual and groups of pupils in a school or educational establishment setting and review the effectiveness of programmes and activities.	
Role Accountability	End Result
Planning	
Produce development plans that are tailored to the needs of individual or groups of pupils	<ul style="list-style-type: none"> • A programme of learning and development is delivered within a theme, group or individual pupils
Formulate and design development programmes that reflect the needs of individuals and groups of pupils	<ul style="list-style-type: none"> • The requirements of individuals or groups of pupils are met in the available programmes.
Delivery	
May be required to deliver programmes and advice at foundation level to other practitioners and managers	<ul style="list-style-type: none"> • Awareness of the topics is raised • School or educational establishment outcomes are influenced
Implement programmes/activities.	<ul style="list-style-type: none"> • Programmes are delivered to the required standards and timescale.
Co-ordination	
Co-ordinate with partners to ensure that delivery fits with other existing provisions.	<ul style="list-style-type: none"> • The optimum benefit and efficiencies are achieved from the available resources
Monitoring and Assessment	
Monitor and verify programmes to identify their effectiveness.	<ul style="list-style-type: none"> • Standards are maintained and improved • Accreditations maintained • Actions are taken to correct deficiencies

Nature of Contacts and Relationship (who and the nature of the communications)
<ul style="list-style-type: none"> • Working in partnership with community and voluntary groups, internal and external partners and potential contact with members of the governing body to provide advice on the programme or activities. • 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 • Exchange routine information regarding conduct and progress of pupils with relevant staff
Working Environment Context (disruption, physical, disagreeable, health and safety aspects)
<ul style="list-style-type: none"> • Primarily in school or establishment premises and may be required to work with difficult or complex groups • May be required to work off site
Procedural Context (creativity, discretion, impact)
<ul style="list-style-type: none"> • Designing and using specialist judgement to tailor programmes that best meet the needs of individual or groups of pupils or learners • Organising own work and co-ordinating work of others
Planning Requirement
<ul style="list-style-type: none"> • Contribute to annual business/improvement plans
Key Facts and Figure Ranges (include likely size of any team managed)
<ul style="list-style-type: none"> • May monitor programme budget
Skills, Knowledge and Qualifications
<ul style="list-style-type: none"> • Qualified and experienced in the relevant work area
Equipment Operated and Essential Skills
<ul style="list-style-type: none"> • ICT competent and in key software packages