



# Ermysted's Grammar School

Founded circa 1492



**School Business Leader**

September 2026

*Ermysted's Grammar School is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust child protection policy (see [www.ermysteds.uk](http://www.ermysteds.uk)), and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff and volunteers to share this commitment. This post is subject to satisfactory references and enhanced Disclosure and Barring Service criminal records check for work with children. An online search may be undertaken for shortlisted candidates as part of the recruitment process on information available in the public domain. Candidates should disclose anything that may be relevant in line with Keeping Children Safe in Education.*

*Ermysted's Grammar School is committed to meeting the needs of our diverse community and aim to have a workforce reflecting this diversity.*

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Dear Candidate,

**School Business Leader** (full time, year round, established; commencing **September 2026**)

Thank you for your interest in the above position. This is a senior and very important appointment for the school. I hope you will find the enclosed information helpful and that you will be encouraged to apply.

Ermysted's Grammar School is an outstanding, heavily oversubscribed voluntary aided grammar school for boys. The school has a long and proud tradition of academic success and each year our senior pupils leave for the most-competitive courses. Many of our recent leavers are now studying at top universities, commencing an apprenticeship, or starting a new career. Regardless of their destination, however, we are proud of the achievements of all our pupils and of the role the school has played in shaping their character and wider abilities.

We are looking to appoint a senior colleague with the passion and expertise to provide strategic financial leadership and oversee human resources, site operations, staff management, contracts and compliance. This is a full-time, year-round position within an established role

This pack includes the job description and person specification, as well as information about the school and its staff. This role is advertised across **a range of pay scales**. The final salary and job description will be agreed with the successful candidate and reflect their individual skills and qualifications. Further information about the school can be found on our [website](#).

The closing date for receipt of applications is **9:00 am on Monday, 11 May 2026** with interviews for short-listed candidates to be held in person at the school shortly thereafter. Instructions on how to apply can be found at the end of this document.

I hope that this document gives you a flavour of the role and what the school has to offer, but please feel free to contact me if you wish to discuss the opportunity further.

**Michael Evans**  
Headteacher

[mevans@ermysteds.uk](mailto:mevans@ermysteds.uk)





## The School

Ermysted's Grammar School is a voluntary aided, selective boys' school for pupils aged between 11 and 18. The school prides itself on getting the best out of its pupils and Ermysted's is regularly ranked among the best schools nationally; however, an Ermysted's education goes far beyond the classroom and the school seeks to develop a much wider range of skills and attributes in its pupils.

### Location

The school serves a large surrounding area, including Skipton and the Yorkshire Dales National Park immediately to its north. A wide range of reasonably priced housing is available locally and Skipton is well served by its regular market and wide range of independent shops.

At various times, Skipton has been voted the 'happiest town in the UK' (Your Move and ONS surveys); the 'best place to live in Britain' (Sunday Times), and 'the best high street in the UK' (Academy of Urbanism). North Yorkshire is a lovely location in which to live and work.



With its cobbled streets and 900-year-old castle, Skipton is a historic and enjoyable place to live. The local community is vibrant and active, with several cultural and social events taking place each week. Harrogate, Leeds and Manchester, are easily accessible and other popular attractions such as the Lake District and the North York Moors are relatively close by. There is even a direct train service to London.

### History

The school can trace its origins to the fifteenth century. Originally founded as a chantry school some time before 1492, it was re-founded in 1548 by William Ermysted. The school moved to its present location in 1876 and now occupies a green and wooded site about half a mile from the town centre. The original stone buildings have been added to over the years to provide modern facilities with comfortable and effective accommodation for teaching and learning.

Ermysted's enjoys an excellent reputation locally, and competition for places is strong. Selection procedures assess a candidate's aptitude in English and mathematics and their ability in verbal and non-verbal reasoning. There are 128 places available in each year group. Ermysted's prides itself on providing a disciplined, caring environment in which each pupil can develop his talents to the maximum. Competitive and non-competitive sport, music, outdoor pursuits, debating and drama are just a few of the fields in which pupils are encouraged to participate.

### Ethos and values

Ermysted's Grammar School seeks to provide an inspiring and enjoyable educational environment in which every pupil has the confidence, motivation and opportunity to fulfil their potential. We have the highest expectations of each pupil's learning, respect for self and others, sense of community, appearance, behaviour and discipline.



Our aims are for every individual to:

- achieve their full academic potential by participating in a rich, stimulating and challenging curriculum;
- be able to contribute to society as active, compassionate and responsible citizens; and
- flourish culturally, intellectually, morally, physically and emotionally through participation in a wide range of opportunities.

### Academic record

Attainment *and* achievement is high and consistently so; the most-recent value-added data are 'well above average' and place the school in the top 16% nationally (see the school website for details).

Nearly all our Year 11 pupils continue into further education, with the large majority remaining at Ermysted's to study for A-Levels. Each year several pupils from other local schools join our Sixth Form.

The school enjoys a strong reputation for supporting pupils through their academic journey and seeks to bring out the very best in them all. Many of our students progress to the competitive institutions in the UK and abroad (see the school website for details).

### School routine

The school week is 50 one-hour lessons delivered over a two week timetable. The school day for pupils starts at 8:50 am and finishes at 3:35 pm. Assemblies take place each week.

### The Curriculum

Ermysted's offers its pupils an exciting and engaging curriculum including a broad range of subjects. In Years 7 and 8, the curriculum goes far beyond the requirements of the National Curriculum: all pupils study separate sciences and all begin French and German on entry.

The school operates a three-year KS4, with pupils encouraged to take a language and required to take a humanities option. The standard offer is ten GCSEs. The core offer includes mathematics, English language, English literature and the three separate sciences, and four optional subjects are chosen from art and design, French, geography, German, history, music, physical education, computing, design technology and religious studies. In addition to these subjects, several non-examined courses are offered to KS4 pupils including statutory RE, careers, PSHCE, physical education and a weekly enrichment programme that includes for example non-GCSE courses in art, music, computing and much more.

The school operates in broad collaboration with **Skipton Girls' High School** (SGHS) at sixth form, with the majority of classes coeducational and co-taught by staff from both schools. This ensures the widest possible choice of subjects and subject combinations is available to the students. Wherever practicable, opportunities in the wider curriculum are open to students in both centres. Most sixth form pupils choose to study three A-Level subjects (from a choice of twenty-two) with some opting to take four. The sixth form curriculum is supplemented by a lecture programme and other enrichment opportunities including volunteering, physical education and the Extended Project Qualification.



## Pastoral

The school places considerable emphasis on the care of its pupils. There is a well-established and effective pastoral care structure with most staff expected to be form tutors. General academic progress and all matters of pastoral care are, in the first instance, the concern of the form tutor who consults with the Head of School, Deputy Headteacher, or Headteacher, as necessary.

Form groups are arranged into the four houses in Years 7 to 9. Year 7 pupils are taught in form groups, but, elsewhere in the school, teaching classes are different to form groups to encourage wider relations among the pupils. Current class sizes average 32 in Years 7 and 8; mid 20s in Years 9 to 11; and low 10s in the Sixth Form. Setting occurs in mathematics in Year 10 and Year 11 but generally all classes are mixed ability in the school.

## Extracurricular programme

Physical Education and team games enjoy a high profile within the school and Ermysted's has a proud tradition of success in many competitions. The main school sports are rugby, cross country, and cricket, though as pupils move up through the year groups, the opportunities broaden, and many different sports proliferate. Our pupils have competed internationally in rugby, cross-country, and swimming; nationally in athletics, golf, hockey, fell running, and cycling; and regionally in football, cricket, and many other sports. The school has excellent facilities, including indoor cricket nets, a large climbing and bouldering wall, a large fully-equipped gymnasium, extensive playing fields, and access to additional facilities off site.



Other facilities are spread across our estate of nine buildings and include a large hall with modern sound and lighting; an observatory; a large, extremely well-equipped school library; a modern refectory; laboratories and workshops, six computer suites, and glorious architecture.

A good range of non-sporting and cultural activities is available to our pupils beyond the school day, and many members of staff volunteer their time and expertise to foster the co-curricular life of the school. Examples include different musical ensembles; large cohorts at each level of the Duke of Edinburgh Award; several Young Enterprise teams; various subject-based enrichment clubs; junior and senior debating; and a celebrated student newspaper – *The Reason* – which has won 22 national awards in the past three years, including repeated recognition as the nation's best student newspaper. Assistance and expertise in these areas from new members of staff is always welcome.

## Staff benefits

The school has a very friendly, collegial and sociable staff, with colleagues from a variety of backgrounds, some joining the school straight from university, others after time in industry or after having worked at other establishments. What staff members have in common is enthusiasm for supporting young people and a genuine commitment to the school's values and ethos.



Staff well-being is an important consideration at the school. It is a long-standing policy at the school that email is restricted to working hours and staff are actively encouraged to maintain an appropriate work-life balance.

The school invests heavily in technology, with each member of the teaching staff issued with a tablet computer, and interactive whiteboards or UHD televisions installed in every classroom. Staff workload is managed via the judicious use of IT software, simplifying core teaching activities and streamlining communications within and without the school.

Continuing professional development is enthusiastically supported at the school with a year-round programme of training. Staff are encouraged to pursue additional qualifications, including the suite of National Professional Qualifications (NPQ), and participate in regular subject conferences within local and national networks of similar schools.

New staff are supported to settle quickly into life at the school through a carefully designed induction programme. This includes informal breakfast 'meetings' with other recent arrivals on the staff to make contacts and learn of their experiences. Regular staff socials and an annual family BBQ take place each year to thank staff for their hard work and ensure strong relationships within the school community.

All staff have access to an employee welfare [programme](#), which includes subsidised gym membership, employee discounts and salary sacrifice schemes.

Staff parking is provided free-of-charge on site, as is access to an extensively equipped gymnasium.

### [The Foundation](#)

The initial Foundation for the school has been maintained through the centuries and is now managed as a registered charity by the Foundation Trustees. The Foundation own the grounds and school buildings and supports the school's activities financially through donations from pupils' families.

### [The Old Boys' Society](#)

The Ermysted's Old Boys' Society is an extremely active group, bringing together alumni from the school's long history. The Old Boys take a keen interest in the progress of the school and contribute financially through regular fundraising to support the school's development. A calendar of events can be found on [www.ermystedsoldboys.co.uk](http://www.ermystedsoldboys.co.uk)

### [The Ermysted's Friends' Association](#)

The relationship between the school and its parent body is excellent. The Friends' Association exists to support the school in its many distinct functions, and it organises a full and varied programme of activities throughout the year, providing a steady stream of significant and much needed additional funds to the school.

### [Further information](#)

Further information can be found on [www.ermysteds.uk](http://www.ermysteds.uk)

## The staff

The successful candidate will become a member of the school leadership team and play a central role in shaping and directing the future development of the school.

### The leadership team

The school leadership team includes:

- the Headteacher,
- two Deputy headteachers, and
- two Assistant headteachers.

As a voluntary aided school, the governors and the leadership team enjoy a wide range of autonomy over many school issues, including the employment of staff and the development of the school site and buildings.

### Support staff

The School Business Leader oversees the management of the school's support staff and has specific responsibility for the line management of key members of the team.

- The **Site Team** includes a Site Manager, who is supported by two additional caretakers.
- The **Finance Team** includes the Finance Manager, who is supported by two finance assistants, one of whom has additional responsibility for the administration of health and safety documentation.
- The **School Office** includes the Office Manager, who is supported by one other colleague.
- The **IT Department** includes the Network Manager, who is supported by one other technician.
- The **Cleaning Team** includes the Cleaning Supervisor, who is supported by a team of several staff.
- The **Catering Team** is provided by an external company and managed separately.

Other support staff are line managed by the headteacher and other colleagues.

If you have any questions, please feel free to contact the Headteacher, **Michael Evans**, via email at [mevans@ermysteds.uk](mailto:mevans@ermysteds.uk).



## Career development

Turnover at the school is low, yet despite this there are plenty of opportunities for ambitious staff. Three of the existing SLT are internal promotions; as are eleven members of the faculty middle leadership team; and all seven members of the pastoral middle leadership.

Here are some case studies of our existing colleagues and their experiences of the school:



I entered teaching via the Teach First Programme and spent the early years of my teaching career in inner-city Bradford. It was a great experience and I learnt a lot, but eventually I fancied a change and joined Ermysted's. When I moved, a colleague from my old school said to me "Ermysted's will be a great place to teach, but it takes years to get promoted in those kinds of schools." Nothing could be further from the truth.

In my time here I have held a range of roles: Head of Year, Head of History/Politics, Head of Sixth Form and Co-Opted Member of the SLT, and now I am an Assistant Headteacher. I have never regretted my decision to move. Stretching highly intelligent pupils from diverse socio-economic backgrounds is immensely rewarding and I work with some exceptional colleagues who have helped me develop and grow

whilst giving me the freedom and autonomy to bring my own ideas to the fore. **George Barrett**

Initially, I came to Ermysted's on a part time contract and thought that there would not be a chance for career progression. Happily, I was wrong! I was encouraged to apply for a Head of Faculty role that was advertised internally and was successful. I am happy in my role and looking forward to the year ahead. I would definitely encourage anyone to accept a place at a school that you are drawn to; I knew right away that I liked the 'vibe' at Ermysted's and I have seen that there is the possibility of career progression if you want it.



Do not be put off by thinking that there is no chance at a school like Ermysted's - I think that applicants imagine such lovely schools are full of teachers who have been there forever because once in, you stay in and there is no chance of any newcomer gaining a promotion as it is chock full of fusty old teachers who have bagged all the best jobs. Have a growth mindset and change your preconceptions! I have found it to be the opposite of what many imagine and would encourage anyone thinking of applying and wanting to progress in their career to simply do it. **Siobhan Woodruff**



I am currently in my fourth year at Ermysted's having joined as a Year 1 ECT. A Faculty reshuffle in the second year opened an Assistant Head of Faculty position as I was nearing the end of my induction. Initially, I assumed an ECT would not have had the experience to be considered for the role; however, encouragement from colleagues, family and friends convinced me that visible potential can be as favourable a quality as time in the profession and that, at the very least, I could gain valuable interview experience and demonstrate a desire to progress in my career.

I am now in my second year in the role, having taken on additional responsibilities such as mentoring new ECTs, while maintaining existing pastoral commitments as a Lower School form tutor, and am relishing the opportunities to contribute directly to the development of my Faculty. I am particularly grateful that I was encouraged not to count myself out! **Harry Blades**

## The Role

This job description is to be performed in accordance with the provisions of the NJC Pay and Conditions Document and within the range of duties set out in that document so far as relevant to the post holder's title and salary grade.

Position	School Business Leader
Salary	<b>North Yorkshire Band N or SM1 or SM2</b> Currently SCP 40 £51,356 to SCP 44 £55,539 Or SCP 45 £58,239 to SCP 49 £67,030 Or SCP 50 £69,228 to SCP 54 £78,018
Tenure	<b>Established</b>
Time	<b>Full time, all year round</b>
Responsible to	<b>Headteacher</b>
Responsible for	<b>Large team of staff</b>

<b>JOB PURPOSE:</b>	<ul style="list-style-type: none"> <li>• Be responsible for the planning, development and delivery of support functions within a large school.</li> <li>• To provide expert specialist advice and guidance to the Headteacher and governors in the strategic and day to day management of the school budget.</li> <li>• To ensure appropriate resourcing in the day to day management of the school office and site.</li> <li>• To lead and manage a team of staff and promote a culture of continuous performance improvement.</li> <li>• To provide strategic vision and leadership to all aspects of budget, finances, site, HR, ICT and administration.</li> <li>• Be a member of the school leadership team with a significant input into the strategic and commercial development of the School and its site.</li> <li>• Lead large scale projects involving management of external contracts and take responsibility for identifying and leading on other development initiatives and grant applications.</li> </ul>
<b>JOB CONTEXT:</b>	<p>Work within a busy secondary school environment, providing inclusive and innovative strategic leadership to the administration, procurement, IT, premises, H&amp;S, personnel and financial operations of the School.</p> <p>Enhanced DBS Clearance required.</p>

ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Operational Management	<ul style="list-style-type: none"> <li>• Review and assess priorities for planning, preparing and forecasting school budget.</li> <li>• Provide comprehensive management and strategic guidance to Headteacher for the effective development and control of the school's financial growth, income generation and contract coordination.</li> <li>• Provide information analysis to support school planning and improvement.</li> <li>• Determine the need for and arrange provision, analysis and evaluation of data and detailed reports and information.</li> <li>• Be responsible for the design, development and effective operation of appropriate administrative and financial systems in their areas of responsibility.</li> </ul>

	<ul style="list-style-type: none"> <li>• Create an asset management plan and maximise income generation via pursuing grant applications, charitable donations and other possible sources of revenue.</li> <li>• Have oversight of all capital projects.</li> <li>• Be innovative, creative and facilitate change to ensure functions managed are working effectively and efficiently.</li> <li>• Ensure compliance with legal, regulatory, ethical and social requirements.</li> <li>• Develop and implement key policies to ensure compliance with legislation.</li> <li>• Write reports as required for the Headteacher and/or governors.</li> <li>• Ensure returns are submitted on time.</li> <li>• Be responsible for the operation of an effective payroll system.</li> <li>• Negotiate, manage and monitor contracts, tenders and agreements and ensure best value at all times.</li> <li>• On behalf of the Trustees, oversee the administration and operation of the Foundation accounts.</li> </ul>
Communications	<ul style="list-style-type: none"> <li>• Establish good working relationships and communicate effectively with all staff, pupils, parents, contractors and external partners.</li> <li>• Be responsible for effective communication with all support staff, holding regular team meetings as necessary.</li> <li>• Represent support staff at relevant meetings.</li> <li>• Develop a close working relationship with the Trustees and assist them in their strategic development of the Foundation.</li> </ul>
Partnership or Corporate Working	<ul style="list-style-type: none"> <li>• Develop partnership working to ensure maximisation of income generation.</li> <li>• Develop networking relationships with public, private and voluntary sectors to build effective learning communities and sharing of good practice.</li> </ul>
Resource management	<p><b><u>People Management</u></b></p> <ul style="list-style-type: none"> <li>• Model and develop senior leadership commitment to workforce planning and succession planning, considering trends and developments in the education sector.</li> <li>• Be responsible for the on-going review of support staff structures to ensure the needs of the school strategy are met.</li> <li>• Assume management responsibility for staff including recruitment, induction, performance management, attendance, mentoring, training and development.</li> <li>• Set clear targets and challenge underperformance where required.</li> <li>• Ensure HR policies are developed and implemented to meet legislative and organisational requirements.</li> <li>• Highlight and attend any additional training and supervision needs to build on your individual skills and knowledge.</li> <li>• Assist in organisation and planning of staff meetings and training days.</li> </ul> <p><b><u>Financial Management</u></b></p> <ul style="list-style-type: none"> <li>• Consider financial implications of educational priorities and critical activities across complex educational organisation/ structures.</li> <li>• Manage the School budget through budget planning and monitoring, including using data and benchmarking to monitor performance transparently.</li> <li>• Take delegated responsibility for financial decisions following appropriate discussions with Headteacher.</li> <li>• Prepare expenditure reports and estimates on development projects.</li> </ul>

	<ul style="list-style-type: none"> <li>Engage external auditors and review and respond to feedback.</li> <li>Advise the Headteacher and Governors on budgetary matters and present recommendations as required.</li> <li>Take responsibility for estimates of income and expenditure, budget monitoring, preparing final accounts and maximising income generation.</li> </ul> <p><b><u>Premises Management</u></b></p> <ul style="list-style-type: none"> <li>Assume primary responsibility for the school site and buildings, their maintenance, development and efficient use, including lettings for income generation.</li> <li>Take responsibility for premises decisions following appropriate discussions with Headteacher.</li> <li>Identify aspects of school premises which require improvement and/or refurbishment.</li> <li>Manage major building projects; for example, new development including the development of work specifications and service contracts.</li> </ul>
Safeguarding	<ul style="list-style-type: none"> <li>Know about data protection issues in the context of your role.</li> <li>Understand that different confidentiality procedures may apply in different contexts.</li> <li>Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with.</li> </ul>
Systems and Information	<ul style="list-style-type: none"> <li>Be responsible for maintaining accurate records for the school.</li> <li>Lead on reviewing new technologies to ensure the school has innovative technology to enhance the teaching and learning experiences for pupils.</li> </ul>
Strategic Management	<ul style="list-style-type: none"> <li>Assist the Headteacher and Governors in the strategic development of the school and help develop its ability to respond to new opportunities.</li> <li>Recognise and manage priorities, expectations and risks associated with potential strategic objectives and make effective contingency plans.</li> <li>Be responsible for identifying and securing additional funding streams for the School and the preparation and submission of bids for financial grants.</li> <li>Develop and maintain contingency plans to deal with emergencies in school.</li> <li>Maintain and update 5-year development plan(s).</li> <li>Ensure that the school is fully prepared to meet and maintain the Financial Management Standards.</li> <li>Develop strategic improvement plans across extended services.</li> <li>Be responsible for the planning, development, design, organisation and management of support services and the whole school's systems, procedures and policies.</li> <li>Lead on and implement innovative projects across the school. Develop and implement strategies, procedures and policies for the school that have a long-term impact.</li> <li>Make the best possible use of resources through effective planning, considering all financial and other resource implications.</li> <li>Be responsible for promoting and marketing the school to create income generation.</li> </ul>
Data Protection	<ul style="list-style-type: none"> <li>Comply with the School's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality</li> </ul>

	<ul style="list-style-type: none"> <li>• Advise the Headmaster and Governors on the development, maintenance and implementation of effective data policies and procedures.</li> <li>• Assume the role of Data Protection Officer and ensure the School complies with all relevant data regulations.</li> </ul>
Health and Safety	<ul style="list-style-type: none"> <li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>• Lead an organisational culture in which health and safety are prioritised across the school and inform strategy, planning and decision-making. Ensure the wellbeing of all staff and pupils and compliance with statutory Health &amp; Safety legislation.</li> <li>• Review adequacy of H&amp;S systems and ensure sufficient resources are allocated to address any issues identified.</li> <li>• Ensure compliance with statutory requirements for adequate H&amp;S documentation and record keeping.</li> <li>• Work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
Equalities	<ul style="list-style-type: none"> <li>• Ensure services are developed and delivered in accordance with the aims of the Equality Policy Statement in response to the needs and aspirations of service users.</li> <li>• Develop own understanding of equality issues.</li> <li>• Ensure that the School meets its statutory obligations in implementing and monitoring the effectiveness of its Single Equalities Scheme.</li> </ul>
Flexibility	<ul style="list-style-type: none"> <li>• Ermysted's Grammar School recognises the need to respond flexibly to changing demands and circumstances. Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Ermysted's Grammar School Policies and Procedures.</li> </ul>
Customer Service	<ul style="list-style-type: none"> <li>• Ermysted's Grammar School requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.</li> <li>• Ermysted's Grammar School requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> <li>• Understand your role and its limits, and the importance of providing care or support.</li> </ul>

## The Person

The following are essential or desirable characteristics associated with the post at Ermysted's Grammar School. Evidence will be drawn from the application form and lesson observation or assessed at interview.

Essential upon appointment	Desirable on appointment
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Expert knowledge of school funding methods</li> <li>• Expert knowledge of financial management, including budget management knowledge</li> <li>• Expert knowledge of premises management, contract management and HR procedures</li> <li>• Expert knowledge of H&amp;S, marketing, business management, estate management, administration and catering within a school environment</li> <li>• Detailed knowledge of procurement procedures</li> <li>• Knowledge of child protection procedures and a commitment to safeguarding pupils</li> <li>• Up to date knowledge of technologies suitable for school environment</li> </ul>	
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Substantial experience of effectively leading and managing a team of staff</li> <li>• Substantial financial management experience in an educational setting, including using data and benchmarking to monitor performance transparently.</li> <li>• Substantial senior management experience.</li> <li>• Experience in managing and having responsibility for a variety of functions within the same organisation</li> <li>• Substantial project management experience</li> <li>• Experience of delivering contentious information to senior managers</li> <li>• Experience of financial modelling</li> <li>• Experience of income generation and fundraising</li> <li>• Experience of identifying development opportunities and submitting grant bids for funding</li> <li>• Experience of designing effective administrative and financial systems</li> <li>• Experience of dealing with and overseeing several budgets at one time</li> <li>• Contract management experience</li> <li>• Experience of premises management</li> <li>• Experience of using and developing data inputting systems</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of partnership working</li> </ul>
<p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>• Ability to provide an inclusive and innovative leadership approach which enables wider collaboration and develops the ability of the school to respond to new opportunities.</li> <li>• Ability to lead and motivate staff and work effectively as a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to develop strategic improvement plans across complex educational organisation/structures</li> </ul>

Essential upon appointment	Desirable on appointment
<ul style="list-style-type: none"> <li>• Ability to innovate and support change management within the school and understand and manage the political, bureaucratic and resource barriers to change</li> <li>• Ability to manage the school budget on both a strategic and day to day level</li> <li>• Ability to plan own workload and that of a team of staff</li> <li>• Ability to interpret new regulations and legislation and apply these to work area</li> <li>• Ability to recognise and manage priorities, expectations and risks associated with future school business processes.</li> <li>• Ability to develop creative and innovative ideas and practical solutions to meet the needs of the school</li> <li>• Proven project management skills</li> <li>• Ability to lead an organisational culture in which health and safety are prioritised across the school and inform strategy, planning and decision-making.</li> <li>• Ability to consider financial implications of educational priorities and critical activities across complex educational organisation/ structures and make decisions.</li> <li>• Excellent organisational and time management skills</li> <li>• Strong analytical, writing and ICT skills</li> <li>• Developed negotiation and strategic thinking skills</li> <li>• Flexibility and commitment</li> <li>• Confidentiality; Attention to detail, neatness and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead and develop organisational culture in and across schools.</li> </ul>
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Degree level education or equivalent ideally in a business/finance related subject</li> <li>• Chartered Accountant qualification or Level 7 Financial &amp; Operational Leadership Practitioner (CIPFA accredited)</li> </ul>	<ul style="list-style-type: none"> <li>• Post-graduate qualification in Business or Financial Management</li> <li>• Institute of School Business Leaders (ISBL) Membership</li> </ul>
<p><b>Other Requirements</b></p> <ul style="list-style-type: none"> <li>• Enhanced DBS clearance</li> <li>• To be committed to the school's policies and ethos</li> <li>• To be committed to Continual Professional Development</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	

To deliver services effectively, a degree of flexibility is needed, and the post holder may be required to perform work commensurate with the level of responsibility of the role not specifically referred to above.

Ermysted's Grammar School is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy, and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children. It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children.

## How to apply

Please read these notes before completing the application form.

1. Only applications submitted on the school's application form (click [here](#)) will be considered.
2. We would prefer you to fill in your application electronically and submit by email. (You will be asked to sign a hard copy if appointed.)
3. Complete the application form **as fully as possible**. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet. Please note that your application form will be photocopied for the Selection Panel; therefore, clarity is essential.
4. Please give the full name and title of both of your referees and ensure that the full address, telephone numbers and email addresses are included. Your referees will be contacted directly by the school if you are short-listed. It is our practice to take up references before interview, whenever possible.
5. Please submit your completed application form as soon as possible and no later than **12:00 pm** (noon) on the closing date to [recruitment@ermysteds.uk](mailto:recruitment@ermysteds.uk). The school reserves the right to appoint before the published deadline in exceptional circumstances.
6. If short-listed, you will receive either a phone call and/or email inviting you to attend for interview in person at the school. It is important that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you. If you require any assistance in attending for interview, please let us know in good time so that we may make appropriate arrangements. Please note that online searches for shortlisted candidates may be done as part of due diligence checks.

It is not our practice to inform applicants that they have been unsuccessful in being called for interview. If you do not receive an invitation to interview, we thank you for your interest in the post.

7. We are fully committed to equality of opportunity and aim for our staff to reflect the school community. It will help us to monitor the success of our recruitment strategies if you complete the equal opportunities monitoring page of the application form. The information you provide will be treated as confidential and will not be made available to the short-listing panel.

## Pre-employment checks

Please note that any offer of employment will be conditional on the pre-employment checks being completed successfully. The successful applicant will be required to:

- Provide details of two referees who know you in a professional capacity, one of whom must be your current Headteacher or employer. Employment is conditional on these references being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK.
- Undertake an enhanced DBS check and receive appropriate clearance. Please note that an enhanced check will include details of all convictions on record, whether spent or unspent under the Rehabilitation of Offenders Act 1974 (ROA).
- Complete a medical questionnaire and, if deemed necessary, undergo an assessment of their fitness to complete the duties as described in the job description.



Circa 1492

Ermysted's Grammar School