

**Wolverhampton City Council**  
**Role Profile Description**  
**TESB30S**

<b>Date</b>	<b>December 2011</b>
<b>Family</b>	<b>Technical (School Based)</b>
<b>Role Profile Level Number</b>	<b>30S</b>
<b>Purpose</b>	
Day to day supervision of team/teams to provide technical/professional support in a particular discipline in a school or educational establishment setting.	
<b>Role Accountability</b>	<b>End Result</b>
<b>Planning</b>	
Plan and organise own and team's work to meet set priorities and deadlines.	<ul style="list-style-type: none"> <li>• Project/service delivered on time</li> <li>• Targets and objectives and, where appropriate, SLAs met</li> <li>• Recommendations made within their technical discipline and decision making enabled</li> </ul>
<b>Work - Solutions</b>	
Contribute to the design and development of individual projects, and/or programs; plan their implementation and manage their delivery.	<ul style="list-style-type: none"> <li>• Practical, effective projects/programs solutions delivered</li> <li>• Specifications/standards achieved</li> <li>• Difficult decisions resolved</li> <li>• Complex decisions escalated</li> </ul>
<b>Service Delivery</b>	
Provide interactive/proactive guidance on policy/principles/application/process and standards.	<ul style="list-style-type: none"> <li>• Appropriate constructive advice given</li> <li>• Necessary solutions agreed</li> <li>• Appropriate standards complied with</li> </ul>
<b>Compliance</b>	
Assess and ensure compliance with appropriate policies/regulations and standards.	<ul style="list-style-type: none"> <li>• Regulations complied with appropriately</li> <li>• Technical/operational risks managed</li> </ul>

	<ul style="list-style-type: none"> <li>Headteacher/ SLT aware of obligations and actions needed to comply and consequences of non compliance</li> </ul>
<b>Reports</b>	
Compile and deliver/distribute reports of work/projects undertaken, conclusions and recommendations in self-generated or pre-set formats.	<ul style="list-style-type: none"> <li>Accurate reports delivered on time</li> <li>Issues clearly summarised; progress and implications reported</li> </ul>
<b>People Management</b>	
May assist in the recruitment training development and motivation of team/s of technical staff.	<ul style="list-style-type: none"> <li>Team/s technically competent and motivated</li> <li>Team/s targets and objectives met</li> </ul>
<b>Resources</b>	
<p>May be responsible for appropriate use and security of relevant equipment.</p> <p>May assist in the monitoring of expenditure against project budget and within guidelines.</p> <p>Monitor and manage staff resources to ensure service delivery.</p>	<ul style="list-style-type: none"> <li>Equipment used appropriately in accordance with school or establishment procedures</li> <li>May flag potential overspend, where appropriate</li> <li>Service and/or project delivered to standards and cost, where appropriate</li> </ul>
<b>Nature of Contacts and Relationship (who and the nature of the communications)</b>	
<ul style="list-style-type: none"> <li>Mainly internal, peers and upwards in own or other schools or establishment or council departments, gathering information as basis for specialised technical, advice and guidance</li> <li>Headteacher / teaching and senior non-teaching colleagues—receive work instruction and refer problems</li> <li>Some contact with governing body, to explain advice/ been given</li> <li>Externally may have contacts with external partners, contractors as an active representative of the school or establishment in partnership or contractual arrangement</li> <li>May supervise contractors to ensure service delivery</li> </ul>	

<b>Working Environment Context (disruption, physical, disagreeable, health and safety aspects)</b>
<ul style="list-style-type: none"> <li>• Some unsocial hours to deal with issues and emergencies</li> <li>• Mainly office based, and on more than one school or establishment site. Some work may occur off site and may require the wearing of safety equipment</li> <li>• Possible confrontational situations.</li> <li>• Some pressure to meet deadlines</li> </ul>
<b>Procedural Context (creativity, discretion, impact, concentration)</b>
<ul style="list-style-type: none"> <li>• Produces solutions from relevant analysis, within guidelines and policies.</li> <li>• Free to meet objectives rather than follow set procedures and is responsible for setting team/s objectives in line with service area plan.</li> <li>• May have some impact internally and externally and take some time/effort/trouble to remedy</li> <li>• Some periods of concentration when producing reports or information gathering</li> </ul>
<b>Planning Requirement</b>
<ul style="list-style-type: none"> <li>• Will contribute to defining own targets and team/s targets and will produce reports on progress, identifying areas that are not on track</li> <li>• Limited degree of freedom as to method of analysis and action taken</li> </ul>
<b>Key Facts and Figure Ranges (include likely size of any team managed)</b>
<ul style="list-style-type: none"> <li>• Supervision of a group of staff</li> <li>• May have revenue/capital and project budgets, which they will assist in managing, including valuing and certifying</li> <li>• Cash handling/non-cash items</li> </ul>
<b>Skills, Knowledge and Qualifications</b>
<ul style="list-style-type: none"> <li>• Technical ability working towards a specialised vocational qualification</li> <li>• Some other areas may require high level negotiating ability, project management or interpersonal skills and political awareness to secure support or funding</li> <li>• Supervisory knowledge and skills</li> <li>• Up to date knowledge of legislation affecting own area of work, and good knowledge of the school or establishments procedures and operation</li> </ul>

<b>Equipment Operated and Essential Skills</b>
<ul style="list-style-type: none"><li>• May use specialised software at an advanced level, and develop own applications</li><li>• May also use specialised testing or analysis equipment, as required</li><li>• Comply with the school / establishment or Council's mobility policy</li></ul>