

And kiss this thing goodbye



Time to buck the Buckaroo

Standards, Support and Values

Using the Professional Standards

The Real David Cameron with some help from Lesley Allen

WHEN I BECAME A HEADTEACHER I KNEW HOW VITAL THE ROLE OF BUSINESS MANAGER WAS AND THAT THE ROLE HAD A HUGE SCOPE! I HAD FOUND THE TEACHER STANDARDS INVALUABLE WHEN CONSIDERING THE PERFORMANCE OF TEACHERS AND LEADERS IN SCHOOL. HOWEVER, I REALLY DIDN'T KNOW WHERE TO START WITH THE BUSINESS MANAGER ROLE. HAVING SPOKEN TO OTHER NEW (AND SOME EXPERIENCED!) HEAD TEACHERS, I HAD FOUND VERY LITTLE GUIDANCE OR STRUCTURE OF A SIMILAR NATURE. WHEN OUR CURRENT BUSINESS MANAGER SHARED WITH ME THE ISBL STANDARDS, I WAS REALLY IMPRESSED AND GRATEFUL. THE STANDARDS CLEARLY EXPLAIN THE BUSINESS MANAGER ROLE STRATEGICALLY AND PROFESSIONALLY THAT IT IS MUCH EASIER TO MANAGE (AND PRAISE!) THE PERFORMANCE OF OUR SCHOOL'S BUSINESS MANAGER.



AREAS OF ACTIVITY

WHICH ARE YOU RESPONSIBLE FOR?

Leading Support Services

Managing Finance

Procurement

Managing facilities

Managing people

Communicating about, and promoting, your school or Trust



Are these your areas of activity?

THE QUALITIES YOU NEED

APART FROM THE PLATE JUGGLING!!!!

Agility and Flexibility

Decisiveness

Leadership

Collaboration

Resourcefulness

Emotional intelligence



Do you think these are the
qualities that you need?

VALUES AND ETHICS

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.

Do you accept the values and
ethics?

SO WHAT NOW?

KEEPING THE SEQUENCE RIGHT

1. Start with the job evaluation

Use the Professional standards, disciplines, overviews and functions table in the ISBL Standards to get agreement on what your job involves.

Use the “Tiers” in the Standards to agree what your level of responsibility in all your agreed areas of responsibility.

This process does not need to be done annually, but it should be done as early as possible.

Your professional associations should press school leaders, Local Authorities, school governors and anyone involved in SBL appointments to be aware of, and to use, these elements in advance of appointments being made.

Once remit and responsibilities are agreed, they should only need to be reviewed every 3, or 5 years, unless there are significant changes in your organisation

NEXT.....

LOOK AT THE BEHAVIOURS/QUALITIES

Use the SBL Effective Qualities Self-evaluation tool to reflect on how well you are performing

Think about doing this on, at least, an annual basis.

Think about involving a close colleague, or colleagues, to make sure that you are realistic in your responses

Consider sharing this with your line manager as part of your professional review processes

Is this approach helpful?

SO.....

Stress your value - record, discuss, review, revise.

Keep the links, join the networks

Use the ABLE. membership

Think about a manifesto, emphasise collective demands

Identify the implications for training - list what you need

Use the tools

Phrases to ban

- ❑ Working smarter
- ❑ Doing more with less
- ❑ I'm sure you could.....
- ❑ Who else is going to do it?
- ❑ I know it's not really your job, but.....

SO....

WHAT DO WE NEED TO RENEW?

- ▶ Our spirit and sense of ourselves
- ▶ Our confidence and courage
- ▶ Our networks
- ▶ Our professional associations
- ▶ Especially ABLE

AND.....

TO RECLAIM

- ▶ Humour and Humanity
- ▶ A vocabulary of care, responsibility and service
- ▶ A belief in what we can do and what more we can do for children and young people
- ▶ The ability to say “no”
- ▶ To find allies
- ▶ The sense that, more often than not, the best way to get the right results is to do the right thing

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