



School business management competency framework

A guide to continuous professional
development for SBMs

Foreword – National Association of School Business Management

The National Association of School Business Management (NASBM) has always maintained that national standards are essential for the school business management profession. Our own National Standards document has been in place for many years and has been used by schools to measure performance and in school recruitment processes. However, the time has come to re-visit these standards and to bring them into line with the new roles and responsibilities that school business managers have been asked to take on. This has also given us the opportunity to build a competency framework as part of that process, and to align both documents.

Working with our strategic partner, the National College for Leadership of Schools and Children's Services (National College), the competency framework has now been completed. The competencies link into the College's programmes as well as those provided by NASBM, thereby providing a common training platform for both organisations to work from.

The Competency Framework should form part of the continuous professional development (CPD) programmes which, as school business managers, many of you have in place, and I would encourage all to study these competencies carefully, and to use them to further guide and develop your skills as part of your own professional and career development. NASBM expects to become a Chartered Institute in June 2009 – some of you will want to take the pathway to becoming chartered, and one of the requirements will be to show that CPD has been and is in place. The Competency Framework offers guidance as to what professional development you should be undertaking and what the levels of achievement should be.

Whatever your career aspirations, the Competency Framework will be important to you as a school business manager. It is guidance for you in your role and responsibilities, and can be used to assess your performance and the performance of others within your team. It will be an acknowledgement of your professional practice and will enhance your own professional standing within the school and with your professional colleagues.

Whether or not you are a member of NASBM, this Framework will be a part of your future development. Share it with your headteacher so that they can see what your aspirations are, the pathway you are seeking to take and what the long-term benefits will be, both to your headteacher and to your school. Higher competencies will lead to higher recognition, and that recognition will see you recognised for what you are, a professional school business manager.



William Simmonds
Chief Executive, NASBM
www.nasbm.co.uk

Foreword – National College for Leadership of Schools and Children’s Services

Improving the life chances of our children and young people lies at the heart of everyone who works in schools and the wider educational context.

It is core to the National College’s mission that all schools should be led by great headteachers and leadership teams.

The importance of the school business manager and the contribution they can make cannot be over-stated. Recent research, which is currently being confirmed within the College’s School Business Director demonstration projects, makes very clear that effective and appropriately trained school business managers can save around 30 per cent of their headteacher’s time, enabling them to focus on leading learning and saving significant financial resources for reinvestment.

Since the National College introduced the Certificate of School Business Management (CSBM) – the first national programme for school business managers in 2003 – remarkable progress has been made.

Over 6,000 candidates have successfully completed the programme. We currently offer three courses:

- **Certificate of School Business Management (CSBM):** designed to provide school business managers with the skills and competence to undertake the wide range of tasks expected of them in 21st-century schools.
- **Diploma of School Business Management (DSBM):** designed to provide school business managers with the leadership skills to play an effective role in their school’s senior leadership team (SLT).
- **Advanced Diploma of School Business Management (ADSBM):** designed to provide school business managers with a higher level of competence to deal with more complex strategic and operational tasks.

A further programme, the School Business Director programme, which is set at Master’s level, will be piloted later this year. This will mark the completion of a career pathway which will meet the diverse needs of schools, groups of schools and the business managers operating within them.

This competency framework is the result of collaborative working between the National College and the National Association of School Business Management (NASBM), following comprehensive consultation across the profession and with national stakeholders, and is a further step in the emergence of the school business management profession.

The National College’s school business management programmes, map directly to the competency framework. In addition, the framework will have many uses, which include:

- informing on further CPD development
- assisting school business managers to plan their career development and to identify suitable courses to meet their needs
- providing information to help schools and other stakeholders both with designing job descriptions for new roles and for analysing existing job roles
- helping inform performance review arrangements and identify the further development needs of school business managers in post
- potentially assisting in the effective selection of school business managers

We intend to update the Competency Framework regularly, to ensure that it reflects the developing role of the school business manager and enables the National College to adjust and modify our programmes, thus ensuring that they remain relevant and appropriate for school business managers and the schools they serve.



Toby Salt

Deputy Chief Executive and Strategic Director of School
Leadership Development, National College

Competency framework introduction

Effective and knowledgeable leaders and managers are essential throughout all areas of school business management practice because they have an impact on the learning outcomes of children, young people, families and the wider community.

This competency framework describes the professional attributes, knowledge and understanding and skills relevant to all leaders and managers within school business management. It 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. It will help school business managers identify where there are gaps in their own knowledge, to recognise the value and transferability of experience and to take time out to reflect on the kind of development activities that will help with ongoing CPD.

The Framework contributes to the development of a more flexible and qualified workforce, where there is a wide pool of expertise and experience to develop a significant leadership position within schools and education. The vision for leadership offered can be applied to leaders and managers across all levels of the profession and have been broken down into four key areas:

- **school administration (SA)**
- **school business management (SBM)**
- **advanced school business management (ASBM)**
- **extended school business management, ie school business director (ESBM)**

The framework recognises the many varied titles and roles applied to individuals within the profession, working in different settings and at different levels. It is possible that the roles will span across the four key levels. The Framework will help create consistency as the varied roles continue to evolve and diversify.

The framework can be used in a number of ways:

- As the basis for educational programmes, qualifications and potentially accreditation of prior certificated learning arrangements: professional and occupational standards, professional courses, programmes and qualifications offered through national colleges, national associations, universities and national and local providers.
- As the basis for professional assessment: to inform role design, recruitment and selection, assessment and development centres, performance management processes including annual performance reviews, 360 degree feedback and succession planning.
- As the basis for CPD: as professionals develop into new roles and 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.

This is an organic document and will be regularly reviewed as roles and responsibilities continually develop within the profession.

Overview of school business management

School business managers 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 services are effective, efficient and in line with probity and school governance requirements, colleagues enhance effectiveness by ensuring school resources are managed to deliver high standards of learning and achievement outcomes for the school(s).

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.

1 Managing self and personal skills	2 Providing direction	3 Facilitating change	4 Working with people	5 Effective use of resources	6 Achieving results
<ul style="list-style-type: none"> – Manage own resources. – Maintain CPD. – Develop personal networks. – Maintain professional values and ethics. 	<ul style="list-style-type: none"> – Provide leadership. – Plan school improvement. – Ensure compliance with legal, regulatory, ethical and social requirements. – Manage risk. – Foster school culture. 	<ul style="list-style-type: none"> – Plan, lead and implement organisational change. – Develop innovation. – Build capacity for organisational change. 	<ul style="list-style-type: none"> – Allocate and monitor the progress of work. – Develop productive relationships with colleagues and stakeholders. – Recruit and support workforce planning. – Manage staff performance and development. – Build, develop and lead teams. 	<ul style="list-style-type: none"> – Manage finance. – Manage technology. – Manage health and safety. – Manage physical resources. – Manage environmental impact. 	<ul style="list-style-type: none"> – Manage projects. – Manage school processes. – Implement school service improvements. – Develop and strengthen community services. – Improve school performance.

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, understanding how the work role fits into the overall vision and objectives of the school(s).

Maintain CPD: this is about career and personal goals while 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, people from other schools and organisations and people in contact on the telephone or via the internet.

Maintain professional values and ethics: this requires upholding the reputation of the school business management profession by raising the profile of the profession 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(s) and ensuring financial probity and truthfulness in all public communications, including not accepting gifts, hospitality or services that may appear improper.

Professional attributes

- Commits to CPD for self and others.
- Receives feedback and support on own performance.
- 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 of the school.

- Engages with other schools and agencies.
- Encourages an open, fair and equitable culture for learning.

Knowledge and understanding

- Professional development and personal development planning (PDP) principles.
- Tools and techniques for time management, planning, delegation and principles of work-life balance.
- Professional specific requirements relating to 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.

School business manager able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Manage own resources	<ul style="list-style-type: none"> Delegates tasks where possible, plans, prioritises and manages own tasks and work time effectively. 	<ul style="list-style-type: none"> Delegates tasks and manages own workload allowing for an appropriate work-life balance. 	<ul style="list-style-type: none"> Delegates tasks, responsibilities and maximises use of own resources. Ensures school priorities are kept to the fore. 	<ul style="list-style-type: none"> Role models exemplary time management and work-life balance principles.
Maintain CPD	<ul style="list-style-type: none"> Keeps self up to date with pertinent information and local initiatives. Responds to feedback. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 on it, setting own personal development plans. 	<ul style="list-style-type: none"> Uses research methods to inform and extend professional development and qualifications at a higher degree level. Engages in dialogue with other professionals to reflect on own personal and professional learning.
Develop personal networks	<ul style="list-style-type: none"> Develops personal networks. 	<ul style="list-style-type: none"> Develops personal and inter-agency networks and extends knowledge of education sector-specific requirements including legislation, professional associations, unions and government agencies. 	<ul style="list-style-type: none"> Develops professional communities by investigating good practice in other schools and disseminating those as well as celebrating good practice in own school. Extends networking opportunities including mechanisms such as conferences, seminars, local groups, discussion forums, professional development programmes and online communities. 	<ul style="list-style-type: none"> Develops professional communities and multi-agency networks through ongoing collaboration and networking. Builds collaborative learning cultures and actively engages with other schools to build effective learning communities.

1. Managing self and personal skills continued

School business manager able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Develop personal networks continued			<ul style="list-style-type: none"> Makes active use of the information and resources gained through personal networks to develop own skills and contributes to fostering distributed leadership. 	
Maintain professional values and ethics	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Positively contributes to consultations and dialogue regarding the profession and coaches and supports other colleagues from 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. 	<ul style="list-style-type: none"> Contributes significantly to local and national networking groups and actively responds to consultations and dialogues as well as coaching, supporting and advising other professional colleagues. Actively promotes and develops the SBM role. 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. 	<ul style="list-style-type: none"> Leads and mentors professional colleagues through local and national networking groups, by raising the professional profile and representing professional views. Leads and embeds the SBM 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.

2. Providing direction

Provide leadership: this is about providing direction to people in the school or groups of schools, that is, clusters, federations or extended services schools and enabling, inspiring, motivating and supporting them to achieve the school plan.

Plan school improvement: this involves having a clear and up-to-date picture of the environment in which the school(s) operate and producing information which is used for strategic planning, enabling a clear sense of direction and viable long-term plans. Strategic plans take account of the diversity, values and experience of the school and community at large. Once the school improvement plan has been developed and agreed it needs to be put into action utilising distributed leadership principles. 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 must show that they act responsibly in relation to their staff, pupils and the communities that they support. All schools must obey the law in key areas such as governance, health and safety, employment and finance. Schools also have to work within specific educational policy regulations and ethical frameworks. Schools who want to maintain a good reputation also have to take account of the views of people in their communities on a whole range of issues such as the environment, Every Child Matters, extended services and the other ways in which the school affects pupils, people and the community.

Manage risk: providing direction also involves taking the lead in establishing and operating effective risk management processes across the school(s). This involves systematically identifying, evaluating and prioritising potential risks and communicating information to enable appropriate decisions and actions to be taken.

Foster school culture: this involves developing the school cultures based on assumptions and values about learning, working life and relationships.

Professional attributes

- Articulates the vision and values of the school.
- Ensures organisational and strategic planning support the purpose, values and vision of the school(s).
- Takes decisions to allocate resources including capital and people to facilitate the 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 culture.

2. Providing direction continued

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(s).
- Ways to receive feedback on own leadership performance and ways to develop the leadership capability in others.
- Strategic planning processes, tools and techniques.
- Methods for measuring and monitoring performance against plans.
- Legal requirements covering the governance and ethical and value-based approaches to school governance.
- Legal, regulatory, ethical and social requirements.
- Ways to assess, manage and develop leadership commitment to risk management, contingency planning and risks associated with schools 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 cultures.

School business manager able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Provide leadership	<ul style="list-style-type: none"> – Advises the SLT and governors. – Leads at an operational level. 	<ul style="list-style-type: none"> – 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 as well as completing tasks. – Fosters collaborative decision making within and across teams. – Incorporates other people's ideas into plans. – Recognises and use others' skills to harness stakeholder support as a mechanism to drive the school forward. 	<ul style="list-style-type: none"> – 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 partnership opportunities. – Identifies and takes steps to deal with inhibitors and blockers in a fair and equitable manner. 	<ul style="list-style-type: none"> – Develops leadership structures across a range of agencies and learning providers. – Understands the dominant types of organisational culture in education and their strengths and limitations. – Creates an inclusive and innovative leadership approach that enables wider collaboration and develops schools' abilities to respond to new opportunities.
Plan school improvement	<ul style="list-style-type: none"> – Develops and implements operational plans for areas of responsibility. 	<ul style="list-style-type: none"> – Contributes to the strategic school improvement plan, considers resource allocation and leads some sections of its implementation. – Ensures appropriate administrative support for governance. 	<ul style="list-style-type: none"> – Takes a leading role in the development and implementation of the strategic school improvement plan and future resource requirements. 	<ul style="list-style-type: none"> – Develops strategic school improvement plans across extended services. – Develops strategic improvement plans for governance.

2. Providing direction continued

School business manager able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Ensure compliance with legal, regulatory, ethical and social requirements	<ul style="list-style-type: none"> Provides administrative support for governance. Follows guidelines and instructions to ensure acting with probity. 	<ul style="list-style-type: none"> Provides guidance to enable teams to be compliant with legal, regulatory, ethical and social requirements. Identifies typical risks and applies proportionate containment measures encountered within the school. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Works strategically with different governing bodies. Monitors compliance with legal, regulatory, ethical and social requirements across extended services.
Manage risk	<ul style="list-style-type: none"> Understands the need to contain and manage risk. Applies proportionate risk containment measures to areas of responsibility. 	<ul style="list-style-type: none"> Monitors and evaluates present and past procedures of identifying risk. 	<ul style="list-style-type: none"> 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 school improvement planning. 	<ul style="list-style-type: none"> Develops senior leadership commitment to proportionate risk management and a school culture in which staff are risk aware but are confident and prepared to take acceptable risks in undertaking activities.

School business manager able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Foster school culture	<ul style="list-style-type: none"> – Recognises the values, moral purpose, learning styles, leadership styles and ethos of the school. 	<ul style="list-style-type: none"> – Contributes to the vision, values, moral purpose, learning styles, leadership styles and ethos of the school and applies these to working practices for self and team needs. – Articulates school values through expectations of staff, students, community and stakeholders. – Is aware of current and emerging trends and developments in education policy, nationally and locally. 	<ul style="list-style-type: none"> – Contributes to and models the vision, values, moral purpose, learning styles, leadership styles and ethos of the school in a purposeful and inclusive manner. – Understands the national and global political, economic, social, technological, legal and environmental trends that may impact on educational practice and strategic intent. – Fosters a learning culture in which individual and collective success is recognised and celebrated. – Develops a whole-school culture of best practice in teaching and learning. 	<ul style="list-style-type: none"> – Measures, analyses and reviews organisational performance within the context of organisational culture. – Leads and develops organisational culture in and across schools 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 whole-school 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 to 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(s) or a mixture of both. It may be a reaction to events or an attempt to improve the school(s) for the future. This reflects the need, in many situations, for someone to take control and to provide a lead within the overall school(s) 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 involves encouraging and supporting the identification and practical implementation of innovative ideas across school(s). Ideas may come from people working for the school or beyond the school externally to support new school services, improvements to existing school services and improvements to existing practices, procedures, systems, ways of working etc across the school(s) or those of pupils, local communities and suppliers.

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

Professional attributes

- Thinks conceptually to support and develop change processes.
- Encourages innovative thinking at all levels.
- 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 forward.
- Develops a culture of innovation and continuous improvement.
- Engages with and values the contribution of others.

Knowledge and understanding

- Models, theories and methods for managing and leading organisational change.
- Planning techniques and how to assess risks and benefits associated with strategies and plans.
- Techniques for solving problems and how to take critical decisions.
- Current and emerging political, economic, social, technological, environmental and legal developments relating to change management in schools.
- 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.

School business manager able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Plan, lead and implement organisational change	<ul style="list-style-type: none"> Plans and implements change within own team/role. 	<ul style="list-style-type: none"> Plans, leads and implements change in and across wider areas of school development. Understands and uses effective planning techniques. Understands stakeholder expectations and how they influence the process. 	<ul style="list-style-type: none"> Leads change at whole-school level and engages with stakeholders to facilitate change across schools. Uses a range of models and methods for managing change effectively, and understands their strengths and weaknesses. Thinks strategically and analytically. 	<ul style="list-style-type: none"> Innovates and supports change management within and across schools. Understands and manages the political, bureaucratic and resource barriers to change. Thinks conceptually to identify new and improved ways of operating and overcoming barriers.
Develop innovation	<ul style="list-style-type: none"> Understands the importance of proportionate innovation and part own role has to play within this. 	<ul style="list-style-type: none"> Articulates the benefits of innovation to the school, its customers and other stakeholders. Leads proportionate innovation in own areas of responsibility. Organises the resources, time and support required for innovation. 	<ul style="list-style-type: none"> Leads whole-school 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(s) to generate, develop and share innovative ideas. 	<ul style="list-style-type: none"> Develops an organisational strategy for innovation across extended services. Successfully communicates, leads and implements proportionate innovative projects across extended services. Thinks creatively.

3. Facilitating change continued

School business manager able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Develop innovation continued			<ul style="list-style-type: none"> Recognises and manages proportionate risk in innovation and encourages others to take acceptable risks in pursuing innovation. 	<ul style="list-style-type: none"> Establishes systems for measuring and reporting on proportionate innovation within and across extended services and providing information on organisational performance to relevant parties.
Build capacity for organisational change	<ul style="list-style-type: none"> Understands the needs and interests of key stakeholders. Provides administrative support that enables organisational expansion. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 implement and resource organisational change projects. Selects and applies different methods for communicating, motivating and encouraging people across the school(s) through change management processes. 	<ul style="list-style-type: none"> Encourages a problem-solving approach by all teams to address any weaknesses and remove obstacles to extended school improvement.

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, 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, 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.

Recruit and support workforce planning: this requires taking a lead in identifying the workforce requirements and 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 professional standards, occupational standards and legal requirements.

Manage staff performance and development: this involves supporting colleagues in identifying their learning and development needs and helping to provide opportunities to meet them; encouraging colleagues to take responsibility for their own learning and providing an 'environment' in which personalised learning is recognised and valued; and 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 their problem.

Build, develop and lead teams: this requires building a team and managing it through its various stages of growth. It covers both 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.

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 the school's organisational capacity and contributes to the capacity in other schools.
- Establishes and sustains appropriate structures and systems for workforce planning, recruitment and performance management.
- Acknowledges excellence and challenges poor performance across the school.
- Demonstrates enthusiasm for and commitment to the learning process and personalised learning for all members of the school community.
- Develops, empowers and sustains individuals and teams.

4. Working with people continued

- Coaches and mentors others.
- Inspires, challenges and motivates others.
- Demonstrates effective working relationships and team working.
- Fosters an open, fair, equitable culture and manages conflict.

Knowledge and understanding

- Plans of work and how to identify priorities, critical activities and available resources.
- Effective ways of regularly and fairly monitoring 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, meet information needs and expectations and consult with colleagues and stakeholders.
- Ways to recognise and manage political issues with colleagues and stakeholders.
- Legislation, regulation, policies and procedures and codes of practice requirements 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 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 learning needs of individuals and organisational needs.
- Learning styles, inclusive and personalised learning and development processes.
- Education sector professional and occupational standards and frameworks to support 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.

School business manager able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Allocate and monitor the progress of work	<ul style="list-style-type: none"> – Allocates and monitors the progress of work in area of responsibility. 	<ul style="list-style-type: none"> – Allocates and monitors the quality of work and progress of work in teams. 	<ul style="list-style-type: none"> – Leads and monitors the quality and progress of work across whole-school teams. – Plans work considering priorities and critical activities across whole-school teams. 	<ul style="list-style-type: none"> – Leads and monitors the progress of work across extended schools and multi-agency teams. – Plans work considering priorities and critical activities across extended school and multi-agency teams.
Develop productive relationships with colleagues and stakeholders	<ul style="list-style-type: none"> – Selects and successfully applies different methods for communicating effectively with colleagues and stakeholders. 	<ul style="list-style-type: none"> – Selects and successfully applies different methods for communicating effectively with colleagues and stakeholders. – Identifies and supplies the information requirements of colleagues and stakeholders. 	<ul style="list-style-type: none"> – Consults with colleagues and stakeholders in relation to key whole-school decisions and activities taking account of views, priorities, expectations and risks. 	<ul style="list-style-type: none"> – Consults with colleagues and stakeholders in relation to extended school decisions and activities taking account of views, priorities, expectations and risks. – Recognises, monitors wider developments and manages political and diversity issues when dealing with colleagues and stakeholders.
Recruit and support workforce planning	<ul style="list-style-type: none"> – Contributes to effective recruitment and selection processes in line with legislation, regulation, professional and occupational standards, frameworks and codes of practice requirements. 	<ul style="list-style-type: none"> – Recruits, selects and keeps people in line with legislation, regulation, professional and occupational standards, frameworks and codes of practice requirements. 	<ul style="list-style-type: none"> – Leads whole-school workforce planning making effective contingency plans when required in line with legislation, regulation, professional and occupational standards, frameworks and codes of practice requirements. 	<ul style="list-style-type: none"> – 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 able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Recruit and support workforce planning continued		<ul style="list-style-type: none"> Considers workforce planning implications for area of responsibility. 	<ul style="list-style-type: none"> Implements workforce plans, demonstrating a secure knowledge of the principles of strategic workforce planning. 	<ul style="list-style-type: none"> Measures and reviews organisational learning and development within a culture of personalisation.
Manage staff performance and development	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Prioritises learning needs of colleagues taking account of organisational needs, priorities and personal and career development needs. Co-ordinates different types of learning activities for colleagues including induction. Applies current and emerging requirements for the development or maintenance of knowledge, skills, understanding and professional development for colleagues. Provides fair, regular and useful feedback on performance to colleagues through regular performance review discussions including PDP. 	<ul style="list-style-type: none"> 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. 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 performance. 	<ul style="list-style-type: none"> Promotes and establishes quality mark achievements in an environment where learning is valued and willingness and efforts to learn are recognised. Builds leading edge multi-professional networking and learning communities. Promotes a culture of continuous performance improvement.

School business manager able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Manage staff performance and development <i>continued</i>		<ul style="list-style-type: none"> Identifies and manages unacceptable or poor performance issues of teams or individuals in line with legislation, regulations and human resources (HR) policies. Creates an environment where colleagues can discuss problems affecting performance. 		
Build, develop and lead teams	<ul style="list-style-type: none"> Contributes and participates in team activities within the school. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Strategically selects teams with relevant expertise, knowledge and skills to deliver whole-school activities. Leads multi-professional teams across the whole school. Understands the dynamics and role of cultures operating within and across teams. 	<ul style="list-style-type: none"> Strategically leads and develops multi-professional teams across extended schools. Celebrates team and individual successes together, promoting achievements locally, nationally and internationally.

5. Effective use of resources

Manage finance: this requires applying best practice and highest standards of school financial management to optimise value for money and maximise efficiencies utilising effective procurement processes, supply and fixed asset management. School financial management ensures that learning is at the centre of strategic planning and resource management. Planning, managing, monitoring and delegating responsibility for budgets for clearly defined activities is a key aspect of this. It also involves identifying the need for and obtaining additional finance to fund the school(s) proposed activities through fundraising, bids and asset management processes.

Manage technology: this requires taking a strategic role in the development of new and emerging technology to enhance school business processes, curricular delivery, teaching and learning and enriching the experiences of users and learners. Technology will include information, communications technology, equipment, machinery and innovative technology to support teaching and learning outcomes and personalised learning strategies. It also involves practical solutions to integrate technologies and management information systems (MIS) to maximise efficiency and effectiveness. Advice from information and communications technology (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 or federation of schools. Contributing to the well-being and productivity of all the people who work for and use the services of the school, effective health and safety management decreases the risk of injury and ill health to people who use the organisation's services. This requires ensuring the school 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.

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(s). 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, 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(s) 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 impact and to increase their positive impact. Advice from environmental specialists may be required to carry out this function.

Professional attributes

- Ensures organisational and strategic financial planning support the purpose, values and vision of the school(s).
- Accesses, analyses and interprets information.
- Applies principles and practice of school evaluation.
- Collects and uses a rich set of data to understand the strengths and weaknesses of the school's resources.
- Makes professional, managerial and organisational decisions based on informed judgements.
- Combines the outcomes of regular school self-review with external evaluations in order to develop the school's resources.
- Uses appropriate new technologies.
- Develops and sustains a safe, secure and healthy school environment.
- Manages the school efficiently and effectively.
- Committed to developing a sustainable and environmentally friendly learning environment.

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.
- School 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 of and providers of funding in education.
- Effective principles for fundraising and grant writing.
- Extended service provision, commissioning and contracting.
- Trends and developments in supporting teaching and learning, personalised learning and practices delivering curricular in relation to technology.
- Legal requirements, government policies and education guidelines relating to using technology in education.
- Using technology to enhance organisational effectiveness.
- Financial or other incentives or support that may be available for investing in technology in your school for benchmarking against other similar schools.
- Education-specific legislation, regulations, guidelines and codes of practice relating to health and safety.
- Health and safety risks, issues and developments particular to education.
- Development of and access to school 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 your school(s).
- Healthy school initiatives.
- Ways to develop and sustain a safe, secure and healthy school 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 able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Manage finance	<ul style="list-style-type: none"> Contributes to the administrative support and maintenance of accurate school financial information. 	<ul style="list-style-type: none"> Manages budgets and maintains accurate financial information to assist effective monitoring to achieve the school's educational goals and priorities maximising income through lettings and extended services provision. Provides and presents accurate accounts of the school performance. Undertakes effective procurement processes to ensure value for money. Benchmarks information against other similar schools with a view to maximising school efficiencies. 	<ul style="list-style-type: none"> Manages budgets and maintains accurate financial information to assist effective monitoring to achieve the school's educational goals and priorities. Plans long-term financial budgets considering value for money, school improvement plan priorities and trends affecting future school budgets. Proactively seeks and manages additional finance streams including fundraising, bids and asset management processes. 	<ul style="list-style-type: none"> Strategically leads and monitors the financial requirements across extended schools and multi-agency teams. Considers financial implications of educational priorities and critical activities across extended school and multi-agency teams.
Manage technology	<ul style="list-style-type: none"> Monitors and contributes to the effective management of school technologies. 	<ul style="list-style-type: none"> Manages existing school technology systems. Consults with colleagues on new, enhanced and obsolete school technologies. 	<ul style="list-style-type: none"> Promotes the effective use of technologies to support whole-school business management processes. Considers new and emerging technologies to extend and enhance teaching and learning experiences for pupils. 	<ul style="list-style-type: none"> Strategically leads extended school technology strategies innovatively to enhance teaching and learning outcomes and personalised learning.

School business manager able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Manage technology continued			<ul style="list-style-type: none"> Consults with colleagues and stakeholders to assess future technology requirements in line with the school strategy for managing technology, taking account of views, priorities, expectations and risks. 	<ul style="list-style-type: none"> Recognises, monitors wider developments and manages priorities, expectations and risks associated with future educational technologies.
Manage health and safety	<ul style="list-style-type: none"> Ensures own and others' actions reduce risks to health and safety in line with legislation, regulation and codes of practice requirements. 	<ul style="list-style-type: none"> Ensures that health and safety requirements are met in-line with legislation, regulation and codes of practice requirements. Undertakes regular consultation with colleagues and stakeholders regarding school health and safety issues. Monitors, measures and reports on school health and safety performance. 	<ul style="list-style-type: none"> Develops an organisational culture in which health and safety is prioritised informing the school's strategy, planning and decision making. Ensures that sufficient resources are allocated across the school to manage health and safety. 	<ul style="list-style-type: none"> Leads an organisational culture in which health and safety is prioritised across extended school services informing the school's strategy, planning and decision making. Supports and ensures well-being initiatives for all people, pupils and users of community and extended school services.
Manage physical resources	<ul style="list-style-type: none"> Contributes to the effective management of school physical resources. 	<ul style="list-style-type: none"> Identifies, obtains, monitors and efficiently and effectively uses school physical resources to support teaching and learning for all. 	<ul style="list-style-type: none"> Consults with others to identify, plan and monitor the use of required school physical resources. 	<ul style="list-style-type: none"> Leads and strategically manages physical resources across extended schools and services considering future demand, priorities and issues.

5. Effective use of resources continued

School business manager able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Manage physical resources continued			<ul style="list-style-type: none"> – Evaluates past patterns of resource use and considers trends and developments likely to affect future demand for school physical resources. – Monitors the quality and patterns of resource use continuously considering benchmarking techniques. 	
Manage environmental impact	<ul style="list-style-type: none"> – Contributes to the progress and impact of work against environmental standards or measures. 	<ul style="list-style-type: none"> – Monitors the progress and impact of work against environmental standards or measures. 	<ul style="list-style-type: none"> – Evaluates past patterns of school resource use on the environment and considers trends and developments likely to affect future school environmental issues. – Uses resources in ways that are efficient and minimise adverse impacts on the environment. 	<ul style="list-style-type: none"> – Promotes and ensures a culture of continuous improvement and efficiencies linked to minimal environmental issues. – Seeks and achieves environmental standards and awards.

6. Achieving results

Manage projects: this involves developing, agreeing, monitoring and implementing project plans. It also involves ensuring that the 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 improvement.

Manage school processes: managing school business processes to make sure the school(s) deliver outputs that meet pupils', adults', local community and stakeholders' needs. Adhering to school and legal requirements to ensure that learning is at the centre of all resource planning and delivery processes.

Implement school service improvements: this involves delivering and organising excellent school services to support effective teaching and learning outcomes for children. This entails proactively addressing potential school service problems and addressing stakeholder concerns. It is also about ensuring quality provision by efficiently and effectively adapting systems to avoid repeated service problems, and leading school decisions to facilitate continual improvement to school services, informed through consultation with pupils, parents, staff and local community discussions.

Develop and strengthen community services: this is about ensuring the school puts community-centred services first and markets these effectively. It is also about ensuring that the school's vision, processes and systems are geared to delivering excellent school services through developing further community services, maintaining effective partnerships with other schools, other services and agencies for children, local authorities, higher education institutions and local employers.

Improve school performance: this is about overseeing the continuous improvement of the overall performance of the school or federation of schools in terms of services and teaching and learning outcomes. The emphasis is very much on identifying and implementing changes that will add value in the eyes of pupils, parents, local communities and other key stakeholders. It is about evaluating the school's performance and raising standards through identifying the priorities for continuous quality improvement and by responding to government policy, ensuring that resources are effectively and efficiently used to achieve the school's aims and educational objectives.

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 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 performance.

6. Achieving results continued

Knowledge and understanding

- Programme and project management tools and techniques commonly used within the education sector.
- Risks and contingencies common to the education sector.
- Education sector-specific legislation, regulations, guidelines and codes or 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 plans.
- Local federations, clusters, collaboration and consortium arrangements, shared services and learning networks.
- Multi-agency work, 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 beyond the school.
- Marketing frameworks and strategies.
- Benchmarks, measures, data and information to assess school performance.

School business manager able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Manage projects	<ul style="list-style-type: none"> – Contributes to school projects. 	<ul style="list-style-type: none"> – Manages a school project and maintains accurate information to assist effective monitoring to achieve the successful completion of the project. 	<ul style="list-style-type: none"> – Manages a programme of complementary school projects and monitors progress to achieve successful outcomes. – Plans complementary school projects considering factors, priorities and contingencies affecting project management processes. 	<ul style="list-style-type: none"> – Strategically leads and monitors the progress of complementary projects across extended schools and multi-agency teams. – Considers contingency plans, priorities and critical activities across extended school and multi-agency teams.
Manage school processes	<ul style="list-style-type: none"> – Monitors and contributes to school business processes ensuring effective delivery of essential school requirements. 	<ul style="list-style-type: none"> – Manages effective school business processes to deliver school educational services and requirements. – Consults with colleagues on new and enhanced school business processes. 	<ul style="list-style-type: none"> – Promotes the effective use of whole-school business management processes. – Considers new and emerging technologies to extend and support school business processes to enhance teaching and learning experiences for pupils. – Consults with colleagues and stakeholders to assess future school business processes taking account of views, priorities, expectations and risks. 	<ul style="list-style-type: none"> – Strategically leads extended school business processes to enhance teaching and learning outcomes and personalised learning. – Recognises, monitors wider developments and manages priorities, expectations and risks associated with future school business processes.

6. Achieving results continued

School business manager able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Implement school service improvements	<ul style="list-style-type: none"> – Contributes to the marketing of school services by producing accurate and informative school marketing literature. – Monitors, reviews and resolves school service problems. – Contributes to new school service improvements. 	<ul style="list-style-type: none"> – Ensures effective school marketing literature is produced in line with legislation, regulation and codes of practice requirements. – Monitors, measures and reviews the impact of school marketing literature. – Identifies, monitors and resolves school service problems. – Recommends changing systems and processes to avoid repeated service problems. 	<ul style="list-style-type: none"> – Develops and reviews a framework for marketing school services to a range of audiences. – Ensures that sufficient resources are allocated across the school to manage effective marketing for school services. – Consults with others to identify, review and implement whole-school improvement services. – Evaluates past patterns of school services and considers trends and developments likely to affect future school service demand. – Implements measures to listen to school service users to implement change and improvement. 	<ul style="list-style-type: none"> – Leads a framework and organisational culture in which marketing school services across extended schools services inform marketing strategy, planning and decision making. – Leads and strategically manages school improvement services across extended schools considering future demand, priorities and issues. – Engages regularly with pupils, parents, communities and stakeholders to deliver effective school service provision.

School business manager able to	SBM ROLES AND LEVELS			
	SA	SBM	ASBM	ESBM
Develop and strengthen community services	<ul style="list-style-type: none"> Supports and maintains effective partnerships and relationships with all school community service users. 	<ul style="list-style-type: none"> Manages and develops effective partnerships and relationships with all school community service users. 	<ul style="list-style-type: none"> Proactively engages with and develops partnership initiatives with other schools, services, agencies, higher education institutions and local employers to further school community services. Ensures resources for learning experiences for pupils are linked into and integrated with the wider school community. 	<ul style="list-style-type: none"> Leads, promotes and ensures a culture of continuous community-centred service improvements across school communities. Develops and maintains effective strategic partnerships. Seeks and achieves external recognition for innovative school community services.
Improve school performance	<ul style="list-style-type: none"> Maintains and monitors information to assess school performance. 	<ul style="list-style-type: none"> Manages, monitors and reviews consistent data and benchmarks to ensure school performance targets are maintained. 	<ul style="list-style-type: none"> Ensures a consistent and continuous school-wide focus on pupils' achievements, using data and benchmarks to monitor whole-school performance. Demonstrates and articulates high expectations and sets stretching targets for the whole-school community. Challenges under-performance at all levels. 	<ul style="list-style-type: none"> Leads a consistent and continuous focus on pupils' achievements, using data and benchmarks to monitor school performance across extended schools. Leads, demonstrates and articulates high expectations and sets stretching targets for school communities across extended services. Challenges under-performance at all levels.

The National College for Leadership of Schools and Children's Services is committed to excellence and dedicated to inclusiveness. We exist to develop and inspire great leaders of schools, early years settings and children's services. We share the same ambition – to make a positive difference to the lives of children and young people.

Membership of the National College gives access to unrivalled development and networking opportunities, professional support and leadership resources.

©2009 National College for Leadership of Schools and Children's Services – All rights reserved. No part of this document may be reproduced without prior permission from the National College. To reuse this material, please contact the Marketing and Communications Team at the National College or email publications@nationalcollege.org.uk.

Triumph Road,
Nottingham NG8 1DH
T 0845 609 0009
F 0115 872 2001
E enquiries@nationalcollege.org.uk
www.nationalcollege.org.uk

We care about the environment

We seek ways to minimise our negative environmental impact. We use well-managed resources wherever possible, which is why this publication is printed on environmentally friendly paper. To find out more visit: www.nationalcollege.org.uk/aboutus.