

Developing the school business management profession

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“When Estelle Morris, the then Secretary of State for Education, pledged in 2001 to train 1,000 bursars by 2006, few people in the education sector anticipated that this would trigger the groundswell of interest that it did. Yet that announcement launched a movement across the school system which continues today and is set to go further in the future.”

It was the start of what was then termed a “quiet revolution”... there are now over 16,000 SBM practitioners in the UK.

Source: “School Business Management – A quiet revolution”, Geoff Southworth, National College, 2010

Professional Recognition

But is the sector ready to accept School Business Management as a profession in its own right?

What do we know about established professions?

- They are generally self-governed and self-regulating
- They have recognised professional tiers
- They work across a variety of settings
- Practitioners are expected to ensure their knowledge remains current and relevant

Accountancy and Law being obvious examples

Hallmarks of a Mature Profession



Source: *Civil Service Professions Best Practice Framework*, September 2013

Context is everything and will inevitably play a part in the levels of responsibility and accountability.

We also understand that practitioners are at different stages of their careers, all adding value in their own way.

We want to celebrate professional diversity whilst still striving for excellence.

As mentioned earlier, impact evaluations show SBM professionals add enormous value within schools.

However, there are concerns that in a climate of increased autonomy, direct accountability and new complex school structures there is an absence of a clear blueprint for effective School Business Management practice.

This is confusing for both practitioners and employers.

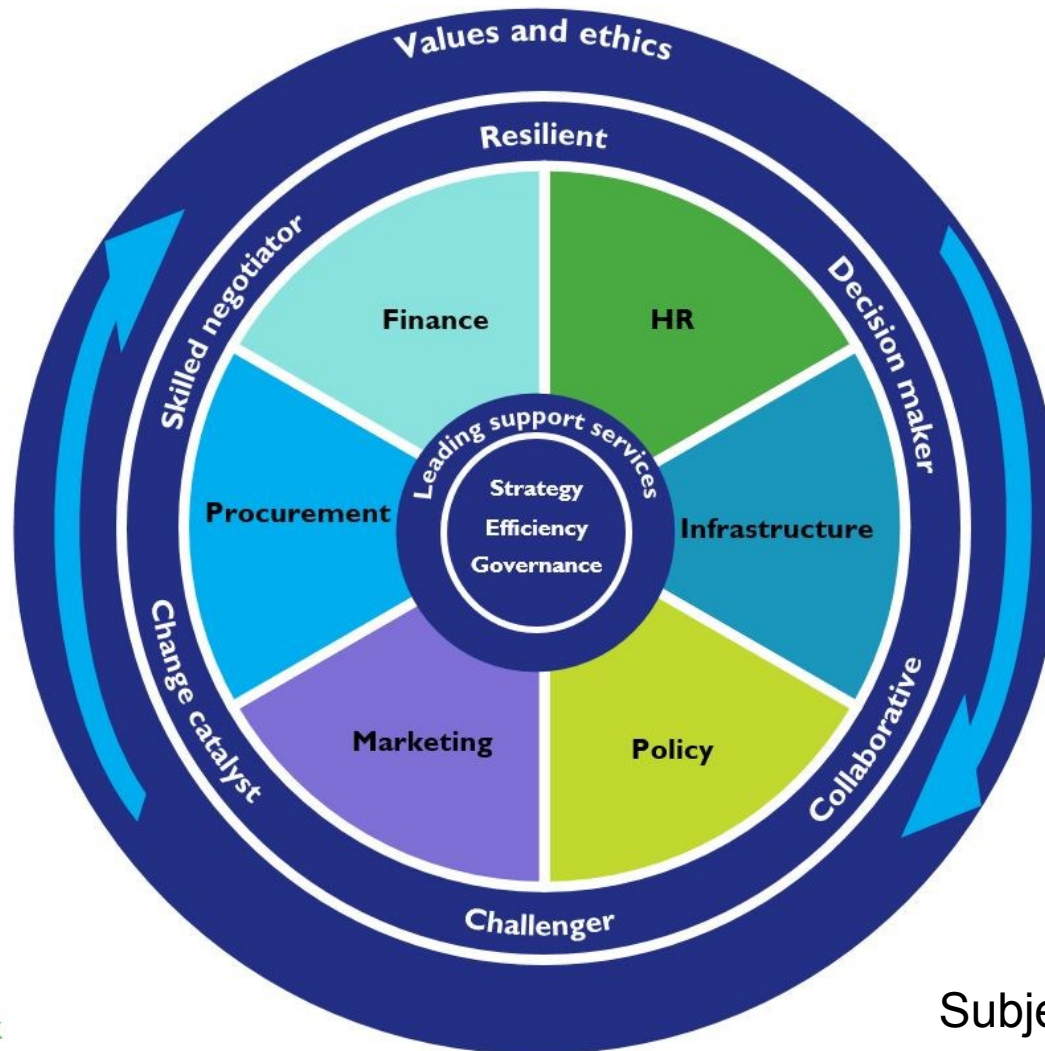
Professionalisation of the SBM Workforce

We have consulted with key education stakeholders and government and there is consensus that the SBM profession needs a reference point to demonstrate effectiveness and competence, and to allow practitioners to enjoy the professional recognition they deserve.

NASBM are therefore setting out:

1. A framework of core and specialist areas of competence required to be successful in the school business management professional role.
2. A reference point for the development of future qualifications and other awards for school business management professionals.
3. Relevant CPD content for those entering or developing their career in the profession.

A national professional standards framework



The National Association of School Business Management has cross-sector and cross-political party support for our work on developing a framework of professional standards for school business management.

We are simply occupying the space recently vacated by the National College. This is a sector-led and system leadership approach to continuous improvement in education management.

Consultation

- The NASBM national Professional Standards Framework consultation opened on 29 May 2015 and has commenced initially with the finance section.
- We have already had over 500 responses to the consultation. The overall results are very encouraging, with 97% of respondents agreeing in principle with the standards, and almost all agreeing with the tiered approach.
- The consultation on the remaining sections will commence over the coming weeks and conclude by September.
- Please have your say and join the consultation.

What does this mean for you and the profession?

The standards will...

- 1.set out the core and specialist areas required to be a school business management professional;
- 2.set out the content of both initial and continuing professional development for those entering or developing their career in the profession;
- 3.provide a framework for the development of qualifications and other professional recognition for school business management professionals;

and ultimately...

be used by head teachers and governors to inform and underpin the recruitment and performance management of school business management professionals.

Any questions?

