

Wolverhampton City Council
Role Profile Description

Date	January 2012
Family	PSW(SBL)
Role Profile Level Number	10
To provide practical assistance and ensure the safety, wellbeing and good conduct of individual and groups of pupils including those with additional needs in a school or educational establishment	
Planning	
Plan and organise own and team priorities	<ul style="list-style-type: none"> • Priorities met, team's work complete on time and to set standards
Work Allocation	
Allocate given tasks to team members	<ul style="list-style-type: none"> • Completion of work objectives
Preparation	
Carry out basic preparation for routine day to day events and ensure work area is kept in good order with appropriate access for all service users	<ul style="list-style-type: none"> • Assigned tasks complete to set standards • Area/food/activity ready for follow on work
Supervision and Control of Pupils	
Supervise and control pupil dining areas and playgrounds whilst in use, assisting and supervising pupils in accordance with school policies and procedures Prepare and organise activities	<ul style="list-style-type: none"> • Assistance to and supervision of pupils at meal times • Addressing and reporting of Pupil misbehaviour • Pupils Safety and Welfare • Development of pupils' social skills and self discipline
Practical Assistance	
Support the activity of pupils in the school environment	<ul style="list-style-type: none"> • Support of pupils • Addressing and support of pupil health and welfare needs
Cleaning and Tidying	
Carry out cleaning and clearing to leave the work area clean and tidy.	<ul style="list-style-type: none"> • Facility clean and tidy • Rubbish cleared away • Materials and equipment in place

Security	
Patrol the site to identify incidents and control access, including dining areas and playgrounds and school gates, overseeing the behaviour and welfare of pupils	<ul style="list-style-type: none"> • Security breaches and attempts at unauthorised access identified and reported • Security points set • Actual or attempted theft or damage recorded • Relevant authorities notified promptly
Resources	
Prepare and use general equipment and materials as required	<ul style="list-style-type: none"> • Correct use of material and equipment • Material and equipment maintained in a safe condition and stored safely when not in use
Records	
Provide verbal reports to Head teacher/appropriate management and complete checklist reports as required.	<ul style="list-style-type: none"> • Up to date information about pupils • The relevant responsible authority is informed • Pupils' changing needs are met within an appropriate elapsed time • Maintenance of pupils' health and safety • Pupil support based on up to date, accurate information
Nature of Contacts and Relationship (who and the nature of the communications)	
<ul style="list-style-type: none"> • Team – allocating work and guiding team members • Working directly with pupils under supervision and guidance • Day to day routine contact with pupils teachers and parents • Makes verbal reports and completes checklist reports for supervisor 	
Working Environment Context (disruption, physical, disagreeable, health and safety aspects)	
<ul style="list-style-type: none"> • Predominantly in or around school premises • May involve some working outside in inclement weather. • May provide assistance with personal care and physical management • May involve working with pupils with severe learning or physical difficulties 	
Procedural Context (creativity, discretion, impact)	
<ul style="list-style-type: none"> • Carry out duties according to instruction and standard procedure • Refer non-standard situations to Head teacher or supervisor 	

Planning Requirement
<ul style="list-style-type: none"> • Following an established care plan • Dealing with immediate situation
Key Facts and Figure Ranges (include likely size of any team managed)
<ul style="list-style-type: none"> • Typical number of concurrent assignees – typically in groups or classes
Skills, Knowledge and Qualifications
<ul style="list-style-type: none"> • No formal qualifications necessary • Induction training (up to 1 week) including policy, procedures and basic health and safety and personal care • Ability to fill in forms and count and record things • May involve ½ day training to learn basic First Aid
Equipment Operated and Essential Skills
<ul style="list-style-type: none"> • Knowledge of where to refer emergencies and non-standard cases • May involve manoeuvring wheelchairs • May involve moving and handling equipment