

A TIERED APPROACH

The standards are tiered in a way that reflects the level of contribution that practitioners are making towards discrete professional disciplines and leadership responsibilities. The tiers describe expected levels of professional practice; from those at entry level, making a contribution to a process or a function, through to those with senior strategic leadership responsibility in complex schools/trusts or across several schools/settings.

Tier 1	Tier 2	Tier 3	Tier 4
Practice at this level is likely to include, but not be limited to, making contributions to a process or a project with some direct responsibility for an area of work or an element of a team.	Practice at this level is likely to include, but not be limited to, supervision of a team, a process or a project with supervisory responsibilities for an individual or a team discharging a task or function.	Practice at this level is likely to include, but not be limited to, the management of a team, processes or projects with management accountability for an individual or a team discharging a task or function.	Practice at this level is likely to include, but not be limited to, high levels of accountability for strategic leadership and/or specialist knowledge (mastery) across defined areas of the school/trust, and a commitment to a self-improving sector through system leadership.
Knowledge at this level focuses on the immediate skills and understanding needed to perform defined tasks.	Knowledge at this level facilitates operational competency across a number of interrelated tasks and professional disciplines.	Knowledge at this level results in strong technical competency across a number of interrelated tasks and professional disciplines.	Knowledge at this level represents technical mastery of specific professional discipline(s) and the ability to pass on that mastery to others.
Basic understanding of the context/purpose of tasks undertaken.	Broad understanding of the context/purpose of tasks undertaken.	Firm understanding of the strengths of the school/trust.	Profound understanding of the wider context in which the school/trust operates.

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STAKEHOLDER CONTRIBUTORS:



NASBM PROFESSIONAL STANDARDS USER SUMMARY



HOW TO USE THE STANDARDS

The standards can be used to support:

- Self-assessment • Recruitment • Individual performance management • Organisational development • Training and development
- To download a full version of the NASBM professional standards visit: www.nasbm.co.uk/professionalstandards

