

Wolverhampton City Council
Role Profile Description
TESB20

Date	December 2011
Family	Technical (School Based)
Role Profile Level Number	20
Purpose	
Carry out technical work within own discipline, governed by standards and procedures, with minimal supervision and within guidelines in a school or educational establishment setting.	
Role Accountability	End Result
Planning	
Plan and organise own work to complete workload in the required time.	<ul style="list-style-type: none"> • Project/service aims delivered in time and colleagues and pupils needs met • Routine issues resolved and complex issues escalated • Own time well organised
Work - Information	
Obtain, assess and analyse information to carry out technical work to resolve and/or refer appropriately.	<ul style="list-style-type: none"> • Data accurately recorded • Analysis and conclusions to assist own decision making • Service standards maintained, anomalies identified and resolved where appropriate
Work - Execution	
May contribute to the production of detailed plans, designs, costs, solutions and specifications in support of small scale technical projects/schemes.	<ul style="list-style-type: none"> • Service/project completed to required service standards • Solutions meet school or establishment needs • Problems identified/resolved

Work - Support	
Maintain equipment, systems and processes, including databases and provide technical support/advice on their use/application.	<ul style="list-style-type: none"> • Informed decision making enabled • Accurate data available • Users appropriately trained; difficult problems escalated
Service Delivery	
Provide advice to and engage with Headteacher/ SLT / teaching and non teaching staff within defined technical area and broad guidelines.	<ul style="list-style-type: none"> • Colleagues informed with accurate advice • School or establishments' needs understood and met • Contentious issues referred where appropriate
Compliance	
Assess compliance of case/situations by recording details and assessing against relevant guidelines/regulations/statutes, and taking limited corrective action.	<ul style="list-style-type: none"> • Situation status reviewed and recorded • Appropriate action taken • Records available • Compliance agreed (or not); Headteacher /SLT informed of status • Policies/procedures applied consistently
Reports	
Compile and deliver/distribute reports of work undertaken, conclusions and recommendations in self-generated or pre-set formats.	<ul style="list-style-type: none"> • Accurate reports produced on time • Correct format/procedures followed • Headteacher / SLT, and colleagues informed of situations as necessary
People Management	
May be required to provide informal technical support and guidance to colleagues.	<ul style="list-style-type: none"> • Correct procedures carried out and support given
Resources	
May be responsible for appropriate use and security of relevant equipment.	<ul style="list-style-type: none"> • Equipment used appropriately in accordance with school / establishment or Council procedures

Nature of Contacts and Relationship (who and the nature of the communications)
<ul style="list-style-type: none"> • Team – share information and ideas • Headteacher / teaching and non-teaching colleagues – receive work instruction and refer problems • Colleagues, pupils members of the Governing Body – receive queries and provide information in response • Colleagues in own and other schools or establishments or council departments • May be first point of contact to provide advice and guidance • Some contact with statutory bodies to exchange data or information • Some work with contractors may be required to ensure delivery
Working Environment Context (disruption, physical, disagreeable, health and safety aspects)
<ul style="list-style-type: none"> • Some office based, and on more than on school or establishment site. May be in hazardous environment and may be required to wear safety equipment • Possible confrontational situations • Some pressure to meet deadlines • May be required to work unsocial hours/out of hours
Procedural Context (creativity, discretion, impact, concentration)
<ul style="list-style-type: none"> • Works to guidelines that set out processes and approaches, having some choice over methods and information sources to be used • Impact may extend outside the school or establishment or the Council and involve some reputational risk, but the effects are likely to be short lived and remedied with minimal time and trouble
Planning Requirement
<ul style="list-style-type: none"> • Work allocated on a regular basis, and there is general guidance only, with monitoring of output and quality • Supervision readily accessible and problem cases are easily referred upwards

Key Facts and Figure Ranges (include likely size of any team managed)
<ul style="list-style-type: none"> • No formal management or budgetary responsibility • May handle small amounts of cash or larger amounts in non-cash items
Skills, Knowledge and Qualifications
<ul style="list-style-type: none"> • Knowledge of school or establishment operations • Numerate and literate • ICT literate • knowledge of own work discipline
Equipment Operated and Essential Skills
<ul style="list-style-type: none"> • Specialised ICT packages as required • Use of specialised equipment to run tests and prepare reports, according to discipline • May be required to drive and use vehicles in accordance with the school / establishment or Council policy