

**JOB DESCRIPTION & PERSON SPECIFICATION**  
**TRUST WIDE SCHOOL BUSINESS MANAGER**

|                             |  |
|-----------------------------|--|
| <b>Reports to:</b>          | Headteacher  |
| <b>Leads &amp; Manages:</b> | All non-teaching support staff and contacted suppliers including: Finance, Administration, Site Staff, Midday Assistants |
| <b>Salary range:</b>        | £30,756 to £34,106   |
| <b>Grade:</b>               | Peterborough Grade 10  |

**JOB PURPOSE**

Trust Wide School Business Manager:

1. Is the schools leading support staff professional and works as part of the Senior Leadership Team to assist the Headteacher in his/her duty to ensure that the school meets its educational aims.
2. Is responsible for providing professional leadership and management of non-teaching school support staff, to enhance their effectiveness in order to achieve improved standards of learning and achievement in the school.
3. Models good practice when using different methods for communicating effectively with colleagues and stakeholders.
4. Promotes the highest standards and business ethos within the administrative function of the school and strategically ensures the most effective use of resources in support of the school's learning objectives.
5. Is responsible for the financial resource management; administration management; management information and ICT; human resource management; facility & property management; health & safety management of the school.

**GENERAL DUTIES**

**Leadership & Strategy**

1. Attend Senior Leadership Team, Academy Council and appropriate sub-committee meetings
2. Negotiate and influence strategic decision making within the school's Senior Leadership Team
3. Take delegated responsibility for financial and other decisions
4. Plan and manage change in accordance with the school development/strategic plan.
5. Lead and manage all school support staff.

**Financial Resource Management**

1. Evaluate information and consult with the Senior Leadership Team and governors to prepare realistic and balanced budget for school activity
2. Submit the proposed budget to the Headteacher and governors for approval and assist the overall financial planning process
3. Discuss, negotiate and agree the final budget
4. Use the agreed budget to actively monitor and control performance to achieve value for money
5. Identify and inform the Headteacher and governors of the causes of significant variance and take prompt corrective action
6. Propose revisions to the budget if necessary, in response to significant or unforeseen developments
7. Provide ongoing budgetary information to relevant people
8. Advise the Headteacher and governors if fraudulent activities are suspected or uncovered
9. Maintain a strategic financial plan that will indicate the trends and requirements of the school development plan and will forecast future year budgets
10. Identify additional finance required to fund the school's proposed activities
11. Seek and make use of specialist financial expertise
12. Maximise income through lettings and other activities
13. Select types of stakeholders and identify possible and suitable providers in order to maximise return
14. Present timely and fully costed proposals, recommendations or bids
15. Put formal finance agreements in place with suitable providers for agreed amounts, at agreed times and appropriate agreed costs and repayment schedules

### **Administration Management**

1. Manage the whole school administrative function and lead all support staff
2. Design and maintain administrative systems that deliver outcomes based on the school's aims and goals
3. Manage systems and link processes that interact across the school to form complete systems
4. Define responsibilities, information and support for staff and other stakeholders
5. Develop process measures that are affordable and that will enable value for money decisions for those managing resources
6. Establish and use effective methods to review and improve administrative systems
7. Use data analysis, evaluation and reporting systems to maximum effect by ensuring systems are streamlined to maximum efficiency and avoid duplication
8. Benchmark systems and information to assess trends and make appropriate recommendations
9. Prepare information for publications and returns to the Department for Education, the local authority and other agencies and stakeholders within statutory guidelines
10. Minute take for Academy Council and HR meetings

### **Management Information Systems & ICT**

1. Consider approaches for existing use and future plans to introduce or discard technology in the school
2. Consult with relevant people and other parties to introduce new technology or improve existing technology for different purposes
3. Ensure that the school has a strategy for using technology aligned to the overall vision and plans for the school ensuring value for money
4. Communicate the strategy and relevant policies, including Data Protection for use of technology across the school
5. Establish systems to monitor and report on the performance of technology within the school
6. Ensure resources, support and training are provided to enable work colleagues to make the best use of available ICT including teaching, learning and assessment systems
7. Ensure contingency plans are in place in the case of technology failure
8. Ensure data collection systems providing information to stakeholders are streamlined to maximum efficiency of the data supplied.

### **Human Resource Management**

1. Manage the payroll services for all school staff including the management of pension schemes and associated services
2. Ensure the school's equality policy is clearly communicated to all staff in school
3. Ensure that all recruitment, appraisal, staff development, grievance, disciplinary and redundancy policies and procedures comply with legal and regulatory requirements
4. Manage recruitment, performance management, appraisal and development for all support staff
5. Monitor the relevant legal, regulatory, ethical and social requirements and the effect they have on your school and staff
6. Ensure people have a clear understanding of the policies and procedures and the importance of putting them into practice
7. Monitor the way policies and procedures are actioned and provide support where necessary
8. Seek and make use of specialist expertise in relation to HR issues
9. Evaluate the school's strategic objectives and obtain information for workforce planning
10. Identify the types of skills, knowledge, understanding and experience required to undertake existing and future planned activities

### **Facility & Property Management**

1. Ensure the supervision of relevant planning and construction processes is undertaken in line with contractual obligations
2. Ensure the safe maintenance and security operation of all school premises
3. Manage the maintenance of the school site including the purchase and repair of all furniture and fittings

4. Ensure the continuing availability of utilities, site services and equipment
5. Monitor, assess and review contractual obligations for outsourced school services
6. Ensure a safe environment for the stakeholders of the school to provide a secure environment in which due learning processes can be provided
7. Ensure ancillary services e.g. catering, cleaning, etc., are monitored and managed effectively
8. Manage the letting of school premises to external organisations, for the development of the extended services and local community requirements
9. Seek professional advice on insurance and advise the SMT on appropriate insurances for the school and implement and manage schemes accordingly

#### **Health & Safety**

1. Act as the school's Health & Safety Co-ordinator and Fire Officer
2. Plan, instigate and maintain records of fire practices and alarm tests
3. Ensure the school's written health & safety policy statement is clearly communicated and available to all people
4. Ensure the health & safety policy is implemented at all times, put into practice and is subject to review and assessment at regular intervals or as situations change
5. Enable regular consultation with people on health and safety issues
6. Ensure systems are in place to enable the identification of hazards and risk assessments
7. Ensure systems are in place for effective monitoring, measuring and reporting of health and safety issues to the Senior Leadership Team, governors and where appropriate the Health & Safety Executive
8. Ensure the maximum level of security consistent with the ethos of the school
9. Oversee statutory obligations are being met for pupils with special educational needs, ensuring that financial and supporting agency services are adequate for their diverse needs.
10. Take responsibility for the promotion and practice of safeguarding the welfare of children at the school.

The school as an employer is committed to safeguarding and promoting the welfare of children as its number one priority. The commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the school on its behalf.

The post requires an enhanced Disclosure and Barring Service (DBS) check.

| SCHOOL BUSINESS MANAGER PERSON SPECIFICATION   |           |           |                      |
|--|-----------|-----------|----------------------|
| JOB REQUIREMENTS   | Essential | Desirable | Method of Assessment |
| <b>QUALIFICATIONS</b>  |           |           |                      |
| Relevant finance/accounting/business qualification   |           | ✓         | A                    |
| Certificate of School Business Management  |           | ✓         | A                    |
| Degree level or equivalent   |           | ✓         | A                    |
| <b>EXPERIENCE</b>  |           |           |                      |
| Experience of working at a strategic level in organisation   | ✓         |           | A/I                  |
| Experience of Business and Financial Management  | ✓         |           | I/T                  |
| Practical experience of using ICT systems to deliver results   | ✓         |           | A                    |
| Proven record of managing projects and achieving results   | ✓         |           | A/I                  |
| Experience of Business Planning  | ✓         |           | A/I/T                |
| Experience of working in a team and promoting good practices to move organisation forward.   | ✓         |           | A/I                  |
| <b>SKILLS, UNDERSTANDING &amp; ABILITY</b>   |           |           |                      |
| Effective leadership and management skills   | ✓         |           | I                    |
| Ability to effectively lead manage and develop a team  | ✓         |           | A/I/T                |
| Ability to make a strategic contribution to the school   | ✓         |           | I                    |
| Effective communication, negotiating and influencing skills  | ✓         |           | A/I                  |
| Ability to effectively present written and verbal information to a variety of audiences  | ✓         |           | I                    |
| Understanding of context for organisational management   | ✓         |           | A/I                  |
| Excellent communication and interpersonal skills.  | ✓         |           | A/I/T                |
| Commitment to delivering a quality, customer focussed service  | ✓         |           | A/I                  |
| Awareness of sensitive information and the Ability to maintain a high degree of confidentiality and to use discretion in dealing with sensitive information. | ✓         |           | A/I/T                |
| Ability to demonstrate respect for pupils, parents and staff and be able to listen to their views  | ✓         |           | A/I                  |
| Ability to use initiative to achieve set deadlines and manage conflicting priorities.  | ✓         |           | A/I                  |
| Displays commitment to the protection and safeguarding of children and young people  | ✓         |           | A/I/T                |
| Ability to manage contracts  | ✓         |           | I                    |
| Ability to prepare funding bids  | ✓         |           | A/I                  |
| Ability to work under pressure and to tight deadlines  | ✓         |           | I                    |
| Ability to analyse and interrogate data management information to identify areas for improvement   | ✓         |           | T                    |
| Good understanding of how to use IT to promote and drive school improvement  | ✓         |           | A/T                  |
| Ability to plan, organise and manage a complex workload  | ✓         |           | A/I                  |
| <b>KNOWLEDGE &amp; SELF DEVELOPMENT</b>  |           |           |                      |
| Ability to use a range of Information and Communication Technology effectively.  | ✓         |           | A/I/T                |
| Ability to self-evaluate learning needs and actively seek learning opportunities   | ✓         |           | A/I/                 |
| Proficient in the use of Internet / Intranet and office applications. Knowledge and ability to use ICT effectively   | ✓         |           | A/T                  |
| Has knowledge of the types of software packages used in schools and has a willingness to learn new software  | ✓         |           | A/I/T                |
| A good understanding of health, safety and security issues in schools  | ✓         |           | I/T                  |

|  |   |  |       |
|--|---|--|-------|
| Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people  | ✓ |  | I     |
| <b>OTHER JOB SPECIFIC REQUIREMENTS</b>   |   |  |       |
| Commitment to the Academy's Equal Opportunities Policy and the acceptance of their responsibility for its practical application              | ✓ |  | A/I   |
| Ability to maintain confidentiality relating to all school matters   | ✓ |  | A/I   |
| Ability to work under pressure   | ✓ |  | I/T   |
| Interested and motivated towards the job   | ✓ |  | I     |
| <b>DISQUALIFYING FACTORS</b>   |   |  |       |
| Indication of sexist, racist or anti-disability attitudes or any other attitudes Inconsistent with the Academy's Equal Opportunities Policy. | ✓ |  | A/I/T |

\*I – Interview T – Test/Presentation A – Application Form