

Wolverhampton City Council
Role Profile Description
LPDSB50A

Date	June 2010
Family	Learning and People Development
Role Profile Level Number	50A
Purpose	
To provide advice on a range of specialist subject areas for programmes and activities that develops the 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	
Interrogate needs, recommend actions and establish priorities.	<ul style="list-style-type: none"> • Systematic allocation of available resources to achieve agreed objectives
Delivery	
Deliver learning and provide expert advice to internal and external customers and stakeholders.	<ul style="list-style-type: none"> • Standards are determined, maintained and skill base enhanced • Learning is provided in a safe and stimulating learning environment
Co-ordination	
Liaise and co-ordinate activities and resources with service partners and stakeholders.	<ul style="list-style-type: none"> • Working practices are integrated across partnerships to achieve and improve service delivery
Represent the school, educational establishment or Council and partner organisations on policy matters at a local level.	<ul style="list-style-type: none"> • School, educational establishment, Council's and partners' policy is represented effectively • Public Relations is visible and in accordance with guidelines
Research	
Undertake and arrange research to inform learning, policy and organisational development.	<ul style="list-style-type: none"> • Service delivery is informed by latest thinking and good practice

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 stakeholders and potential contact with members of the governing body to answer straightforward questions about 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 • Head teacher/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"> • Office based but may require some off site working
Procedural Context (creativity, discretion, impact)
<ul style="list-style-type: none"> • Making judgements and decisions within the scope of the policy framework and recommending changes
Planning Requirement
<ul style="list-style-type: none"> • Contributes to service and improvement planning
Key Facts and Figure Ranges (include likely size of any team managed)
<ul style="list-style-type: none"> • No budget responsibilities
Skills, Knowledge and Qualifications
<ul style="list-style-type: none"> • Qualified in professional discipline with good working knowledge of the work/sector area
Equipment Operated and Essential Skills
<ul style="list-style-type: none"> • ICT literate