

# Overview

## How to use the standards

These standards can be used to inform the performance management of school business professionals (SBPs). However, they are non-mandatory and, due to the variety of SBP 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 shortcomings with respect to the standards are not a basis for questioning competence or initiating capability procedures..

The standards can be used to support:

### Self-assessment

- By school business professionals as a framework for self-development, enabling them to consider what they have already achieved or need to achieve, going forward, to deliver the levels of operational effectiveness set out in the standards. They may also seek feedback from colleagues or their peers based on the standards.

### Recruitment

- By identifying the skills and knowledge the school/trust needs in its staff team and in communicating these to applicants.
- By employers to describe job roles, externally and internally, and to ensure new employees receive a high quality induction based on the areas they will cover in their new role.

### Individual performance management

- The performance management of school business professionals. The standards are, however, non-mandatory. We recommend they are not used as a simple checklist nor on their own as the basis for questioning competency or initiating capability procedures.

### Organisational development

- To provide a broad overview of business management activities in the specific context of the school/trust.
- To act as a starting point for the identification of specific objectives for the next stage of the school's improvement journey.
- To identify areas of development where the school's/trust's operations require improvement.

### Training and development

- The setting of a clear curriculum for the core and specialist knowledge required to be successful in a school business role and the skills professionals must subsequently master to progress to a senior level.
- The content of both initial and continuing professional development for those entering or developing their career in the profession.
- A framework for training school business management professionals in a commonly agreed set of technical skills and knowledge.
- A framework for the development of qualifications and other professional recognition for school business management professionals.