

SCHOOL BUSINESS PROFESSIONAL APPRENTICESHIP LEVEL 4



For new or existing staff

School Business Professionals (SBPs) perform a role which is unique to schools, administering and managing the financial, site and support services within the school context. They provide essential support to school leadership teams, implementing their financial and business decisions. SBPs may work in any school phase (primary, secondary, special) and in different school structures: single academy trusts, multi academy trusts (MATs), local authority-maintained schools and federations, etc. Consequently, they can work in very different settings with varying numbers of people that they report to including the headteacher or School Business Director (SBD). Within this context, SBPs have a shared number of roles which shape their day-to-day activity to make this a homogeneous role in schools.

SBPs interact with all school stakeholders regularly to advise on and manage school business practices effectively. This requires them to understand educational issues as well as business management.

Their work is performed in the context of ensuring that public funds are used effectively. They must adhere to the principles of making the best use of school resources to enable all students to achieve their potential and to meet the aim of increasing social mobility for children and young people. SBPs must also understand that their role is of vital importance in relation to school governance and compliance. They must have a good understanding of educational policies and be able to implement change.

Qualification

School Business Professional Standard

Candidates will be eligible to become a Full Member of the Institute of School Business Leadership upon successful completion of the apprenticeship.

The qualification may also be used as a stepping stone for those aspiring to a senior or strategic role in the school business profession.

Delivery model and duration:

Training is delivered in the workplace with a mixture of face-to-face and remote sessions.

Duration: 18 months plus 3 months for End Point Assessment

Ideal for:

- School Business Manager
- HR/Office Manager
- Finance/Bursar Manager
- School Administrator

The apprenticeship will cover the following core areas:

- Financial and Operational Management
- Project Management
- Governance and Risk
- Marketing
- Communication and Relationship Building
- Strategic Management
- Managing Support Services

Benefits to business:

- Develop the skills your business needs
- Get qualified and motivated staff
- Future proof your business
- Professional qualifications for your staff

Entry Criteria:

- GCSEs in English and maths at grade 9-4 or A* - C.

Benefits for learners:

- Gain a standard qualification as a School Business Professional
- Develop knowledge and show competency in a school business environment
- Develop expertise in a variety of areas including support services, financial management, marketing, procurement, HR and infrastructure management.
- A professional pathway for future development

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End Point Assessment

The End Point Assessment will test the entire Standard, and be undertaken as follows:

- Simulated Task: 1.5hrs to prepare a short-written report which will be presented verbally, 10 minutes for verbal presentation and 10-12 minutes for questions
- Project Report & Presentation with Questions & Answer: Report submitted by week 2 of their EPA period, 10-12 minutes for presentation and 30-32 minutes for questions

Knowledge developed will include:

Understands the range of educational funding streams available which are applicable to their educational setting. Has a working knowledge of accounting practices and understands how to apply business principles to the optimum use of funding to support learning outcomes. Understands school compliance issues. Recognises business efficiency and knows the range of data required to inform school business decisions.

Understands the complexities of teaching and support staff contracts, terms & conditions of employment and payroll. Understands educational HR policies, safer recruitment and compliance with safeguarding priorities and equality legislation. Has an awareness of when to seek legal advice.

Has practical knowledge of the supporting documentation governors needs. Understands the process of risk management and procures and manage insurance cover for the school to mitigate risks as appropriate. Has relevant knowledge enabling compliance with charitable status and education law. Understands the impact of, and how to implement, safeguarding policy in a school environment

Understands and demonstrates the highest standards of personal and professional conduct, and applies statutory regulations and provisions.

Skills developed will include:

Plans, organises and manages processes to ensure value for money for the school whilst supporting education delivery, e.g. contract management, payroll, building maintenance and small development projects. Uses multiple IT packages and specialised schools MIS (management information systems) platforms. Prepares and collates reporting data.

Communicates appropriately and effectively with a range of stakeholders including students, parents, governors/trustees, staff, government and local government departments e.g. DfE/ESFA to gain positive outcomes. Has the confidence to question or seek clarification of aspects of school practice when unsure or unclear.

Manages support services across an entire school whilst also providing guidance to colleagues on the most appropriate use of school funding. Effectively line manages small teams to drive efficiencies.

Embraces change in a school and influence others in a positive manner. Works constructively within a team environment.

Behaviours developed will include:

Behaves in a collaborative way with other internal and external stakeholders. Promotes a team spirit and actively demonstrates professional competence in all settings and situations.

Demonstrates a confident approach to decision-making and prioritisation, thus gaining the confidence of others

Keeps up to date with educational policies and embraces change. Self-motivated and supportive of others in working through change.

Has the ability to adapt to different, changing and challenging situations whilst promoting the highest professional standards.

Components

English and Mathematics qualifications completed in line with the apprenticeship funding rules.