

Values and ethics

The Institute of School Business Leadership (ISBL) is the professional body for individuals managing and leading school and trust operations. Our members work throughout the education sector, in maintained schools, special schools, alternative provision schools, trusts and other collaborative structures where public money needs to be effectively and efficiently managed.

As the only UK professional body to specialise in school or trust business leadership, ISBL's qualifications are the foundation for a career in school or trust business leadership. We also champion high performance in public services, translating our experience and insight into clear advice and practical services for our education sector professional community.

ISBL shows the way in education finance and operations management by standing up for sound financial and resource management and robust corporate governance.

As a professional body, ISBL takes very seriously its role in ensuring that members adhere to the principles of ethical leadership. The fundamental principles of ISBL's ethical code are set out below:

Fundamental principles of ISBL's ethical code

Integrity:

this is about being truthful, straightforward and honest, dealing fairly with people and situations; it rules out making misleading or false statements, whether by omission or inclusion of information, either knowingly or without taking care to find out.

Objectivity:

the avoidance of bias, whether for personal self-interest, or because of pressure from another, and closely allied to independence. This includes a responsibility to escalate concerns in the event of identifying or observing irregularities.

Professional competence and due care:

this is about acquiring and maintaining appropriate technical and other relevant skills and competence to perform your work, doing it thoroughly and correctly, on a timely basis, and ensuring that users of your output understand its context and limitations.

Confidentiality:

information about organisations and people encountered in the course of your work should not be disclosed, inside or outside the work environment, to anyone who does not have a legal or professional right to it, and especially not to secure a personal advantage for anyone.

Professional behaviour:

this is about complying with professional standards and statutory obligations and avoiding actions that might bring the profession into disrepute.

In addition to adhering to ISBL's ethical code, public sector professionals are expected to be familiar with, and to apply, the seven 'principles of public life'.

Behaviours

The information in this section describes the essential personal behaviours that a school or trust business professional needs to demonstrate in order to undertake their role:

Behaviour	Behaviour description
Agile	Is adaptable, flexible, reflective and capable of leading and managing change.
Resourceful	Uses resources, information and knowledge to overcome obstacles and finds creative innovative solutions to develop self, team and/or organisation.
Leads	Inspires and motivates others within their team, school or trust and the wider profession. Leads functions, people and/or projects within the remit of their autonomy and responsibility.
Collaborative	Works effectively and inclusively both within and outside of the organisation so individuals, teams and the learning community can benefit from shared capacity and knowledge.
Decisive	Can identify and consider options, make recommendations and robustly defend decisions in a timely manner, using evidence to support proposals.
Emotionally intelligent	Manages and uses emotional intelligence when problem-solving and considers new innovations and change. Demonstrates confidence and the ability to negotiate, challenge and influence alongside care for others, diplomacy, approachability and resilience. Demonstrates both contextual and professional self-awareness.

The expected application of these behaviours and values is set out by each practitioner level below:

	Foundation Practitioner	Associate Practitioner	Lead Practitioner	Strategic Practitioner
	<i>Within the context of their school or trust and their given remit:</i>			
Agile and Resourceful	Provides timely and accurate information.	Provides reliable key information to others in a way that helps positively influence the decision-making process.	Communicates with impact, and makes complex issues clear, to enable a way forward.	Takes a visible lead in progressing difficult issues for the benefit of the school or trust.
Leads	Makes their views and opinions known by offering constructive feedback and contributing to meetings and discussions.	Makes a valuable contribution to meetings and discussions. Offers informed and confident responses to questions.	Challenges constructively and confidently in the face of opposition.	Takes a stand with senior colleagues when it is the right thing to do despite significant opposition or challenge.
Collaborative	Engages in purposeful dialogue with a range of internal stakeholders.	Regularly engages with key stakeholders to better understand and respond to their needs.	Proactively develops and sustains relationships with key stakeholders to inform how they influence them.	Builds and leverages a network of relationships with current and future influencers and stakeholders.
Decisive	Accepts responsibility for mistakes and errors.	Accepts responsibility for mistakes and errors. Puts in place measures to mitigate against a reoccurrence.	Takes responsibility for mistakes that sit within their remit, encouraging learning and demonstrating ownership for the actions to make things right.	Creates a culture of accountability, ensuring ownership for improvement and learning.
Emotionally intelligent	Has an appreciation for the range of communication styles used in a variety of situations.	Anticipates a range of possible reactions to their ideas and proposals and prepared to adjust their message and communication style accordingly.	Tailors their influencing style and selects appropriate communication channels to engage their audience and gain buy-in.	Uses a wide range of influencing styles and strategies to secure commitment across and outside their school or trust.