

EXAMPLE TASKS PLANNING AND TIMETABLING

GENERAL EXPLANATORY NOTE

In addition to the example tasks in the Timetabling area of attention made available by the social partners, Esprit has drawn up example tasks for post levels for which this information was not yet available. This document is not a job description; these example tasks serve to make the generic post of Employee or Adviser recognisable and applicable.

Disclaimer: this job family assumes that the preceding level has been fully mastered before tasks at the next level are carried out.

Generic job title:	Employee G, scale 8	(Policy) adviser A, scale 9	(Policy) adviser B, scale 10
General profile (from job profiles)	Supplementary to Employee F, Employee G carries out advisory tasks at the operational level. Various interests are involved and alignment takes place on the products and services to be delivered and on the approach/working method. Makes agreements with and advises stakeholders at the operational level in particular. Account must be taken of changing legislation and regulations.	(Policy) adviser A carries out policy support and executing tasks in a specialist area and/or directs standard projects of an operational and routine nature on the basis of a firmly defined assignment. New situations and complex problems that arise, are resolved on the basis of interpreting them. Choices are made from known or lesser-known solutions, weighing up the consequences of the choices to be made against each other. The choices to be made are coordinated with relevant stakeholders. The effects of the tasks are apparent within a year (short term) and are predictable.	(Policy) adviser B carries out policy-preparatory and executing tasks in a specialist area and/or directs projects of an operational nature on the basis of a less firmly defined assignment. Less common issues and developments are resolved on the basis of substantive analyses . It is no longer possible to fall back on existing (known and lesser-known) solutions; instead, alternatives and new solutions will have to be devised in coordination with relevant stakeholders.
	Results to be achieved: Planning and timetabling		
	- Coordinates and directs the timetable planning, including the annual timetable planning; - Delivers a (planning) process, identifies bottlenecks and makes improvement proposals;	Idem, plus: Steers towards balanced planning, mainly at above-school level;	Idem, plus: Analyses relevant developments relating to education and education-related activities and advises

- Holds consultations on the alignment of timetables and timetable changes with the management, teachers and other parties involved;
- Designs, updates, safeguards and monitors the products in the area of attention (procedures and manuals);
- Makes changes to timetables/planning as a result of unexpected changes in activities/locations due to sickness of teachers/invigilators or the lapse of arrangements about the availability of locations;
- Allocates rooms for commercial activities;
- Draws up overviews from the planning and timetabling records;
- Identifies bottlenecks and solutions in the area of planning and timetabling;
- Collects and draws up (management) information, including in the area of educational logistics, planning and quality assurance, and presents it;
- Takes part in projects and reports deviations and/or unforeseen circumstances.

- Is responsible for the delivery of the (planning) process and advises on the design of the processes;
- Follows developments/legislation and regulations, and makes proposals for improving educational logistics and planning;
- Surveys problems, monitors the occupancy of classrooms, coordinates with other buildings/programmes;
- Designs, updates, safeguards and monitors the products in the area of attention and is responsible for alignment with adjacent processes;
- Supports the staffing establishment planning process;
- Evaluates and identifies bottlenecks in the implementation of policy in the area of planning and timetabling and makes improvement proposals for policy;
- Makes proposals to management on the deployment of instruments, activities, projects and/or materials;
- Advises in the event of deviations from the project plan and/or unforeseen circumstances.

Management about (potential) educational logistical and organisational complications;

- Advises on the substance of policy to be implemented and organisational complications regarding educational innovations;
- Drafts forecasts for the new academic year, identifies complications and makes proposals to management;
- Leads (school-wide and/or school-transcending) projects and (procurement) journeys and monitors conditions (funds, time, information and quality), including the testing, evaluation and administration phase.