

Alison Lodge, School Business Manager, Broadgreen Primary School, Liverpool

The Broadgreen Primary School is located in Liverpool and is part of the Fiveways Trust. Partners of the Trust include Broadgreen International School, Hope University, Alder Hey Children's Hospital and Liverpool John Moores University. The school gained a Good rating from Ofsted in January 2015 with an outstanding rating for Behaviour and Safety. The school has won a number of awards including the Stonewall School Champion Award, Healthy Schools, and the International School Award.

NASBM interviewed Alison Lodge, the SBM from Broadgreen Primary School, who is an early adopter of the Professional Standards Framework (PSF), to ask about her experience of using the PSF and how it is having impact within the school.

'I have used the Professional Standards Framework (PSF) so far for self-assessment in order to understand where I 'fit' in the SBM landscape following the release of the standards. I am passionate about the SBM profession and welcome the PSF which can also be used by headteachers and governors to assess the benefits of a fully skilled and qualified SBM professional in schools.

"The headteacher and I have already used the PSF as a starting point for discussion about my role. Although we are not using the standards as an overall requirement for my role, the use of them has enabled us to have honest conversations about what could be improved in order to support the outcomes for the school. We understand that the standards are not meant to be used as a 'measurement' of required skills and/or performance, but equally understand that not only can they be used to help identify any areas for personal development but also for identifying areas where the school feels that the SBM professional could add further value to overall outcomes for the school.

"Working through the documents has been a really useful exercise as it has given me the opportunity to think and reflect about my role. As an SBM with many years of experience in various education stages, it has clarified for me the areas where I feel I can still develop and add value to my school. By using the PSF I was able to identify 'gaps' for me and in turn see if that then meant there are any 'gaps' for our school. I achieved a variety of scores against the tier system within the framework, predominantly 3's and some 4's, and also a couple of 2's. My aim is to achieve Tier 4 across the majority of areas within the standards. This will involve my undertaking some CPD in specific areas in order to upskill. I currently hold both CSBM and DSBM qualifications alongside School Leadership qualifications, but feel that further, more specific areas of training such as 'An introduction to income generation and grant writing', or 'Marketing your school and maximising donations' will prove useful both to myself and our school in the future. I am also considering the CIPFA accredited training for SBM's following the recent announcement by the Government for all schools to become academies.

"Following conversations about my role in the context of the PSF, it has prompted the headteacher to consider if there is any scope for development of other staff either within the SLT or wider school team or perhaps within the Governors team. As an early adopter of the standards we have not yet made any changes at school level, however I believe that there will be several staff development opportunities as a result of using the PSF, and is currently a work in progress.

"Our school is also planning to link any gaps within the School Development Plan for the next academic year, giving me a particular area to lead on – for example for me this might mean Marketing. Use of the PSF will help to lead change within our school.



“I am now currently considering how any possible changes will be disseminated to other staff, and if it will create any opportunities for new ways of working either within school or collaboratively with other schools either within our network or more widely to create improved efficiency for our school.”

This case study demonstrates that the NASBM professional standards is a blueprint for the activities that are undertaken within a school which sit outside of teaching and learning. These activities will be undertaken by different individuals within a school dependent on the size, type and phase of the school.