

## Lancashire County Council

### Role Profile - Operational Context Form

<b>Post title:</b> Business Manager 2					
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<b>Grade:</b>	Grade 9	<b>Staff responsibility:</b>	Yes	<b>Essential Car user:</b>	
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**Scope of role:**  
 To be responsible for the planning, development, and implementation of financial and administrative services within the school; be a member of or advise the Senior Leadership Team.

**In addition to the following duties, the post holder may be required to undertake any of the duties associated with a lower graded Business Manager role.**

**Accountabilities/Responsibilities – appropriate for this post:**

1. To be responsible for the business and financial management of school resources including budget / financial planning and advice to the senior leadership team, governing body and external agencies.
2. To manage the school's administrative function.
3. To line manage the school support staff.
4. To manage the administration of human resources for teaching and support staff.
5. To develop appropriate policies relevant to school support functions, in line with advice from the local authority.
6. To make a contribution to the school improvement plan.
7. To develop income generating activities including preparation of and submission of bids for funding to external agencies.
8. To be responsible for the marketing strategy for the school.
9. To administer the delivery of Extended Services activities for example after school/breakfast clubs.
10. To manage the facilities, including premises, lettings and liaising with external contractors.
11. To be the health and safety manager for the school, under the direction of the Headteacher.
12. As part of the Senior Leadership Team, to support wellbeing initiatives for pupils.
13. To work within school policies and procedures
14. To take care of their own and other people's health and safety
15. Commitment to undertake in-service development.
16. Commitment to safeguarding and protecting the welfare of children and young people.
17. Commitment to sustaining regular attendance at work.

In addition, this role could also be the Designated Safeguarding Lead for the school

**Additional supporting information – specific to this post.**

**Indicative knowledge, skills and experience**

- Experience in senior administrative / finance roles.
- Working at or towards the Diploma of School Business Management (DSBM) or equivalent

**Summary: Advises the Senior Leadership Team on business and financial matters. Manages support staff in a secondary school. At this level there would be limited external**

## partnership working or negotiation

### Knowledge:

A combination of applied and theoretical knowledge needed. Professional level of knowledge needed to be able to advise on finance and business. Co-ordination of a small team of employees whose tasks are broadly similar in basic objective, for example, finance, HR, administration. Planning months to a year ahead. Skills of persuasiveness or assertiveness as well as sensitivity to the other person's point of view are often required to influence behaviour, change opinions or turn situations around, but debates can be won by presenting fact or evidence. May have a role in dealing with parents and pupils.

### Problem Solving:

Because of changing priorities and differing situations the jobholder has the latitude to consider which among many procedures should be followed; however new procedures may have to be developed. Differing situations requiring the identification and solution within the area of expertise and acquired knowledge, occasionally new facts may need to be sought. Heavy supervisory or technical professional requirement.

### Accountability:

Working within already established precedents, policies and procedures; has significant decision making latitude within them. Typically with a whole school budget of £3million, of which the jobholder would interpret, advise and facilitate by making decisions and taking action.

**Prepared by:** Schools HR Team

**Date:** 13/02/2023

The above form sets out the area of work in which duties will generally be focused, and gives an example of the type of duties that the postholder could be asked to carry out. **PLEASE NOTE** that this is for guidance only. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

### Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

### Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

### Safeguarding Commitment

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

### Customer Focus

We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

### Skills Pledge

We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already.

### Attendance

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

## Grade Profile - Level Three – Managerial (Grade 9)

<b>Level Three Purpose</b> Manages a small team of technical /para-professional staff or a large team of junior staff to deliver a focused service to meet well defined, short term deliverables.
<b>Scope of Work</b> Role holders at this level will require a level of technical, professional or specialist skill to provide direction to their team and to act as a technical reference to deal with escalated issues. They will be scheduling, reviewing and monitoring the work of their team and contributing to the short term planning of the service area. They will generally have considerable freedom over technical and operational decision-making within well defined policies and guidance.
<b>Accountabilities/Responsibilities</b> <ul style="list-style-type: none"><li>▪ Set work objectives and standards for the team, translating well defined overall objectives into clear and detailed activities for individuals. Monitor the effective performance of staff in delivering against these.</li><li>▪ Co-ordinate, monitor and review workflow, and resolve day-to-day operational issues to ensure delivery meets internal and external targets and standards. Within own area may need to look months ahead and contribute to service planning.</li><li>▪ Motivate and coach staff through the identification of training and development needs to equip them to deliver effective and responsive services.</li><li>▪ Adapt procedures and work plans in own area in order to improve operations, performance and efficiency. This may require periodic analysis of management and financial information.</li><li>▪ Control allocated budgets and other resources (e.g. equipment, buildings) to deliver the agreed results. This would typically be medium sized budgets with some complexity/risk OR a larger budget with limited complexity/risk.</li><li>▪ Contribute towards the setting of objectives and targets for business planning in specific area to support the delivery of effective and responsive services.</li></ul>
<b>Skills, knowledge and experience</b> <ul style="list-style-type: none"><li>▪ Will need to understand the theory and principles underpinning their discipline, reached by either:<ul style="list-style-type: none"><li>– A degree (or equivalent) plus number of years experience (3-6 years) in a similar role or</li><li>– Significant vocational experience, demonstrating development through involvement in a series of progressively demanding roles</li></ul></li><li>▪ Thorough technical knowledge and understanding of the work practices, systems, processes and procedures relevant to the role</li><li>▪ Understanding of departmental goals, as well as relevant Council policies</li><li>▪ Ability to motivate and support the long term development of staff</li></ul>
<b>Performance Measures</b> <ul style="list-style-type: none"><li>▪ Delivery of specified results e.g. outputs, volumes.</li><li>▪ Achievement of short-medium term milestones</li><li>▪ Quality of partner relationships</li><li>▪ Budgeted vs. Planned expenditure</li><li>▪ Customer satisfaction (internal or external) and service level measures.</li><li>▪ Work force indicators (turnover, timeliness, absenteeism, etc.)</li><li>▪ Projects variance from time/budget targets</li></ul>