



# School Business Manager: Person Specification

Evidence for the appointment will be sought from each applicant's personal statement (which should address the person specification below), an interview, which will include tasks to demonstrate capabilities in the practicalities of the role, and references which will be taken up before interview.

The candidate must possess the professional knowledge and understanding of what constitutes quality in school provision and will be expected to demonstrate commitment to equality of opportunity for every member of the school community. They must also demonstrate the desire to be part of a committed team who are pushing the school forward to achieve the highest standards.

The successful candidate must show evidence of the following: -

	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS and PROFESSIONAL DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>English and Maths to GCSE Standard grades A-C</li> <li>Accountancy qualification: NVQ 4 <u>or</u> Degree <u>or</u> equivalent qualification in relevant discipline</li> <li>A school business management qualification for example the level 4 diploma in school business management</li> <li>Evidence of recent training relevant to a school eg. GDPR; KICSIE; health and safety, managing a team</li> </ul>	<ul style="list-style-type: none"> <li>English and/or Maths to A Level Standard grades A-C</li> <li>A degree - ideally in accountancy, business management or a related discipline</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>Successful leadership and management experience in a school, or in a relevant field outside education</li> <li>Involvement in school self-evaluation and improvement planning</li> <li>Management of the process of recruitment and human resources and of financial management in a school or similar setting</li> <li>Line management and managing change</li> </ul>	<ul style="list-style-type: none"> <li>Contributing to staff development</li> <li>Experience of data protection</li> <li>Training in Safer Recruitment</li> <li>Knowledge of DBS application process and keeping of a Single Central Record</li> </ul>
<b>PERSONAL QUALITIES</b> <i>All essential</i>	<ul style="list-style-type: none"> <li>Commitment to promoting the ethos and values of the school getting the best outcomes for all pupils</li> <li>Commitment to unwavering professionalism, acting with integrity, honesty, loyalty, kindness and fairness to safeguard the assets, financial probity and reputation of the school</li> <li>Ability to work under pressure and prioritise effectively</li> <li>Ability to build and maintain positive working relationships across the school community</li> <li>Ability to develop others to support 'high skill, high will' teams</li> <li>Commitment to maintaining confidentiality</li> </ul>	
<b>KNOWLEDGE AND SKILLS</b> <i>All essential</i>	<ul style="list-style-type: none"> <li>A clear and effective communicator including being a listener and a learner</li> <li>Ability to write accurate, coherent, and professional reports for a range of audiences including SLT and governors</li> <li>Full working knowledge of relevant policies/codes of practice/legislation</li> <li>Ability to interpret advice and statute and to devise policy and practice considering these</li> <li>Ability to manage a multi-disciplinary team effectively</li> <li>Ability to relate well to children and adults</li> <li>Ability to persuade, motivate, negotiate and influence</li> <li>Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>Excellent knowledge of Excel spreadsheets, Word, MIS and finance systems</li> </ul>	
<b>OTHER</b> <i>All essential</i>	<ul style="list-style-type: none"> <li>A commitment to safeguarding children and an awareness and understanding of child protection issues</li> <li>Understanding and engagement with Keeping Children Safe in Education principles and guidance</li> <li>An awareness, understanding and commitment to equal opportunities</li> <li>A commitment to involving parents, governors, and the community in the work of the school</li> <li>Constructive handling of problems</li> <li>A willingness to embody our 'Do More – Be More – Woolmore' philosophy</li> </ul>	