Gill Sax, Strategic Business Manager, James Wolfe Primary School with Centre for Deaf Children, Greenwich

James Wolfe Primary School with Centre for Deaf Children is located in Greenwich, London. The school has been expanding since 2013, from two form to four form entry, and will be completed by 2020. The school is also based across two campuses.

Gill has been in post for 5 years and therefore has been part of the planning process and implementation of the school expansion plans. Gill also sits on the SLT. The SLT initially included the Headteacher, one deputy Headteacher and Gill. Following restructuring, the SLT includes the HT, two Heads of Campus, two Deputy Heads of Campus and Gill. Gill's role was therefore recruited at a strategic level in the first instance, plus the role has evolved as a result of the expansion. Consequently, the HT asked Gill to review her job description (JD) around a year ago in early 2015 to ensure it still captures the functions of her role adequately, and where is might not, to suggest where and suggest additions.

Knowing about the NASBM Professional Standards project taking place last year (2015), Gill waited for the NASBM Professional Standards to be published (in November 2015), in her words, to prevent 'duplication of effort.' The review at this point also means that the capital works carried out as part of the school's expansion had been completed, making now a better time to review Gill's JD in light of her involvement in capital planning.

The aim of the job description review is to ensure the work Gill carries out is documented within the job description and that any potential succession is secure, with the job description taking full account of the changing needs of the school in light of its expansion.

Gill also works with a team of administrators who she line manages. The team comprises of two Administration Assistants and two Lead Administrators. The two Lead Administrators work in both campuses and Gill had previously designed their roles so that they alternate between the campuses on a termly basis. Each term, the lead administrators switch their main responsibility between a particular discipline of school business management as defined by the NASBM Professional Standards: Finance and HR. By alternating the workplace (campus), both administrators work on both key disciplines of work and therefore learn and hold the school's operational knowledge on Finance and HR. This model works very well should there be any sickness absence in the administration team or annual leave.

Gill is currently mentoring one of the Lead Administrators through her Level 4 qualification. Gill anticipates eventually mapping the Lead Administrator roles against the NASBM Professional Standards, and is looking to develop the administrators using the Professional Standards later on. Gill will also ensure that the Professional Standards form a supportive part of the administration team's performance management. Gill is also looking to link the Professional Standards with the school priorities which are outlined in the School Improvement Plan (SIP) to ensure a clear line between the roles of the administration team, herself, the SIP and NASBM Professional Standards.

Gill is also very keen to advocate the role of the school administration team, and says that she always tries to instil the value of the role and how it links to enabling and facilitating learning. Gill feels that the NASBM Professional Standards are providing a useful platform for these efforts.

Gill believes the impact across the school is significant, as the role of school administration and overall school business management is being seen in a more professionalised way. It is helping to raise confidence within the administration team, who likewise are feeling more valued. Gill feels as a

result of the restructure within the school, there is a changing culture in relation to how school business administration is valued by the staff overall. Gill sees that the Professional Standards facilitate this in her school and looks forward to implementing changes as a result of them.