School business management competency framework

School business management competency framework

This framework has provided a common training platform for the school business management profession since 2009.

In partnership with both the Association of School and College Leaders (ASCL) and the National Association of School Business Management (NASBM), the National College for Teaching and Leadership (NCTL) has reviewed and updated the guidance to reflect the evolving demands on practising school business management professionals as the changing educational landscape continues to impact on their roles and responsibilities.

There is clear, unequivocal evidence of the impact that effective school business management professionals can have within the system, supporting their leadership colleagues in facilitating school improvement, managing change, and achieving significant savings through more efficient resource management.

NCTL has been supporting the delivery of training to underpin the continuing professional development (CPD) of both aspiring and practising school business managers in the form of structured courses since 2003, retaining currency and being responsive to changes in policy:

- **Certificate of School Business Management (CSBM)**
  Designed to provide SBMs with the skills and technical competences to undertake the wide range of tasks expected of them in 21st-century schools.

- **Diploma of School Business Management (DSBM)**
  Designed to provide SBMs with the leadership skills to play an effective role within the school senior leadership team (SLT).

- **Advanced Diploma of School Business Management (ADSBM)**
  Designed to provide SBMs with a higher level of competence to deal with more complex strategic, organisational and operational challenges.

- **School Business Director (SBD)**
  Master's level programme which marks the completion of a career pathway and meets the diverse needs of schools, groups of schools and SBMs working within them.

This framework is a unique resource available to both school business management professionals and their educational establishments. It has many important and vital uses for both the individual and their school or college, which include:

- Providing information for school business management professionals to support their on-going CPD, and identifying career development pathways.

- Providing information on expected levels of achievement for educational establishments seeking to manage the performance of their own SBM professional(s).

- Providing information for educational establishments seeking to design/analyse job descriptions and person specifications.

- Provides generic information useful across a range of educational structures to reflect the increasing diversity within the profession.

Keeping this framework and the training which underpins it up to date is a commitment to the profession and its on-going development within education.

There are additional sector specific courses available which support the development of SBM professionals in topics such as financial management, income generation, project management, procurement, health and safety and many more, all available to encourage continuing assessment of skills and competencies to enable individuals to remain effective, efficient and "fit for purpose".

Skilled and effective school business management practitioners have a significant impact on school improvement and student achievement. This competency framework describes the professional attributes, knowledge and understanding and skills relevant to all leaders and managers within school business management. The framework is designed so that pathways to progression can be easily identified and the core competencies desired across all levels of responsibility can be shared and understood. The evolution taking place within our educational landscape impacts on the role of all school business management professionals. It has never been so important to keep skills up to date, fit for purpose, and to have an awareness of national policy and direction. The framework will help school business managers (SBMs) identify where there are gaps in their knowledge, recognise the value and transferability of experience and reflect on the kind of development activities that will help with their continuing professional development (CPD).

In addition to supporting the development of a more flexible and qualified workforce this framework underpins the succession planning necessary to ensure continuity within the profession, by supporting the development of expertise, experience and leadership potential. The vision for leadership offered in this document can be applied to leaders and managers across all levels of the profession and has been broken down to four key areas:

- school administration (SA)
- school business management (SBM)
- advanced school business management (ASBM)
- school business leader (SBL)

The framework recognises the many varied titles and roles applied to individuals within the profession, working in different settings and at different levels. As roles evolve and diversify, this framework can help create consistency in the interpretation of responsibility levels.

The competency framework can be used in a number of ways:

- **as the basis for educational programmes, qualifications and, potentially, accredited prior certificated learning arrangements:** This would include professional and occupational standards, and professional courses, programmes and qualifications offered through national colleges, other national associations, HE institutions and national and local providers

- **as the basis for professional assessment:** The framework can be used to inform role design, recruitment and selection procedures, assessment and development centres, performance management processes including annual performance review, 360-degree feedback and succession planning

- **as the basis for CPD:** As professionals develop into new roles and progress in their career development, the framework offers an opportunity to benchmark against new and unfamiliar areas to inform personal development, review and feedback, assessment, coaching, mentoring, qualification requirements and career choices
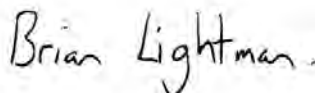
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Overview of school business management

SBMs are the leading business management professionals working often as part of the senior leadership team (SLT) to ensure educational aims and services are delivered. Responsible for ensuring school/academy services are effective, efficient and in line with probity and governance requirements, SBMs enhance effectiveness by ensuring resources are managed to deliver good results in learning and high levels of achievement for the school/academy.

The competency framework contains six separate sections, all of which carry equal weighting:

- each section is then broken down into sub-sections which describes the professional attributes, knowledge and understanding that the SBM is expected to exhibit in order to effectively deliver against the section

- the final element of the competency framework is a table which describes how the professional attributes, knowledge and understanding of the SBM manifest themselves in the four different SBM roles or levels. It is recognised that colleagues will not necessarily fit neatly into one column and that the scope of their existing role may span across the different levels

Overview of school business management (continued)

1. Managing self and personal skills	2. Providing direction	3. Facilitating change	4. Working with people	5. Effective use of resources	6. Achieving results
Manage own resources	Provide leadership	Plan, lead and implement organisational change	Allocate and monitor the progress of work	Manage financial resources	Manage projects
Maintain CPD	Plan school/academy improvement	Develop innovation	Develop productive relationships with colleagues and stakeholders	Manage technology	Manage school/ academy processes
Develop personal networks	Ensure compliance with legal, regulatory, ethical and social requirements	Build capacity for organisational change	Recruit, staff and support workforce planning and reorganisation	Manage health and safety	Implement school/ academy service improvements
Maintain professional values and ethics	Manage risk		Manage staff performance and development	Manage physical resources	Improve school/ academy performance
	Foster school/ academy culture		Build, develop and lead teams	Manage environmental impact	

1. Managing self and personal skills

Manage own resources: This is about managing personal resources (particularly knowledge, understanding, skills, experience and time) in order to achieve work objectives. It includes understanding how the work role fits into the overall vision and objectives of the school/academy.

Maintain CPD: This is about career and personal goals whilst also understanding values and wider personal aspirations. It requires conscientiously maintaining CPD and keeping up to date on school business management developments and wider educational issues.

Develop personal networks: This is about developing personal networks to support both current and future work. Personal networks may include people in the school/academy, people from other schools/academies and public and voluntary organisations, and people in contact on the phone or via the internet.

Maintain professional values and ethics: This requires upholding the reputation of the school business management profession by raising its profile and being an exemplary role model. This entails acting with integrity, honesty, loyalty and fairness and acting within the limits of professional competence. It involves safeguarding the assets and reputation of the school/academy and ensuring financial probity and truthfulness in all public communications, including not accepting gifts, hospitality or services that may appear improper.

1. Managing self and personal skills (continued)

Professional attributes

- Evidences commitment to CPD for self and others. Seeks feedback and acts upon it, models high standards of professional conduct.

- Acts with integrity and fairness at all times.

- Maintains relationships with others in an ethical and appropriate manner.

- Applies the principle of confidentiality both within and outside the school/academy.

- Engages with other schools/academies and agencies.

- Encourages an open, fair and equitable culture for learning.

- Active engagement in national policy development ie consultations.

Knowledge and understanding

- Professional development and personal development planning principles.

- Tools and techniques for time management, planning, delegation and principles of work life balance.

- Specific professional requirements relating to the maintenance and development of knowledge, skills, understanding and CPD.

- Information and resources gained through personal networks and principles of confidentiality in exchanging information.

- Networking opportunities with professional colleagues including professional associations, unions, government agencies, conferences, seminars, local groups, discussion forums, consultation processes, development programmes and online communities.

- Coaching and mentoring techniques.

- Collaborative learning cultures.

- Guidance from national, regional and local education bodies on professional matters and codes of professional conduct.

- Roles, responsibilities, accountabilities, conflicts of interest and whistle-blowing.

- Understanding government direction of travel.

1. Managing self and personal skills (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Manage own resources	• Delegates tasks where possible, and plans, prioritises and manages own tasks and work time effectively.	• Delegates tasks and manages own workload, allowing for an appropriate work life balance.	• Delegates tasks and responsibilities, and maximises use of own resources. • Ensures school/academy priorities are kept to the fore.	• Models exemplary strategic leadership and strives for the best possible provision.
Maintain CPD	• Keeps self up to date with pertinent information and local initiatives. • Responds to feedback.	• Identifies own personal and professional development needs and moves forward by gaining professional qualifications. • Reviews objectives and development plans in the light of performance, feedback received and development activities undertaken.	• Proactively identifies own professional needs in response to national initiatives and ensures that these are planned for, and met, through professionally recognised qualifications. • Actively seeks feedback, both formally and informally and acts upon it, setting own professional development plans.	• Uses research methods to inform and extend professional development and qualifications to a higher degree level. • Engages in dialogue with other professionals to reflect upon own personal and professional learning.

1. Managing self and personal skills (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Develop personal networks	• Develops personal networks.	• Develops personal, private and voluntary sector and inter-agency networks, and extends knowledge of specific requirements including legislation.	• Develops professional communities by investigating good practice in other schools/academies and public and voluntary sectors, and disseminates these as well as celebrating good practice in own school/academy. • Extends networking opportunities including mechanisms such as conferences, seminars, local groups, discussion forums, professional development programmes and online communities. • Makes active use of the information and resources gained through personal networks to develop own skills and contributes to fostering distributed leadership.	• Develops public and voluntary sector professional communities and multi-agency networks through ongoing collaboration and networking. • Builds collaborative learning cultures and actively engages with other schools/academies to build effective learning communities.

1. Managing self and personal skills (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Maintain professional values and ethics	• Positively contributes to consultations and dialogue regarding the profession. • Acts with integrity, honesty, loyalty and fairness, always within the limits of professional competence, to safeguard the assets, financial probity and reputation of the school/academy.	• Positively contributes to consultations and dialogue regarding the profession and coaches and supports other colleagues within the profession. • Acts with integrity, honesty, loyalty and fairness, always within the limits of professional competence, to safeguard the assets, financial probity and reputation of the school/academy.	• Contributes significantly to local and national networking groups and actively responds to consultations and dialogues as well as coaching, supporting and advising professional colleagues. • Actively promotes and develops the role of the SBM. • Acts with integrity, honesty, loyalty and fairness, always within the limits of professional competence, to safeguard the assets, financial probity and reputation of the school/academy.	• Leads and mentors professional colleagues through local and national networking groups, by raising the professional profile and representing professional views. • Leads and embeds the school business management role across educational services. • Acts with integrity, honesty, loyalty and fairness, always within the limits of professional competence, to safeguard the assets, financial probity and reputation of the school/academy.

2. Providing direction

Provide leadership: This is about providing direction to people in the school/ academy or groups of schools/academies (ie, clusters, federations or multi-academy trusts (MATs)), and enabling, inspiring, motivating and supporting them to achieve the school/academy plan.

Plan school/academy improvement: This involves having a clear and up-to date picture of the environment in which the school/academy operates and producing information that is used for strategic planning, so enabling a clear sense of direction and viable long-term plans. Strategic plans take account of the diversity, values and experience of the school/ academy and community at large. Once the school/ academy improvement plan has been developed and agreed, it needs to be put into action using the principles of distributed leadership. It also involves agreeing standards for measuring success, carefully monitoring the implementation of the plan and making adjustments along the way, a process that may need a lot of dialogue, flexibility and openness to change.

Ensure compliance with legal, regulatory, ethical and social requirements: Schools/academies must show that they act responsibly in relation to their staff and the children and young people whom they support. All schools/academies must obey the law in key areas such as governance, health and safety, employment and finance. Schools/academies also have to work within specific educational policy regulations and ethical frameworks. Schools/academies that want to maintain a good reputation also have to take account of views on a whole range of issues such as the environment, academies, free schools, extended services and the ways in which the school/academy affects children and young people.

Manage risk: Providing direction also involves taking the lead in establishing and operating effective risk management processes across schools/academies. This involves systematically identifying, evaluating and prioritising potential risks and communicating information to enable appropriate decisions and actions to be taken.

Foster school/academy culture: This involves developing school/academy cultures based on assumptions and values about learning, working life and relationships.

2. Providing direction (continued)

Professional attributes

- Articulates the vision and values of the school/academy.

- Ensures that organisational and strategic planning support the purpose, values and vision of the school/academy.

- Takes decisions to allocate resources, including capital and people to facilitate strategic planning.

- Ensures financial probity and accountability frameworks are adhered to.

- Sets clear boundaries for colleagues and self, ensuring compliance with legal and ethical frameworks.

- Develops own leadership capability and that of other people.

- Assesses and manages risk.

- Fosters school/academy culture.

Knowledge and understanding

- Models of effective leadership and organisational structures common within the education sector.

- Current and emerging social attitudes to educational leadership and practice.

- Ways to ensure organisational and strategic plans support the purpose, vision and values of the school/academy.

- Ways to receive feedback on own leadership performance and ways to develop leadership capability in others.

- Strategic planning processes, tools and techniques.

- Methods for measuring and monitoring performance against plans.

- Statutory and non-statutory requirements covering governance and ethical and value-based approaches to school/academy governance.

- Legal, regulatory and ethical requirements.

- Ways to assess, manage and develop leadership commitment to risk management, contingency planning and risks associated with the school/ academy, including site security, disaster recovery plans, crisis and emergency planning, health and safety requirements, fire safety etc.

- Styles of organisational culture within education.

- Values, assumptions and behaviours consistent with various school/academy cultures.

2. Providing direction (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Provide leadership	• Advises the SLT and governors. • Leads at an operational level.	• Membership of or works closely with the SLT. • Understands the effect that different leadership styles can have on individuals, teams and organisations. • Focuses on developing teams rather than merely completing tasks. • Fosters collaborative decision-making within and across teams. • Incorporates other people's ideas into plans. • Recognises and uses the skills of others to harness stakeholder support as a mechanism to drive the school/academy forward.	• Undertakes a key role within the SLT. • Uses different and appropriate leadership styles in different situations and seeks and makes use of feedback on leadership performance. • Fosters and facilitates the development of actual and potential school/academy partnership opportunities. • Identifies and takes steps to deal with inhibitors and obstacles in a fair and equitable manner.	• Develops leadership structures across a range of agencies and learning providers. • Understands the main types of organisational culture in education and their strengths and limitations. • Creates an inclusive and innovative leadership approach that enables wider collaboration and develops the ability of the school/academy to respond to new opportunities. • Gets input from others, sustains team spirit, sets boundaries, (driving performance) demands performance and provides feedback and encouragement.

2. Providing direction (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Plan school/academy improvement	• Develops and implements operational plans for areas of responsibility.	• Contributes to the strategic improvement plan, considers resource allocation and leads some sections of its implementation.	• Takes a lead role in the development and implementation of the strategic improvement plan and future resource requirements.	• Develops strategic improvement plans across complex educational organisation/structures.
Ensure compliance with legal, regulatory, ethical and social requirements	• Provides administrative support for governance. • Follows guidelines and instructions to ensure acting with probity.	• Provides guidance to enable teams to be compliant with legal, regulatory, ethical and social requirements.	• Develops processes whereby governors can effectively meet their responsibilities. • Works strategically with the governing body. • Monitors compliance with legal, regulatory, ethical and social requirements across the school/academy.	• Develops strategic improvement plans for governance. • Works strategically with different governing bodies. • Monitors compliance with legal, regulatory, ethical and social requirements across complex educational organisation/structures.

2. Providing direction (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Manage risk	• Understands the need to contain and manage risk. • Applies proportionate risk containment measures to areas of responsibility.	• Identifies typical risks and applies proportionate containment measures for those encountered within the school/academy. • Monitors and evaluates present and past procedures of identifying risk.	• Identifies potential risks in relation to achieving strategic objectives and makes effective contingency plans. • Implements proportionate business continuity plans, demonstrating a secure knowledge of the principles of strategic management and improvement planning.	• Develops senior leadership commitment to proportionate risk management and a culture in which staff are risk aware but confident and prepared to take acceptable risks in undertaking activities.

2. Providing direction (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Foster school/academy culture	• Recognises the values, moral purpose, learning styles, leadership styles and ethos of the school/academy.	• Contributes to the vision, values, moral purpose, learning styles, leadership styles and ethos of the school/academy and applies these to working practices for self and team needs. • Articulates values through expectations of staff, students, community and stakeholders. • Is aware of current and emerging trends and developments in education policy, nationally and locally.	• Contributes to and models the vision, values, moral purpose, learning styles, leadership styles and ethos of the school/academy in a purposeful and inclusive manner. • Understands the national and global political, economic, social, technological, legal and environmental trends that may impact upon educational practice and strategic intent. • Fosters a learning culture in which individual and collective success is recognised and celebrated. • Develops a culture of best practice in teaching and learning.	• Measures, analyses and reviews organisational performance within the context of organisational culture. • Leads and develops organisational culture in and across schools/academies that translates vision into action. • Uses national and international trends to build future scenarios and assess their implications at a local level. • Fosters a learning culture in which individual and collective success is recognised and celebrated. • Develops a culture of best practice in teaching and learning. • Fosters an open, fair and equitable culture.

3. Facilitating change

Plan, lead and implement organisational change: This is about the planning that is required to make a specific change or put into practice a programme of change.

It involves developing a strategy to make the change that is needed, taking note of barriers, risks and the need to put appropriate monitoring and communication systems in place. The driving force for change may be external or internal to the school/academy or a mixture of both. It may be a reaction to events or an attempt to improve the school/academy for the future. This reflects the need, in many situations, for someone to take control and provide a lead within the overall school/academy for a specific change or a wider programme of change. It involves leading the vision in terms of what the change is aiming to achieve and supporting the people involved in the practicalities of making the vision a reality.

Develop innovation: This demonstrates innovative practice and actively encourages and supports the identification and implementation of innovative ideas across schools/academies. Ideas may come from people working for the school/academy or beyond the school/ academy externally to support new (school) services, improvements to existing services and improvements to existing practices, procedures, systems, ways of working etc across the school/academy.

Build capacity for organisational change: Leadership of the strategy and associated plans for a specific change or programme of change within the school/academy is required. This involves putting in place the necessary resources and supporting systems, including monitoring and communications, to turn the vision into practical reality.

3. Facilitating change (continued)

Professional attributes

- Thinks conceptually to support and develop change processes.

- Thinks conceptually to support, challenge, and influence the change process and evaluate/assess the impact.

- Plays a full role in enabling, leading and managing successful change.

- Develops the potential of individuals.

- Fosters an inclusive and innovative learning environment to move the school/academy forward.

- Develops a culture of innovation and continuous improvement.

- Engages with and values the contribution of others.

- Thinks and acts ahead, willing to be entrepreneurial, self reliant and ambitions for the development of a school/academy.

Knowledge and understanding

- Models, theories and methods for managing and leading organisational change.

- Planning techniques and ways of assessing the risks and benefits associated with strategies and plans.

- Techniques for solving problems and taking critical decisions.

- Current and emerging political, economic, social, technological, environmental and legal developments relating to change management in schools/academies.

- Ways of achieving stakeholder and community engagement.

- Ways of motivating and encouraging innovative ideas to generate, develop and share ideas.

- Resources required to support and manage organisational change.

- Political, emotional, bureaucratic and resource barriers to change.

- Ways to recognise achievements and celebrate success.

- Active engagement in national policy development ie consultations.

3. Facilitating change (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Plan, lead and implement organisational change	• Plans and implements change within own team/role.	• Plans, leads and implements change in and across wider areas of development. • Understands and uses effective planning techniques. • Understands stakeholder expectations and how they influence the change process.	• Leads change and engages with stakeholders to facilitate change across school/academy. • Uses a range of models and methods for managing change effectively, and understands their strengths and weaknesses. • Thinks strategically and analytically.	• Innovates and supports change management within and across schools/academies. • Understands and manages the political, bureaucratic and resource barriers to change. • Thinks conceptually to identify new and improved ways of operating and overcoming barriers.

3. Facilitating change (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Develop innovation	• Understands the importance of proportionate innovation and the part own role has to play within this.	• Articulates the benefits of innovation to the school/academy, its customers and other stakeholders. • Leads proportionate innovation in own areas of responsibility. • Organises the resources, time and support required for innovation.	• Leads whole-school/academy innovation projects. • Works with external specialists and experts and/or in partnership with other organisations to generate and develop ideas that might lead to proportionate innovation in a wider setting. • Thinks creatively. • Selects and applies different methods for motivating and encouraging people across the school/academy to generate, develop and share innovative ideas. • Recognises and manages proportionate risk in innovation and encourages others to take acceptable risks in pursuing innovation.	• Develops an organisational strategy for innovation across complex educational organisation/structures. • Successfully communicates, leads and implements proportionate innovative projects across extended services. • Thinks creatively. • Establishes systems for measuring and reporting on proportionate innovation within and across extended services and providing information on organisational performance to relevant parties.

3. Facilitating change (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Build capacity for organisational change	• Understands the needs and interests of key stakeholders. • Provides administrative support that enables organisational expansion.	• Evaluates proposals and plans for the practical implementation of ideas and approves those that appear viable. • Communicates regularly with parties affected by change. • Understands how to manage and support people through organisational change.	• Uses appropriate methods for identifying and pursuing opportunities to work in partnership with external experts and/or in partnership with other organisations on the generation and development of ideas. • Evaluates proposals and takes critical decisions to resource and implement organisational change projects. • Selects and applies different methods for communicating, motivating and encouraging people across the school/academy through change management processes.	• Encourages a problem-solving approach by all teams to address any weaknesses and remove obstacles.

4. Working with people

Allocate and monitor the progress of work: This is about ensuring that the work required is effectively planned and fairly allocated to individuals and/or teams.

It involves monitoring the progress and quality of the work, and reviewing and updating plans.

Develop productive relationships with colleagues and stakeholders: This involves being aware of the roles, responsibilities, interests and concerns of colleagues and stakeholders and working with and supporting them in various ways. Through partnerships and other activities, it means playing a key role in contributing to the development of the education system as a whole and collaborating with others to raise standards locally and nationally. Sensitive to groups needs and dynamics, communicates and connects own (organisational) vision to that of others.

Recruit staff, and support workforce planning and reorganisation: This requires taking a lead in identifying the workforce requirements and deciding how these will be met. It involves considering the strategic objectives and plans of workforce deployment and ensuring there is an appropriate mix of staff to implement plans.

It requires organisational structures that reflect the organisation's values and enables the management systems, structures and processes to work effectively in line with legal requirements, professional competencies and professional and occupational standards.

Manage staff performance and development: This involves supporting colleagues in identifying their learning and development needs and helping to provide opportunities to meet them. It requires encouraging colleagues to take responsibility for their own learning and providing an environment in which personalised learning is recognised and valued. It requires ensuring that effective strategies and procedures for staff induction, professional development and performance review are developed and maintained in line with legal requirements. It also requires helping team members address problems affecting their performance. These may be work-related problems or problems arising from personal circumstances, and involves discussing performance issues in a timely way with the team members concerned to help them find a suitable solution to the problem.

Build, develop and lead teams: This requires building a team and managing it through its various stages of growth. It covers teams set up for a particular project or to carry out a specific task and teams that are ongoing. It is equally relevant to new teams and to inherited existing teams in helping them to function effectively.

4. Working with people (continued)

Professional attributes

- Distributes leadership and management.

- Communicates effectively using an appropriate range of methods.

- Builds and maintains effective relationships with colleagues and stakeholders in a fair and equitable manner.

- Collaborates and networks with others to strengthen organisational capacity and contributes to the capacity in other schools/academies.

- Establishes and sustains appropriate structures and systems for workforce planning, recruitment and performance management.

- Acknowledges excellence and challenges poor performance across the school/academy.

- Demonstrates enthusiasm for and commitment to the learning process and personalised learning for all members of the school/academy community.

- Develops, empowers and sustains individuals and teams.

- Fosters accountability.

- Coaches and mentors others.

- Inspires, challenges and motivates others.

- Leads by example demonstrate effective working relationships and teamwork.

- Fosters an open, fair, equitable culture and manages conflict.

4. Working with people (continued)

Knowledge and understanding

- Plans of work and how to identify priorities, critical activities and available resources.

- Effective ways of regularly and fairly monitoring the progress and quality of work against standards or levels of expected performance from teams and individuals.

- Different methods for communicating and cultures of colleagues and stakeholders.

- Methods to identify and meet the information needs and expectations of colleagues and stakeholders through consultation.

- Ways to recognise and manage political issues with colleagues and stakeholders.

- The requirements of legislation, regulation, policies and procedures and codes of practice relating to employment, welfare, rights, equality and health and safety.

- Accountability frameworks and safeguarding children.

- Workforce planning and trends and developments relevant to education.

- Theories and models relevant to leading and managing people.

- Methods for encouraging, motivating and supporting teams and individuals to improve their performance and recognise achievements.

- Providing fair, regular and useful feedback to colleagues on their work performance including performance management review and personal development planning processes.

- Specialist services available to support staff with personal problems.

- Benefits of learning for individuals and organisations and building an environment in which learning is valued and efforts to learn are recognised.

- Different learning activities and how to prioritise the learning needs of individuals and organisational needs.

- Learning styles, inclusive and personalised learning and development processes.

- The professional and occupational standards and competency frameworks of the education sector that support the development and maintenance of professional skills, knowledge and understanding pertinent to the children's workforce.

- Induction and common core of skills and knowledge for the children's workforce.

- Theories and models for effective teams, multi-professional networking and learning communities.

- Dealing effectively with conflict.

4. Working with people (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Allocate and monitor the progress of work	• Allocates and monitors the progress of work in own area of responsibility.	• Allocates and monitors the progress and quality of work in teams.	• Leads and monitors the quality and progress of work across whole-school/ academy teams. • Plans work, considering priorities and critical activities across whole-school/academy teams.	• Leads and monitors the progress of work across extended schools/ academies and multi-agency teams. • Plans work, considering priorities and critical activities across extended schools/ academies and multi-agency teams.
Develop productive relationships with colleagues and stakeholders	• Selects and successfully applies different methods for communicating effectively with colleagues and stakeholders.	• Selects and successfully applies different methods for communicating effectively with colleagues and stakeholders. • Identifies and supplies the information requirements of colleagues and stakeholders.	• Consults colleagues and stakeholders in relation to key whole-school/ academy decisions and activities, taking account of views, priorities, expectations and risks.	• Consults with colleagues and stakeholders in relation to the decisions and activities of extended services, taking account of views, priorities, expectations and risks. • Recognises and monitors wider developments and manages political and diversity issues when dealing with colleagues and stakeholders. • Sensitive to groups needs and dynamics, communicates and connects own (organisational) vision to that of others.

4. Working with people (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Recruit, staff and support workforce planning and reorganisation	• Contributes to effective recruitment and selection processes in line with the requirements of legislation, regulation, professional and occupational standards, frameworks and codes of practice.	• Recruits, selects and keeps people in line with the requirements of legislation, regulation, professional and occupational standards, frameworks and codes of practice. • Considers workforce planning implications for area of responsibility.	• Leads whole-school/academy workforce planning, making effective contingency plans when required in line with the requirements of legislation, regulation, professional and occupational standards, frameworks and codes of practice. • Implements workforce plans, demonstrating a secure knowledge of the principles of strategic workforce planning.	• Models and develops senior leadership commitment to workforce planning and succession planning, considering trends and developments in the education sector.

4. Working with people (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Manage staff performance and development	• Contributes to the co-ordination of effective learning opportunities for colleagues including induction. • Monitors the progress and quality of work against standards or expected performance from colleagues.	• Prioritises learning needs of colleagues, taking account of organisational needs, priorities and personal and career development needs. • Co-ordinates different types of learning activity for colleagues including induction. • Applies current and emerging requirements for the development and maintenance of knowledge, skills, understanding and professional development for colleagues.	• Contributes to and models the values and vision of encouraging colleagues to take responsibility for their own learning and development in an inclusive manner. • Seeks strategic sources and specialist learning expertise to deliver appropriate learning and development interventions for the whole school/academy.	• Measures and reviews organisational learning and development within a culture of personalisation. • Promotes and establishes quality mark achievements in an environment where learning is valued and willingness and efforts to learn are recognised.

4. Working with people (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Manage staff performance and development		• Provides fair, regular and useful feedback on performance to colleagues through regular performance review discussions including personal development planning. • Identifies and manages unacceptable or poor performance by teams or individuals in line with legislation, regulations and HR policies. Creates an environment where colleagues can discuss problems affecting performance.	• Understands the local, national and international learning and development opportunities available to colleagues. • Uses prompt and constructive feedback to teams and individuals to improve whole-school/academy performance.	• Builds leading-edge multi-professional networking and learning communities. • Promotes a culture of continuous performance improvement.

4. Working with people (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Build, develop and lead teams	• Contributes and participates in team activities within the school/academy.	• Builds and manages teams. • Understands the importance of teamwork and team-building techniques that enable teams to perform effectively. • Uses knowledge of individual styles and preferences to foster team development and positive working relationships.	• Strategically selects teams with relevant expertise, knowledge and skills to deliver whole-school/ academy activities. • Leads multi-professional teams across the whole school/academy. • Understands the dynamics and role cultures operating within and across teams.	• Strategically leads and develops multi-professional teams • Celebrates team and individual successes together, promoting achievements locally, nationally and internationally.

5. Effective use of resources

Manage financial resources: Strong and competent financial management is central to schools meeting their objectives cost effectively and delivering an education service which represent value for money. The School Business Manager/Business Director/ Finance Director's ability to develop meaningful forecasts and oversee rigorous budgetary control is central to ensuring the effective deployment of public money.

Additionally School Business Managers should be able to demonstrate the competencies required to provide stakeholders with accurate, timely and integrated financial and operational performance information to enable them to take sufficiently informed decisions on the use of resources and the allocation of funds.

School Business Mangers are increasingly operating with more autonomy. However with this new autonomy comes increased accountability. In the case of Academies schools are operating as "Companies Limited by Guarantees" and consequently must take responsibility for new statutory responsibilities.

Schools are increasingly self- governing by nature with financial resources coming under the direct control of managers and governors with the role of government limited to the allocation of funding and subsequent audit to ensure the appropriate use of public money.

Head teachers and governing bodies, in many cases now reserve the right and responsibility to determine an appropriate resource mix linked to the particular needs of their school.

This is only made possible with the guidance and stewardship of financially competent School Business Managers.

Manage technology: This requires taking a strategic role in the development of new and emerging technology to enhance business processes, curricular delivery, teaching and learning, and enriching the experiences of users and learners. Technology will include information and communications technology, equipment, machinery and innovative technology to support teaching and learning. It also involves practical solutions to integrate technologies and management information systems (MIS) to maximise efficiency and effectiveness. Advice from ICT specialists may be required to carry out this function.

Manage health and safety: This is concerned with leading the overall approach to health and safety in the school/academy. Contributing to the wellbeing and productivity of all the people who work for and use the services of the school/ academy, the effective management of heath and safety reduces the risk of injury and ill-health to people who use the organisation's services. This requires ensuring the school/academy meets legislative requirements thus minimising the likelihood of prosecution and consequent penalties. Advice from health and safety specialists may be required to carry out this function.

5. Effective use of resources (continued)

Manage physical resources: This is about ensuring the availability of the physical resources (equipment, materials, premises, services and energy supplies) required to carry out planned activities in the school/academy. It involves identifying the resources required, making the business case to obtain these resources, planning how they will be used effectively, efficiently, safely and securely, and monitoring resource use and taking corrective action, if required. It requires effectively managing all resources necessary to support effective teaching and learning for all.

Manage environmental impact: This is about managing work activities and resources in the school/academy in order to minimise the negative impact – and maximise the positive impact – they may have on the environment. It involves organising work activities and the use of resources efficiently, understanding their impact on the environment and finding ways to reduce their negative and increase their positive impact. Advice from environmental specialists may be required to carry out this function.

5. Effective use of resources (continued)

Professional attributes

- Ensures that organisational and strategic financial planning support the purpose, values and vision of the school/academy.

- Accesses, analyses and interprets information.

- Transparently publishes relevant data regularly.

- Applies principles and practice of evaluation.

- Collects and uses a rich set of data to understand the strengths and weaknesses of school/academy resources.

- Makes professional, managerial and organisational decisions based on informed judgements.

- Combines the outcomes of regular self-review with external evaluation in order to develop school/academy resources.

- Uses appropriate new technologies.

- Develops and sustains a safe, secure and healthy environment.

- Manages the school/academy efficiently and effectively.

- Is committed to developing a sustainable and environmentally friendly learning environment.

- Demonstrates/models exemplary standards of probity and propriety in all financial matters.

Knowledge and understanding

- Ways to prepare, manage and monitor budgetary systems that ensure value for money.

- Factors, processes and trends likely to affect the setting of budgets.

- Financial probity and safeguarding against fraudulent activities.

- Procurement and asset-management processes.

- Tracking systems, analysing data and benchmark systems.

- Legal, regulatory and ethical requirements including audit and inspection requirements.

- Guidelines and codes of practice and any legislative, regulatory or ethical requirements in relation to types and providers of funding in education.

- Effective principles for fundraising and grant-writing.

- Commissioning and contracting.

- Trends and developments in supporting teaching and learning, personalised learning and practices to deliver the curriculum in relation to technology.

- Legal requirements, government policies and education guidelines relating to the use of technology in education.

5. Effective use of resources (continued)

- Use of technology to enhance organisational effectiveness.

- Financial or other incentives or support that may be available for investing in technology in the school/academy for benchmarking against comparable schools/academies.

- Education-specific legislation, regulations, guidelines and codes of practice relating to health and safety.

- Health and safety risks, and issues and developments particular to education.

- Development of and access to buildings and facilities.

- How to identify the range and calculate the quantity of resources required to undertake planned activities.

- Education sector requirements for managing environmental performance in the school/academy.

- Healthy school initiatives.

- Ways to develop and sustain a safe, secure and healthy environment.

- Potential impact of resource use on the environment and actions to minimise any adverse impact.

5. Effective use of resources (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Manage financial resources	• Contributes to the administrative support and maintenance of accurate financial information.	• Manages budgets and maintains accurate financial information to assist effective monitoring to achieve educational goals and priorities, and maximising income through lettings and extended services provision. • Provides and presents accurate and transparent accounts of school/academy performance. • Undertakes effective procurement processes to ensure value for money. • Benchmarks information against that of comparable schools/ academies with a view to maximising efficiencies.	• Manages budgets and maintains accurate and transparent financial information to assist effective monitoring to achieve educational goals and priorities. • Plans long-term financial budgets, considering value for money, priorities and trends affecting future budgets. • Proactively seeks and manages additional finance streams including fundraising, bids and asset-management processes.	• Strategically leads and monitors financial requirements across complex educational organisation/structures. • Considers financial implications of educational priorities and critical activities across complex educational organisation/ structures.

5. Effective use of resources (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Manage technology	• Monitors and contributes to the effective management of technologies.	• Manages existing technology systems. • Consults with colleagues on new, enhanced and obsolete technologies.	• Promotes the effective use of technologies to support business management processes. • Considers new and emerging technologies to extend and enhance teaching and learning experiences for pupils. • Consults colleagues and stakeholders to assess future technology requirements in line with the strategy for managing technology, taking account of views, priorities, expectations and risks.	• Strategically leads extended services/academy technology strategies innovatively to enhance teaching and personalised learning. • Recognises and monitors wider developments and manages priorities, expectations and risks associated with future educational technologies.

5. Effective use of resources (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Manage health and safety	• Ensures own and others' actions reduce risks to health and safety in line with the requirements of legislation, regulation and codes of practice.	• Ensures that health and safety requirements are met in line with legislation, regulation and codes of practice. • Undertakes regular consultation with colleagues and stakeholders regarding health and safety issues. • Monitors, measures and reports on health and safety performance.	• Develops an organisational culture in which health and safety are prioritised and inform strategy, planning and decision-making. • Ensures that sufficient resources are allocated to manage health and safety.	• Leads an organisational culture in which health and safety are prioritised across complex educational structures/academy provision and inform strategy, planning and decision-making. • Supports and ensures wellbeing initiatives for all pupils and users of community and complex educational structures/academy provision.

5. Effective use of resources (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Manage physical resources	• Contributes to the effective management of physical resources.	• Identifies, obtains, monitors and efficiently and effectively uses physical resources to support teaching and learning.	• Consults stakeholders to identify, plan and monitor the use of required physical resources. • Evaluates past patterns of resource use and considers trends and developments likely to affect future demand for physical resources. • Monitors the quality and patterns of resource use continuously, considering benchmarking techniques.	• Leads and strategically manages physical resources across extended services/ academy provision, considering future demand, priorities and issues.
Manage environmental impact	• Contributes to the progress and impact of work against environmental standards or measures.	• Monitors the progress and impact of work against environmental standards or measures.	• Evaluates past patterns of resource use on the environment and consider trends and developments likely to affect future environmental issues. • Uses resources in ways that are efficient and minimise adverse impacts on the environment.	• Promotes and ensures a culture of continuous improvement and efficiencies linked to minimal environmental issues. • Seeks and achieves the highest environmental standards.

6. Achieving results

Manage projects: This involves developing, agreeing, monitoring and implementing project plans. It also involves ensuring that each project achieves its key objectives and is completed to the satisfaction of the project sponsors and key stakeholders. Managing or leading a programme of complementary projects, within or across extended services, will strategically contribute to wider school/academy improvement.

Manage school/academy processes: This involves managing business processes to make sure the school/academy delivers outputs that meet the needs of all pupils and stakeholders. It will be necessary to adhere to legal requirements to ensure that learning is at the centre of all resource planning and delivery processes.

Implement school/academy service improvements: This involves delivering and organising excellent services to support effective teaching and learning. This entails proactively addressing potential service problems and addressing stakeholder concerns. It is also about ensuring high-quality provision by efficiently and effectively adapting systems to avoid repeated service problems. It will require leadership of school/academy decisions to facilitate continual improvement to services, informed through consultation with pupils, parents and staff.

Improve school/academy performance: This is about overseeing the continuous improvement of the overall performance of the school/academy in terms of services and pupil performance. The emphasis is very much on identifying and implementing changes that will add value in the eyes of pupils, parents and other key stakeholders. It will be necessary to evaluate school/academy performance and raise standards by identifying the priorities for continuous quality improvement and by responding to government policy, ensuring that resources are effectively and efficiently used to achieve the aims and educational objectives of the school/academy.

6. Achieving results (continued)

Professional attributes

- Uses project management principles and processes to deliver continuous quality improvement.

- Adapts systems and levels of provision to raise attainment by supporting effective teaching and learning.

- Plans and manages services that meet the needs of the wider school community.

- Reviews the provision of services through consultation to keep abreast of local and national developments and initiatives.

- Ensures that wider consultation informs strategic planning and decision-making.

- Markets core services and extended services to the wider community.

- Uses data and benchmarking to set stretching targets to monitor whole-school/academy performance.

Knowledge and understanding

- Programme and project management tools and techniques which are recognised/acknowledged standards of good practice.

- Risks and contingencies common to the education sector.

- Education sector-specific legislation, regulations, guidelines and codes of practice relating to project management.

- Relevant education sector trends, developments and competitor performance that affect school business management processes.

- Legal, regulatory and other restrictions that may affect school/academy plans.

- Academies, free schools, local federations, clusters, collaboration and consortium arrangements, shared services and learning networks.

- Multi-agency work, and the benefits and risks of multi-agency working.

- Pupil voice, parent voice and citizen-centred services.

- Current and emerging trends that are likely to affect school community services.

- Wider curriculum.

- Marketing frameworks and strategies.

- Benchmarks, measures, data and information to assess school/academy performance.

6. Achieving results (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Manage projects	• Contributes to projects.	• Manages a project and maintains accurate information to assist effective monitoring to achieve the successful completion of the project.	• Manages a programme of complementary projects and monitors progress to achieve successful outcomes. • Plans complementary projects and considers factors, priorities and contingencies affecting project-management processes.	• Strategically leads and monitors the progress of complementary projects across complex educational organisation/ structures. • Considers contingency plans, priorities and critical activities across extended services/ academies and multi-agency teams.

6. Achieving results (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Manage school/ academy processes	• Monitors and contributes to business processes, ensuring effective delivery of essential school/academy requirements.	• Manages effective school business management processes to deliver educational services and other requirements. • Consults colleagues on new and enhanced school/academy business processes.	• Promotes the effective use of business management processes. • Considers new and emerging technologies to extend and support school/academy business processes to enhance teaching and learning experiences for pupils. • Consults colleagues and stakeholders to assess future school/academy business processes taking account of views, priorities, expectations and risks.	• Strategically leads all processes to enhance teaching and learning. • Recognises and monitors wider developments and manages priorities, expectations and risks associated with future school/ academy business processes.

6. Achieving results (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Implement school/academy service improvements	• Contributes to the marketing of school/academy services by producing accurate and informative marketing literature. • Monitors, reviews and resolves service problems. • Contributes to new school/academy service improvements.	• Ensures effective school/academy marketing literature is produced in line with the requirements of legislation, regulation and codes of practice. • Monitors, measures and reviews the impact of marketing literature. • Identifies, monitors and resolves service problems. • Recommends changes to systems and processes to avoid repeated service problems.	• Develops and reviews a framework for marketing school/academy services to a range of audiences. • Ensures that sufficient resources are allocated across the school/academy to manage effective marketing of services. • Consults others to identify, review and implement whole-school/academy improvement services. • Evaluates past patterns of services and considers trends and developments likely to affect future school/academy service demand. • Implements measures to listen to school/academy service users to implement change and improvement.	• Leads a framework and organisational culture in which marketing services inform the marketing strategy, planning and decision-making. • Leads and strategically manages improvement services and considers future demand, priorities and issues. • Engages regularly with pupils, parents and stakeholders to deliver effective school/academy provision.

6. Achieving results (continued)

School business manager is able to:	SBM roles and levels			
	SA	**SBM**	**ASBM**	**SBL**
Improve school/academy performance	• Maintains and transparently monitors information to assess school/academy performance.	• Manages, transparently monitors and reviews consistent data and benchmarks to ensure performance targets are maintained.	• Ensures a consistent and continuous school/academy-wide focus on pupil achievements, using data and benchmarking to monitor performance transparently. • Demonstrates and articulates high expectations and sets stretching targets for the whole school community. • Challenges underperformance at all levels.	• Leads a consistent and continuous focus on pupil achievements, using data and benchmarking to monitor performance transparently. • Leads, demonstrates and articulates high expectations and sets stretching targets for school/academy communities across extended services. • Challenges underperformance at all levels.

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