

ISBL Professional Standards



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Foreword

The Secretary of State is committed to helping schools improve outcomes for pupils by making every pound count and getting the best value from all of their resources. At the ESFA, we very much see our role as being a key part of delivering the Secretary of State's vision for ensuring best and most effective use of resources. Through doing this, we, like you, want to play our part in supporting, developing and funding world-class education and skills provision.

Instrumental to that commitment is the valuable work of school business professionals. The role is key to excellent school resource management, and I am grateful for ISBL's work supporting their members to undertake this responsibility. We at the ESFA appreciate the collaborative way in which you work with us.

I welcome this review of the professional standards. If we can harness the power and capability of the sector, we can ensure schools have the very best school business professionals and continue to improve the education of children and young people in our communities.



Eileen Milner

Chief Executive and Accounting Officer of the Education and Skills Funding Agency (ESFA)

Introduction

In 2015, we launched Professional Standards for the school leadership profession. There have been significant developments in the education sector since then, and we felt the time was right to review these standards to ensure both their natural evolution and relevance.

We are now operating as an institute, a move driven principally by the greater scrutiny on school business leadership practice and indeed the spotlight on ethical leadership across the leadership triangle of pedagogy, governance and business.

There are many new iterations of school business leadership; some operating as generalist, some as specialist and indeed now a number of practitioners operating at senior executive level. These are now all accommodated within our revised standards. Many SBLs will now be working across multiple establishments and in some cases multiple regions as centralisation becomes more commonplace. But with greater opportunity comes increased accountability.

The standards continue to set out a clear blueprint for effective school and academy business leadership. They impose no glass ceilings on the profession but continue to recognise that practitioners are at different stages in their professional journey.

The standards continue to provide a reference point for recruitment, performance management and career development activities and are often used by professionals, their employers and training providers.

Practitioners should use the standards to inform their personal professional development plans: employers should use them to support performance management and to develop their teams; and indeed, those responsible for governance should use the standards to help frame appropriate challenge and positive critique.

ISBL membership is now directly linked to the four tiers described in the Professional Standards with a unique professional institute category available for those at entry level through to those operating as senior executive leaders.

We are proud to promote a set of Professional Standards designed to support school business leaders so that they can better serve their learning communities.



Stephen Morales

Chief Executive Officer, Institute of School Business Leadership (ISBL)

Overview

How to use the standards

These standards can be used to inform the performance management of school business professionals (SBPs). However, they are non-mandatory and, due to the variety of SBP roles in each setting, do not establish a baseline of expected performance. They therefore should not be used as a checklist or as a baseline, and any shortcomings with respect to the standards are not a basis for questioning competence or initiating capability procedures..

The standards can be used to support:

Self-assessment

- By school business professionals as a framework for self-development, enabling them to consider what they have already achieved or need to achieve, going forward, to deliver the levels of operational effectiveness set out in the standards. They may also seek feedback from colleagues or their peers based on the standards.

Recruitment

- By identifying the skills and knowledge the school/trust needs in its staff team and in communicating these to applicants.
- By employers to describe job roles, externally and internally, and to ensure new employees receive a high quality induction based on the areas they will cover in their new role.

Individual performance management

- The performance management of school business professionals. The standards are, however, non-mandatory. We recommend they are not used as a simple checklist nor on their own as the basis for questioning competency or initiating capability procedures.

Organisational development

- To provide a broad overview of business management activities in the specific context of the school/trust.
- To act as a starting point for the identification of specific objectives for the next stage of the school's improvement journey.
- To identify areas of development where the school's/trust's operations require improvement.

Training and development

- The setting of a clear curriculum for the core and specialist knowledge required to be successful in a school business role and the skills professionals must subsequently master to progress to a senior level.
- The content of both initial and continuing professional development for those entering or developing their career in the profession.
- A framework for training school business professionals in a commonly agreed set of technical skills and knowledge.
- A framework for the development of qualifications and other professional recognition for school business professionals.

The ISBL standards

The standards framework sets out the six main professional disciplines of school business leadership, along with the six principal behaviours required to be effective in the school business leadership profession.

The values and ethics of school business leadership are also explicitly set out as part of the framework.

The standards have been developed to recognise the diverse nature of the profession and, are connected together with Leading Support Services at the heart of the framework.

Leading Support Services is acknowledged to be one of the most fundamental aspects of a school business leader's role and should be a primary consideration for all practitioners engaging with the document as it outlines whole-school leadership regardless of whether the practitioner is undertaking a specialist (e.g. HR Director) or generalist (e.g. Chief Operations Officer) role.



A tiered approach

The standards are tiered in such a way that reflects the level of contribution that practitioners are making towards discrete professional disciplines and leadership responsibilities. The tiers describe expected levels of professional practice; from those at entry level, making a contribution to a process or function, to those with senior strategic leadership responsibility in complex schools/trusts or across several schools/settings.

Tier 1	Tier 2	Tier 3	Tier 4
Tasks or responsibilities are likely to include, but are not limited to:			
Contribution to a process or project with some direct responsibility for tasks or an element of a team.	Some individual responsibility or autonomy for the supervision of a team, process or project. Responsible for individuals/teams carrying out functional tasks.	Responsibility and autonomy for the management of a team, process or projects. Accountability for an individual or a team discharging a task or function.	Accountability for strategic leadership; or, a specialist with responsibility for defined areas of the school/trust. Committed to system leadership and the improvement of the sector.
Working at or beyond	Working at or beyond	Working at or beyond	Working at or beyond
QCF L3 (e.g. L3 Diploma)	QAA/QCF L3 (e.g. L3 Diploma)	QAA/QCF L4 (e.g. HNC)	QAA/QCF L6 (e.g. Bachelor's degree)
Knowledge and understanding	Knowledge and understanding	Knowledge and understanding	Knowledge and understanding
Immediate skills required to perform tasks to a defined standard.	Competent to operate across a number of interrelated tasks and professional disciplines.	Competent to operate across a number of interrelated tasks and professional disciplines in some complex and non-routine situations.	Competent to operate in complex and non-routine situations and can develop others.
Basic understanding of the context/purpose of tasks undertaken.	Broad understanding of the context /purpose of tasks undertaken.	Detailed understanding of the strengths of the school/trust.	Comprehensive and possibly, specialised understanding of the wider context in which the school operates.

Professional disciplines

The standards are divided into six sections of specific technical competency linked together via a core standard of Leading Support Services (LSS). LSS is at the core of our practice and central to all other school business professional activity. It sets out those activities that are applicable to all school business professionals regardless of their role, specialism, stage of career or the school setting within which they operate.

The LSS section should be read alongside the other professional disciplines when using the standards for the purposes outlined earlier.

Table 1 provides an overview of each of the professional disciplines and the functions outlined within the standards framework.

Table 1: Professional standards disciplines, overviews and functions

Professional disciplines	Overview	Functions
Leading Support Services	Lead, develop and coordinate support services, or your specialist function(s), to support outcomes for pupils across the school/trust by providing high-quality solutions.	<ul style="list-style-type: none"> • Strategic direction • Growth strategy/sustainability • Provide leadership at school, trust and system-wide level • Appropriate use of public funds and governance • Operational effectiveness and innovation • Service coordination • Policy, procedure and process • Legal, ethical and social context of governance • Health, safety and risk • Safeguarding • Continuing professional development (CPD) • Professional values and ethics
Finance	Ensure the effective management, reporting and recording of the school's/trust's finances, including budget planning, monitoring, control and communication of financial information for decision-making.	<ul style="list-style-type: none"> • Manage school/trust finances • Develop and implement strategy to resource and deliver the school's/trust's strategic objectives • Influence business/finance decisions • Lead the promotion of good financial management • Lead and direct a finance function that is resourced to be 'fit for purpose' • Champion economy, efficiency, and effectiveness
Procurement	Procure goods and services on a value-for-money basis (economy, efficiency and effectiveness) to support education delivery within the context of regulatory frameworks and legislation.	<ul style="list-style-type: none"> • Procurement strategy • Benchmarking • Tender management • Collaborative buying • Contract and supplier management • Exit and re-procurement/closedown • Joint arrangements • Statutory frameworks and legislation including OJEU (Official Journal of the European Union)
Infrastructure	Ensure the fundamental facilities and services necessary for the school/trust to function are maintained to drive sustainability, support teaching and learning excellence, assist in expansion and support community engagement.	<ul style="list-style-type: none"> • Asset management planning • Space planning • Strategic capital planning • Capital projects • Resources and facilities management • Grounds maintenance • ICT
Human Resources	Human resource management ensuring regulatory and legal compliance. Managing, supporting and developing staff to ensure delivery of the school's/trust's strategic priorities in line with the vision and School Development Plan (SDP).	<ul style="list-style-type: none"> • School/trust design • Workforce planning • Performance management and continuing professional development (CPD) • Human resource management
Marketing	Ensure the development of a marketing and communication strategy which promotes the school/trust and defines the brand, aims and goals. Develop pupil recruitment, stakeholder engagement via appropriate communication channels and maximise income generation.	<ul style="list-style-type: none"> • Strategy • Brand management • Communication and promotions • Income generation

Values and ethics

ISBL code of ethics

The Institute of School Business Leadership (ISBL), is the professional body for individuals managing and leading school operations. Our 3,000 members work throughout the education sector, in maintained schools, single academies, multi-academy trusts and other collaborative structures where public money needs to be effectively and efficiently managed.

As the only UK professional body to specialise in school business leadership, ISBL's qualifications are the foundation for a career in school business.

We also champion high performance in public services, translating our experience and insight into clear advice and practical services for our education sector professional community.

ISBL shows the way in education finance and operations management by standing up for sound financial and resource management and robust corporate governance.

The importance of ethical behaviour

The work of school business leaders needs to be trusted by society at large, education stakeholders and other school leaders. It is expected to be free from personal bias, carried out competently, and subject to appropriate scrutiny. It is the principal added value of the school business leadership profession that such matters are underpinned by these professional standards, which reinforce high standards of rigour and competence.

A further expectation of behaviour is overlaid on those who work in the public services, who are perceived as being in positions of public trust.

Whether by accepting a public role or by becoming an SBL, you are in the public eye and potentially vulnerable to heavy scrutiny. So, what we do reflects not only on ourselves, but on our employing organisation, on the institute to which we belong, and ultimately on our profession.

As SBL professionals, you submit to a commitment to rigorous education, training and assessment, coupled with continuing professional development (CPD). This equips you to deal with complex issues, frequently with a high technical content that might not be accessible to other stakeholders who rely on your work. Accepting to be bound by published, high standards of ethical behaviour is a powerful way of creating confidence that you will not use this knowledge to mislead or gain personal advantage.

Fundamental principles of ISBL's ethical code

Integrity: this is about being truthful, straightforward and honest, dealing fairly with people and situations; it rules out making misleading or false statements, whether by omission or inclusion of information, either knowingly or without taking care to find out.

Objectivity: the avoidance of bias, whether for personal self-interest, or because of pressure from another, and closely allied to independence. This includes a responsibility to escalate concerns in the event of identifying or observing irregularities.

Professional competence and due care: this is about acquiring and maintaining appropriate technical and other relevant skills and competence to perform your work, doing it thoroughly and correctly, on a timely basis, and ensuring that users of our output understand its context and limitations.

Confidentiality: information about organisations and people encountered in the course of your work should not be disclosed, inside or outside the work environment, to anyone who does not have a legal or professional right to it, and especially not to secure a personal advantage for anyone.

Professional behaviour: this is about complying with professional standards and statutory obligations, and avoiding actions that might bring the profession into disrepute.

Principles of public life

In addition to adhering to ISBL's ethical code, public sector professionals are expected to be familiar with, and to apply, the seven 'principles of public life, which include':

Selflessness – the avoidance of doing things for personal gain – resonates closely with the notion of professional conduct.

Openness – may seem to sit uncomfortably alongside the exhortation to confidentiality, but in practice they are complementary. Openness recognises that activities undertaken with public money ought to be visible to the public, so that temptation to doubtful or corrupt activity is made harder: so a breach of the confidentiality principle through abuse of a piece of inside information for personal gain would be easier to spot if the consequent transaction was open.

Accountability is required in the overall conduct of business. It applies to all public sector employees. It might be argued that this principle is encompassed within professional competence and due care, but it is possible to say that this is not a special requirement that marks the school business leadership community out from public service people in general.

Leadership in public life is about setting a good example, implicit for all SBLs in the fundamental principles. But the ethical code should remind us that the burdens of example-setting grow with seniority. So, while all professionals must set a good example by their conduct, there is an extra obligation on those who are finance directors, chief executives or heads of other functions. All SBLs who manage staff should ensure that they lead by example and provide proper training, including in ethics and other aspects of professional behaviour, for their teams.

For all SBLs, this combination of principles represents a formidable standard to live up to. The remit to operate and report ethically applies across the whole range of school business leadership duties, too, including those exercised in a role outside the finance function. Many SBLs work in areas that process information about non-financial performance. Recognising that the systems supporting non-financial performance information may not contain all the controls, checks and balances associated with financial figures, there is no less duty on the SBL to report accurately, objectively, fairly and professionally on such measures.

Behaviours

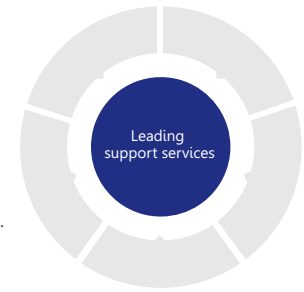
The information in this section describes the essential personal behaviours that a school business management professional needs to demonstrate in order to undertake their role.

Behaviour	Behaviour description
Agile	Is adaptable, flexible, reflective and capable of leading and managing change.
Decisive	Can identify and consider options, make recommendations and robustly defend decisions in a timely manner, using evidence to support proposals.
Leads	Inspires and motivates others within their team, school/trust and the wider profession. Leads functions, people and/or projects within the remit of their autonomy and responsibility.
Collaborative	Works effectively and inclusively both within and outside of the organisation so individuals, teams and the learning community can benefit from shared capacity and knowledge.
Resourceful	Uses resources, information and knowledge to overcome obstacles and finds creative/ innovative solutions to develop self, team and/or organisation.
Emotionally intelligent	Manages and uses emotional intelligence when problem-solving and considers new innovations and change. Demonstrates confidence and the ability to negotiate, challenge and influence alongside care for others, diplomacy, approachability and resilience. Demonstrates both contextual and professional self-awareness.

Leading Support Services

Act as a role model for the school business profession by leading, developing and coordinating support services, or your specialist function(s), to support outcomes for pupils across the school/trust by providing high-quality solutions.

This section should be read and adhered to by those performing both generalist and specialist functions at all levels. This section, the values and ethics, and the behaviours are central to all school business professional roles.



A. Functions	Tier 1	Tier 2	Tier 3	Tier 4
Strategic direction	Identifies ideas and shares insight and observations to influence decision-making..	Influences priorities, decisions and activities in relation to the organisation's strategic plan.	Draws on environmental, policy and sector insight to shape and challenge organisational strategy.	Develops and evaluates the organisational strategy across the school/trust.
	Recognises and contributes to the values, moral purpose, leadership styles and ethos of the school/trust and applies these to working practices.	Contributes to and promotes the vision, values, moral purpose, leadership styles and ethos of the school/trust.	Measures, analyses and reviews organisational performance within the context of organisational culture, sharing findings with relevant stakeholders.	Contributes to the development of the vision and values for the school/trust.
	Understands the rationale, and works with others to deliver systems, for change.	Identifies new opportunities and collaborates to facilitate change management.	Engages with, and challenges, senior leaders around purpose, principles and benefits of change which are linked to the School Development Plan.	Engages in ongoing research and consults on the merits of change.
Growth strategy /Sustainability	Understands the rationale for growth and the impact on the organisation.	Supports the implementation of the organisation's growth strategy and the deployment of resources accordingly.	Manages the implementation of the organisation's growth strategy, identifying and allocating resources accordingly.	Contributes to its development and at an executive level assists in directing the organisation's growth strategy, clearly articulating the justification and impact on the organisation.
Provide leadership at school, trust and system-wide level	Supports the development of departmental teams with an appreciation for context and availability of resources.	Helps facilitate the development of strategies to access and explore new opportunities for the school/trust.	Creates an inclusive and innovative leadership approach that enables wider collaboration and develops the ability of the school/trust to respond to new opportunities.	Demonstrates an inclusive and innovative approach that engages key stakeholders within the education sector.
	Provides input as appropriate and contributes to collaborative decision-making within their local team.	Identifies and alleviates issues within the remit of their own responsibilities, escalating concerns where appropriate.	Identifies and takes steps to deal with inhibitors and obstacles in a fair and equitable manner.	Seeks input from others, sustains team spirit, sets expectations, drives performance and provides feedback and encouragement.
Appropriate use of public funds and governance	Operates within the organisation's scheme of delegation and financial procedures policy and supports robust financial governance.	Provides relevant information to allow the critical analysis of the organisation's spending and to support financial governance. Supports appropriate challenge regarding departmental or organisational spending.	Promotes a culture of value for money (VfM) and excellence in resource management. Challenges, where appropriate, departmental or organisational spending.	Promotes a culture of value for money (VfM) and excellence in resource management. Challenges expenditure and investment decisions at an organisational level. Supports robust corporate governance.
Operational effectiveness and innovation	Monitors and maintains relevant school/trust management information data. Assists in the production and recording of key performance indicators.	Ensures relevant school/trust management information data is available to support school improvement, innovation and change.	Draws on relevant school/trust management information data to contribute to the overall school/trust strategy and improvement.	Reviews and analyses relevant school/trust management information data to contribute to the overall school/trust strategy and improvement.

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A. Functions (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
	Understands, supports and adopts within own remit, the principles of excellent resource management and effectiveness.	Promotes within their team and wider organisation operational process, excellent resource management and effectiveness.	Sets organisational targets and promotes a culture in which recognised principles of excellent resource management are embedded.	Develops, promotes and embeds a culture which recognises the principles of excellent resource management and effectiveness.
	Understands and articulates the importance of proportionate innovation and the part their own role has to play within this.	Leads departmental or, where appropriate, school/trust innovation projects.	Manages the organisational strategy for innovation.	Develops an organisational strategy for innovation.
	Assists in the implementation of innovative practice and seeks innovation in their own areas of responsibility.	Works with specialists to generate and develop ideas that lead to innovative solutions for the department/school or trust.	Successfully communicates, leads and implements innovative projects.	Contributes to the leadership approach to innovation within the school/trust.
Service coordination	Monitors the delivery of service.	Measures service delivery within the department or school, escalating concerns where appropriate.	Leads teams or departments to maintain or enhance the delivery of services to the school.	Creates a climate in which multidisciplinary teams collaborate to provide effective and responsive support services.
Policy, procedure and process	Adheres to relevant policies and legislation within the remit of their responsibilities.	Responds to policy and legislative changes, escalating issues where appropriate. Engages with internal policy review and externally via participation in professional networks.	Carries out research and benchmarking to inform effective policy development. Leads internal policy review and externally via participation in professional networks.	Engages in and commissions research, benchmarking, case studies and sector developments to help inform organisational policy and strategy.
	Adheres to policy and procedural requirements and helps draft procedures related to their own operational area.	Drafts policies and procedures and makes arrangements for implementation across the organisation.	Drafts policies and procedures and makes arrangements for implementation across the organisation. Monitors, evaluates and reviews policies to establish impact and effectiveness.	Leads on policy implementation and uses evaluation and monitoring data to review policy effectiveness.
Legal, ethical and social context of governance	Understands the organisational values and governance framework.	Drafts policies and procedures and makes arrangements for implementation across the organisation.	Assists in the development and subsequent dissemination of organisational values and the governance framework.	Contributes to the development and implementation of organisational values and the governance framework.
Health, safety and risk	Ensures own and others' actions reduce risks and comply with health, safety and environment legislation and codes of practice, escalating issues where appropriate.	Ensures own and others' actions reduce risks and comply with health, safety and environment legislation and codes of practice, escalating issues where appropriate.	Manages an organisational culture in which health, safety and environment are prioritised and inform strategy, planning and decision-making, escalating issues where appropriate.	Develops and leads an organisational culture in which health, safety and environment are prioritised across complex educational structures/academy provision and inform strategy, planning and decision-making.

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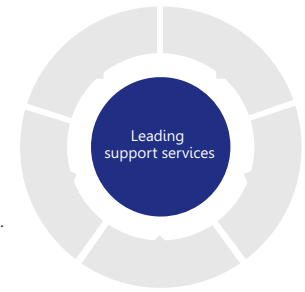
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Act as a role model for the school business profession by leading, developing and coordinating support services, or your specialist function(s), to support outcomes for pupils across the school/trust by providing high-quality solutions.



This section should be read and adhered to by those performing both generalist and specialist functions at all levels. This section, the values and ethics, and the behaviours are central to all school business professional roles.

A. Functions (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
	Complies with specific operational arrangements for managing and mitigating health, safety and environment issues in own operational area, escalating issues where appropriate.	Draws on expert advice to formulate specific arrangements for managing and mitigating risk, health, safety and environmental issues across the department or organisation, escalating issues where necessary.	Reviews and directs the organisation's arrangements for compliance with relevant health, safety and environmental legislation. Acts as school Health and Safety Coordinator and Fire Officer where appropriate.	Develops, leads and has responsibility for the organisation's arrangements for health, safety and environment.
	Understands and supports the need for appropriate inspection and quality assurance regimes and maintains the relevant documentation, within the remit of their responsibilities.	Manages and maintains appropriate inspection and quality assurance regimes to ensure health, safety and environmental legislation compliance, within the remit of their responsibilities.	Leads inspection and quality assurance regimes to ensure health, safety and environmental legislation compliance.	Leads inspection and quality assurance regimes to ensure health, safety and environmental legislation compliance.
Safeguarding	Complies with and promotes safeguarding arrangements, escalating issues where appropriate.	Complies with and contributes to the formulation and implementation of safeguarding arrangements, escalating issues where appropriate.	Complies with and manages implementation and review of safeguarding arrangements, escalating issues where appropriate.	Has responsibility for the implementation and delivery of safeguarding arrangements.
CPD	Has considered a career development plan for the future and the CPD options available.	Strong and clear understanding of how they wish their career to develop and the CPD options available.	Makes a strong commitment to CPD as a professional and has clear plans for their future career development.	Is committed to continued improvement and self-development both for themselves and the organisation.
Professional values and ethics	Commits to the ISBL code of ethics and understands their own professional competency and limitations.	Commits to the ISBL code of ethics and understands their own professional competency and limitations.	Commits to the ISBL code of ethics and understands their own professional competency and limitations.	Commits to the ISBL code of ethics and understands their own professional competency and limitations.

The knowledge describes the learning requirements of the practitioner undertaking the activities outlined in Section A. Functions.

B. Knowledge	Tier 1	Tier 2	Tier 3	Tier 4
	Understands the organisation's ethos and how it compares to other settings.	Understands how the ethos creates particular opportunities and restricts others.	Understands how the ethos is informed by social, political, economic and environmental factors.	Understands how the ethos is informed by social, political, economic and environmental factors.
	Understands own team's priorities for improvement.	Is aware of techniques for planning business change to provide short and medium-term plans for specific projects/services. Discusses, evaluates and applies those techniques to deliver successful programmes including managing the impact on people affected by the change process.	Understands a wide range of strategic planning theories and tools used to formulate short, medium and long-term plans for the organisation.	Understands a wide range of strategic planning theories and tools used to formulate and evaluate short, medium and long-term plans for the organisation.
	Understands prioritisation and time management.	Understands performance management, appraisal techniques and leadership styles.	Is aware of leadership theories and relevance to educational settings.	Understands leadership styles, theories and relevance to educational settings.
	Understands arrangements for evaluating own/team's performance and purpose of monitoring performance.	Understands the purpose of monitoring performance, statistical and non-statistical analysis tools.	Understands qualitative and quantitative data analysis and reporting methods.	Understands qualitative and quantitative data analysis and reporting methods.

Leading Support Services

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B. Knowledge (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
	Understands how to lead at an operational level.	Understands different and appropriate leadership styles in different situations (with an understanding that different leadership styles are appropriate at different times, contexts and with different people) and seeks to make use of feedback on leadership performance.	Understands the main types of organisational culture in education and their strengths and limitations.	Understands the main types of organisational culture in education and their strengths and limitations.
	Understands professional frameworks applicable to role.	Understands professional frameworks applicable to role and others' roles where appropriate.	Understands professional frameworks applicable to role and others' roles where appropriate.	Understands professional frameworks applicable to role and others' roles where appropriate.
	Is aware of the principles to ensure excellence in school resource management.	Can apply the principles to ensure excellence in school resource management.	Analyses the principles to ensure excellence in school resource management.	Evaluates principles to ensure excellence in school resource management.
	Comprehends policy categorisation (statutory, regulatory and recommended) and the review timeline process.	Comprehends national policy and accountability agenda.	Understands the role and importance of research/best practice in policy formulation. Policy-making mechanisms at school/trust, local and national levels particularly as they relate to education delivery, e.g. Schools Forum.	Understands the role and importance of research/best practice in policy formulation. Understands policy-making mechanisms at school/trust, local and national levels particularly as they relate to education delivery, e.g. Schools Forum.
	Understands principles of risk management and risk factors affecting organisational users.	Understands specific legislation, regulation and sector-specific best practice.	Understands theories of risk assessment and risk management techniques.	Understands theories of risk assessment and risk management techniques and how to implement them.
	Understands own self-development needs and how learning and development improves performance of self and team. Is aware of professional learning available to support self and, where appropriate, other team members.	Is aware of wider professional learning available to support the profession.		
	Is aware of health and safety regulations within area of responsibility, personal safety and in relation to the school.	Understands duties placed on individuals by health and safety regulations.	Understands duties placed on individuals by health and safety regulations, and consequences of failure to meet those duties.	Understands duties placed on individuals by health and safety regulations,, and consequences of failure to meet those duties.
	Understands the procedures for dealing with incidents and emergencies and is able to report incidents and emergencies.	Is able to develop clear processes and contribute to the correction of incidents and emergencies.	Understands how to lead the development and implementation of clear processes for dealing with health and safety incidents and emergencies, taking note of best practice within the sector.	Understands how to lead the development and implementation of clear processes for dealing with health and safety incidents and emergencies, taking note of best practice within the sector.

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 CIPD (2014). The CIPD Profession Map. [Online] Available from: <http://www.cipd.co.uk/cipd-hr-profession/profession-map/> [Accessed 24 July 2015].

Finance

Ensure the effective management, reporting and recording of the school's/trust's finances, including budget planning, monitoring, control and communication of financial information for decision-making.



A. Functions	Tier 1	Tier 2	Tier 3	Tier 4
Manage school/trust finances	Contributes to the financial administration of the school/trust in line with financial procedures.	Administers school/trust finance operations in line with financial procedures.	Leads on all school finance-related matters to ensure proper stewardship of funds.	Promotes a culture of innovation and challenge in transforming financial performance, and undertakes the Head of Profession role for Finance.
Develop and implement strategy to resource and deliver the school's/trust's strategic objectives	Assists the finance team through the provision of information, supporting the financial strategy.	Coordinates the collation of information and data to support strategy.	Links financial strategy and overall school/trust objectives.	Develops and leads a long-term financial planning process to support the school/trust in achieving strategic outcomes.
	Operates planning and budgeting processes to an appropriate cycle.	Coordinates the planning and budgeting processes.	Develops and maintains effective processes for the scrutiny, challenge and agreement of budgets.	Ensures effective budget allocation processes are in place to achieve the financial strategy and that risks are identified and managed.
	Contributes to the provision of financial and performance monitoring data.	Provides financial and performance monitoring data to support the school/trust in monitoring its performance against objectives.	Monitors overall budget implementation and performance to ensure the successful achievement of school's/trust's objectives.	Ensures effective and proactive performance monitoring procedures are in place to deliver the financial strategy.
Influence business/finance decisions	Produces timely and relevant information to support decision-making.	Ensures that those making decisions are provided with information that is fit for purpose, relevant and timely.	Develops and monitors processes to ensure that the financial implications of decisions are properly understood and can be met from within resources.	Ensures that key strategic decisions are taken with a full understanding of the financial implications and that effective stewardship of public funds is maintained.
	Supports the provision of information for option analysis and the preparation of business cases.	Provides information and analysis to support option analyses and business cases.	Produces accurately costed option analyses and business cases to support major decisions.	Ensures that all appropriate decisions are supported by accurate option analyses and business cases to ensure value for money.
	Operates in accordance with the school's/trust's financial management procedures.	Promotes the importance of financial information in effective decision-making.	Ensures colleagues understand and operate within financial procedures in relation to business decisions, providing training and support as necessary.	Ensures the school/trust decision-making procedures give sufficient weight to financial implications and that the culture supports this.
	Contributes to assessing financial risk.	Assesses risks to financial plans.	Ensures that opportunities and risks are documented and fully considered and that decisions are aligned with the overall financial strategy.	Considers new solutions/opportunities with appropriate consideration of risk.

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Ensure the effective management, reporting and recording of the school's/trust's finances, including budget planning, monitoring, control and communication of financial information for decision-making.



A. Functions (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
Lead the promotion of good financial management	Operates internal control systems in accordance with established procedures to secure probity.	Implements effective systems of internal control that include clear financial regulations and operating procedures to secure probity.	Implements effective systems of internal control with consideration of spans of control that include clear financial regulations and operating procedures to secure probity.	Develops financial management policies to underpin sustainable long-term financial health and demonstrate robust assurance.
	Maintains integrity of financial systems and data.	Manages colleagues to maintain integrity of financial systems.	Establishes and maintains proportionate business continuity arrangements for financial processes and information.	Leads on appropriate investment in contingency planning and establishes reciprocal partnerships to enable financial activities to continue uninterrupted.
	Produces financial information to support financial reporting.	Coordinates and collates the provision of financial data for financial reporting purposes and the completion of statutory returns.	Ensures that financial and performance reporting is accurate, clear, relevant, robust and objective and complies with regulatory requirements and proper practices.	Assumes ultimate responsibility for financial reporting, including an annual statement of accounts, and ensures that all reporting adheres to the requirements of the law and financial reporting standards.
	Supports colleagues in understanding financial procedures.	Provides training to colleagues on financial procedures.	Develops training programmes and materials on financial procedures.	Ensures that the right skills are in place to support effective financial management throughout the school/trust and that appropriate training takes place.
Lead and direct a finance function that is resourced to be 'fit for purpose'	Supports the finance team and associated functions.	Manages finance functions and team members.	Leads and directs the finance function so that it makes a full contribution to, and meets the needs of, the school/trust.	Sets the direction for effective and efficient financial administration within the school/trust.
	Engages in knowledge acquisition.	Monitors performance and reports on competency/skills gaps.	Determines the resources, expertise and systems to meet the financial control and assurance needs of the school/trust.	Sets the expectation in terms of high quality and ensures that the school/trust has a properly resourced and effective finance function.
	Commits to ongoing CPD.	Commits to ongoing CPD and provides training opportunities for team members.	Leads by example with training and CPD.	Develops robust succession planning and ensures appropriate investments in training and staff development throughout the school/trust.
Champion economy, excellent resource management and effectiveness	Makes a contribution to a culture which discourages waste, duplication and inefficiency.	Manages VfM in action and ensures this culture is permeated through the team.	Fully subscribes to the concepts of VfM.	Promotes and embeds a culture founded in the principles of VfM.

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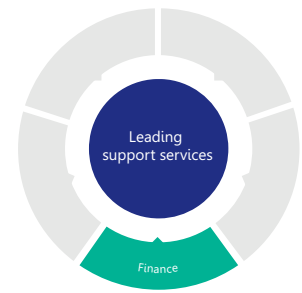
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The knowledge describes the learning requirements of the practitioner undertaking the activities outlined in Section A. Functions.

B. Knowledge	Tier 1	Tier 2	Tier 3	Tier 4
	<p>Has a basic understanding of how schools are financed.</p> <p>Understands the key controls and procedures that schools are required to follow in managing their finances.</p>	<p>Has an understanding of Education Funding Streams.</p> <p>Understands cost drivers commonly used to delegate funding to schools.</p> <p>Understands national school budget procedures.</p> <p>Understands the key areas that need to be in place when a school converts to become an Academy.</p>	<p>Is able to explain the role of financial management and the economic environment in which the school/trust operates.</p> <p>Can describe the financial institutions and markets which facilitate financing and evaluate the relative merits of sources of finance available.</p> <p>Is able to explain the role of treasury management and apply the tools and techniques used to manage financial risk.</p> <p>Is able to explain and apply effective working capital management techniques.</p>	<p>Is able to discuss and evaluate the specific sources of finance available to the public services.</p>
	<p>Understands the key cost, income and performance information that feed into the development of strategy.</p>	<p>Understands the outcomes of performance management and how they link to financial performance.</p> <p>Provides an insight into the main factors that help to deliver planned outcomes.</p> <p>Identifies and accounts for differing views when considering the impact on service delivery.</p> <p>Understands the characteristics of effective budget management and the role of the manager in planning budgets.</p> <p>Understands the procedures and undertakes the processes involved to prepare a budget.</p> <p>Understands the processes for interpreting budget information and taking corrective action.</p>	<p>Is able to discuss the role of financial management within a school/trust and the factors influencing the development of a financial strategy.</p>	<p>Is competent in discussing, analysing and evaluating the issues surrounding financial strategy in public services.</p> <p>Is competent in discussing and analysing the issues involved in financial planning and budgeting in public service organisations.</p> <p>Is competent in discussing, evaluating and applying techniques to manage performance in public service organisations.</p>
	<p>Understands the importance of accurate financial information in informing business decisions and the sources of that information.</p>	<p>Understands the decision-making process and how decisions are made on the basis of good communication of financial information.</p>	<p>Is able to apply financial investment appraisal techniques to evaluate capital projects and assess risk.</p>	<p>Critically evaluates the results of analyses and use professional judgement to formulate appropriate conclusions and recommendations.</p>

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B. Knowledge (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
			<p>Is able to explain the content and structure of a business case and evaluate and prepare sections for inclusion in a given business context.</p> <p>Is able to apply skills, knowledge and techniques to facilitate problem-solving and decision-making.</p> <p>Presents information, analyses, conclusions and recommendations effectively.</p>	
	<p>Understands and complies with school procedures and financial regulations in processing and recording financial transactions and producing financial information.</p> <p>Promotes the importance of compliance by others.</p>	<p>Understands financial accounts and the principles of double-entry bookkeeping.</p> <p>Understands and uses appropriate accounting methods to report financial information.</p> <p>Understands how financial information can be interpreted and used.</p> <p>Understands the control environment within schools and academies.</p> <p>Is able to evaluate key concepts relating to systems and controls.</p>	<p>Is able to discuss the external financial reporting framework.</p> <p>Is able to prepare and explain the key external financial statements for single-entity schools applying current statute, regulation and accounting standards.</p> <p>Is able to apply ratio analysis and other techniques to analyse and interpret the financial statements of public service organisations.</p> <p>Is able to explain role of treasury management and apply the tools and techniques used to manage financial risk.</p> <p>Is able to explain and apply effective working capital management techniques.</p>	<p>Determines appropriate approaches and techniques to solve a variety of problems and meet the needs of decision makers and other recipients.</p> <p>Determines the approach to accounting for combinations involving a subsidiary, joint venture or associate and prepare the consolidated financial statements form multi-academy trusts (MATs).</p>
	<p>Understands the concept of VfM.</p> <p>Actively seeks opportunities to improve VfM within role.</p>	<p>Understands the key stages involved in developing system controls.</p> <p>Understands what costing is and how costs behave.</p> <p>Understands how costing is used in the decision-making process.</p>	<p>Understands the relationship between costs and school's/trust's priorities.</p> <p>Is experienced in writing and preparing effective bids.</p>	<p>Is aware of organisational and external factors affecting bid applications.</p> <p>Is experienced in strategy selection for bid preparation and writing.</p>

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B. Knowledge (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
	Is aware of current bid opportunities applicable to the school/trust.	Is competent in researching and writing current bids applicable to the school/trust.	Is competent in calculating and discussing external and internal prices taking account of relevant economic and organisational factors.	
	<p>Understands and operates procedures for charging and invoicing within the school.</p> <p>Understands the need for record-keeping in relation to taxation and ensures complete and accurate records are kept.</p>	<p>Understands the main areas from which non-grant income may be generated and the legislation that applies.</p> <p>Understands the tax implications of generating non-grant income in academies.</p> <p>Understands extended school charging.</p>	<p>Is able to determine the income tax and National Insurance contributions for employed individuals.</p> <p>Is able to explain the principles of value added tax (VAT) and prepare relevant VAT computations.</p>	

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A. Functions	Tier 1	Tier 2	Tier 3	Tier 4
Procurement strategy	Supports the procurement strategy and probity of public money.	Supports the procurement strategy and its review.	Manages the procurement strategy, ensures it is kept under regular review and up to date to ensure VfM is maintained.	Develops a procurement strategy to ensure that the school/trust obtains best VfM from its procurement activities, obtaining expert advice as needed.
	Administers the spend analysis tool, ensuring accurate and up-to-date information.	Identifies efficiency opportunities based on spend analysis review over previous year, e.g. supplier promotions, seasonality, national purchasing spikes.	Implements new purchasing strategies based on spend analysis review in order to drive efficiencies and ensure VfM.	Identifies new purchasing routes, strategies and suppliers to ensure the most effective procurement strategy is adopted.
Benchmarking	Compares and assesses product/service specifications, particularly where own-brand or unbranded products are offered which may not carry full specification detail.	Compares and assesses product/service specifications.	Evaluates benchmarking data, e.g. from the DfE, to inform procurement decisions and to plan resources and procurement priorities.	Proposes alternative options for benchmarking exercises – in-house/third-party/consultant, including consideration for cost-benefit of engaging with third parties.
Tender management	Supports procedures for the supply of goods and services and ensures best-value pricing and service levels for the school/trust.	Devises and implements appropriate procedures to enable suppliers to compete for the supply of goods and services.	Recognises and acknowledges the importance of obtaining three quotes and having to undertake a full EU/UK compliant tendered procurement process as required.	Leads the development of detailed framework and/or tendering procedures to comply with statutory and legislative requirements and deliver VfM, obtaining expert advice as needed.
	Supports definition of the requirements and assists in the comparison of supplier offers on a like-for-like basis.	Compares supplier offers on a fair and transparent basis, reopening competition if the requirements have not been sufficiently explained to facilitate fair competition.	Designs evaluation criteria to obtain balance between quality and price, incorporating steps to avoid or minimise the risk of a tender challenge. Ensures that expert advice is available and sought if in receipt of a tender challenge.	Leads the contract award process, and ensures that checks and balances are in place to ensure correct probity in the spending of public monies.
	Assists in the administration of the specification development and evaluation criteria.	Sets and reviews specification criteria, including like-for-like comparison.	Manages assurance around criteria selection and specification writing to ensure fit-for-purpose and effective evaluation on a like-for-like basis can be achieved.	Oversees the evaluation criteria, ensures probity and appropriateness of contract award, takes account of the school's/trust's five-year strategy.
	Supports collaborative buying to provide improved VfM.	Coordinates the school's/trust's involvement in collaborative buying arrangements to ensure that VfM is maintained and regularly evaluated.	Assesses the appropriateness of collective buying consortia arrangements for the school/trust.	Leads on the school's/trust's collaborative buying arrangements.

Procurement

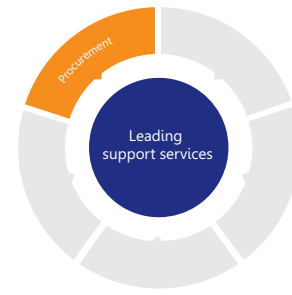
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A. Functions (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
	Researches and identifies potential purchasing routes including local and national opportunities.	Compares all potential purchasing routes, e.g. PSBO (Public Sector Buying Organisation) frameworks.	Reviews opportunities to engage with PSBOs as a stakeholder, so as to influence and shape solutions to meet needs.	Participates in sector-led consultation on collaborative purchasing, e.g. DfE.
	Supports performance monitoring and contract management arrangements to ensure suppliers deliver to quality and price.	Identifies and uses appropriate framework contracts to ensure best value is obtained.	Critically assesses best practice in contract award and management, including the need for appropriate external advice.	Leads on the implementation of best practice in contract award and management.
	Supports the initiation of new contracts.	Establishes contracts and identifies the level of contract management required.	Oversees all established contracts to ensure future assessment against contracted activity and instigates review ahead of contract break point.	Mobilises new contract-management opportunities including collaborative purchasing across cluster and establishes and identifies centralised procurement.
	Maintains a contract register, so as to avoid 'panic procurement'.	Establishes effective system to highlight efficiency opportunities, and implements contract management system.	Prepares specifications and manages invitation-to-tender documents and subsequent process to ensure value for money.	Signs off tender specifications and oversees the evaluation of received tenders and selects appropriate suppliers, and leads on the development of collaborative purchasing.
	Provides information and data against contracts and supporting Service Level Agreements (SLAs) to assist with contract renegotiations.	Supports the development of effective contract administration and SLA development to assist with contract renegotiations.	Manages contract administration, and provides direction for the development of SLAs to assist with contract renegotiations.	Critically reviews contract administration processes and supports SLAs to assist with contract renegotiations.
	Maintains sufficient records of contractor activity against key performance indicators.	Actively reviews performance of contractors against key performance indicators and SLAs to identify any underperformance or items at risk to be highlighted to the senior leadership team.	Liaises with contractors where underperformance against key performance indicators and SLAs has been identified to enact improvements and ensure successful project outcomes.	Leads on contract management and negotiation on dispute resolutions to ensure successful project outcomes and mitigates any cost impact to project.
	Provides necessary data for cost-benefit evaluation.	Supports cost-benefit evaluations.	Ensures cost-benefit evaluation is undertaken in order to drive efficiencies and ensure that VfM is being delivered.	Uses cost-benefit evaluation, ensures contracts/contractor performance is optimal and, where necessary, makes changes to drive efficiencies and ensure that VfM is being delivered.

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Procure goods and services on a value-for-money basis (economy, efficiency and effectiveness) to support education delivery within the context of regulatory frameworks and legislation



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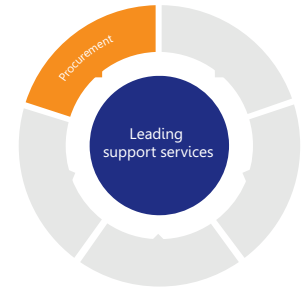
A. Functions (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
	Maintains a contract log including dates and procedures for contract closedown.	Supports contract delivery during contract closedown, and assists with any new arrangements or disposal at the end of the life of the contract.	Ensures contract delivery during contract closedown and assists with any new arrangements or disposal at the end of the life of the contract.	Oversees that contract delivery happens on time, to budget and that these remain supportive of the overall school/trust strategy. Ensures any necessary disposals at the end of the life of the contract.
	Assists with creating re-competition documentation and advertising.	Supports re-competition, through input into new tendering documentation, including advertising.	Prepares for re-competition, providing overall input into new tendering templates, documentation and ensuring advertising attracts the right audience.	Oversees re-competition, ensuring that documentation and advertising happens in a timely and accurate fashion and attracts the right audience.
Joint arrangements	Supports the potential benefits of working with other schools/trusts in the delivery of education and support services.	Compares different shared service and joint working models, taking account of differing specification requirements within the same procurement exercise, allocation of roles and responsibilities, legal terms and conditions, partnership agreements and exit procedures.	Develops, negotiates and manages SLAs and systems of joint working.	Develops and leads on negotiations on service-level and/or joint working agreements.
Statutory frameworks and legislation including OJEU	Supports the basic principles of the relevant procurement legislation and frameworks.	Supports the application of relevant procurement legislation and frameworks.	Manages and has an extensive knowledge of relevant procurement legislation and frameworks.	Leads and monitors the implementation of relevant procurement legislation and frameworks, including OJEU procurement rules and procedures, DfE guidance and related-party transactions.

The knowledge describes the learning requirements of the practitioner undertaking the activities outlined in Section A. Functions.

B. Knowledge	Tier 1	Tier 2	Tier 3	Tier 4
	Understands the concept of when and how a contract is formed.	Is able to review contract terms and conditions to ensure that they do not disadvantage the school/trust.	Is able to formulate contract terms and conditions as appropriate for each procurement exercise.	Recognises and ensures adherence work to procurement professional standards.
	Understands the concept of legal terms and conditions which bind the obligations of the contracting parties to one another.	Is able to review contract terms and conditions and identify anomalies and inaccuracies, and seek internal/professional advice where required.	Is able to identify contract terms and conditions which may impose unfair conditions or penalties, or are unenforceable, and seek internal/professional advice where required.	Knows when to commission professional procurement advice.

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B. Knowledge (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
	Is aware of legal obligations.	Understands the concept of economies of scale through group purchasing.	Possesses the ability to apply and meet legal requirements of EU/UK legal obligations to procurement exercises.	Is able to access professional procurement and/or legal expertise to ensure obligations can be met without risk of challenge or impropriety.
	Is aware of financial thresholds.	Understands the principles of fair competition, transparency and probity when spending public monies.	Possesses the ability to apply the principles and embed processes of fair competition, transparency and probity when spending public monies.	Is able to critically assess principles and evaluate processes of fair competition, transparency and probity when spending public monies.
	Knows where to find framework information.	Understands DfE-approved frameworks with predetermined terms and conditions.	Understands when and how to use approved frameworks appropriately.	Understands the concept and legal status of frameworks.
	Understands the risks and benefits of procuring through frameworks or independently.	Understands the concept of VfM.	Possesses the ability to assess the delivery of VfM when comparing products and services.	Is able to assess the balance between VfM and exposure to risk when procuring goods and services outside formal frameworks.
	Recognises that different market conditions exist for different types of products or services.	Understands and uses specific supplier markets to improve the effectiveness of school/trust buying.	Understands the process for assessing new suppliers and undertaking appropriate financial, insurance and other checks.	Understands specific supply markets to enable appropriate procurement decisions to be made.
	Recognises how different supply markets operate.	Recognises and evaluates the costs and benefits where different retailers and distributors procure from the same manufacturing route, and the potential implications.	Is able to implement processes for continuous monitoring of suppliers, i.e. for benchmarking, quality assurance and VfM.	Ensures a means of access to professional procurement expertise to ensure appropriate suppliers are engaged and solutions obtained.
	Recognises and identifies what is required. Understands the principle of 'total cost' not just 'price'. Understands the need to compare like with like.	Understands product/service specifications.	Has an appreciation of risks associated to purchases of unknown brands, local versus national suppliers, warranties and SLAs.	Considers long-term sustainability and suitability, taking account of changing environmental needs, e.g. technology.
	Is able to define and specify product/service requirements based on own area of responsibility.	Understands the need to accurately define and specify requirements, recognise the risks and potential costs associated with failure to accurately define requirements, or over/under-specifying requirements.	Creates accurate and impartial specifications and evaluates specifications provided by others to ensure accuracy and impartiality.	Is able to create effectively assess and critique specifications to ensure suitability and sustainability of identified products and services which also meet with the school/trust strategy.

References

City and Guilds (2011). Qualification Handbook: Level 3 Certificate in Facilities Management Practice (7724) (version May 2011, 1.0).
 ESPO (2015). ISBL Professional Standards – Procurement – ESPO Comments and suggested text [email] to Thomas, R (17 August 2015).

Infrastructure

Ensure the fundamental facilities and services necessary for the school/trust to function are maintained to drive sustainability, support teaching and learning excellence. Assist in expansion and support community engagement.



A. Functions	Tier 1	Tier 2	Tier 3	Tier 4
Asset management planning	Maintains an asset management plan to support the delivery of high quality education within the school/trust.	Supervises effective asset management to optimise learning outcomes across the school/trust.	Develops and manages an effective asset management plan to optimise learning outcomes across the school/trust.	Leads and implements an effective asset management strategy to optimise learning outcomes across the school/trust.
	Maintains the asset register covering all school/trust assets.	Creates and reviews a detailed asset register covering all school/trust assets, including detailed title information, historic and current values and condition data.	Develops a detailed asset register.	Leads, develops and implements a detailed asset register covering all school/trust assets, including detailed title information, historic and current values and condition data.
	Assists with the assessment of future improvement and maintenance needs.	Supervises the assessment of future improvement and maintenance needs.	Manages and inputs in the assessment of future improvement and maintenance needs and assists in the development of a medium/long-term plan to deliver VfM.	Leads on assessment of future improvement and maintenance needs and develops a medium/long-term plan to deliver VfM and be Quality Assurance Lead. Demonstrates links to the school/trust improvement /development plans.
	Administers the disposal/acquisition of school/trust assets.	Supervises the disposal/acquisition of school/trust assets.	Manages disposal/acquisition of school/trust assets.	Leads on the management of the disposal/acquisition of school/trust assets.
	Assists with effective community engagement/consultation when developing school/trust estate.	Facilitates effective community engagement/consultation when developing school/trust estate.	Manages an effective community engagement/consultation when developing school/trust estate.	Leads effective community engagement/consultation when developing the school/trust estate.
Space planning	Assists with the assessment and coordination of the space needs of the school/trust to ensure that use of existing space is optimised and any potential deficit is identified as early as possible.	Supervises the assessment and coordination of the space needs of the school/trust to ensure that use of existing space is optimised and any potential deficit is identified as early as possible.	Manages and implements the assessment and coordination of the space needs of the school/trust to ensure that use of existing space is optimised and any potential deficit is identified as early as possible.	Leads on the assessment and coordination of the space needs of the school/trust to ensure that use of existing space is optimised and any potential deficit is identified as early as possible.
	Assists with any data, information and preparation for a medium/long-term strategy to develop the best use of the school/trust space.	Supervises the preparation of a medium/long-term strategy to develop the best use of the school/trust space.	Manages the preparation of a medium/long-term strategy to develop the best use of the school/trust space.	Leads on the preparation of a medium/long-term strategy to develop the best use of the school/trust space.

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	Tier 1	Tier 2	Tier 3	Tier 4
	Assists with consultation with estate users/community engagement.	Supports consultation with estate users/community engagement.	Manages and implements consultation with estate users/community engagement.	Leads on consultation with estate users/community engagement.
	Assists with the review and development of expansion and improvement plans.	Supports the review and development of expansion and improvement plans.	Manages the review and development of expansion and improvement plans.	Leads on the review and development of expansion and improvement plans.
	Understands the purpose of condition survey.	Supports condition survey to identify necessary improvement works to be costed and planned.	Manages condition survey to identify necessary improvement works to be costed and planned.	Leads on condition survey to identify necessary improvement works to be costed and planned.
	Appreciates the requirement for independent valuation in relation to insurance, financial reporting and governance.	Supports independent valuation for the purposes of insurance, financial reporting and governance.	Manages independent valuation for the purposes of insurance, financial reporting and governance.	Leads on an independent valuation for the purposes of insurance, financial reporting and governance.
Capital projects	Assists in cost–benefit analysis to provide facilities, meet service needs and provide best VfM.	Prepares cost–benefit analysis to provide facilities that meet service needs and provide the best VfM.	Oversees and reports on detailed options and cost–benefit analysis to provide assets that meet service needs and provide the best VfM, e.g. collaborative procurement.	Critically assesses cost–benefit analysis and highlights alternative opportunities to meet service needs, e.g. collaborative procurement.
	Supports the development of detailed specification(s) to ensure project meets end user requirements and provides the best VfM.	Inputs into specification to ensure project meets end user requirements and provides the best VfM.	Leads the development of detailed specification to ensure project meets end user requirements and provides the best VfM.	Oversees the development of a detailed specification and carries out detailed option and cost–benefit analysis to provide assets that meet service needs and provide the best VfM.
	Provides administrative support for capital projects.	Supports capital projects to ensure that they are delivered on time and on cost.	Manages capital projects to ensure that they are delivered on time and on cost.	Directs and oversees capital projects.
Resources and facilities management	Monitors and reviews use of resources and facilities to optimise learning outcomes across the school/trust.	Manages the day-to-day use of resources and facilities to optimise learning outcomes across the school/trust.	Analyses the use of resources and facilities, making recommendations for efficiency improvements, to optimise learning outcomes across the school/trust.	Strategically assesses use of resources and facilities, identifying areas of potential collaboration, efficiencies, and income generation, to optimise learning outcomes across the school/trust.
	Understands the procedures that are in place and assists in the response to facilities-related issues.	Supports the procedures that are in place to report and respond to facilities-related issues.	Manages procedures to report and respond to facilities-related issues, and initiates disaster recovery plan.	Ensures procedures are in place to report and respond to facilities-related issues.
	Administers the ongoing maintenance programme.	Manages the ongoing maintenance programme.	Develops the ongoing maintenance programme.	Critically assesses and reviews the ongoing maintenance programme.

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Ensure the fundamental facilities and services necessary for the school/trust to function are maintained to drive sustainability, support teaching and learning excellence. Assist in expansion and support community engagement.



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	Understands the benefits of energy efficiency.	Manages the gathering of data to ensure the delivery of optimal energy efficiency according to statutory regulations.	Analyses the data based on previous understanding to ensure the delivery of optimal energy efficiency according to statutory regulations.	Identifies examples of optimal energy efficiency within the sector and implements appropriate techniques.
	Carries out inspections to identify any repairs and improvements to facilities and grounds.	Assesses identified repairs and improvements against budget and available provisions for repair. Prepares reports and analysis for leadership team.	Considers options for undertaking necessary repairs/improvements and identifies funding opportunities.	Ensures the ongoing maintenance of a condition survey/report.
Grounds maintenance	Understands the costed, rolling programme of grounds maintenance tasks.	Supports the rolling programme of grounds maintenance tasks.	Manages, reports and responds to grounds-related issues.	Leads and implements a costed, rolling programme of grounds maintenance tasks.
	Understands procedures in place to report and respond to grounds-related issues.	Supports procedures that are in place to report and respond to grounds-related issues.	Manages, reports and responds to grounds-related issues.	Implements and monitors procedures to report and respond to grounds-related issues.
ICT	Understands the need for medium/long-term planning for ICT infrastructure and able to keep and/or access detailed records.	Understands the different types of ICT equipment used in education and able to understand the different applications within education.	Develops medium-term plans for classroom and administrative infrastructure and has an appreciation of the construction and maintenance of larger scale ICT systems.	Provides clear direction and develops medium/long-term plans for the development of the school/trust ICT systems and the creation of option appraisals for future development and expansion.
	Understands the need for a whole school/trust strategic plan for the development and use of ICT.	Contributes to the school /trust strategic plan for ICT to support teaching and learning and business management processes.	Develops and promotes the strategic ICT plan across the school/trust to support teaching and learning and business management processes.	Leads, reviews and evaluates the school's/trust's strategic ICT plan and links the plan to the aims and objectives of the school/trust, and evaluates the effective use of ICT across the school/trust.
	Uses ICT where appropriate to support school's/trust's aims and objectives.	Uses and advocates ICT to support the school's/trust's aims and objectives.	Develops and maintains ICT across the school /trust to support school's/trust's aims and objectives.	Reviews, challenges and supports the use of ICT across the school/trust to achieve the school's/trust's aims and objectives.
	Monitors and contributes to the effective use of existing technologies.	Promotes the effective use of existing technologies to support teaching and learning and business management processes.	Manages existing technology systems.	Strategically leads the use of existing technology using innovation to enhance teaching, personalise learning and support business management processes.
	Assists with identifying new, enhanced and obsolete technologies.	Consults with colleagues on new, enhanced and obsolete technologies.	Recognises and monitors wider developments and manages priorities, expectations and risks associated with future educational technologies.	Considers new and emerging technologies to extend and enhance teaching and learning experiences for pupils and to support business management processes.

Infrastructure

Ensure the fundamental facilities and services necessary for the school/trust to function are maintained to drive sustainability, support teaching and learning excellence. Assist in expansion and support community engagement.



The knowledge describes the learning requirements of the practitioner undertaking the activities outlined in Section A. Functions.

B. Knowledge	Tier 1	Tier 2	Tier 3	Tier 4
	Is able to identify what needs to be recorded in asset register.	Understands school/trust asset management ensures reporting systems place.	Fully understands the necessity of good asset management and ensures systems are in place.	Understands the school's/trust's needs and resultant asset management strategies and arrangements for Land and Building Valuations and their treatment in school/trust accounts.
	Understands school facilities.	Has experience in assessing the suitability and condition of the whole school estate.	Has experience in assessing the suitability and condition of the whole school estate.	Has experience of leading and advising on the assessment and suitability and condition of the whole school estate.
	Understands the principles of audit trail and planning.	Is able to carry out audits.	Has experience of monitoring audits and identifying deviations.	Is able to redefine contracts where monitoring indicates necessity.
	Understands the principles of disaster recovery and contingency planning.	Understands the processes involved in disaster recovery and contingency planning.	Is able to identify disaster recovery and contingency planning requirements.	Is able to react to, and adjust, disaster recovery and contingency planning processes.
	Understands the requirements for specifying, commissioning and managing external contracts and agreements.	Has experience in the processes of managing contractors.	Has experience of reviewing and evaluating contracts and SLAs.	Is able to specify, commission and manage external contracts, agreements and SLAs.
	Understands the principles of space utilisation.	Understands the legislative and regulatory factors influencing use of space.	Is able to manage the space needs of the school/trust.	Uses monitoring and control systems to ensure the effective use of space.
	Understands the school's/trust's plans and priorities in general and the specifics of short-term planning.	Understands how to plan for the short, medium and long term and apply to school/trust priorities.	Understands the context in which the school/trust operates and is able to synthesise strategies for meeting identified goals.	Understands the wider context in which the school/trust operates, to set goals and targets.
	Understands the need for long-term capital plans.	Understands the school's/trust's long-term capital plans and needs.	Uses comprehensive knowledge of information required to synthesise long-term capital plan for the school/trust, including lifespan of assets.	Understands and evaluates alternative strategies to develop school's/trust's estate and options for funding strategy selected.
	Is able to identify maintenance requirements.	Is able to plan and schedule the maintenance of property and assets.	Plans activities to minimise impact and disruption.	Uses strategies for effective project management and delivery.
	Understands the principles of the project management process including budget setting and monitoring.	Supports projects.	Leads on projects.	Directs projects /programmes of work, schemes of delegation.

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Human Resources

Human resource management ensuring regulatory and legal compliance and managing, supporting and developing staff to ensure delivery of the school's/trust's strategic priorities in line with the vision and School Development Plan (SDP).



A. Functions	Tier 1	Tier 2	Tier 3	Tier 4
School/trust staff structure	Contributes to identification of potential improvements in school/trust design, including use of benchmarking to identify gaps.	Works with managers to gain insight into opportunities for efficiency improvement and compares benchmark data to identify potential gaps.	Works with, and challenges, senior leaders to identify and design strategies to help meet the School Development Plan (SDP) and uses benchmark data to develop a business case for redesigning the school/trust.	Leads the strategic need for change and builds a credible business case including financial analysis, options and recommendations to maximise efficiency and meet the school development plan.
	Provides data for benchmarking to help identify gaps between school/trust design and SDP.	Compares external benchmark data with own school/trust and identifies potential gaps between school/trust design and SDP.	Uses benchmark data to develop a business case for redesigning the school/trust.	Leads the strategic need for change and builds a credible business case, including financial analysis, options and recommendations.
	Explains the rationale for design change and suggests criteria for success.	Works with managers to deliver systems which will help define the case for change.	Identifies and engages with managers to facilitate change management.	Engages with, and challenges, senior leaders about purpose, principles, process and benefits of change which are linked to the SDP.
	Works with employees affected by change to explain rationale and reinforce need to change.	Coaches and advises managers in the implementation of change management.	Supports managers in leading and delivering change, including reviewing outcomes and managing processes.	Challenges and leads school/trust change and leads on impact and evaluation process.
Workforce planning	Collates and provides reliable and relevant management information/data relating to recruitment and retention.	Supports managers with recruitment options including temporary, fixed-term and permanent staffing.	Identifies and reviews annual staffing needs in line with the SDP including recruitment options.	Leads the analysis of the current and proposed staffing model in alignment with the SDP and the projected budget.
	Provides timely and efficient explanation and support to applicants and managers to support the recruitment and selection process.	Works with managers to ensure understanding of the recruitment and selection process and their role in it.	Ensures that leaders fully understand the recruitment and selection process, their role within it and the roles of managers.	Influences and fully understands the recruitment and selection process. Informs and challenges senior leaders to ensure they understand and are fully engaged with the process.
	Administers safer recruitment processes including maintaining an up-to-date Single Central Record (SCR) and Disbarring Service (DBS).	Advises managers of safer recruitment processes and ensures administrative processes are undertaken.	Ensures that safer recruitment processes are in place and that the SCR and DBS records are up to date.	Ensures up-to-date and appropriate safer recruitment training is in place and that all DBS disclosures are appropriately followed up by relevant senior leaders.

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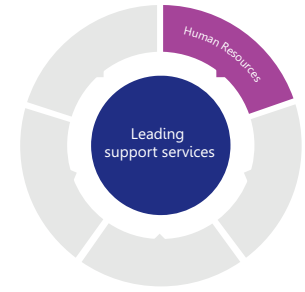
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	Tier 1	Tier 2	Tier 3	Tier 4
	Supports the school/trust in recording and delivering induction processes including safeguarding training.	Ensures relevant staff receive coaching and training to carry out appropriate induction processes.	Works with managers to ensure new staff undergo appropriate and supportive induction process.	Ensures the effective development of school/trust induction processes and any follow-up training.
	Administers and collates appropriate documentation relating to leavers.	Coordinates the information for managers on exit processes relating to leavers.	Ensures that appropriate exit interviews are carried out and monitors leaver processes.	Analyses data on staff turnover and produces action plan to influence future strategy.
Performance Management (PM) and Continuing Professional Development (CPD)	Collects and collates information relating to Performance Management (PM) and reward.	Supports managers to carry out PM and provides guidance on underperformance and reward systems including training on any systems.	Manages the PM, guidance on underperformance, reward process including line management, coaches staff in systems and provides guidance to the pay committee including recommendations and supporting data.	Develops a clear rationale with senior leaders for PM, managing underperformance and reward systems.
	Collects and collates data for job evaluation.	Supports job evaluation, ensuring reliability and relevance of data.	Leads job evaluation to identify appropriate pay and progression structure.	Establishes and monitors monitors criteria for evaluation, based on based on school/trust need and desired culture behaviours.
	Agrees personal objectives and seeks feedback to understand whether performance is on track.	Influences creation of performance culture with team/colleagues.	Promotes performance culture in collaboration with colleagues.	Works with senior leaders to ensure goals and rewards are aligned across teams and individuals in line with SDP.
	Collects and collates data from PM which identifies any CPD needs.	Supports managers to assess CPD needs against the learning outcomes of the school/trust.	Works with managers to establish whole-school/ whole-trust CPD programme which is aligned and delivers against the learning outcomes for the school/trust.	Develops a clear rationale with senior leaders to ensure effective management and impact of CPD against learning outcomes for the school/trust to ensure sustainable long-term change.
	Supports the delivery of internal learning events and workshops and evaluation processes.	Facilitates internal learning events and workshops, delivering content as appropriate.	Facilitates internal learning events and workshops, delivering content as appropriate.	Leads senior leadership and governor learning events and workshops, delivering and/or arranging for the delivery of content as appropriate.
	Gives learning advice to individuals and managers.	Supports managers to understand learning and training needs of their employees.	Supports and coaches managers to build leadership competence.	Acts as partner and performance coach to senior leaders.

Human Resources

Human resource management ensuring regulatory and legal compliance and managing, supporting and developing staff to ensure delivery of the school's/trust's strategic priorities in line with the vision and School Development Plan (SDP).



A. Functions (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
	Supports employees in assessing their strengths and development needs.	Supports and coaches managers to have honest conversations with their staff about their strengths, limitations, development needs and career aspirations.	Coaches leaders to have and document honest conversations with people about their strengths, limitations, development needs and career aspirations.	Leads career development across the whole school/trust and challenges leaders on effective staff management.
Human resource management	Maintains relevant documentation, ensuring all contractual/legal documents are updated in line with legislation.	Develops relevant documentation, ensuring all contractual/legal documents are updated in line with legislation.	Develops plans, policies and practices to ensure staff engagement.	Leads the development of staff management strategies which support the school's/trust's vision and SDP.
	Collates and prepares data for payroll.	Liaises with payroll/finance staff to facilitate reconciliation.	Manages and advises payroll of any key changes.	Determines payroll strategy for the school/trust.
	Informs and advises managers and staff about relevant policies and practice.	Supports and coaches staff colleagues and managers in understanding and complying with relevant policies and practice.	Coordinates and works with legal providers to ensure that all colleagues and managers receive relevant training.	Coordinates and works with legal providers to ensure that all senior colleagues are sufficiently developed to meet policy and strategy.
	Complies with HR plans and legislation.	Ensures that all activity relating to HR is consistent and in line with legislation including guidance to managers.	Ensures that HR plans are integrated and communicated consistently to all stakeholders.	Ensures that all HR strategies, policies and procedures are consistently deployed in line with the school's/trust's values.
	Provides accurate, timely information and support to managers who are dealing with conflict resolution.	Provides specialist advice and guidance to managers who are dealing with conflict resolution including constructive and honest communication.	Coaches senior managers to foster positive working relationships with employees when dealing with conflict resolution.	Advises senior leaders on appropriate behaviours when dealing with conflict management and resolution.
	Keeps accurate and appropriate records of HR-related issues including grievance, absence management, underperformance and disciplinary practice.	Contributes to the investigation and resolution of day-to-day HR issues.	Takes the lead on identifying and resolving complex HR issues that create significant risk to the school/trust.	Ensures effective grievance, absence management, staff wellbeing, underperformance and disciplinary practice.
	Provides accurate and timely information and support to colleagues who are leading negotiations.	Supports key negotiations with trade unions and employee forums on a range of HR issues.	Manages key negotiations with trade unions and employee forums on a range of HR issues.	Leads and advises senior leaders on key negotiations with trade unions and employee forums on a range of HR issues.

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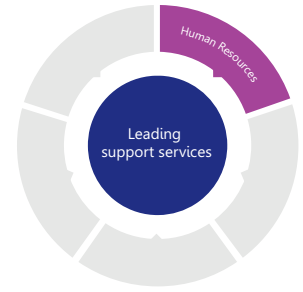
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Human resource management ensuring regulatory and legal compliance and managing, supporting and developing staff to ensure delivery of the school's/trust's strategic priorities in line with the vision and School Development Plan (SDP).



The knowledge describes the learning requirements of the practitioner undertaking the activities outlined in Section A. Functions.

B. Knowledge	Tier 1	Tier 2	Tier 3	Tier 4
	Accesses data on school/trust structure and school development plan including roles and responsibilities.	Contributes to the design of the school/trust structure and the SDP.	Understands how a business case is developed in line with the SDP and frameworks that support this.	Understands how clear rationale can increase efficiency within the school/trust, including use of benchmarking data which is aligned to the SDP.
	Understands the fundamentals and value of process improvement tools.	Understands how to apply various tools and techniques to make good school/trust design decisions.	Understands how to work within a school/trust design framework that ensures integration of processes, governance, people and technology.	Understands how business processes, governance, people and technology can best be integrated to ensure sustainable performance.
	Understands the roles that people play in embracing or obstructing change and uses this knowledge to engage and communicate with managers and staff.	Understands the key stages in change management and how school/trust culture can obstruct this.	Understands the school's/trust's culture in which they operate and the approaches that encourage successful implementation.	Understands the school's/trust's culture in which they operate including the legal capacity and resource constraints to school/trust design.
	Understands the legal regulatory and policy parameters which guide recruitment, resourcing and exit.	Understands relevant employment law and agreed policy in relation to recruitment and exit.	Understands relevant employment law, regulations and policy affecting recruitment and exit.	Understands relevant employment law, regulations and policy affecting recruitment and exit.
	Is able to deliver within an established recruitment plan, working with colleagues and managers to execute to standard and key deadlines.	Is able to execute a recruitment plan to agreed standards and deadlines.	Is able to create a recruitment plan from strategy.	Is able to develop a recruitment strategy from multiple sources and over an extended time.
	Understands the school's/trust's need for and approach to succession.	Understands how to deliver effective succession solutions working with managers' needs.	Understands how to create a situational succession plan assessing their need and providing best-fit approaches.	Understands the workforce planning, and use talent spotting to meet current and future school/trust requirements.
	Is able to conduct interviews to generate objective and fair decisions.	Is able to conduct effective interviewing techniques.	Is able to make recommendations for effective recruitment techniques/approaches based on school/trust needs.	Is able to select from a variety of recruitment approaches based on their relative contributions to selection process and fit with school/trust demands and culture.
	Is aware of the range of induction tools available.	Understands how to use a variety of induction tools.	Understands how to build and use a process of induction and assess the value it offers.	Understands how to create value from a common approach to induction.
	Understands elements of reward and how they attract, engage and retain.	Understands elements of reward and how they attract, engage and retain.	Understands the design of overall reward programmes to attract, motivate and retain individuals and groups.	Understands the design of overall reward programmes to attract, motivate and retain individuals and groups.

Human Resources

Human resource management ensuring regulatory and legal compliance and managing, supporting and developing staff to ensure delivery of the school's/trust's strategic priorities in line with the vision and School Development Plan (SDP).



B. Knowledge (Cont'd)	Tier 1	Tier 1	Tier 1	Tier 1
	Understands methodologies and approaches for collation, analysis and evaluation of data.	Understands tools and systems for comparative analysis and data interpretation.	Understands approaches to benchmarking, locally and nationally, factors determining reward.	Understands local and national competitor reward, landscape, factors determining reward.
	Is aware of what drives performance and implications for reward and recognition.	Is aware of what drives performance and implications for reward and recognition.	Understands and is aware of what drives performance and reward and its impact on budget.	Understands and is aware of what drives performance and reward and its impact on budget.
	Understands school/trust reward procedures, policies and systems.	Understands communication needs and approaches at individual and group level.	Understands communication needs and approaches at managerial and school/trust level.	Understands communication approaches at senior and external stakeholder level.
	Is aware of fundamentals of training and learning needs analysis incorporating diversity and inclusion.	Has experience of conducting training and learning needs analysis at individual and team level incorporating diversity and inclusion.	Has experience of conducting training and learning needs analysis at individual, team and functional level incorporating diversity and inclusion.	Has experience of conducting a strategic learning and development needs analysis to assess school/trust capability levels incorporating diversity and inclusion.
	Understands the process of collecting and collating evaluation and cost data relating to CPD.	Is able to analyse the CPD budget costs, including return on investment (ROI).	Understands how to create a business case including use of relevant data.	Is able to evaluate impact of CPD and its associated costs, including how this links to the SDP.
	Understands relevant and current employment and discrimination law including diversity.	Understands relevant and current employment and discrimination law including diversity and any proposed changes. Knows what the school/trust needs to do to mitigate risk.	Understands relevant and current employment and discrimination law including diversity and any proposed changes. Knows what the school/trust needs to do to mitigate risk.	Understands relevant and current employment and discrimination law including diversity and any proposed changes. Knows what the school/trust needs to do to mitigate risk.
	Understands elements of HR practice.	Understands HR issues and risks and knows how to coach managers in effectively.	Understands the significance of the HR climate and culture in the school/trust and its impact on employee motivation, wellbeing and performance.	Understands HR issues and how their management can both positively and negatively impact the school's/trust's performance and culture.

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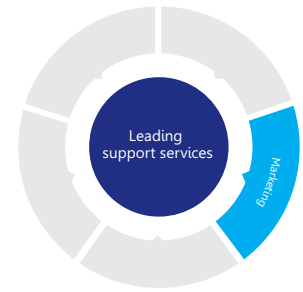
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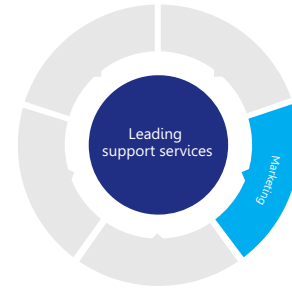
Ensure the development of a marketing and communication strategy which promotes the school/trust and defines the brand, aims and goals. Develop pupil recruitment, stakeholder engagement via appropriate communication channels and maximise income generation.



A. Functions	Tier 1	Tier 2	Tier 3	Tier 4
Strategy	Participates in short-term and long-term goals in all aspects of school/trust activities. Assists in providing the data required to facilitate the strategic planning process.	Participates in administrative and employee teams in the identification of short-term and long-term goals in all aspects of school/trust activities.	Assists in the development and communication of the vision and values of the school/trust, drawing from current research and practice.	Leads on the development and communication of the vision and values of the school/trust.
	Assists in identifying new and existing stakeholders.	Researches and defines the stakeholder groups, e.g. parents, staff, community, prospective parents and pupils.	Critically assesses and agrees the defined stakeholder groups to be targeted under the defined strategy.	Leads on the development of a clear rationale for the engagement with each of the targeted stakeholder groups.
	Supports pupil recruitment to ensure school sustainability.	Coordinates a range of pupil recruitment activities.	Contributes to development of a strategic plan for pupil recruitment to ensure sustainability of the school.	Advises senior colleagues on strategies to mitigate obstacles to pupil recruitment.
	Collates and analyses previous marketing activities undertaken by the school/trust.	Evaluates the previous marketing activities undertaken by the school/trust.	Critically assesses the data of previous marketing activities and recommends future plan.	Drives future change and works with executive managers to implement change in planned marketing activities.
	Understands the need for the development of a specific marketing and communication plan, with specific aims, to deliver the school/trust mission and goals.	Influences and advises on the development of a marketing and communication plan, with specific aims, to deliver the school/trust mission and goals.	Develops a marketing and communication plan, with specific aims, to deliver the school/trust mission and goals.	Leads the implementation of the strategic marketing and communication plan to deliver the school/trust mission and goals.
	Sources the required data for the analysis of the marketing activity against agreed aims.	Designs a dashboard for analysis of the marketing activities against agreed aims.	Evaluates the impact of the marketing activities against the agreed aims.	Monitors and assures the impact of the marketing activities against agreed aims.
Brand management	Understands and applies the brand consistently for the school/trust.	Coordinates and facilitates the delivery of a consistent brand across all school/trust activities.	Facilitates and embeds a consistent brand for the school/trust that reflects the school's/trust's values and vision.	Leads, develops and regularly reviews a clear and consistent brand, including guidelines.
	Applies consistent information across all communication channels.	Supports the delivery of consistent information across all communication channels.	Ensures consistent information across all communication channels, e.g. print, website, social.	Leads and develops effective and consistent methods of communication across all channels.
	Understands and promotes the strategy on reputational management for the school/trust.	Acts as a role model to ensure the delivery of the reputational management strategy.	Embeds a positive culture focused on delivery of the reputational management strategy, involving stakeholders.	Develops a clear rationale around the reputational management of the school/trust.

Marketing

Ensure the development of a marketing and communication strategy which promotes the school/trust and defines the brand, aims and goals. Develop pupil recruitment, stakeholder engagement via appropriate communication channels and maximise income generation.



A. Functions (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
Communications and promotions	Understands and administers the selected marketing channels to communicate with stakeholders.	Coordinates the content to be communicated across the selected marketing channels to communicate with stakeholders.	Evaluates the marketing channels available to communicate with stakeholders, taking account of costs and efficiencies, e.g. Twitter, website, local press, School App.	Challenges and influences the marketing channels used by the school/trust to communicate with stakeholders.
	Collects and collates consultations with stakeholder groups to establish their perception of the school/trust.	Implements the consultations with stakeholder groups to establish their perception of the school/trust.	Reviews regularly consultations with stakeholder groups to establish their perception of school/trust.	Develops and adapts marketing activities to respond to any issues.
	Works with colleagues to deliver against brief to ensure consistent delivery with the school's/trust's brand.	Produces the commissioned materials and delivers against brief to ensure consistent delivery with the school's/trust's brand.	Manages and monitors the commissioned materials to ensure consistent delivery with the school/trust brand.	Commissions marketing and promotional materials consistent with the school/trust brand, e.g. prospectus, website.
	Administers a media event.	Facilitates a media event, taking advice from colleagues.	Manages a media event, including identification of media spokesperson.	Monitors and proposes media engagement, including critical incident management.
	Administers activities to support a school-wide/trust-wide (internal and external) events portfolio to raise the brand awareness of the school/trust.	Works to facilitate a school-wide/trust-wide (internal and external) events portfolio to raise the brand awareness of the school/trust.	Develops and manages a school-wide/trust-wide (internal and external) events portfolio to raise the brand awareness of the school/trust.	Capitalises on a school-wide/trust-wide (internal and external) events portfolio to raise the brand awareness of the school/trust.
	Collects and collates feedback on all planned marketing activities.	Evaluates feedback on all planned marketing activities to assess impact of activities.	Leads on cost-benefit analysis, taking account of the evaluation and impact assessment, for all marketing activities planned by the school/trust.	Challenges colleagues/ stakeholders and practices to ensure cost-benefit is the lead rationale in assessing marketing activities.
	Income generation	Supports and promotes agreed income-generating activities.	Engages with stakeholder groups in the execution of income-generating activities.	Identifies significant income generation opportunities and the impact they have on enhancing or sustaining educational performance and operations.
Administers income-generating activities to maximise the school/trust financial resilience.		Coordinates income-generating activities to maximise the school/trust financial resilience.	Manages the deployment of a range of income-generating activities to maximise the school/trust financial resilience.	Champions a sustainable commercialisation via a range of income-generating activities to maximise the school/trust financial resilience.

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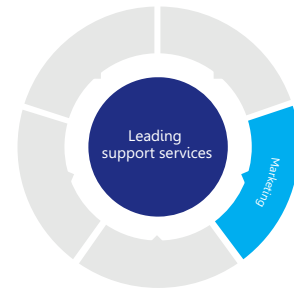
A. Functions (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
	Collects and collates the information required for securing additional income to support school's/trust's improvement plans.	Justifies need for additional income to support school's/trust's improvement plans.	Develops business case for securing funds through successful grant applications and bid submissions.	Creates revenues through strategic partnerships with schools, businesses and community organisations which enrich and sustain school's/trust's improvement plans.
	Suggests risks associated with income generation activities.	Advises on potential risks associated with income generation activities and ensures any potential impact on core school/trust funding is understood and effective mitigation is in place.	Monitors controls established to mitigate the risks associated with income generation activities.	Establishes a control environment to minimise the risks associated with income generation activities.

The knowledge describes the learning requirements of the practitioner undertaking the activities outlined in Section A. Functions.

B. Knowledge	Tier 1	Tier 2	Tier 3	Tier 4
	Understands business communication practices.	Understands the range of tone, style and communication formats.	Is able to marshal persuasive arguments and convey narrative information in a succinct and accurate style.	Possesses degree-level literacy and has developed analytical, interpretative, explanatory skills.
	Is able to use and maintain technology to provide data analysis.	Is able to develop, use and maintain technology to provide data analysis.	Is experienced in interrogating and manipulating data and developing internal control systems.	Is experienced in interpreting analysis of the competitive environment.
	Understands the need for marketing and communication strategies.	Supports the delivery of marketing and communications strategies.	Inputs and deploys marketing and communications strategies.	Develops and delivers marketing and communications strategies and understands of how to apply this to the education sector.
	Recognises the potential impact of positive/negative publicity on the school/trust reputation and brand of the school/trust.	Is aware of reporting channels and options for acting upon incidents of positive/negative publicity on the school/trust reputation and brand of the school/trust.	Develops strategies for effective public relation management in relation to positive/negative publicity.	Develops strategies for effective public relation management in relation to positive/negative publicity.
	Understands health and safety regulations within area of responsibility and personal safety in relation to public events.	Understands health and safety regulation in relation to school/trust in relation to public events.	Understands duties placed on individuals by health and safety regulation in relation to public events.	Understands specific duties placed on individual/ organisations by health and safety regulations, and consequences of failure to meet those duties.

Marketing

Ensure the development of a marketing and communication strategy which promotes the school/trust and defines the brand, aims and goals. Develop pupil recruitment, stakeholder engagement via appropriate communication channels and maximise income generation.



B. Knowledge (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
	Understands principles of critical incident management.	Understands processes involved in critical incident management.	Is able to identify critical incident management.	Is able to react to, and adjust, activities for critical incident management.
	Understands the need to apply and adhere to statutory legislation in relation to marketing activities.	Is able to implement statutory legislation as required for marketing activities.	Is able to apply the statutory legislation applicable to individual marketing activities.	Has a full understanding of the statutory legislation that applies to all marketing activities and be able to research and take advice where necessary.
	Administers marketing activities across communication channels.	Is able to implement marketing activities across communication channels.	Is able to use communication channels effectively.	Has a full understanding of the communication channels available in the market, and the associated benefits and is able to research and take advice where necessary.
	Understands the principles of the project management process.	Supports project delivery.	Leads on project delivery.	Directs and understands all areas of responsibility in projects/programmes of work, schemes of delegation.
	Is aware of current funding and income generation opportunities applicable to the school/trust.	Researches and writes current bid opportunities and identifies income generation opportunities applicable to the school/trust.	Is experienced in writing and preparing effective funding bids and community networking to identify income generation opportunities.	Is aware of organisational and external factors affecting funding bids applications.

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HUMAN RESOURCES

MARKETING

Acknowledgements

The ISBL school business professional standards framework has been developed by key sector stakeholders and practitioners, whom we would like to thank for their support, contributions during the framework's development and subsequent endorsement.

Stakeholder contributors:



CIPFA's relationship with ISBL

The Chartered Institute of Public Finance and Accountancy (CIPFA) has been developing standards and training professionals for over 100 years and has worked extensively across the schools sector. We are proud to have worked with ISBL in developing the first standards for business management professionals in schools and academies.

Our Certificate in Financial Reporting for Academies set the benchmark technical qualification for school business managers and formed the foundation of training programmes that have been developed and recognised by CIPFA and ISBL as contributing to meeting the financial management and reporting aspects of these standards.

Reductions in pupil funding and the growth of autonomous academies and trusts has put financial management at the heart of supporting excellent teaching and learning in all our schools. We work with ISBL and other partners to bring this support directly to school business managers, and we hope to see many school finance professionals meeting and progressing through the professional standards.

CIPFA and ISBL are now partnering to professionalise these roles to meet the new challenges by offering a Level Seven Certificate in School Financial and Operational Leadership.

This innovative training programme provides a flexible blend of e-learning, workbooks and face-to-face sessions to enable those working in the schools sector to develop their skills in:

- Financial management and reporting
- The education funding environment
- Undertaking business cases and investment decisions
- Governance, accountability and assurance
- Procurement and contract management
- Liaising with, and providing information to, internal and external auditors

The programme provides a pathway for all roles within the finance or business management function in schools, single academies or multi-academy trusts (MATs) and is ultimately designed to support those who aspire to be the senior finance practitioners of the future and may be starting their career progression from different points.

We warmly encourage you to join us on that journey and in doing so help secure a sustainable future for our schools.

Rob Whiteman

Chief Executive CIPFA

Be part of your professional body – join ISBL today

The capacity to improve as a profession comes from within our own networks. As practitioners, if we stand united with a single common purpose, we will have more influence over sector developments and ultimately greater professional recognition and status. Professional membership of your Institute ensures a coordinated single voice. Follow this link to become a member today:
<https://portal.isbl.org.uk/registration>