## Person Specification – School Business Manager

# Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

# Essential

|  |  |
| --- | --- |
| 1 | Experience of managing a business support service and contributing to its continuous improvement. |
| 2 | Experience of effective management of reporting and recording of finances, including budget planning, monitoring, control and communication of financial information for decision making. |
| 3 | Professional knowledge of one or more of the following disciplines: finance, procurement, premises management, health and safety, human resources, governance. |
| 4 | Experience of developing and improving business systems and processes to improve efficiency and standards of service including asset management planning, strategic capital planning, capital project. |
| 5 | Experience of delivering services that meet the needs of all stakeholders. |
| 6 | Relevant professional qualification. |
| 7 | Experience of marketing and communication in order to maximise income generation. |
| 8 | Experience of HR management including managing, supporting and developing staff to ensure delivery of the schools strategic priorities in line with the school improvement plan. |
| 9 | Experience of ensuring value for money to support education delivery within the context of regulatory frameworks and registration. |

# Desirable

|  |  |
| --- | --- |
| 10 | Relevant professional qualification for School Business Managers e.g. Level 4 Diploma in School Business Management (CSBM), Level 4 School Business Professional Apprenticeship. Evidence of positive engagement in own continuing professional development |
| 11 | Current or recent experience as a School Business Manager. |
| 12 | Experience of using MIS systems such as ARBOR and PSF, and other IT systems to maintain pupil and staff records, run reports, analyse data and produce management information |
| 13 | Experience of working in partnership with governors, staff, parents, carers, children, the community and the local authority. |

# Part B: Assessment Stage

Items (insert any relevant numbers e.g. 1, 3 and 8) of the application stage criteria and the criteria below will be further explored at the assessment stage:

# Essential

|  |  |
| --- | --- |
| 1 | Can contribute to the development and delivery of the school’s strategic and operational priorities as a member of the Senior Leadership Team. |
| 2 | Able to work collaboratively within the school to achieve shared priorities. |
| 3 | Able to effectively develop, implement and evaluate a range of business support services that meets the needs of the school. |
| 4 | Committed to creating inclusive environments where all individuals are welcomed, respected, supported and valued to fully participate. |
| 5 | Develops operational plans and organises resources to enable priorities and objectives to be achieved. |
| 6 | Able to establish positive relationships with a range of stakeholders. |
| 7 | Able to successfully manage a small team and external contractors and suppliers to ensure the school is run effectively. |
| 8 | Effective written communication skills that demonstrate the ability to draft minutes, correspondence and reports and write grant applications/bids. |
| 9 | Developed numeracy and IT skills to analyse and interpret data (including financial/budget reports) and produce management information. |
| 10 | Effective verbal communication skills suitable for a range of audiences and able to influence and persuade others to adopt a particular course of action. |
| 11 | No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post. |

# Desirable

The following methods of assessment will be used:

|  |  |  |  |
| --- | --- | --- | --- |
| **Method** |  | **Method** |  |
| Interview | Yes/No | Presentation | Yes/No |
| Lesson Observation | Yes/No | Structured discussion with pupils | Yes/No |
| Other (specify) | Yes/No | Other (specify) | Yes/No |

**Part C: Additional Requirements**

The following criteria must be judged as satisfactory when pre-employment checks are completed:

|  |  |
| --- | --- |
| 1 | Enhanced Certificate of Disclosure from the Disclosure & Barring Service |
| 2 | Additional criminal record checks if applicant has lived/worked outside the UK |
| 3 | Barred list check |
| 5 | Two references from current and previous employers (or education establishment if applicant not in employment) |
| 6 | Prohibition Check – For qualified teachers / undertaking teaching work |
| 7 | Two Referees from current and previous employers (or education establishement if applicant not in employment) |

**Guidance Notes**

**General**

* The person specification lists the essential criteria and any desirable criteria, if appropriate, that are needed to carry out the job. The criteria should include any qualifications, experience or skills that are essential to do the job, as well as criteria which would be beneficial (desirable) but would not stop a person from being short-listed (desirable criteria can usually be acquired once the person has commenced work).
  + Criteria should be described in terms of what an applicant needs to demonstrate and how this may be evidenced. This ensures that we do not put unnecessary barriers in the way of applicants from diverse backgrounds and age ranges.
  + Criteria must not be discriminatory and appointments panels need to be careful not to put too much emphasis on formal qualifications or lengths of experience that they can’t justify, as other evidence of ability may be just as relevant. If you can’t justify the inclusion of a criterion, don’t use it:
  + Be particularly careful when applying general qualifications as this will be difficult to justify e.g. 5 GCSE’s, degree level.
  + Describe experience in terms of quality, level and type rather than the length. For example, asking for 5 years experience could be age discriminatory if you can’t justify why it is essential.
  + Do not use age as a condition or indicator of experience or maturity.
  + Avoid unjustifiable physical requirements that could exclude people with a disability.

**Part A: Application Stage**

* + Part A of the person specification should focus on criteria that can be assessed at the application stage. For example, it is easier to assess if an applicant has a relevant qualification rather than their verbal communication skills which would be assessed at the interview stage.

# Part B: Assessment Stage

* + Part B of the person specification should focus on those criteria that will be further considered at the assessment stage and should identify the assessment methods that will be used. It may include additional work-related criteria that will be need to be discussed or checked at interview: for example, requirement for a particular working pattern, driving licence.

# Part C: Additional Requirements

* + Part C of the person specification should identify those criteria that will be assessed when pre-employment checks are taken up.