



Level 4 School Business Professional

School Business Professionals (SBPs) perform a role which is unique to schools, administering and managing the financial, site and support services within the school context. They provide essential support to school leadership teams, implementing their financial and business decisions.

SBPs 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 and federations, etc. Consequently, they can work in very different settings with varying numbers of people that they report to including the headteacher or School Business Director (SBD). Within this context, SBPs have a shared number of roles which shape their day-to-day activity to make this a homogeneous role in schools.

SBPs 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.

Their work is performed in the context of ensuring that public funds are used effectively. They must adhere 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. SBPs must also 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.

There is a range of job titles that this occupational profile relates to including a School Business Manager, HR Manager, Finance Manager, Office Manager, School Administrator, Business Support Officer, Bursar, etc.

DURATION

The apprenticeship will typically take 21 months to complete.

LEVEL

This apprenticeship standard is at Level 4.

QUALIFICATIONS

Where a school business professional has not already achieved Level 2 English and Maths, they must do so before taking the end-point assessment.

CAREER PROGRESSION

Once achieved, successful individuals will be able to perform the role of the school business professional. The qualification may also be used as a stepping stone for those aspiring to a senior or strategic role in the school business profession.

| On Programme Learning

To achieve the School Business Professional Apprenticeship Standard apprentices are required to complete successfully:

- the on-programme period of training and development, including achieving the required Maths and English qualifications
- the end-point assessment (EPA)

On-programme learning will increase skills, knowledge and behaviours in the following areas:

SKILLS	KNOWLEDGE	BEHAVIOURS
<ul style="list-style-type: none">• Financial and operational management• Project management• Change management• Communication and relationship building• Strategic management	<ul style="list-style-type: none">• Finance• Procurement• Human resources• Managing support services• Governance and risk• Marketing• Infrastructure• Ethical standards	<ul style="list-style-type: none">• Change catalyst• Decision maker• Skilled negotiator• Collaborative• Resilient• Challenger

The end-point assessment for the School Business Professional Apprenticeship consists of the following two assessment components:

- Simulated Task - 1.5 hours to prepare a shortwrittenreport which will be presented verbally, 10 minutes for verbal presentation and 10 –12 minutes for questions; all completed on the same day.
- Project report & Presentation with Q&A - underpinned by workplace project and portfolio of learning.

| Off-the-Job Training

Apprenticeships are about upskilling an individual. Reaching occupational competency takes time. Many employers and apprentices have praised the positive effect off-the-job training has on their productivity and apprentices feel valued by the significant investment in their training. You may already have existing training programmes or materials you can use to deliver elements of the apprentice's off-the-job training. Off the job learning at HBTC may include sessions at the training centre, with follow up tasks being assigned in the workplace, time for assignments and research and specific training within the workplace. All off the job training must be relevant to the Apprenticeship Standard being undertaken. This will be agreed before the learner commences the programme and a flexible approach will be taken to meet learner and employer needs.

For more information please contact us on

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 **Apprenticeships**