

Person Specification

POST: BUSINESS MANAGER – GRADE 11

| SKILLS/ ABILITY/ EXPERIENCE | TO DO WHAT? | HOW WELL? NOW OR WITH TRAINING? | HOW IMPORTANT AT THE TIME OF APPOINTMENT? |
|---|---|--|--|
| <u>KNOWLEDGE</u> | | | |
| An excellent understanding and at least 5 years' practical experience of Business Administration gained preferably, but not essentially, in a school setting. | To ensure the provision of a comprehensive administrative service to the school. | Now | 5 |
| Qualification: degree level qualification or equivalent (e.g. NCSL Certificate or NVQ Level 4) . | To provide the business knowledge and theoretical context for school administration. | Now | 4 |
| Knowledge/previous experience of financial management procedures. | To assist the Head Teacher with the preparation of budgets and to ensure correct financial procedures are adhered to across the school. | Now | 5 |
| Knowledge/experience of buildings/estate management. | To lead the site management function and line manage the site team. | Desirable; not immediate | 3 |
| A secure knowledge of HR practise and procedures gained through experience of HR Administration, preferably in a school environment. | To provide a comprehensive HR administrative service to the school and provide advice to management on HR and recruitment policies. | Now | 5 |
| Level 3 foundation CIPD qualification (or willingness to work towards this once employed). | | Willingness to complete qualification | 4 |
| Knowledge and experience of updating information management and payroll systems. | To complete payroll and HR data input, analysis and reporting. | Now but training will be | 5 |

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| preferably in a school environment. | | given in specific school systems and processes | 5 |
| <u>MENTAL SKILLS</u> | | | |
| Ability to analyse and interpret complex information. | To run reports, analyse data and present information to the Leadership team. | Now | 4 |
| | To include analysis HR/Payroll data and present information to colleagues and Governors. | Now | 5 |
| Work planning skills (medium term planning). | To plan and organise the work of the team effectively to meet deadlines | Now | 4 |
| | To undertake financial planning | Now | 4 |
| Ability to solve problems use own judgement and investigatory skills. | To provide comprehensive assistance to staff with pay and contractual issues investigating systems where necessary. | Now, but training will be given in specific school systems and processes | 5 |

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| <u>INTERPERSONAL & COMMUNICATION SKILLS</u> | | | |
| <p>Ability to communicate information and ideas effectively to a range of audiences, through excellent written and oral communication skills.</p> <p>High levels of tact, diplomacy, discretion, persuasion and respect for confidential information.</p> <p>Ability to work well as a member of a team.</p> | To develop and maintain effective working relationships with colleagues, pupils and “partners” of the school (Parents, Governors, Visitors, outside agencies and contractors etc.) | Now | 5 |
| | To produce and maintain HR and payroll records. | Now | 4 |
| | To liaise with candidates and outside agencies regarding recruitment activities. | | |
| | To advise senior members of staff on established HR procedures and inform them of their responsibilities, by persuading and ensuring policies are followed correctly. | Now | 5 |
| | To protect the right of all staff to have their information treated both confidentially and with respect. | | |
| | To obtain essential information from Senior staff, who may have different priorities, in order to support effective and timely recruitment. | | |
| | To support colleagues and maintain effective working relationships. | Now | 5 |

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| <p><u>PHYSICAL SKILLS</u></p> <p>Excellent and accurate ICT/keyboard skills and database use.</p> | To operate a variety of computer systems and to produce correspondence and documentation. | Now | 5 |
| | To record, extract and manipulate HR information on school systems and databases. | Ability and experience now; training in specific school systems and processes | 5 |
| | To administer and maintain school records and computer systems to input data, run various reports and make returns. | | |
| | To update all HR documentation, contracts, adverts, payroll information and statistics. | | |
| | To draft HR outcome letters. | | |
| | To be responsible for yearly incremental progression on payroll systems. | | |
| <p><u>INITIATIVE & INDEPENDENCE</u></p> <p>Ability to work on own initiative and to organise/prioritise own workload and that of the team.</p> | To work independently and to make decisions as a member of the Senior Leadership Team. | Now | 5 |
| | To ensure timely production of information and to deal with conflicting priorities and deadlines. | Now | 4 |
| | To resolve payroll and contractual problems | | |

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| | <p>independently.</p> <p>To lead on organising the schools recruitment process and activities.</p> <p>To ensure payroll information is accurate and correct and updated as necessary.</p> | | |
| <u>MENTAL DEMANDS</u> | | | |
| Ability to concentrate on detailed work for long periods of time. | To analyse data, produce budget information etc. | Now | 5 |
| Ability to deal with conflicting priorities and cope with considerable pressure. | To manage interruptions and conflicting demands and to meet deadlines. | Now | 5 |
| Ability to handle potentially emotive situations. | To ensure the accuracy of staff data and payments of a monthly payroll. | Now | 5 |
| Ability to work accurately in a busy and often noisy office with many interruptions. | To organise the recruitment process and associated activities. | | |
| <u>EMOTIONAL DEMANDS</u> | | | |
| Occasional | | | |
| <u>RESPONSIBILITY FOR PEOPLE</u> | | | |
| Understanding of key safeguarding issues and procedures | To ensure correct reporting and monitoring of any safeguarding issues arising across the school; | Good with training | 5 |

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| Understanding/previous experience of Health and Safety management. | <p>To maintain appropriate levels of confidentiality and data security in respect of personal / pupil / colleague information;</p> <p>To manage the H&S function .</p> | Now | 5 |
| <u>RESPONSIBILITY FOR SUPERVISION</u> | | | |
| Previous experience of staff management. | To manage the school support team including undertaking appraisals, providing guidance and support, setting priorities and dealing with problems. | Now | 4 |
| Knowledge of HR policies and procedures. | <p>To advise leadership team and staff on establishment HR policies in relation to absence management procedures and practice.</p> <p>To draft letters and provide administrative support for absence management, disciplinary and grievance casework.</p> | Training in school procedures given | 3 |

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| <u>FINANCIAL RESPONSIBILITY</u> | | | |
| Experience of financial management and budgetary control. | To assist the Head Teacher to plan and prepare budgets and to ensure correct financial procedures are adhered to across the school. | Now | 5 |
| Responsibility for entering staff details onto the payroll. | To ensure correct salary payments are made to all staff. | Ability and experience now: training in specific school systems and processes | 5 |
| <u>RESPONSIBILITY FOR PHYSICAL RESOURCES</u> | | | |
| Ability/experience in using school computer systems (SIMS, TUCASI etc) and general office systems (MS Word, Excel etc). | To design and produce documentation and correspondence; maintain financial systems and records; run reports and analyse data. | Now | 4 |
| Ability/experience in asset management. | To maintain asset register and to oversee repairs and maintenance to equipment. | Desirable | 3 |
| Excellent database & payroll system skills. | Manage the annual increment processes for Teaching and Support staff updating records on SIMS. To draft letters and provide administrative support. Creating interview letters, shortlisting & interview | Ability and experience now; training in specific school systems and processes | 5 |

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| | <p>packs. Prepare and issue contractual and payroll documentation.</p> <p>Maintain records of fixed term and temporary contracts.</p> | | |