

JOB DESCRIPTION: SCHOOL BUSINESS MANAGER

Al-Noor Primary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. Full vetting checks, including references prior to interview and a DBS check, will be undertaken.

HOURS: Full time, 36 hours per week

START DATE: 06/01/25

TO WHOM RESPONSIBLE: Headteacher

SALARY: LBR11- LBR12
(from £44,331 -£49,551)

FOR WHOM RESPONSIBLE: Caretaker,
Middy Staff, Cleaners

PURPOSE OF POST

1. The School Business Manager is the school's leading support staff professional and works as part of the Senior Team to assist the Headteacher in his/her duty to ensure that the school meets its educational aims.
2. The School Business Manager is responsible for providing professional leadership and management of school support staff, to enhance their effectiveness in order to achieve improved standards in the school.
3. The School Business Manager promotes the highest standards of 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.
4. The School Business Manager is responsible for the Financial Resource Management, Human Resource Management, Facility & Property Management, payroll management, Health & Safety Management of the School and preparing and monitoring the school budget.

DUTIES AND RESPONSIBILITIES

Shared areas of responsibility

- To establish commitment to a shared **vision** for the school; lead by example to inspire and motivate staff, parents, trustees and pupils.
- To support and promote the school's **ethos**, vision, aims and core values in order to promote an environment that focuses on the welfare, progress and sustained improvement of the school and pupil outcomes including tarbiyya, as well as effective teaching and learning and high standards of behaviour.
- To act as a **positive role model** to staff, to provide an excellent example to the staff body of professionalism, enthusiasm, professional excellence, commitment to high standards, the promotion of the school's ethos and the implementation of school policies and procedures.
- To **communicate** effectively with staff members, using high levels of **emotional intelligence** and have sincere regard for staff well being.
- To establish supportive **relationships** with professional colleagues, that promote collaboration, effective team work, professionalism, high standards, achievement, unity and harmony.
- To establish positive relationships with pupils and to act as a fine **role model** for them by pursuing your own **personal, religious and spiritual development**.
- To establish excellent relationships with **parents**, communicating with high levels of understanding and emotional intelligence to engage them for the betterment of pupil outcomes and achievement.

- To ensure that parents and pupils are well informed about school achievements and opportunities to excel in and outside the school, and ensure that **channels of communication** are used effectively within the school.
- To **provide information**, objective advice and support to the governing body to enable it to meet its responsibilities.
- To establish good working relationships with the board of trustees, the local authority and other agencies.
- To develop and lead on opportunities for the school to enhance its work and image in the **community and wider society**, with particular regard to the school's commitment to playing a positive role in local society for communities for the common good and through teaching excellent citizenship to pupils.
- To contribute to the strategic direction and development of the school, including updating the school's Self-Evaluation and Information Form and the development, implementation and monitoring of school **improvement plans** based on **school self-evaluation** and underpinned by sound financial management and a range of data, which identifies priorities and targets for school improvement.
- To **monitor** the quality of teaching and learning across the school, including the analysis of performance **data**.
- To promote high standards of achievement academically, morally, spiritually, emotionally, behaviourally and professionally.
- To share corporate responsibility for the **safeguarding, wellbeing and discipline** of all children by implementing agreed school policies, **liaising** with the Safeguarding DP, Headteacher, Deputy Headteacher, SENDCo and outside agencies as and when necessary.
- To ensure **high standards** of teaching and learning, behaviour, attendance and punctuality from pupils.
- To support the **induction and training** of new staff members, supply teachers and support staff.
- To take an active role in the recruitment of staff, as requested.
- To identify the **Continuing Professional Development** needs of staff members and lead INSET as appropriate.
- To establish priorities for **expenditure** and monitor the effectiveness of spending and usage and the care of school **resources**, ensuring budgets are maintained with financial efficiency.
- To work with and **report** to all stakeholders including staff members, parents/carers, as appropriate, or when requested.
- To **model** and ensure the understanding and implementation of all **school policies** across the school and be involved in their periodic review and development.
- To pursue your **own Continuing Professional Development** through courses, further and higher qualifications, research, collaboration, discussion and other means, in education, teaching and learning and in educational and school management.
- To receive and respond to **feedback** and provide it, constructively and positively.
- To conduct yourself in a **professional manner** at all times when dealing with all members of the school community and any visitors to the school, including external agencies.
- To attend and participate in parents' **evenings**, the school's annual parent meeting, school trips and **events** and pupil performances.
- To participate in all staff training sessions and attend team and staff **meetings**.
- To set a good **example** in terms of role modeling, dress, punctuality and attendance.
- To take on specific tasks related to the day-to-day administration and organisation of the school as requested by the Headteacher or Deputy Headteacher.
- To take on additional responsibilities that may arise from time to time.

Specific Areas of Responsibility

1. Organisation

- Take a lead role in planning, development, design, organisation and monitoring of support systems/procedures/policies
- Line Management responsibilities where appropriate
- Manage support staff
- Liaise between managers/teaching staff and support staff
- Hold regular team meetings with managed staff
- Undertake recruitment/induction/appraisal/training/mentoring for other staff
- Attend Senior Management/Leadership Team, full Governing Body and appropriate Governors' sub-committee meetings
- Negotiate and influence strategic decision making within the school's Senior Management/Leadership Team
- In the absence of the Head Teacher, take delegated responsibility for Financial and other decisions
- Plan and manage change in accordance with the school development/strategic plan.
- Lead and manage designated school support staff

2. Administration

- Take lead role in the development and maintenance of relevant record/information systems
- Provide detailed analysis and evaluation of data/ and produce detailed reports/information as required
- Produce, and respond to, complex correspondence
- Provide organisational and complex advisory support to the Governing Body
- Manage complex relevant administrative procedures
- Be responsible for completion and submission of complex forms, returns etc., including those to outside agencies e.g. DfE and local authority
- Manage systems and link processes that interact across the school to form complete systems
- Define responsibilities, information and support for staff and other stakeholders
- Develop process measures that are affordable and that will enable value for money decisions for those managing resources
- Establish and use effective methods to review and improve administrative systems
- Use data analysis, evaluation and reporting systems to maximum effect by ensuring systems are streamlined to maximise efficiency and avoid duplication
- Benchmark systems and information to assess trends and make appropriate recommendations
- Prepare information for publications and returns for the DfE, LA and other agencies and stakeholders within statutory guidelines.

3. Resource Management

3.1 Financial Resource management

- Evaluate information and consult with the Senior Team and Governors to prepare a realistic and balanced budget for school activity.
- Submit the proposed budget to the Head Teacher and Governors for approval and assist the overall financial planning process.

- Discuss, negotiate and agree the final budget.
- Use the agreed budget to actively monitor and control performance to achieve value for money.
- Identify and inform the Headteacher and Governors of the causes of significant variance and take prompt corrective action.
- Propose revisions to the budget if necessary, in response to significant or unforeseen developments.
- Provide ongoing budgetary information to relevant stakeholders in a timely manner.
- Advise the Headteacher and Governors if fraudulent activities are suspected or uncovered.
- Maintain a strategic financial plan that will indicate the trends and requirements of the school development plan and will forecast future year budgets.
- Identify additional finance required to fund the school's proposed activities.
- Seek and make use of specialist financial expertise.
- Maximise income through lettings and other activities.
- Select types of investments which are appropriate for the school, taking account of risks, views of stakeholders and identify possible and suitable providers in order to maximise return.
- Present timely and fully costed proposals, recommendations or bids for further school funds or grants and when procuring goods or services for the school.
- Put formal finance agreements and service level agreements in place with suitable providers for agreed amounts, at agreed times and appropriate agreed costs and if required, repayment schedules.
- Monitor the effectiveness and implementation of agreements.
- Oversee the meeting of statutory obligations for pupils with special educational needs, ensuring that financial and supporting agency services are adequate for their diverse needs, if required.
- Complete the DfE school census and EYFS headcount surveys for the local authority, accurately and submit on time.
- Manage school licenses.
- Take a lead role in marketing and promoting the school.
- Ensure effective implementation of segregation of duties.
- Manage budgeting and payroll systems.
- Liaise with banks and auditors as needed.
- Monitor bank transactions on weekly basis.
- Ensure timely completion of financial returns required by the LA, DFE, HMRC

3.2 Human Resource Management

- Manage the payroll services for all school staff including the management of pension schemes and associated services.
- Ensure the school's equality policy is clearly communicated to all staff in school
- Ensure that all recruitment, appraisal, staff development, grievance, disciplinary and redundancy policies and procedures comply with legal and regulatory requirements
- Manage recruitment, performance management, appraisal and development for all delegated support staff.
- Take a lead role in the recruitment of staff and in managing associated employment procedures
- Be responsible for managing staff files, vetting staff members and maintaining the school's Single Central Record in accordance with statutory requirements.
- Provide advice and guidance to staff and others on complex financial and personnel issues.

- Monitor the relevant legal, regulatory, ethical and social requirements and the effect they have on your school and staff
- Ensure people have a clear understanding of the policies and procedures and the importance of putting them into practice
- Monitor the way policies and procedures are actioned and provide support where necessary
- Seek and make use of specialist expertise in relation to HR issues
- Evaluate the school's strategic objectives and obtain information for workforce planning
- Identify the types of skills, knowledge, understanding and experience required to undertake existing and future planned activities

3.3 Facility & Property Management

- Ensure the supervision of relevant planning and construction processes is undertaken in line with contractual obligations
- Ensure the safe maintenance and security operation of all school premises
- Manage the maintenance of the school site including the purchase and repair of all furniture and fittings
- Ensure the continuing availability of utilities, site services and equipment
- Follow sound practices in estate management and grounds maintenance
- Monitor, assess and review contractual obligations for outsourced school services
- Ensure a safe environment for the stakeholders of the school to provide a secure environment in which due learning processes can be provided
- Ensure ancillary services e.g. catering, cleaning, etc. are monitored and managed effectively
- Manage the letting of school premises to external organisations, for the development of the extended services and local community requirements.
- Seek professional advice on insurance and advise the headteacher on appropriate insurances for the school and implement and manage such schemes accordingly.

4. Health & Safety Management

- Act as the school's Health & Safety leader and Fire Officer.
- Plan, instigate and maintain records of fire practices and alarm tests.
- Ensure the school's written health & safety policy statement is clearly communicated and available to all people.
- 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.
- Enable regular consultation with people on health and safety issues.
- Ensure systems are in place to enable the identification of hazards and risk assessments.
- Ensure systems are in place for effective monitoring, measuring and reporting of health and safety issues to the Senior Team, Governors and where appropriate the Health & Safety Executive.
- Ensure the maximum level of security consistent with the ethos of the school.

5. General responsibilities

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.

- Contribute to the overall ethos/work/aims of the school.
- Develop constructive relationships and communicate with other agencies/professionals.
- Share expertise and skills with others.
- Participate in training and other learning activities and performance development as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- In order to deliver services effectively, a degree of flexibility is needed; you may be required to perform work, undertake tasks or take on responsibilities not specified above but is commensurate with the level of the post. In addition you might have to take on additional tasks to fulfill the purpose of your roles as the main duties and responsibilities of the post are set out above but each individual task to be undertaken has not been identified. Such duties will fall within the scope of the post.
- The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with any relevant school improvement priorities set from time to time or in response to changing regulations. Any major changes will involve discussion and consultation with you.

Al-Noor Primary School (VA)

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PERSON SPECIFICATION: SCHOOL BUSINESS MANAGER

Al-Noor Primary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. Full vetting checks, including references prior to interview and a DBS check, will be undertaken.

1. Values

- Observant Muslim, following main-stream Islamic teaching, striving for spiritual and religious self-improvement.
- Shares the vision and values of the school and the Foundation.
- Provides an excellent example for staff members and pupils in terms of their integrity, honesty, character and conduct both in and outside of the school, including online.
- Committed to the Safeguarding of children and the pursuit of excellent child outcomes.
- Demonstrates high standards of loyalty, discretion, emotional intelligence and professionalism.

2. Qualifications and Experience

- NVQ Level 4 or equivalent qualification or experience in relevant discipline;
- SBM specific level 4+ qualification desirable;
- Associates or Bachelor's degree preferred, but will consider work experience in lieu of degree;
- Two or more years working experience in finance in a non-profit organization or corporate environment as an accounting assistant, bookkeeper or accounting manager; Previous experience of working in schools in an administrative and financial capacity is preferred;
- Several years' experience of customer service and of working in an office environment at a senior level including management or supervision of staff is also required;
- Prior experience of maintaining accurate financial records and preparing clear and accurate reports for informational, auditing, and operational use.
- Prior training and experience in managing school Health and Safety and in managing school recruitment and staff vetting is preferred.

3. Professional Attributes

- You have no disciplinary record with any previous employers and have never been convicted cautioned or reprimanded due to an offence and have no existing order preventing you from working in a position of trust especially with regard to money.
- You support the school's aims and values with vigour.
- You lead a department and team well and are innovative, ambitious, energetic and enthusiastic.
- You carry out your duties in a professional manner at all times and have a strong work ethic.
- You have excellent written and spoken communication skills.
- You have excellent personnel management skills and are supportive and understanding towards others.
- You have a pro-active approach to continually learning and developing yourself to improve your professional practice.
- You set a good example in terms of dress, punctuality and attendance.
- You are proactive in matters relating to health and safety

- You are committed to the safeguarding of children, the protection of their welfare and well being and to the pursuit of excellent child outcomes.
- You have the ability to self-evaluate your learning needs and actively seek learning opportunities
- You relate well to children and adults.
- You work constructively as part of a team, understanding team responsibilities and your own position within these and take instructions and feedback well.
- You are diplomatic, analytical, and possess sound judgment.
- You are reliable and have a track record of meeting all deadlines.
- You have excellent organisational skills.
- You are adaptable and have a problem-solving nature.
- You are a solutions-focused professional and enjoy problem-solving.
- You also share the professional attributes of school leaders, specifically:
 - a positive, enthusiastic outlook, embracing risk and innovation
 - commitment and dedication to social justice, equality and excellence
 - engagement in collaborative partnership working, within and beyond the school
 - integrity in relation to their own and the school's practice
 - courage and conviction to achieve the best outcomes
 - respect and empathy towards others
 - resilience, perseverance and optimism in the face of difficulties and challenges
 - decisive, consistent and focused on solutions
 - drive for improvement and challenging underperformance
 - capacity to be flexible, adaptable and creative

4. Knowledge and Understanding

- Good communication skills: written, face to face and over the telephone.
- Projects professionalism in all communications.
- Demonstrates strong interpersonal skills and an ability to work well with a diversity of people
- Ability to organise, manage, lead and motivate other staff
- Values high-quality, error-free work products.
- Use of specialist equipment/resources
- Full working knowledge of relevant policies/codes of practice/legislation
- Ability to plan and develop systems
- Ability to relate well to children and adults
- Work constructively as part of a team, understanding school roles and responsibilities and your own position within these
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Has sound IT skills and can use a range of standard software such as Adobe, MS Excel and MS Word.
- Has previous experience of using accounting or book keeping software.
- Familiarity with finance, accounting, budgeting, and cost control principles including generally accepted accounting principles, internal controls and financial reporting.
- Evident ability to read, analyse, interpret, and explain financial data.
- Expert software knowledge of and previous experience of using financial management software.
- Familiarity with accounting practices, reporting requirements and procedures.
- Familiarity with school Health & Safety checks and statutory requirements.
- Ability to conduct recruitment cycles and full vetting checks and maintain a Single Central Record.
- It will also be expected that the candidate has the capacity to deliver most of the skills knowledge and understanding expected of school leaders as set out below:

4.1 Leading Strategically

Knowledge and understanding of:

- developments in education at local, national and global levels
- models of effective leadership and organisational structures
- new technologies and their potential impact
- strategic planning processes, tools and techniques
- ways of achieving stakeholder and community engagement
- leading change, creativity and innovation
- ways of achieving social inclusion, diversity and access

Skills:

- think strategically, analytically and creatively
- build capacity and achieve sustainability
- deal with complexity and uncertainty
- build a vision and communicate clear purpose and sense of direction
- model the vision and values of the school
- anticipate, lead & manage change
- use research to support and challenge practice
- inspire, challenge, motivate & empower others to attain challenging outcomes
- work strategically with governing body
- celebrate achievement and acknowledge excellence
- demonstrate political acumen

4.2 Leading Teaching and Learning

Knowledge and understanding of:

- curriculum design and management
- principles of quality learning, teaching and assessment including school review and self evaluation
- ways of applying effective practice and research evidence to improve outcomes
- use of external support and expertise
- behaviour and attendance management
- new technologies to support learning and teaching
- political impact of external, community or family factors on learning
- strategies for improving outcomes and achieving excellence for all
- tools for data collection and analysis

Skills:

- design, develop and deliver the curriculum
- demonstrate equality and diversity in teaching and learning
- achieve the best possible learning outcomes for all
- use developmental models for teaching and learning
- engage parents in children's teaching and learning
- manage and use performance data
- develop whole school culture of best practice in teaching and learning
- create flexible and comprehensive learning opportunities for all pupils
- capitalise on appropriate sources of external support and expertise
- deploy technology to support teaching and learning
- develop and use effective assessment and moderation systems
- evaluate, review and develop systems and structures

4.3 Leading the Organisation

Knowledge and understanding of:

- legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks
- organisational development, planning and implementing change

Skills:

- seek expertise and advice from within and outside the school
- establish structures and systems to a sustainable level

- employment management of staff
- technology to enhance organisational effectiveness
- strategies to maximise contributions from the whole workforce
- accountability frameworks
- project management techniques
- collaborate and distribute leadership so operational decisions are based on informed discussion agreement and ownership
- manage others within an accountability framework
- create an environment which enables people to perform at their best and underpins effective employee relations
- develop and sustain a safe, secure and healthy school environment
- create a working environment which takes account of workload and work-life balance

4.4 Leading People

Knowledge and understanding of:

- significance of interpersonal relationships, including impact on teacher performance and pupil learning
- performance management, continuous professional development and sustained school improvement
- building motivation, including the importance of celebrating achievement
- building and sustaining a learning community within a diverse workforce
- own performance, ways of obtaining feedback and how to improve
- support development systems for individuals and teams

Skills:

- create a culture which encourages ideas and contributions from others
- develop self awareness, self-management and self confidence and use effectively
- listen, reflect and communicate effectively
- negotiate and manage conflict, providing appropriate support
- give feedback and provide support to improve performance
- hold people to account and challenge under performance
- develop a culture of learning and continuous professional development
- receive and act on feedback to build on strengths and improve personal performance
- foster an open, fair and equitable culture
- motivate, develop, empower and sustain individuals and teams

4.5 Leading in the Community

Knowledge and understanding of:

- multi-agency work (including the team around the child), benefits and risks of multi-agency working
- the diversity of professional cultures and ways of working
- diversity and community cohesion issues
- collaboration and partnership working (including school, home, community and business partnerships)
- strengths, capabilities and objectives of other schools, services and agencies
- wider curriculum beyond the school and opportunities it provides

Skills:

- establish and engage in partnerships, including working with multi-agency teams
- collaborate and work within and across the community
- consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning
- engage in cross phase working and transition issues
- engage in school-to-school collaboration and contribute to leadership in the wider education system
- contribute to achievement of community cohesion