School Business Professional Apprenticeship Standard Programme Outline

Overview of the Programme

This programme is designed for apprentices who want to further develop their skills, knowledge and behaviours for a job role involving supporting the school in an administrative and managerial function. Successful completion of the programme will lead to an Apprenticeship Certificate as a School Business Professional. They 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. Occupational profile including a School Business Manager, HR Manager, Finance Manager, Office Manager, School Administrator, Business Support Officer, Bursar etc.

What type of activities are covered as part of the School Business Professional Apprenticeship Standard?

- Drafting and monitoring the school budget, setting up financial controls and reporting on performance to ensure best value for money is achieved; managing payroll, maintaining accounts and financial reporting to the headteacher and governors.
- Management of the school site to ensure that it provides a safe and suitable learning environment; procurement of goods and services to achieve best value and oversee contract management.
- Identification of income generation opportunities on a small scale, supporting the SBD in larger opportunities
- Lead a range of marketing activities to add value and promote the school externally
- Responsibility for managing office and other support staff and for developing and maintaining effective administrative systems, e.g. student record-keeping systems; implementation of school HR processes
- Ensuring compliance with and implementation of safeguarding and Health & Safety policies so that all stakeholders work in a safe and healthy
- 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.
- Ensuring that public funds are used effectively. Adhering 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.
- 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.

What does the School Business Professional Apprenticeship Standard consist of?

> **Knowledge**
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> **Finance -** 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.

Procurement - Knowledge of school procurement regulations and requirements and how to achieve value for money, including collaborative procurement. Understands how to manage collaborative processes with other schools in order to share good practice and secure financial efficiencies. Has an awareness of the complexities of procurement law.

Human Resources - 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.

Managing Support Services - Knows the impact of educational policies at an operational level in order to support the school development plan. Understands the influence of educational regulatory bodies (DfE, Ofsted, etc). Is aware of Ofsted requirements and the implications these have for the workforce and planning in a school. Knows how to manage the DfE pupil and workforce census and their impact on the school.

Governance and Risk - Has practical knowledge of the supporting documentation governors need. Understands the process of risk management and procures and manages 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.

Marketing - Understands how marketing can be used to underpin school funding. Knows the marketing priorities of their school and the impact marketing activities can have. Understands marketing activities to promote their school and takes into account e-safety when doing so.

Infrastructure - Awareness of the optimum deployment of resources targeted to raise pupil attainment. Understands the significance of physical facilities and digital processes in an educational setting, e.g. facilities repair logs, student data analysis, data security and safe use of social media. Has knowledge of relevant legislation that schools must comply with, such as Health & Safety, Freedom of Information, Employment and Data Protection policies.

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

Skills

Financial and Operational Management - Manages strategies set by senior personnel and drafts budgets that reflect them. Manages the accurate recording and reporting of the school's finances to inform the senior leadership team who set the priorities for school spending. Completes pre-audit checks. Produces reports that present information and data using a range of analytical processes.

Project Management - 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.

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

Communication and Relationship Building - 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.

Strategic Management - 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.

Behaviours

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

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

Skilled Negotiator - Open, approachable and is able to build trust with others. Consults and seeks the views of others and values diversity.

Collaborative - 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.

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

Challenger - Is willing to ask difficult questions whilst demonstrating an ethical, fair and consistent approach. Offers a business perspective and supports discussion and debate with professional knowledge and evidence.

Functional Skills Units

Functional Skills in English Level 2   credit value 5
Functional Skills in Maths Level 2   credit value 5

Programme of Study

The period of learning, development and continuous assessment is managed by the employer, in most cases with the support of a training provider. The on-programme pace will be driven by apprentice as well as by the breadth of experience an employer can offer, but will typically be a minimum of 18 months, prior to the end-point assessment taking place.

Off-the-job guided learning hours – This will equate to 20% of the apprentices working hours and could include:

- Workshops
- Meetings with Tutor
- Online Learning
- Learning about a new product/service/resource
- Supervised learning – knowledge or practical skill
- Attending a review or appraisal

This equates to approximately 7 learning hours a week over the duration of the programme based on a 35 hour working week.

Delivery by Quest Training and the Employer

Activity	Delivery Method	Location	Duration
Initial assessment • Target Skills • Learning Styles Questionnaire • Application/enrolment/ILR • Recognition of prior learning • ILP	Via computer package Paper-based questionnaire Checking GCSE/other qualifications gained	Workplace	2 hours per learner
Induction • Quest Training Apprentice Handbook • Apprenticeship Programme • Skills Scan • Functional Skills • Health & Safety • Health & Wellbeing • Equality & Diversity • Safeguarding • British Values	Tutor input using a range of methods including: • Theory input • Handouts • Workbooks • Presentations • Discussions • Question & answer sessions • Practical activities	Workplace	Flexible arrangements e.g. 1 day 2 half days 3 x 2 hour sessions
Tutorials/teaching delivery • Skills, Knowledge & Behaviours • Functional Skills	One-to-one and/or group learning sessions with Tutor • 4 Learning modules using a range of Blended Learning for the Knowledge Skills and Behaviours This will include regular revision and assessment of learning	Workplace and/or agreed venue	According to individual apprentice needs
Progress reviews	Every 8 weeks with the apprentice, tutor and employer to review progress towards "Gateway Readiness"	Workplace	30 minutes
Mock End-Point Assessment	Practice assessments in line with the End-Point Assessment Plan throughout the programme	Workplace and/or agreed venue	According to individual apprentice needs
Functional Skills Qualifications • Practice • Exams	One-to-one with tutor English reading English writing English speaking, listening & communicating Maths	Workplace and/or agreed venue Quest Training or employer venue	 75 minutes 75 minutes 30 minutes 90 minutes

End-Point Assessment Plan

The End-Point Assessment is planned with the Independent End-Point Assessor, Employer and Apprentice

The end-point assessment is synoptic and takes place at the end of the apprentice's learning and development. The requirement is that the end-point assessment is completed within 3 months from the start of the end-point assessment period.

Assessment Method	Duration	To Achieve a Distinction	To Achieve a Pass	Methodology
		See Grading Descriptors		
Simulated Task	2 hours 5 minutes inclusive (all on same day)	The apprentice must meet all of the pass criteria AND 100% of the distinction criteria	The apprentice must meet all of the pass criteria	1.5 hours to prepare a short written report, under exam conditions with an invigilator present, which will be presented verbally, 10 minutes for verbal presentation and 10 minutes for questions; all completed on the same day
Project Report & Presentation with Q&A	Up to 50 minutes plus report writing	The apprentice must meet all of the pass criteria AND 100% of the distinction criteria	The apprentice must meet all of the pass criteria	Report submitted by week 2, 10 minutes for presentation and 10 minutes for questions. 5 minutes discussion per standard not covered by workplace project or report to governors.