



WOODBIDGE TRUST

FIRWOOD HIGH SCHOOL
SCHOOL BUSINESS MANAGER

RECRUITMENT PACK



INSPIRING SUCCESSFUL FUTURES FOR ALL

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Welcome from the CEO

Welcome to Woodbridge Trust. A Trust that is committed to our vision of, “*Inspiring successful futures for all*”.

We would like to take this opportunity to thank you for your interest in this vital post of School Business Manager, at Firwood High School. We hope that the information contained within this pack is informative and helps you to decide if you have the right qualities, skills and experience to apply for this exciting position.

Woodbridge Trust is a growing Academy Trust within the Bolton area. The Trust was formed in 2018 and currently consists of two schools, a partner college and an extensive SEND service. There are currently over 1,400 children and young people within the Woodbridge family across Bolton and the surrounding areas.

The Trust currently specialises in meeting the needs of pupils with a wide range of special educational needs including those with learning difficulties, Autism, and physical and sensory needs. We believe passionately that education enables our children and young people to have a better future.

As a family of schools and an outreach service, spanning primary, secondary, 6th form and post-19, we have a significant responsibility to ensure that our students are fully prepared for adulthood.

We are devoted to giving our students the best possible chance in life. We strive for each of our schools and settings to be the best they possibly can be. Our staff are highly committed with the singular objective of ensuring that each and every one of our students are inspired to have successful futures.

We are very clear that each of our schools and settings are unique and we support them to promote their individual identity. We have a shared belief of high expectations and supportive collaboration that is underpinned by our values of kindness, respect and integrity. We insist on positive relationships, achieving success by ensuring that students and staff have the best possible experience each day.

Mike

Mike Sidebottom
CEO Woodbridge Trust



WOODBRIDGE TRUST

The Role – School Business Manager.

Firwood High School is a successful 11-19 special school meeting the needs of children with severe and complex learning difficulties. We are a growing school, with 230 children currently on roll. We are part of Woodbridge Trust and work closely with Ladywood Primary Special School, Woodbridge SEND Services and Woodbridge College, our Post 19 provision.

We are now seeking to appoint a highly motivated, enthusiastic and experienced School Business Manager to join our team. You will play an integral role in supporting the Head of School and Senior Leadership Team to strategically lead and manage the school.

The successful candidate will ensure the smooth and efficient running of the school's financial, administrative, personnel, premises, health & safety, business, IT and support services, alongside day-to-day operational aspects. They will work closely with the Head of School to identify priorities and contribute to strategic planning in-line with the school's strategic plans.

The successful candidate will have:

- Experience of managing and setting budgets and financial reporting systems in school
- Strong organisational skills with the ability to manage multiple tasks
- HR knowledge and experience, including managing absence and line management responsibilities
- The ability to manage and support staff, establishing positive working relationships
- Excellent communication and interpersonal skills
- Ability to work collaboratively
- Knowledge of school systems and processes

In return we can offer:

- A challenging yet rewarding working environment working with inspirational young people
- Professional development to support you in your career
- The benefits of working in an innovative and forward-thinking school and Trust
- Supportive leadership and real opportunities to develop as a leader
- A genuinely happy and caring place to work
- High standard facilities

Firwood School is an exciting place to be and if you are a team player with a commitment to the highest quality provision for pupils with SEN then we would like to hear from you.

Job Description.

Key Points:

Contract: Permanent

Working Hours: 37 hrs per week, Term Time plus 15 days

Start Date: To be agreed

Salary: Grade I, Point 31- 35 NJC pay scale

FTE Salary: £40,476 - £44,711

Actual Salary: £36,437 - £40,249 per annum

Responsible to:

Head of School

Responsible for:

Support staff

Core Purpose:

To be responsible for the disciplines of finance, personnel, premises, administration and all matters within the management of the school which are supportive to, but not involve, the teaching function.

To be a member of the School Leadership Team

PRINCIPAL RESPONSIBILITIES:

- To work with the Head of School and SLT to ensure that the school meets its educational aims and achieves improved standards of learning and attainment.
- To give strategic vision and leadership to all aspects of budget, finance, premises, risk management, health and safety, human resources and support services.
- To lead, operate, maintain and develop the financial procedures and systems of the school ensuring that legal and safety requirements with regard to people and property and function of the school are maintained
- To manage the school expenditure, revenue accounts and capital budgets in accordance with the Academies Handbook and the terms of the Scheme of Financial Delegation of the Trust Board.
- To promote and safeguard the welfare of students
- To actively uphold and promote the values, culture and ethos of Woodbridge Trust

KEY TASKS:

Finance

- Obtain agreement on expenditure with budget holders, monitor accounts and provide regular financial reports as required.
- To provide regular reports on the financial state of the school to the Trust Board and Head of School.
- To use financial management information, especially benchmarking tools, to identify areas of relative spend and advise accordingly.
- To suggest ways of effecting budget efficiency savings.



- To be responsible for the management of the school accounting function, ensuring its efficient operation according to agreed procedures, and to maintain those procedures by conducting at least an annual review.
- To monitor all accounting procedures and resolve any problems including the ordering, processing and payment of all goods and services provided to the school; the operation of all bank accounts, ensuring that a full reconciliation is undertaken at least once per month; maintain an assets register; preparation of invoices and collection of all fees and other dues
- To prepare all financial returns for the DfE, Local Authority and other central and local government agencies within statutory deadlines.
- To maximise income generation including writing bids and securing funds for the school.
- To reconcile on a monthly basis all the school's records with those of the Local Authority including payroll.
- To liaise and provide all information required by the internal auditors and implement any recommendations.
- To maintain and monitor all school bank accounts, ensuring bank reconciliations are carried out on a monthly basis

Premises Management

- To be responsible for the maintenance of the school site and the buildings, the preparation of maintenance schedules and the efficient operation of all facilities on the property.
- To have oversight of premises support staff, including caretakers and cleaners employed through service level agreement, whilst in school.
- To be responsible for the letting of school premises to outside organisations and school staff, and for the development of all school facilities for out of school use with particular reference to the local community.
- To have day to day responsibility for Health and Safety Management and Risk Assessment and Hazard Identification.
- To be aware about the main Health and Safety issues specific to the school and how they relate to pupils, staff, visitors and contractors
- To use risk assessment tools to establish hazards within the school and the associated risks involved
- Working with the Trust Facilities Manager to evaluate and prepare for long term development and refurbishment plans to the school premises.
- To keep records of and initiate regular fire practices and weekly alarm tests.

Personnel

- Provide leadership and direct line management for support staff
- To ensure DBS checks are completed correctly and be responsible for ensuring that new staff have DBS, medical clearance and satisfactory references. Liaise with the Local Authority to ensure contracts are issued correctly.
- Maintain confidential staff records and the submission of all Personnel returns to the Local Authority
- To coordinate the administration of recruitment processes for all staff.
- Responsibility for performance management and appraisal of Clerical Assistants, School Meals and other Support Staff.
- Oversee the supply cover for teachers and support staff
- Responsible for personnel arrangements for staff, e.g. staff sickness, return to work interviews, cover for absence, recruitment, job descriptions, staff leaving, in line with school and LA personnel policies, procedures and staffing structure
- Responsible for liaison with HR in relation to staffing issues and queries



- To ensure that the Single Central Record is completed correctly and maintained effectively

Whole School Administration

- To manage the administrative function in school including administrative ICT facilities, school reception, reprographics, records and telephones.
- To be responsible for the systems and general management of the school's administrative and financial computer network, including the implementation of appropriate management information systems.
- To provide for the preparation and publication of all school records and publications.
- To ensure all information, records and data are updated and maintained efficiently and effectively.

Additional Responsibilities

- To comply with and assist in the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection reporting all concerns as appropriate
- Contribute to the school ethos, aims and the development plan.
- Attend and participate in meetings as required.
- Participate in training and development activities and performance development as required.

Customer Care

To provide quality services that are what our customers want and need. To give customers the opportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your manager about what customers say in relation to the services delivered.

Develop oneself and others

To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan. To be ready to share learning with others

Valuing Diversity

To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect, and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Person Specification

The following outlines the key skills and experiences required for this position.

The selection panel will assess each candidate against the criteria listed below, expecting candidates to demonstrate knowledge and understanding of each area and to show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

You should refer to these requirements when completing your application. Short-listed candidates will be involved in a variety of activities directly related to the Person Specification and along with those set out in the Woodbridge Trust Leadership Framework that will form an evidence base.

The panel will use the following assessments tools:

- Application form
- Interview/assessment activities
- References and other employment checks

STAGE ONE Disabled Candidates are guaranteed an interview if they meet the essential criteria

MINIMUM ESSENTIAL REQUIREMENTS		METHOD OF ASSESSMENT
1. Skills and Knowledge		
1.1	Ability to deliver services and systems applicable for effective school management	Application Form
1.2	Ability to deliver value for money initiatives.	Application Form/Interview
1.3	Ability to lead teams and individuals	Application Form/Interview
1.4	Ability to strategically influence decision making within the school.	Assessment
1.5	Ability to use a range of ICT packages	Application Form/Interview
1.6	Ability to self-evaluate learning needs and actively seek learning opportunities	Application Form/Interview
1.7	Ability to relate well to children and adults	Application Form/Interview



1.8	Work constructively as part of a team, understanding school roles and responsibilities and your own position within these	Application Form/Interview
1.9	To be able to initiate opportunities for self and others and to find solutions to ensure tasks are completed within specified timeframes	Application Form/Interview
1.10	Excellent numeracy and literacy skills.	Application Form/Interview
1.11	Highly developed interpersonal skills including influencing skills.	Interview
1.12	Excellent time management skills and punctuality	Application Form/Interview
2. Experience/Qualifications/Training, etc.		
2.1	Experience of managing strategic financial plans.	Application Form/Interview
2.2	Experience of managing budgets, financial reporting, procurement and fixed assets.	Application Form/Interview
2.3	Experience of managing teams, HR functions and Health and Safety.	Application Form/Interview
2.4	Experience of the implementation, development, management and operation of administrative systems.	Application Form/Interview
2.5	CSBM / DSBM or NVQ Level 4 Business Degree or equivalent related professional qualification.	Application Form/Certificate
2.6	Willingness to participate in relevant training and development opportunities	Application Form/Interview
3. Work Related Circumstances – Professional Values & Practices		
3.1	Willingness to constructively challenge the work of self and others to continually improve own team performance.	Application Form/Interview
3.2	Ability to work under pressure and meet deadlines	Application Form/Interview
3.3	This post is subject to an enhanced disclosure and a barred list check from the Disclosure and Barring Service.	Application Form/Interview



STAGE TWO Will only be used in the event of a large number of applicants meeting the minimum essential requirements

ADDITIONAL REQUIREMENTS		METHOD OF ASSESSMENT
1. Skills and Knowledge		
1.1	Previous experience of working within a school office environment at a senior level.	Application Form/Interview
1.2	Previous experience of statistical returns e.g. DfE and SIMS packages	Application Form/Interview
2. Experience/Qualifications/Training, etc.		
2.1	Evidence of continuing Professional Development	Application Form/Interview

VISION, VALUES AND PRINCIPLES

VISION

“Inspiring Successful Futures For All”

VALUES

INTEGRITY – To be open and transparent, actively embracing equality and diversity and having an honest, inclusive and respectful culture within which all at Woodbridge can trust.

RESPECT – Here at Woodbridge Trust we value everyone and treat people with dignity and professionalism.

KINDNESS – The quality of being friendly, generous and considerate. Too often we underestimate the power of a smile, a kind word, a listening ear, an honest compliment, or the smallest act of caring, all of which at Woodbridge Trust we believe have the potential to turn a life around.

PRINCIPLES

Our principles add depth to our values, supporting our vision and provide clear guidance on expectations for all who work in Woodbridge Trust:

- o Develop strong character traits that align to our Trust values: **Integrity – Respect - Kindness.**
- o Collaboratively offer Excellent Education for all.
- o Ensure everyone is an active and valued member of our community
- o Ensure bold and dynamic leaders are developed at all levels to create a culture of continuous improvement.
- o Maintain a strong culture of professional development ensuring excellent teaching, positive relationships and enjoyment every day!
- o Ensure a model of internal challenge and self-review to establish the success of the Trust offer.
- o To be open and connected, actively seeking collaboration to ensure the continuous and sustainable development of our Trust.



WOODBIDGE TRUST

Working for Woodbridge Trust

At Woodbridge Trust we are always looking to take on talented and impassioned individuals who align with our values of **Integrity – Respect - Kindness**. We want our staff and students to thrive and we pride ourselves on the work we do to motivate both staff and students alike. Through building strong relationships, between staff and students across the trust, our aim is to enable people to flourish and grow their skills. Whether you are a Senior Leader, Teacher or a member of our Support staff we care about your career and want to help you feel valued and supported in your job.

Here are some of the many reasons why you should consider working for us:

- National terms and conditions in line with the School Teacher's Pay and Conditions document ("STPCD"), the Burgundy Book (for Teachers) or the NJC Green Book (for Support Staff).
- Automatic enrolment into either the Teachers' Pension Scheme or the Local Government Pension Scheme
- Active focus on wellbeing; the trust and each of its settings are signed up to and committed to the DfE Education Staff Wellbeing Charter
- EAP Health and wellbeing Helpline scheme
- Occupational Health
- Teachers protected PPA and the ability to work from home
- Acknowledgements of special birthdays, retirements and births
- Excellent facilities and working environments
- Access to high quality professional development and progress towards personal learning goals
- A clear progression route supported by rigorous implementation of appraisal systems and Staff Development systems with clear intended outcomes
- Strong, supportive, highly skilled teams with high staffing ratios
- Established Induction processes and support for Early Career Teachers, staff new to schools and staff new to different roles
- Access to CPD and training for **all** staff
- Access to updated technology to enable all staff to be the best they can be in terms of facilitation of teaching and learning
- Many edible treats throughout the year
- Senior Leaders with an open-door policy
- Flexible and Family Friendly Policies



Here's what our staff and parents say.....

I receive amazing support from everyone at this Trust. I love the fact that my child goes here! This is an amazing Trust with truly amazing staff!

Coming to work each day feels like a privilege

I ADORE working at Woodbridge Trust

100% of staff are proud to be a member of Woodbridge Trust

There is a culture where everyone feels valued and staff are trusted

Being a member of staff at Woodbridge Trust feels like being part of a huge family

The Trust offers Excellent educational needs for students.

I feel very proud and lucky to be a part of the Woodbridge team.

Woodbridge Trust goes above and beyond to support everyone who works for them.



***staff survey 2024**

Woodbridge Trust is a great place to work, with exciting career opportunities for staff to progress.

Leaders are extremely supportive, helpful and welcoming and I already feel like a valued member of the team.

Woodbridge Trust Leadership Framework

Effective Leadership isn't just about holding a position of authority, it's about inspiring and guiding others towards a common goal. The Woodbridge Trust Leadership Framework is closely aligned to our vision and values. The framework emphasises the fundamental abilities, perspectives and characteristics of successful leaders, and is considered essential for all leadership roles within Woodbridge Trust and our settings.

Principles	Leader Competencies
 <p>Develop strong character traits that align to our Trust values: Integrity - Respect - Kindness</p>	<ul style="list-style-type: none"> • To be empathetic and understanding of contexts, timing and personal situations with strong emotional intelligence. • Leadership style underpinned by integrity, respect and kindness; to those around and to self. • Listens to the views of others and acts in line with the values and purpose of the Trust. • Demonstrates the ability to provide honest feedback, address underperformance, with clarity and always in the best interests of the individual, setting and Trust. • Creating a shared vision which balances the rationale of settings to align as one Trust. • A resilient individual, who knows when to and is not afraid to ask for help. • Able to critically question & reflect, whilst knowing when and where that is appropriate. Comfortable to challenge to enable and strive for improvement, equity and fairness. Inclusive in language used and intent of actions. Courage to promote autonomy.
 <p>Collaboratively offer Excellent Education for all</p>	<ul style="list-style-type: none"> • Committed to inspiring successful futures for all at Woodbridge Trust. • Protects time to connect and collaborate with staff across the Trust as a vital part of improvement. Reaches beyond and sees the importance of being outward facing both in terms of own learning and also the civic responsibility to their school, Woodbridge Trust and the larger community. • Actively establishes external relationships and communications, building links and partnerships that are reciprocal and mutually beneficial, aspirational and inclusive. • Can clearly and effectively communicate what success looks like - when to see it and expect it with young people, teams, parents, organisations, the partnership and larger community. Poses a full understanding of current picture - improvement strategies needed and implementing them effectively. • Professional learning is in place for individuals and the team to reach their potential • Visionary and determined, with a commitment to ensure individuals and the team reach their potential.



Ensure everyone is an active and valued member of our community

- Leads a motivated teams where wellbeing is fundamental, time is valued, and all feel safe to contribute.
- Understands and sees the importance of a consistently high performing and functioning team, based on deep knowledge of the people. Uses knowledge of effective teams with clarity around their roles which are underpinned by core values.
- Builds, creates and recruits strong team players, embracing difference and promoting equality, diversity and inclusion.
- Demonstrates operational excellence shown through preparation, professionalism, effective and precise communication.
- Supports and empowers team members to develop their skill set and celebrate success. Inspires and influences as needed – knowing when to support and challenge.



Maintain a strong culture of professional development ensuring excellent teaching, positive relationships and enjoyment every day

- Not afraid to make and learn from mistakes and embrace challenge through engagement in dialogue and professional learning, coaching, training, reading, research. Self-aware with the ability to receive and provide constructive feedback in a way that will maximise impact on behaviours, and on young people.
- Self-reflective with the ability to approach situations with humility, openness and a willingness to listen and learn. Proactive and reactive with a thoughtful and considered mindset allowing flexibility and adaptability. Open minded and able to demonstrate perseverance. Enthusiastic and self-motivated.
- A collaborative thinker and learner who challenges conventional ways of thinking.



Ensure bold and dynamic leaders are developed at all levels to create a culture of continuous improvement

- Leading with purpose across the Trust.
- Creates an inclusive working culture within an environment of challenge and support, where conditions for all to thrive are established.
- Lays the foundations for a culture of high expectations and belief in each other, modelling what can collectively be achieved – a place where great things can happen.
- Works collectively - knowing own role and positive impact on young people.
- Ensures all feel safe to contribute, and there is a fair and inclusive working culture.



Ensure a model of internal challenge and self-review to establish the success of the Trust offer

- Enables and celebrates meaningful impact at all levels through people, systems, protocols and actions with a relentless focus on high standards and people thriving.
- Offers professional challenge and support to all colleagues, focusing on the shared purpose whilst modelling **integrity, respect and kindness**.
- Courage to have conversations where impact needs to improve, knowing when to support and challenge.
- Ability to review evidence and data to reach informed judgements.
- Skilled at implementation of planning, ambitious about what improvement looks like and how to achieve and sustain.



Actively seek collaboration to ensure the continuous and sustainable development of our Trust.

- Knows the team, their needs, drivers and motivations, develops trust, making time to listen.
- Sources and implements professional learning to develop others, recognising and supporting needs.
- Identifies plans for effective CPD at individual, team, organisation or partnership level, in line with career stage expectations and succession planning.
- Is clear about the process of leading and implementing change including planning, communicating and adapting as required.
- Engages with experiences and partnerships to support the development of personal and academic potential.
- Ensures the team knows and feels they matter and care, investing in them as a professional.

Please be prepared to be assessed on any of these during the interview process.

How to apply...

Please read the information pack provided and complete the attached application form. Please include a letter with your application, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, outlining any relevant experience and personal qualities you would bring to the role.

Visits to the school are welcome, please contact us on the email below to book a slot.

Please send your completed application to: Recruitment@firwood.bolton.sch.uk

Closing date for application: 9:00am on Monday, 18th November 2024

Shortlisting: Monday, 18th November 2024

Assessment Centre and Interview: Monday, 25th November 2024

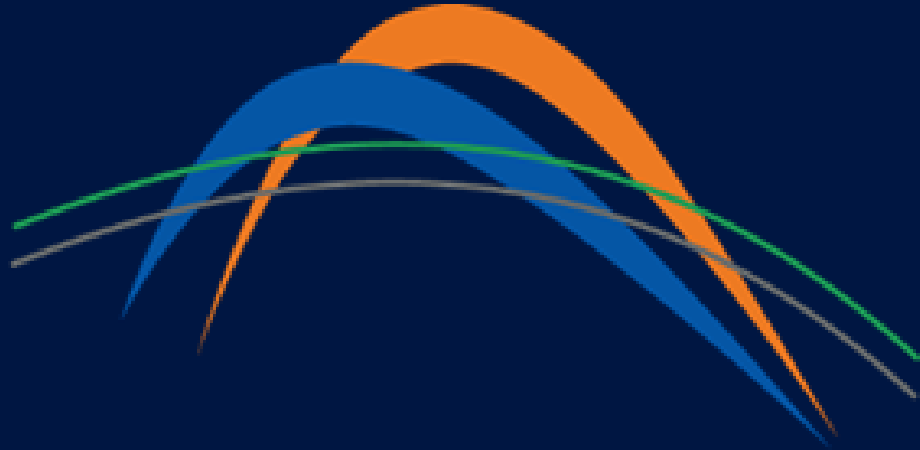
Woodbridge Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

All shortlisted candidates will be required to complete a self-declaration of their criminal record or any information that would make them unsuitable to work with children, we will also carry out an online search on shortlisted candidates to help identify any incidents or issues that are publicly available online. References will be sought prior to interview.

The successful applicant will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service, and Teacher Prohibition check where appropriate.

All offers of appointment will be conditional until satisfactory completion of the necessary pre-employment checks as specified in KCSIE 2024.

Thank you for your interest and we welcome your application.

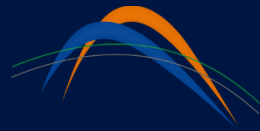


WOODBIDGE TRUST

In partnership with...



Firwood
High
School



WOODBIDGE
COLLEGE