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 I	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.

ACKNOWLEDGEMENTS

The NASBM school business management professional standards framework has been developed by key sector stakeholders and practitioners, whom we would like to thank for their support, contributions during its development and subsequent endorsement.

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

LEADING SUPPORT SERVICES

Overview

Lead, develop and coordinate support services, or your specialist function(s), to support outcomes for pupils across the school/trust by providing high-quality solutions.

Functions

- Strategic direction
- Provide leadership
- Appropriate use of public funds
- Operational effectiveness
- Service coordination
- Policy, procedure and process
- Legal, ethical and social context of governance
- Health, safety and risk
- Safeguarding
- Continuing Professional Development (CPD)
- Professional values and ethics

PROCUREMENT

Overview

Procure goods and services on a value-for-money basis (economy, efficiency and effectiveness) to support education delivery within the context of regulatory frameworks and legislation.

Functions

- Procurement strategy
- Benchmarking
- Tender management
- Collaborative buying
- Contract and supplier management
- Exit and re-procurement/closedown
- Joint arrangements
- Statutory frameworks and legislation including OJEU (Official Journal of the European Union)

INFRASTRUCTURE

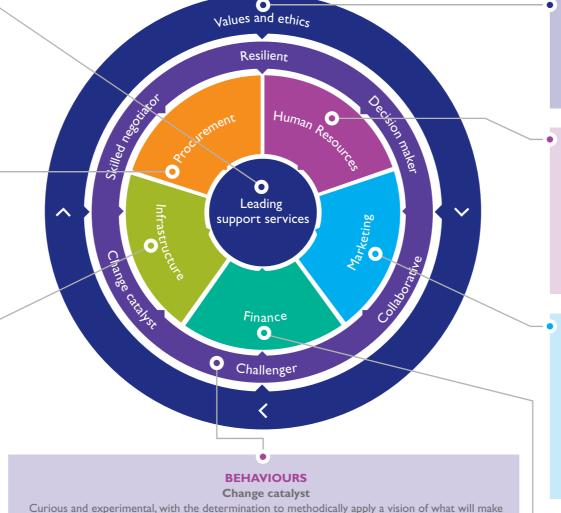
Overview

Ensure the fundamental facilities and services • Asset management planning necessary for the school/trust to function are maintained to drive sustainability, support teaching and learning excellence, assist in expansion and support community engagement.

Functions

- Space planning
- Strategic capital planning
- Capital projects
- Resources and facilities management
- Grounds maintenance
- ICT

Please note: The standards are non-mandatory and due to the variety of SBM roles in each setting, do not establish a baseline of expected performance. They therefore should not be used as a checklist or as a baseline, and any shortcoming with respect to the standards is not a basis for questioning competence or initiating capability.



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.

• VALUES AND ETHICS

NASBM and its members are committed to demonstrating the highest standards of personal and professional conduct, to providing professional leadership in their schools and communities, and to maintaining their professional competence.

To view the NASBM Code of Ethics please visit www.nasbm.co.uk

HUMAN RESOURCES

Overview

Human resource management ensuring regulatory and legal compliance. Managing, supporting and developing staff to ensure delivery of the school's/trust's strategic priorities in line with the vision and School Development Plan (SDP).

Functions

- School/trust design
- Workforce planning
- Performance management and Continuing Professional Development
- Human resource management

MARKETING

Overview

Ensure the development of a marketing and communication strategy which promotes the school/trust and defines the brand, aims and goals. Develop pupil recruitment, stakeholder engagement via appropriate communication channels and maximise income generation.

Functions

- Strategy
- Brand management
- Communication and promotions
- Income generation

FINANCE

Overview

Ensure the effective management, reporting and recording of the school's/trust's finances, including budget planning, monitoring, control and communication of financial information for decision-making.

Functions

- Manage school/trust finances
- Develop and implement strategy to resource and deliver the school's/trust's strategic objectives
- Influence business/finance decisions
- Lead the promotion of good financial management
- Lead and direct a finance function that is resourced to be 'fit for purpose'
- Champion economy, efficiency, and effectiveness

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