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| **Person Specification**  **Post Title: School Business Manager** |

**The criteria below are an *indicative* but not an exhaustive list of the skills, experience and attitudes needed for the post**

**Experience**

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| Experience in Financial Management and management of change | Essential |
| Experience in managing budgets | Essential |
| Experience of the following software FMS, FAB and SAP and SIMs systems or equivalents. | Essential |
| Creating and maintaining efficient administrative procedures | Essential |
| Management in business or education setting, including financial aspects | Essential |
| Successful income generation | Essential |
| Delivering training / briefing sessions | Desirable |
| A proven track record of leadership and management | Desirable |

**Qualifications**

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| Educated to A Level standard or equivalent | Essential |
| Certificate of School Business Management – National College of School Leadership or equivalent | Desirable |
| A commitment to ongoing professional development | Essential |
| Numerate and literate commensurate to the role | Essential |
| IOSH, COSHH qualifications | Desirable |

**Knowledge**

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| Knowledge of financial regulations relevant to a school | Essential |
| Financial management skills | Essential |
| The ability to provide financial forecasting and planning | Essential |
| Experience of preparing and presenting financial reports | Essential |
| Budget management and accountancy procedures | Essential |
| Has an understanding of personnel issues and their link to financial management, including recruitment, retention, wages and salary issues. | Essential |
| Data Protection Act | Essential |
| Understanding of child protection and safeguarding | Essential |
| Understanding of the importance of the role and its contribution to the school. | Desirable |
| Health and Safety Legislation | Essential |

**Skills**

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| Ability to build and maintain effective working relationships | Essential |
| Well-developed communication skills, both written and oral | Essential |
| Ability to empathise with and motivate staff | Essential |
| Ability to lead and manage others | Essential |
| Able to work effectively in a confidential and professional manner. | Essential |
| Organisational skills | Essential |
| Proactive in finding solutions to problems | Essential |
| Ability to prioritise workload | Essential |
| Patience and determination | Essential |
| Accuracy and attention to detail | Essential |
| ICT skills appropriate for financial management | Essential |
| Initiative and self-motivation | Essential |
| Negotiation Skills | Essential |
| Problem solving skills | Essential |

**Other**

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| A can-do approach and positive attitude to innovation and change | Essential |
| Flexibility, creativity and ability to think laterally | Essential |
| Flexible and responsive to change | Essential |
| Willingness to self-improve / attend training | Essential |
| Commitment to high standards, best value and continuous improvement | Essential |
| A good understanding of school life and the desire to improve the workload of both teaching and support staff | Essential |
| A strong commitment to educational issues | Essential |
| Resilience and capacity for hard work | Essential |
| Good sense of humour and team spirit | Essential |

Asquith Primary is committed to safeguarding and promoting the wellbeing of all children. We expect our staff and volunteers to share this commitment.

Our safer recruitment processes mean that the safety and welfare of the child is paramount at every stage of the process and therefore we adopt rigorous scrutiny in our pre-employment checking. Applicants must be willing to undergo relevant suitability checks in accordance with Keeping Children Safe in Education Statutory Guidance, including Identity, Right To Work, Qualifications, Prohibition check, two References (which will be taken up prior to interview) and for the successful candidate, an Enhanced Disclosure and Barring Service (DBS) check.

As part of your application, you will need to provide full details of your employment since leaving secondary education, starting with your current or most recent employment first and then by working backwards, including reasons for leaving. Please also include any periods of voluntary work and/or training, providing reasons for any periods not in employment, education or training.