

**Wolverhampton City Council**  
**Role Profile Description**  
**TESB35A**

<b>Date</b>	<b>December 2011</b>
<b>Family</b>	<b>Technical (School Based)</b>
<b>Role Profile Level Number</b>	<b>35A</b>
<b>Purpose</b>	
To provide technical/professional support and advice 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 work to meet set deadlines and input to plans/budgets for work programmes.	<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 enabling decision making</li> </ul>
<b>Work - Information</b>	
Obtain, assess and analyse difficult information to carry out technical work to resolve and/or refer appropriately.	<ul style="list-style-type: none"> <li>• Data accurately recorded</li> <li>• Analysis and conclusions to assist own decision making</li> <li>• Service standards are maintain, anomalies identified and resolved where appropriate</li> </ul>
<b>Work - Solutions</b>	
Contribute to the design of and deliver individual projects, programs; and resolution of complex situations and 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>Work - Support</b>	
Maintain equipment, systems and processes, including databases and provide technical support/advice on their use/application.	<ul style="list-style-type: none"> <li>• Informed decision making enabled</li> <li>• Accurate data available</li> <li>• Some users appropriately trained and major problems escalated</li> </ul>
<b>Service Delivery</b>	
Provide complex technical advice/information/guidance	<ul style="list-style-type: none"> <li>• Specialist advice delivered</li> <li>• Input provided to the appropriate policy proposals</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> <li>• Headteacher / SLT aware of obligations, 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>	
Give technical guidance, support to team members, internal and external.	<ul style="list-style-type: none"> <li>• Team's technical competence and objectives supported</li> </ul>
<b>Resources</b>	
May be responsible for appropriate use and security of relevant equipment.	<ul style="list-style-type: none"> <li>• Equipment used appropriately in accordance with School / Establishment procedures</li> </ul>

<b>Nature of Contacts and Relationship (who and the nature of the communications)</b>
<ul style="list-style-type: none"> <li>• Team – share information and ideas</li> <li>• Headteacher / teaching and non-teaching colleagues – receive work instruction and refer problems</li> <li>• Colleagues, pupils members of the Governing Body – receive queries and provide information in response</li> <li>• Colleagues in own and other schools or establishments or council departments</li> <li>• May be first point of contact to provide advice and guidance</li> <li>• Some contact with statutory bodies to gather data or information as a basis for specialised technical, advice and guidance</li> <li>• Some work with contractors may be required to ensure 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, emergencies or disasters</li> <li>• Some office based, and on more than one school or establishment site. Some work may occur off site and may require 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>• Produce solutions and respond independently to difficult problems and analysis of complex information, within procedure. May seek advice from Manager on serious problems.</li> <li>• Determines how to meet objectives rather than follow set procedures May have some impact internally and externally and take time/effort/trouble to remedy</li> <li>• Periods of concentration when gathering, analysing the information for resolution of issues and/or producing reports</li> </ul>
<b>Planning Requirement</b>
<ul style="list-style-type: none"> <li>• Will be responsible for monitoring project/s and programmes of work and will report progress and issues in a timely manner</li> <li>• Has broad freedom to operate within the agreed service plan Decide when and how work is carried out.</li> </ul>

<b>Key Facts and Figure Ranges (include likely size of any team managed)</b>
<ul style="list-style-type: none"> <li>• No formal management or budgetary responsibility</li> <li>• May handle small amounts of cash or larger amounts in non-cash items</li> </ul>
<b>Skills, Knowledge and Qualifications</b>
<ul style="list-style-type: none"> <li>• Technical ability and/or working towards a specialised vocational qualification and/or appropriate technical qualification – or relevant knowledge and experience</li> <li>• May need up-to-date knowledge of legislation and standards affecting own area of work, and good knowledge of School / Establishment services and operations</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 tools or equipment, as required.</li> <li>• May be required to drive and use vehicles in accordance with the School / Establishment / Council's policy</li> </ul>