



THE KING'S SCHOOL

OTTERTON ST MARY • DEVON EX11 1RA • TEL: 01404 812982 • FAX: 01404 815685

Founded 1545 • Headteacher: Mr Rob Gammon BSc Hons PGCE NPQH



September 2022

Dear Applicant

Thank you for expressing an interest in the position of School Business Manager at The King's School.

The King's School was founded by Henry VIII in 1545 and therefore the school has a long and proud tradition of educating young people in Ottery St Mary and the surrounding area. The school has a strong reputation that is based on high academic performance and an inclusive ethos, ensuring that students of all backgrounds and abilities succeed. The school is an outstanding 11-18 comprehensive school (OfSTED 2011, 2014) with approximately 1120 students on roll and has been oversubscribed for many years. We have a thriving Sixth Form which continues to perform very well. We have a broad curriculum offer pre- and post-16: this allows students to select subjects they are passionate about, and offers a wide range of opportunities for students and staff. We have a rolling programme of investment in the school site with over £2 million of capital projects completed over the last 5 years. As a result, we have a well-resourced and pleasant environment for the whole school community to enjoy.

The experiences of our students reflect our 'Achievement for All' ethos. Students are taught in mixed ability classes in all subject areas (except mathematics) and we believe that this approach supports the development of academic success as well as the strong sense of community and mutual support that is present in the school. We provide extension opportunities for the most able students and continue to see many of them progressing to the best universities and apprenticeships in the UK. We also have an award-winning Skills for Learning team that works alongside classroom teachers, ensuring that those students with additional learning needs are well catered for. Students of all abilities at the school make sustained learning gains during their time with us.

Academic outcomes only give a narrow view of the success of a school. Therefore, The King's School places a strong emphasis on personal, as well as academic, outcomes. We provide outstanding pastoral care and a wide range of enrichment opportunities are available to all students. The house system is an integral part of school life and is reflected in our smart uniform. Students and staff are very proud of their house associations and this provides a platform for a wide range of house competitions and leadership opportunities. The legacy of our sports college designation means that we also have a very strong physical education and school sport offer that caters for students from across the ability range. We run the Duke of Edinburgh award scheme and have a highly successful Ten Tors programme, which is facilitated by a team of committed staff and volunteers. We continue to maintain additional opportunities including school productions, STEM activities, dance performances to name but a few. Student voice is also strong at the school and the School Parliament and Prefects play a very active part in school life.

The school converted to an academy in April 2011 but we still maintain very strong relationships with our local primary and secondary schools. We continue to work alongside local teaching school hubs, the South West Institute for Teaching, and multi-academy trusts; as a result, staff are well supported in their professional



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development. There is also a focus on staff wellbeing with a number of staff-led activities that take place providing encouragement and mutual support amongst the staff body.

The role of School Business Manager was created in January 2012 in response to the school's change in status to an Academy Trust. The current post holder has been in post since that time. The role has continued to change and grow over the past 10 years and is recognised as a critical and highly valued post within the school's senior leadership structure. The School Business Manager is a full member of the Senior Leadership Team and contributes to the decision making on all strategic issues, as well as being the lead member of support staff across the organisation. Whilst strong financial management is at the heart of this role, the post holder will also take a lead on other aspects of school life such as: human resources, data and ICT, premises and facilities and catering. In addition, the School Business Manager is also the Clerk to the Trustees and the lead governance professional in the trust, overseeing all aspects of governance, effectiveness and compliance.

The Academy Trust is in a strong position, given its knowledgeable and experienced Board, healthy financial position, and strong academic standards, to navigate its way through the inevitable challenges ahead for schools. This is an exciting opportunity to make a significant difference to the school and wider community within the context of an experienced and supportive Senior Leadership Team. We also have excellent middle leaders across the range of teams that the School Business Manager will be leading. There is also a group of School Business Managers across the county and beyond, that provide a wider professional network when needed. Depending on the skill set and experience of the successful post holder, there are opportunities to develop a range of finance and HR processes, and to be creative in the school's response to the challenges of providing education for the children of today.

We have lively and enthusiastic staff, a number of whom have worked at The King's School for many years. We believe firmly that the most important asset of the school is its staff and we are keen to offer them opportunities to develop. The King's School is in a very fortunate position in that it is located in a beautiful part of the country. It has an excellent reputation in the area and consequently is always heavily oversubscribed for student places. We are very proud of our strong examination results and outstanding OfSTED judgment but are equally proud of the caring, supportive and friendly ethos that exists here whether you are student or member of staff.

We hope you find this information helpful but if you would like further information or you wish to visit the school in advance of an application please contact Mrs. Pocock (recruitment@thekings.devon.sch.uk).

Finally, thank you once again for showing an interest in this post. The King's School is a very special place to study and work. As a parent of three children educated at the school, and someone who lives in the community, I can talk from personal experience of the impact that this school has on the lives of young people. We have very hardworking and supportive staff who enjoy being part of this community and I hope that you will take the time to consider if this school is the right place for you. I wish you well in your application.



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Yours sincerely

Mr R J Gammon

Headteacher



SCHOOL BUSINESS MANAGER

CANDIDATE INFORMATION

The King's School, Ottery St Mary

ABOUT THE KING'S SCHOOL

Situation

The King's School, in Ottery St Mary, has a long history that can be traced back to the fourteenth century when Bishop John de Grandisson established a choir school. In 1545, a 'grammar' school was founded by Henry VIII – hence The King's School.

The school sits at the heart of the Otter valley and is an important feature of Ottery St Mary and the surrounding villages. We have the advantage of a longstanding and very positive relationship with our community, enjoying excellent support from both the town, our parent body and wider business community. The size and activity of our Parent, Teacher and Friends Association is a testament to the loyalty of our parental body and the enormous support they offer to the school.

The school moved to the current site in 1912 when it became co-educational, having previously been an all-boys school, and grew in numbers during the 1900s to our current size of 1120 students, of which 210 are in the Sixth Form. We have been heavily over-subscribed for many years with a significant proportion of our intake coming from outside our catchment due to parental preference.

We are very fortunate to be located in a beautiful part of the country with a wide range of housing on offer. We are very proud of our outstanding examination results and OfSTED judgement but are equally proud of the caring, supportive and friendly ethos that exists here whether you are a student or member of staff – we also never forget how important it is to retain a sense of both humour and proportion.

Trust Governance

There are 5 "Members" of the academy trust. Members oversee the Trust Board and hold it to account for the effective governance of the Trust but have a minimal role in the actual running of the Trust. It is the Trustee Board, not the Members, who are the school's key decision makers.

As an academy, the Trustees are both Charity Trustees and Company Directors. They exercise a strategic role in the running of the school and decide on what they want the school to achieve and agree a framework for getting there.

The School Development Plan, along with agreed policies, generally provides this strategic framework. The Board monitors and evaluates progress in the school towards achievement of the aims and objectives set, and regularly reviews the strategic framework for the school in the light of that progress. A summary of the school's achievements, outcomes and finances is contained within the Annual Report and Accounts.

The Trust Board is made up of 21 Trustees consisting of a mix of parents, staff, appointed and co-opted positions. The Board is highly supportive but challenging where necessary and know the school and its context very well. The Board's way of working is set out in the Articles of Association and Standing Orders and key aspects of routine business are often determined by the Academy Handbook as published by the DfE.

As Clerk to Trustees, the School Business Manager (SBM) works closely with the Chair of Trustees and Headteacher to ensure that governance for the school is transparent, effective, challenging and compliant with the necessary legal frameworks. This necessitates building effective and trusting relationships with trustees and providing the support and guidance that they need to carry out their responsibilities as volunteers.

The SBM is not required to attend all Trustee meetings as Clerk but will be required to attend those committees that they report into as the Business Manager (namely Resources, Risk and Audit) and the full Board meetings. These are generally held after school in an evening. We have the support of a separate minute taker in support of the SBM/Clerk's role.

Finance

Despite the education sector facing significant financial challenges over recent years, our budget position has remained secure and healthy for some time thanks to prudent decision making and effective financial controls. At the end of August 22 we had a reserves position of around £436k.

The school currently operates a "bottom up" budget setting approach with budget holders across the school submitting requests for revenue budgets. These requests are compiled and reviewed by the Senior Leadership Team (SLT) in the context of the expected financial income and school staffing requirements.

Staffing remains by far the most significant cost to the school at around 88% of our government grant income. In recognition of this, we took the decision to bring payroll in-house from Devon County Council some years ago to bring greater accuracy, responsiveness and better value for money in what we do in this area.

The finance team are very capable and many processes have been streamlined to maximise our efficiency and allow greater focus on areas that add value. We have invested in fully digitising all of our financial processes, from purchase orders to invoice approval and payments, and have gone almost entirely cashless for most transactions since the pandemic.

Management accounts are produced monthly, initially to the SLT and then subsequently to the Trustees' committee with responsibility for finance. A three-year budget is also produced annually as part of the budget setting process.

Although the SBM is the lead finance professional on the SLT, significant decisions with budgetary implications will always be discussed and agreed collegiately.

As well as the more routine financial reporting and grant management, the SBM will seek to generate additional revenue for the benefit of the school through lettings, bidding for grants and partnerships. Since becoming an academy, work in this area has delivered considerable improvements to our premises and infrastructure.



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Human Resources

The school has a low staff turnover and low levels of absence compared to many organisations which reflects the positive and supportive culture in the school. As an academy, we have chosen to diverge from national structures for support staff pay and conditions so they better support the school's needs. We retain a commitment to ensuring teachers' pay and conditions are commensurate with the national pay and conditions. All our HR yearly cycles are now aligned to the financial and academic years allowing for more meaningful performance objective discussions and easing the administrative and management burden.

The school has developed its approach to HR significantly in recent years, moving away from paper-based processes to digital systems and the technology to support them. We are only part way through this journey and are keen to further improve the efficiency of our new starter on-boarding and appraisal systems. The successful candidate will have ample opportunity to help shape the future of this exciting area.

In support of these aspirations, we have also increased support capacity through the recruitment of an HR, Payroll and Finance administrator as well as our Cover Manager who supports recruitment administration and logistics.

Data & ICT

The ICT infrastructure at the school has seen significant investment in recent years with new ICT classrooms, design suite and new classroom smart TVs. This is led by the ICT Network Manager that the SBM line manages. We have completed an externally supported cyber security evaluation in recent months and we are part way through delivering against all the actions in this plan.

Schools hold large amounts of personal data on students and families; since the introduction of GDPR, the SBM has been our Data Protection Officer and supported the school through training and dealing with Subject Access Requests and other compliance issues.

Premises & Facilities

Since we became a Trust in 2011, we have maintained a continual stream of investment in our site and facilities that reflects the value we place on the environment our students learn and develop in. We seek to invest a proportion of our reserves, and any surplus balances at the end of the year, into meaningful projects with the greatest impact.

The summer break is a significant period where most of the capital and maintenance works are completed and the SBM will shape and recommend the scope and level of investment to Trustees and manages the delivery of these projects. The site team is led by an experienced and highly capable Site Manager who leads a team of three caretakers on rotating shift patterns and an in-house cleaning team who work daily after school.

We continue to explore opportunities to move towards a greener, more sustainable site and to minimise our environmental impact.

Catering

The school has an excellent and committed in-house catering team split between our main canteen and a sixth form café. They provide food and drinks for students at break and lunchtimes and is well used by students and staff alike.

Historically we budget for the canteen to operate on a cost neutral basis to ensure the best value for money possible is provided to parents and students. In recent years, due to the COVID-19 pandemic and cost of food, this has been more challenging and led to the canteen making a loss. Following on from an independent review early in 2022 the canteen has been re-branded, a new food offer provided and pricing structure reviewed to place it on a more sustainable footing. At the time of writing the response to this has been excellent and the financial performance has been good.

The Team

The school rarely experiences difficulties in staff recruitment, even in areas which are traditionally more challenging to recruit into. The staff are all specialists in their area and the breadth of experience adds to the capacity for the school to continually improve.

Following a restructure in 2017, the SLT comprises of the Headteacher, four Deputy Headteachers, an Assistant Headteacher and the SBM. The team is very experienced and knows the school incredibly well. There is deliberately a 'flat' management structure in place, allowing for a less hierarchical approach to school leadership in which responsibility is distributed effectively across the team. We all have the opportunity to shape significant decisions from budget and curriculum, to staffing and special educational needs. There is a high level of challenge within the team, which we all enjoy and leads to better decision making as a result.

We have a support staff with excellent knowledge and experience, and a real passion for education, who relish the challenge of continuous improvement in a dynamic, supportive environment. We have worked hard over the years to remove barriers between support and teaching staff through new and innovative performance and pay structures. This is reflected in the fact that many support staff will volunteer for roles outside of their traditional remit and responsibilities or help during staff absence to keep the school running smoothly.

The school has very positive relationships amongst both staff and students which we know is a significant contributory factor to our success. We believe firmly that the most important part of the school is its staff and are keen to offer them opportunities to develop.

Job Description

SCHOOL BUSINESS MANAGER



Core purpose of the School Business Manager

The School Business Manager (SBM) is the academy's leading support staff professional and works as a key member of the Senior Leadership Team (SLT) to assist the Headteacher and Trustees in ensuring that the school meets its educational aim and objectives.

The SBM is responsible for providing the vision, professional leadership, and management of school support staff in partnership with teaching staff, to enhance their effectiveness in achieving improved standards of learning and achievement across the school.

The SBM promotes the highest standards of business ethos within the administrative function of the school and ensures the most effective use of resources in support of the school's objectives.

The SBM is responsible for the financial resource management, administration management, management information, IT strategy, human resource management, facility and property management, catering, data protection and health & safety management of the Trust.

1. Shaping the Future

To work with other members of the SLT and Board of Trustees to create a shared vision and strategic plan which inspires and motivates students, staff and all other members of the school community.

Working within the school community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.

Keeping abreast of changes in education and business sectors; leading change through clarity of thought, creativity and innovation.

Motivating and working with others to create a shared culture and positive climate.

To promote the school's 'Achievement for All' ethos and values, and work to establish these in all aspects of the school's work.

Developing, empowering and sustaining individuals and teams. Regularly reviewing your own practice, setting personal targets and taking responsibility for your own personal development.

2. Finance

Provide strategic leadership, direction and management in finance, ensuring high standards and the development of systems appropriate for the school and trust.

Develop and maintain a strategic 3-year financial plan, considering DfE and relevant Government guidelines, providing options and scenarios to support decision making.

In conjunction with the SLT and budget holders, prepare the main school budget for approval by Trustees considering the strategic objectives of the school and School Development Plan.

Lead on the development and operation of finance policies and procedures and ensure compliance within the school.

Seek out additional opportunities for funding whilst maximising the use of grant funding, ensuring that funding is appropriately used and accounted for.

Ensure the school complies with the Academies Financial Handbook, Companies Act and the Statement of Recommended Practices of the Charities Commission.

Ensure follow up on recommendations of Internal and External Audits are completed and reported to Trustees.

Ensure financial and governance returns to the Education and Skills Funding Agency (ESFA) and other funding agencies are completed correctly and on time.

Ensure the school and Trustees have appropriate insurance cover in place.

3. Governance

Act as Clerk to Trustees and Company Secretary seeking advice and support as required, ensuring Trustees receive objective advice and support to enable the Trust to meet its responsibilities.

Leading the support and administration to Trustees to ensure effective governance is maintained and the Board of Trustees are effective in their role.

Maintain the school's policy framework to ensure statutory compliance and timely review and amendments as required.

Support specific trustee committee functions such as exclusions and complaints, ensuring Trustees receive the appropriate legal support and advice where necessary.

Working with the Chair of Trustees, coordinate and administer any Trustee recruitment activities.

4. Human Resources

Leading the Human Resources policy and process functions for the school working with line managers and Heads of Department to ensure they are efficient and fit for purpose.

Lead the school's recruitment processes ensuring the process for on-boarding new staff is legally compliant, inclusive and coherent with The King's School values and policies.

Manage the payroll services for all school staff including the management of pension schemes and associated services.

Ensure that all recruitment, appraisal, staff development, grievance, disciplinary and redundancy policies and procedures comply with legal and regulatory requirements

Accountable for the school's Single Central Register for safeguarding.

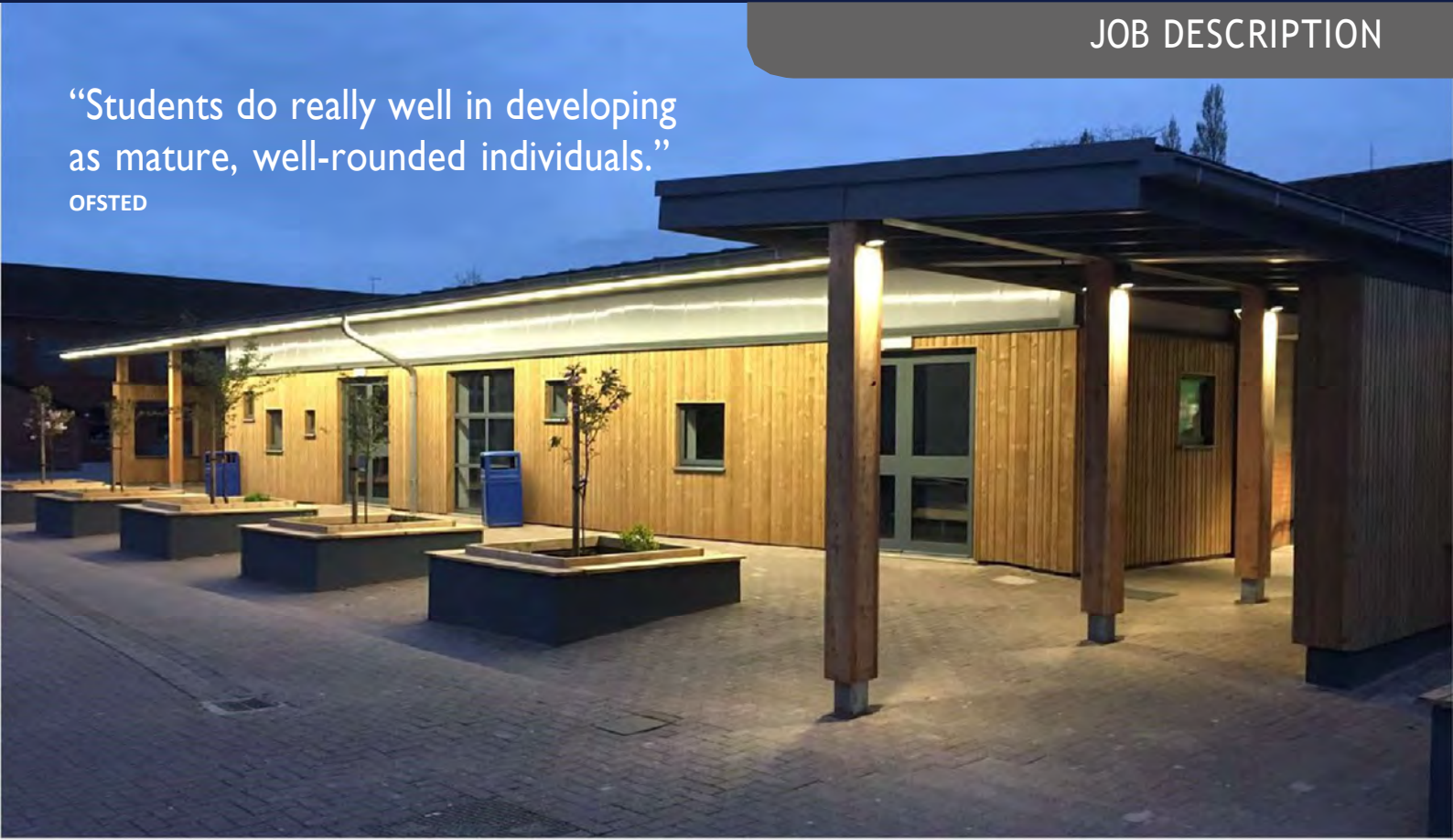
5. Site and Property Development

Lead the school's site development and day-to-day management ensuring a safe, clean, appropriate and productive environment is maintained for students, staff and visitors.

Develop the capital investment strategy for the school, making recommendations to Trustees for investment and bidding for funds from third parties where appropriate and projects allow.

“Students do really well in developing as mature, well-rounded individuals.”

OFSTED



Manage the delivery of all large capital investment projects to time, cost and quality expectations; working with the Site Manager to deliver a programme of minor works throughout the year.

6. ICT & Data

Ensure the school meets its legal requirements against the GDPR and Data Protection Act.

Ensure the school's ICT network and Management Information Systems are fit for purpose and meeting the development needs of the school and administrative functions.

7. Catering

Work with our in-house catering team to ensure a food service that provides a high-quality offer that reflects good value for money whilst meeting the spirit of the school food standards and ensuring no-cost to the school.

8. Accountability and Community

Contribute to school liaison and marketing activities, e.g., the collection of material for press releases.

Contribute to the development of effective links with the community and the effective promotion of the school at Open Days/Evenings.

To chair the school's H&S committee which meets once a term.

Develop and maintain the school's brand and associated marketing material and digital presence to ensure it reflects our values and culture.

Person Specification

SCHOOL BUSINESS MANAGER

DESIRABLE

ESSENTIAL

Qualifications

First Degree or equivalent qualification

X

Management, business degree or equivalent related professional qualification

X

Financial Qualification

X

Experience

Significant experience at middle or senior leadership level

X

Proven track record of developing and managing financial processes and systems

X

Proven experience of managing Human Resources policy and processes

X

Project Management experience of capital and facilities development

X

Experience of business management in the education sector

X

Experience of managing governance of a Trust and acting as company secretary

X

Experience of managing financial regulations including statutory returns and reporting

X

Experience of using and developing broader Management Information Systems

X

Shaping the future

Capacity to recognise and build on the considerable successes of the school and formulate a vision for innovation and improvement

X

Comprehensive knowledge of current and future business developments that may impact the education sector

X

Constantly horizon scanning to understand impact of changes on the business management functions

X

Experience of successfully leading change and inspiring others

X

Experience of leading and implementing continuous improvement

X

Significant impact in prior organisation

X

Business Administration

Creating and presenting highly effective management information to inform strategic decisions

X

Advanced user of MS Excel to manipulate and manage large amounts of financial and other performance data

X

Understand the requirements of GDPR in an education context and the role of the Data Protection Officer

X

Ability to work under pressure to meet deadlines with competing priorities

X

Understanding of H&S policy, processes and system and their role in education

X

Developing self and working with others

Skill to set appropriate and challenging targets

X

Capability to make and take decisions and delegate appropriately

X

Commitment to the encouragement, empowerment and training of staff, encouraging a culture of self-reflection

X

Commitment to own self development

X

Commitment to working collaboratively with other schools and stakeholders

X

Commitment to collaborative working with the Board of Trustees

X

Able to balance your personal and professional life and encourage balance in the lives of the staff

X

DESIRABLE

ESSENTIAL

Managing the organisation

Capacity to build and manage high performing teams	X	
Ability to use strong and effective management systems underpinned by clear communication	X	
Ability to produce and implement appropriate improvement plans and policies	X	
Excellent IT skills and the ability to access, analyse and interpret financial and other performance data	X	
Commitment to the continuation of our strong links and partnerships with Trustees, staff, parents, students, the wider community and other schools	X	
Knowledge and understanding of effective financial management	X	
Experience of financial management and curriculum-based budgeting		X
Experience of developing organisation wide ICT systems		X
Knowledge and understanding of Data Management requirements	X	

Strengthening community

Ability to continue to develop the school's response to its changing community	X	
Commitment to promoting community links and cohesion	X	
Evidence of developing positive links and relationships with other organisations in the sector		X

Securing accountability

Ability to delegate responsibility whilst maintaining accountability	X	
Capacity to contribute to the sustained improvement of educational outcomes for students		X
Knowledge of performance management processes	X	
Evidence of effective support to a Board of Trustees / governing body		X
Experience of reporting to regulatory bodies such as the DfE or ESFA		X

Personal qualities & attributes

Passionate about business management in education with a clear commitment to quality	X	
A commitment to inclusion and "Achievement for All"	X	
The ability to identify and establish the principles of an outstanding / exceptional school	X	
A highly effective communicator	X	
Firm and fair management style with interpersonal awareness and concern for impact	X	
Can lead from the front, and lead by example with high professional standards	X	
Dynamic and motivational	X	
Has a sense of humour, a calm manner and retains an optimistic approach	X	
Being prepared to contribute to broader aspects of school life	X	

Safeguarding children

Commitment to safeguarding and promoting the welfare of children and young people	X	
Sound understanding of statutory safeguarding requirements		X
Recent accredited safeguarding training		X



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