

BEHAVIOURS

The information in this section describes the essential personal behaviours that a school business management professional needs to demonstrate in order to undertake their role. They have been broken down by tier.

Behaviour	Behaviour description
Change catalyst	Curious and experimental, with the determination to methodically apply a vision of what will make a difference to the school/trust.
Decision maker	Understands and analyses data and information to identify options, make recommendations and deliver evidence-based and timely decisions.
Skilled negotiator	Ability to work across diverse stakeholder groups and influence decisions to ensure engagement and support to achieve the school/trust aims and objectives.
Collaborative	Works inclusively and effectively, with both internal and external stakeholders.
Resilient	Shows an ability to use existing resources to overcome challenges and creates new and effective solutions in the face of adversity.
Challenger	Demonstrates courage, emotional intelligence, integrity and confidence to challenge others even if confronted with resistance.

This section describes the behaviours as outlined above:

Behaviour	Tier 1	Tier 2	Tier 3	Tier 4
Change catalyst	Intrinsic interest in the school/trust and wider sector issues related to own role.	Keeps up to date with policies, issues and trends in the education sector, bringing insights into the school/trust to evolve and improve advice and solutions.	Connects with colleagues across the education sector and benchmarks against other schools/trusts to bring about best practice and innovations.	Connects with the education sector communities and networks to debate and shape SBM practice and develop leading-edge insights for the school/trust.
	Open to new ideas and embraces change.	Self-motivated and supports others in working through change.	Fosters a culture of continuous improvement, demonstrating an interest and curiosity in new concepts, ideas and opportunities and allows time to build success.	Drives a culture that supports continuous improvement and innovation.
Decision maker	Uses a blend of experience, standard procedures and a common-sense approach to come to decisions.	Applies own judgement and knowledge to adapt to current situation.	Makes effective decisions in the absence of complete data/information, utilising a strong understanding of school/trust priorities.	Leads and gives guidance to the school/trust to address complex and/or sensitive issues.
	Collects and interprets accurate and relevant data in order to support school/trust decision-making and task delivery.	Identifies the most suitable analytical tools and/or data-gathering approaches according to the specific context.	Identifies how best to collate and utilise large pieces of complex data into distinct, clear and concise ideas which others can understand.	Identifies key questions to ask in complex situations, providing overall direction for the appropriate course of action of action.
	Learns how to influence others within the culture, governance procedures, frameworks and politics of the school/trust.	Takes account of culture, governance procedures, frameworks and politics when influencing others.	Builds relationships with current and future stakeholders, working within and where necessary around politics and formal processes.	Secures consensus across a range of complex issues in sensitive and challenging situations with a range of stakeholders.

Behaviour	Tier 1	Tier 2	Tier 3	Tier 4
Skilled negotiator	Compares and contrasts options to highlight advantages and disadvantages of progressing along particular existing and alternative paths.	Handles reactions and resistance, using an appropriate communication and influencing approach.	Liaises with stakeholders ahead of interactions in order to understand points of view, issues or concerns, and gains early-stage support.	Secures consensus across a range of complex issues, in sensitive and challenging situations with a range of stakeholders.
Collaborative	Provides positive contributions to the team and assistance to colleagues in their everyday tasks.	Demonstrates a sense of team spirit, encouraging shared ownership of objectives and team deliverables.	Promotes a team spirit across school/trust boundaries.	Builds active strategic partnerships with stakeholders.
	Establishes constructive, collaborative relationships with colleagues in the team.	Builds beneficial relationships, actively listening and gaining respect and confidence.	Forms collegiate relationships with a diverse range of internal and external stakeholders.	Builds internal and external strategic relationships for the overall benefit of the school/trust.
Resilient	Identifies the steps needed to achieve tasks, goals and objectives.	Creates and delivers clear plans for multiple projects in the short to medium term.	Creates and drives delivery of projects and programmes which affect the school/trust over the medium to long term.	Ensures the delivery of long-term strategies, establishing clear governance structures with accountabilities.
	Focuses efficient and effective activity on the agreed priorities within own remit.	Identifies and focuses on priorities in line with overall school/trust goals and strategies.	Works with the school/trust to confirm priorities when facing conflicting agendas.	Re-prioritises objectives in line with the school's/trust's changing needs.
Challenger	Adopts a questioning approach to fully understand and/or clarify an issue.	Reaches conclusions and takes an early view on an issue.	Makes position clear during debates and backs it with professional knowledge and evidence relevant to the situation.	Acts as a focal point for the school/trust in difficult circumstances.
	Consults others for ideas, advice and direction when facing challenges.	Works closely with others involved in and impacted by issues, and consults and involves them when developing solutions.	Explores and takes account of both the school's/trust's political forces and personal standing in a debate.	Skilfully navigates and handles school's/trust's politics.
	Has a knowledge and understanding of Emotional Intelligence (EI) and how to use assertive techniques which promote dignity at work.	Is confident in using an EI approach.	Is able to coach and mentor managers in using EI techniques.	Leads training in-house and/or externally to ensure the school's/trust's culture supports an EI approach.

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