

**Wolverhampton City Council**  
**Role Profile Description**  
**TESB35S**

<b>Date</b>	<b>December 2011</b>
<b>Family</b>	<b>Technical (School Based)</b>
<b>Role Profile Level Number</b>	<b>35S</b>
<b>Purpose</b>	
Day to day supervision of team/teams and 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 and team's work to meet set priorities and 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 and decision making enabled</li> </ul>
<b>Work - Solutions</b>	
Contribute to the design and development of individual projects, programs and/or complex or difficult issues; 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 complex technical advice/information/guidance to Headteacher/ SLT, colleagues and pupils.	<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 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 other schools or establishments 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 and guidance that has been given</li> <li>• Externally may have contacts with external partners, contractors as an active representative of the school or establishment in the 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 and responds independently to difficult problems and analysis of complex information, within procedure. May seek advice from Headteacher / SLT on serious problems</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 be targeted against project/s and will report progress and issues in a timely manner</li> <li>• Has broad freedom to operate within the agreed plan</li> <li>• Will also plan targets against project/s for team/s</li> <li>• 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>• 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 educational establishment's 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 / educational establishment or Council's mobility policy</li> </ul>