

IMPLEMENTATION OF SINGLE STATUS IN SCHOOLS – 2014				Job Family Profile Summary	
BUSINESS & PUBLIC SERVICES					
	GRADE 4	GRADE 5	GRADE 6	GRADE 7	GRADE 8
Standard Job profile Titles	School Business Assistant Level 1	School Business Assistant Level 2	School Business Assistant Level 3	Senior Business Assistant	School Business Officer Level 1
Level Purpose	To provide routine admin/reception support.	To carry out and organise a range of general admin / reception duties	To provide an admin / secretarial service to directly support a functional activity.	To plan and coordinate a range of business support activities with minimum supervision.	To supervise business support activities of a team, or provide specialist support in a functional area.
Typical reporting line	Administrator /IT Manager / Admin Manager / Headteacher	Bursar/Admin Manager / Headteacher's PA /Headteacher	HR Manager/Asst Headteacher/ Headteacher	Headteacher /Business Manager	Business Manager/ Headteacher
Typical Supervisory responsibility	None	None	May allocate day to day tasks to others and participate in staff induction.	May assign tasks and coordinate a team, including training of junior colleagues.	Admin staff; may also supervise ancillary staff in smaller settings.
Probable settings	All Schools	All Schools	Tendency within Large Primary; Medium / Large Secondary	Tendency within Large Primary; Medium / Large Secondary	Tendency within Medium Primary or Secondary; Small Primary with larger facilities
Generally Representative Accountabilities & Responsibilities	Works to standard, well defined instructions and systems/routines, closely supervised by manager.	Works within established procedures under supervision, planning and organising own work to high standard. May be responsible for specific area of work from start to finish, oversee processes or coordinate multiple activities.	Works to general practices and processes under general supervision. Some independent working and where required, assign tasks to others and ensure completion on time.	Working within general procedures with minimum supervision. Planning and coordinating activities which in larger settings may include supervising a team of similar support roles, including training.	Works within defined procedures of which job holder has authoritative knowledge. Planning and organising own time whilst remaining flexible and supportive to others .Not closely supervised.
NB The difference between any level is an accumulation of a number of elements rather than focus on any particular task.	Practical support across a variety of admin/financial tasks, using standard formats, such as typing reports; maintaining records and documents; arranging meetings; absence recording, reprographics; invigilating processes. Display customer care skills in dealing with students, a range of visitors and telephone enquiries.	A breadth of practical admin /financial support using a variety of standard software/reprographics systems. Tasks such as straightforward data analysis; handling of monies; invoice processing; stock checks; maintaining records and returns; overseeing library use; coordinating processes such as invigilating or reprographics. Display customer care skills and clear communication in dealing with a range of visitors and telephone enquiries.	Practical support using a range of admin / financial recording systems. Tasks such as confidential correspondence; maintaining school diary; records for admissions; payroll registers; arranging cover for absent staff; assisting in budget calculations; providing financial information to Headteacher. Effective communication to deal with a range of visitors and enquiries and support senior Teaching Staff as required.	In a small Primary, may be sole administrator, providing wide ranging administrative, secretarial and reception support. In a large Secondary, tasks may be focused on more specialised data / finance /systems support/report writing/fundraising functions. Budget monitoring and financial processing. Effective communication to deal with a range of visitors and enquiries and support senior Teaching Staff as required. Development of effective relationships with service users, external contacts and key stakeholders.	In smaller settings, may provide specific financial monitoring role as well as accountability for site security and staff supervision. In a Secondary setting the tasks may include exam processes, organising lesson cover, maintaining databases eg MIS, returns to DFE, payroll. Cultivation of effective communications between school, providers, community, including press, contractors etc using persuasiveness, assertiveness, sensitivity and influencing skills.
Typical Knowledge, Skills & Experience	General standard of education; ICT skills. Practical, organisational skills to perform general clerical / process tasks. Customer care skills to deal effectively with enquiries. Knowledge of relevant admin procedures and systems; regulations such as Health & Safety, Safeguarding, examination procedures.	General standard of education & considerable experience. Numeracy, ICT and communication skills to provide a range of admin support tasks, coordinating multiple activities and using a range of equipment and process as required. Knowledge of a range of software systems, procedures and regulations, such as Finance, Health & Safety, Data protection, Safeguarding, examination procedures.	Typically vocational qualification /training at NVQ2/3 level and considerable relevant experience. Numeracy, ICT and communication skills for range of tasks. Initiative and judgement to resolve problems independently and to work and plan independently. Knowledge of a range of systems such as schools financial management, reporting and recording systems; regulations, such as Finance, Health & Safety, Safeguarding, Data protection.	Typically vocational qualification /training at NVQ3 level and considerable experience. Proven numeracy, ICT and effective communication skills. Initiative and judgement to resolve problems and use knowledge to provide guidance on process/procedures to service users, partners and external contacts. Flexible and adaptive to changing circumstances/requirements. Knowledge of a range of systems such as schools financial management, reporting and recording systems; regulations, such as Finance, Health & Safety, Safeguarding, Data protection.	Typically vocational qualification /training at NVQ3 level and considerable experience. Advanced ICT skills, budget monitoring, supervisory and negotiating skills; ability to work independently. Ability to manage a team to successfully deliver outcomes. Knowledge of school systems & their interaction and importance to the overall work area. In depth understanding of policies and regulations such as Financial, Purchasing & Procurement, Attendance Management, exam regulations, SEN review process.
Additional Work Elements	Some jobs may have specific exposure to use of machinery, noise e.g. Repro' Technician	Some jobs may have specific requirement for physical effort, such as shelving books eg Librarian or noise eg Reprographics.	-	-	-

IMPLEMENTATION OF SINGLE STATUS IN SCHOOLS – 2014				Job Family Profile Summary	
BUSINESS & PUBLIC SERVICES					
	GRADE 9	GRADE 10	GRADE 11	GRADE 12	GRADE 13
Standard Job profile Titles	School Business Officer Level 2	School Business Officer Level 3	School Business Services Manager Level 1	School Business Services Manager Level 2	School Resources Manager
Level Purpose	To supervise operational business activity across functions such as Finance, HR, Site Facilities, ICT or provide specialist support in a particular area.	To manage a specialist support service or provide expertise in a specialist work area.	To manage a large team or service area, responsible for budget and resource management.	To manage and coordinate operational services, likely to involve managing large teams of staff.	A member of the senior Leadership team undertaking high profile management of a range of diverse functions essential to the overall operation and performance of the school.
Typical reporting line	Headteacher or Senior Manager in larger settings	Headteacher or Senior Manager in larger settings	Headteacher or Senior Manager in larger setting	Headteacher	Accountable to Headteacher, reports to Governing Body
Typical Supervisory responsibility	Admin staff; Ancillary staff	Admin staff; Ancillary staff	Admin staff; Ancillary staff	Admin staff; Ancillary staff	All support staff
Probable settings	Tendency within Large Primary; Small - Medium Secondary	Tendency within Secondary Schools or Large Primary	Tendency within Large Secondary or Special Schools covering all age ranges	Tendency within Large Secondary	Tendency within Large Secondary
Generally Representative Accountabilities & Responsibilities NB The difference between any level is an accumulation of a number of elements rather than focus on any particular task.	Works within defined regulations and procedures but expected to use own judgement, interpretation. Allocation and monitoring of work to team members. In smaller settings, provides breadth of support across a range of areas such as budget managing; funding; reporting management information to leadership team/governor; site safety; input to development of SIP; management of school website. In a larger setting may develop specialised management systems to support school improvement planning and strategy or have responsibility for a specific area such as Health & Safety. Regular and effective communications with wide range of school colleagues and external key stakeholders.	Works within defined regulations and procedures but required to use own judgement. Longer term forward planning. Staff management including recruitment, training, performance, absence management. In smaller settings, provides day to day management of schools budgetary and admin functions such as HR activity, contracts and tendering; premises and site safety and development. In a larger setting may provide specialist support to Headteacher and Leadership Team in a particular area to support and influence strategic planning such as Finance or site management. Regular and effective communications with wide range of school colleagues and external key stakeholders.	Diverse but established procedures. Supports strategic planning for longer term budgets and overall resource management. Manages, supports and develops team/s, including recruitment, training, absence management, CPD. Specific responsibility for functions such as Finance or a range of support functions including finance. Negotiates, manages and monitors contracts and tenders. Contributory on budget. Presents financial information to Senior Leadership Team, governors and designated budget holders. Skilled communication to persuade and influence others in critical business outcomes, including school and external key stakeholders.	Diverse but established procedures. Strategic planning for longer term budgets and overall resource management. Leads and supports team, including recruitment, training, absence management, CPD. Manages all aspects of support functions, such as financial management, income generation, contract management. Contributory budgetary responsibility. Skilled communication to persuade and influence others in critical business outcomes, including school and external key stakeholders. Provides advice in functional areas.	Defined regulations but required to develop procedures and practices to meet changing requirements. As a member of Senior Leadership Team, provides strategic leadership and management of support staff. Leads on budget management with responsibility to achieve targets for support functions within the strategic plan, such as. Act as professional lead in developing staff, managing staffing structures including restructuring and redundancy. Skilled communication to persuade and influence others in critical business outcomes, including school and external key stakeholders. Lead professional to provide advice support and guidance to Senior Leaders.
Typical Knowledge, Skills & Experience	Typically NVQ3 level / Certificate in School Business Management with relevant financial /admin management experience. Proven budgetary monitoring, supervisory & staff developmental skills; ability to build relationships and to influence based on knowledge. Broad knowledge and understanding of school processes and functions specialist software systems; policies and regulations such as Financial Standards, Purchasing & Procurement.	Typically NVQ4 level Business Management or equivalent with financial knowledge, people and estate management experience. Proven ability to manage others and monitor their performance; authoritative knowledge of specialist work areas; budget management skills. Proven high level communication skills to effectively influence and negotiate. Broad knowledge and understanding of school processes and functions specialist software systems; policies and regulations such as Financial Standards, Purchasing & Procurement, Catering.	Typically Business degree level with substantial financial/management experience in similar environment. Proven ability to manage, organise and motivate a team; experience of planning and progressing work within professional guidelines and policy; ability to use knowledge and experience to resolve complex issues. Thorough knowledge and understanding of policy/codes of practice relevant to the role functions such as Financial Standards, Purchasing & Procurement, Catering.	Typically Business degree level with substantial experience in similar work environment. Proven management experience to manage and motivate staff; detailed operational knowledge of relevant systems relevant to area of work; ability to interact to generate and coordinate original ideas and policy developments. Authoritative on regulatory and procedural framework.	Typically Degree level with relevant professional qualification and evidence of CPD with substantial experience of leading and managing business services supporting complex service delivery. Proven ability to manage and develop large team supporting complex business activity; ability to use discretion in analysing and solving problems. Authoritative on regulatory and procedural frameworks for function areas, such as HR, Finance, Premises, ICT.
Additional Work Elements	-	-	-	-	-

IMPLEMENTATION OF SINGLE STATUS IN SCHOOLS – 2014		Job Family Profile Summary			
BUSINESS & PUBLIC SERVICES					
	GRADE 14				
Standard Job profile Titles	Head of School Business and Resources				
Level Purpose	To be a member of the Senior Leadership Team contributing to the strategic development and managing all aspects of the support and ancillary services.				
Typical reporting line	Accountable to Headteacher and Governing Body				
Typical Supervisory responsibility	All support staff through key officers and managers				
Probable settings	Tendency within very large Secondary/Sixth Form College				
Generally Representative Accountabilities & Responsibilities	Defined but diverse procedures and regulations. Develops support services to meet new and changing requirements. As a member of Senior Leadership Team, provides strategic leadership and management of support staff.				
NB The difference between any level is an accumulation of a number of elements rather than focus on any particular task.	Leads on strategic budget management with, preparing forecasts and advising governors. Provides monitoring information for budget holders. Act as professional lead in developing staff, managing staffing structures to meet financial constraints and changing requirements. Leads on all support services including contract monitoring. Skilled communication to persuade and influence others in critical business outcomes, including school and external key stakeholders. Lead professional to provide advice support and guidance to Senior Leaders and to represent the school on affiliated bodies.				
Typical Knowledge, Skills & Experience	Typically Degree level with significant post qualification experience or DSBM qualified with evidence of CPD and substantial experience of leading and managing strategic support services. Able to contribute effectively to strategic leadership and direction. Proven ability to manage and develop large team supporting complex business activity; ability to use discretion in analysing and solving problems. Authoritative on regulatory and procedural frameworks for function areas, such as HR, Finance, Premises, Health & Safety and ICT.				
Additional Work Elements	-		-	-	-

