

**Wolverhampton City Council**  
**Role Profile Description**  
**OPSB30S**

<b>Date</b>	<b>November 2011</b>
<b>Family</b>	<b>Operations (School Based)</b>
<b>Role Profile Level Number</b>	<b>30S</b>
<b>Purpose</b>	
To carry out a range of skilled duties to established standards under general direction/instructions using specialised plant and equipment where required and supervise a team to provide an operational service in a school or educational establishment	
<b>Role Accountability</b>	<b>End Result</b>
<b>Work - Planning</b>	
Plan and organise own and team's work to meet given priorities.	<ul style="list-style-type: none"> <li>Priorities met, team's work complete on time and to set standards</li> </ul>
<b>Work – Operational Service</b>	
Carry out the assigned specialised work to the relevant standards, using materials, equipment and resources as appropriate.	<ul style="list-style-type: none"> <li>Work done to set standards of quality, accuracy and time, temperature, etc. Appropriate tools, equipment and machinery used for tasks</li> </ul>
<b>Work – Driving/Operating</b>	
Drive, operate and check specialist vehicles, plant and machinery to deliver goods etc. and/or undertake an operational service.	<ul style="list-style-type: none"> <li>Goods safely delivered to destinations</li> <li>Plant/machinery operated competently</li> <li>Work carried out to required standards – quantity, quality and accuracy</li> <li>Appropriate checks completed</li> </ul>
<b>Work – Security</b>	
Carry out periodic inspections of the site or premises to the given routine/schedule, or operate surveillance equipment; identify incidents or suspicious circumstances.	<ul style="list-style-type: none"> <li>Inspections done to schedule/route</li> <li>Incidents etc. spotted and action taken</li> <li>School / establishment or Council procedures followed</li> </ul>

May have key holding responsibilities.	<ul style="list-style-type: none"> <li>• Premises opened, closed on time and secure</li> </ul>
<b>Tools and Equipment</b>	
Operate specialised machinery, equipment and plant in the correct manner; carry out checks, adjustments and maintenance to ensure correct settings for self and team's safe use, and security.	<ul style="list-style-type: none"> <li>• Specialist equipment, machinery, and plant in good order, set properly for task and secure</li> <li>• Appropriate tools and equipment selected and available for the tasks</li> <li>• Minor repairs complete</li> <li>• Appropriate checks completed</li> </ul>
<b>Records</b>	
Compile, collate, maintain and check records as required by the school / establishment or Council procedure and relevant regulations and legislation.	<ul style="list-style-type: none"> <li>• Personal and team records complete, on time</li> <li>• Settings (e.g. temperatures etc) recorded</li> <li>• Environmental protection records completed accurately and on time e.g. emissions</li> <li>• School / establishment or Council procedures and relevant regulations and legislation complied with</li> </ul>
<b>Health and Safety/Compliance</b>	
Ensure team complies with H&S and other relevant regulations and legislation. Undertake Risk assessments.	<ul style="list-style-type: none"> <li>• Safe working for self and others</li> <li>• Audits/checks and risk assessments undertaken</li> <li>• Compliance with relevant regulations and legislation</li> <li>• Non-compliance referred to Headteacher / SLT / Governing Body</li> </ul>
<b>Service Delivery</b>	
Respond to any incidents and problems encountered in work situations, taking corrective action to resolve them if possible.	<ul style="list-style-type: none"> <li>• Headteacher / SLT / Governing Body aware of situations promptly</li> <li>• Corrective actions taken to resolve problems</li> <li>• Breakdowns and deficiencies recorded and reported</li> </ul>
Carry out work sensitively and safely and to codes of practice.	<ul style="list-style-type: none"> <li>• Codes of practice adhered to</li> </ul>

<b>People Management</b>	
Supervise and delegate the work of the team, escalating HR performance issues appropriately.	<ul style="list-style-type: none"> <li>• Achievement of team's objectives and standards</li> <li>• HR issues addressed/actioned</li> </ul>
<b>Partners</b>	
Liaise with partners and/or contractors; be aware of their wishes/expectations and facilitate their involvement.	<ul style="list-style-type: none"> <li>• Awareness of partner/contractor expectations</li> <li>• Satisfactory work by partner and contractor</li> </ul>
<b>Nature of Contacts and Relationship (who and the nature of the communications)</b>	
<ul style="list-style-type: none"> <li>• Team – allocating work/directing team members</li> <li>• Headteacher / Senior Leadership Team – discuss work method, receive and clarify instructions for the team</li> <li>• •Colleagues, pupils and their families or carers and members of the public – try to resolve queries and problems; demonstrating sensitivity as required</li> <li>• May involve direct contact with the Governing Body</li> <li>• Partners and Contractors - working with them to provide the service</li> </ul>	
<b>Working Environment Context (disruption, physical, disagreeable, health and safety aspects)</b>	
<ul style="list-style-type: none"> <li>• Catering – inside, in kitchen with extreme temperatures; frequent lifting and carrying of moderately heavy items. Variety of tools and equipment of potentially hazardous nature with risks of burns, cuts, trips, etc</li> <li>• Inside and/or outside in all weather conditions and physical environments</li> <li>• May be required to work in restricted space</li> <li>• May be exposed to and/or deal with substances of a hazardous nature</li> <li>• Potentially liable to verbal/physical abuse from public for some roles</li> <li>• May involve sitting for long periods of time in vehicle</li> </ul>	
<b>Procedural Context (creativity, discretion, impact)</b>	
<ul style="list-style-type: none"> <li>• Working to a given pattern with standards and work methods defined. Some initiative possible to suggest better work methods, alter order of work and use alternative equipment to get work completed satisfactorily</li> </ul>	
<b>Planning Requirement</b>	
<ul style="list-style-type: none"> <li>• Plan and organise own and team's work on a weekly basis</li> <li>• React to changing conditions (ad hoc)</li> </ul>	

<b>Key Facts and Figure Ranges (include likely size of any team managed)</b>
<ul style="list-style-type: none"> <li>• May involve cash handling</li> </ul>
<b>Skills, Knowledge and Qualifications</b>
<ul style="list-style-type: none"> <li>• Level 2</li> <li>• Supervisory capability</li> <li>• Knowledge of H&amp;S procedures and policies</li> </ul>
<b>Equipment Operated and Essential Skills</b>
<ul style="list-style-type: none"> <li>• Complex plant and equipment/machinery with the ability to operate, adjust and maintain settings competently</li> <li>• ICT skills and relevant software</li> <li>• Relevant licences</li> </ul>