

Procurement

Procure goods and services on a value-for-money basis (economy, efficiency and effectiveness) to support education delivery within the context of regulatory frameworks and legislation.



A. Functions	Tier 1	Tier 2	Tier 3	Tier 4
Procurement strategy	Supports the procurement strategy and probity of public money.	Supports the procurement strategy and its review.	Manages the procurement strategy, ensures it is kept under regular review and up to date to ensure VfM is maintained.	Develops a procurement strategy to ensure that the school/trust obtains best VfM from its procurement activities, obtaining expert advice as needed.
	Administers the spend analysis tool, ensuring accurate and up-to-date information.	Identifies efficiency opportunities based on spend analysis review over previous year, e.g. supplier promotions, seasonality, national purchasing spikes.	Implements new purchasing strategies based on spend analysis review in order to drive efficiencies and ensure VfM.	Identifies new purchasing routes, strategies and suppliers to ensure the most effective procurement strategy is adopted.
Benchmarking	Compares and assesses product/service specifications, particularly where own-brand or unbranded products are offered which may not carry full specification detail.	Compares and assesses product/service specifications.	Evaluates benchmarking data, e.g. from the DfE, to inform procurement decisions and to plan resources and procurement priorities.	Proposes alternative options for benchmarking exercises – in-house/third-party/consultant, including consideration for cost-benefit of engaging with third parties.
Tender management	Supports procedures for the supply of goods and services and ensures best-value pricing and service levels for the school/trust.	Devises and implements appropriate procedures to enable suppliers to compete for the supply of goods and services.	Recognises and acknowledges the importance of obtaining three quotes and having to undertake a full EU/UK compliant tendered procurement process as required.	Leads the development of detailed framework and/or tendering procedures to comply with statutory and legislative requirements and deliver VfM, obtaining expert advice as needed.
	Supports definition of the requirements and assists in the comparison of supplier offers on a like-for-like basis.	Compares supplier offers on a fair and transparent basis, reopening competition if the requirements have not been sufficiently explained to facilitate fair competition.	Designs evaluation criteria to obtain balance between quality and price, incorporating steps to avoid or minimise the risk of a tender challenge. Ensures that expert advice is available and sought if in receipt of a tender challenge.	Leads the contract award process, and ensures that checks and balances are in place to ensure correct probity in the spending of public monies.
	Assists in the administration of the specification development and evaluation criteria.	Sets and reviews specification criteria, including like-for-like comparison.	Manages assurance around criteria selection and specification writing to ensure fit-for-purpose and effective evaluation on a like-for-like basis can be achieved.	Oversees the evaluation criteria, ensures probity and appropriateness of contract award, takes account of the school's/trust's five-year strategy.
	Supports collaborative buying to provide improved VfM.	Coordinates the school's/trust's involvement in collaborative buying arrangements to ensure that VfM is maintained and regularly evaluated.	Assesses the appropriateness of collective buying consortia arrangements for the school/trust.	Leads on the school's/trust's collaborative buying arrangements.

INTRODUCTION

OVERVIEW

ETHICS AND BEHAVIOURS

LEADING SUPPORT SERVICES

FINANCE

PROCUREMENT

INFRASTRUCTURE

HUMAN RESOURCES

MARKETING

Procurement

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A. Functions (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
	Researches and identifies potential purchasing routes including local and national opportunities.	Compares all potential purchasing routes, e.g. PSBO (Public Sector Buying Organisation) frameworks.	Reviews opportunities to engage with PSBOs as a stakeholder, so as to influence and shape solutions to meet needs.	Participates in sector-led consultation on collaborative purchasing, e.g. DfE.
	Supports performance monitoring and contract management arrangements to ensure suppliers deliver to quality and price.	Identifies and uses appropriate framework contracts to ensure best value is obtained.	Critically assesses best practice in contract award and management, including the need for appropriate external advice.	Leads on the implementation of best practice in contract award and management.
	Supports the initiation of new contracts.	Establishes contracts and identifies the level of contract management required.	Oversees all established contracts to ensure future assessment against contracted activity and instigates review ahead of contract break point.	Mobilises new contract-management opportunities including collaborative purchasing across cluster and establishes and identifies centralised procurement.
	Maintains a contract register, so as to avoid 'panic procurement'.	Establishes effective system to highlight efficiency opportunities, and implements contract management system.	Prepares specifications and manages invitation-to-tender documents and subsequent process to ensure value for money.	Signs off tender specifications and oversees the evaluation of received tenders and selects appropriate suppliers, and leads on the development of collaborative purchasing.
	Provides information and data against contracts and supporting Service Level Agreements (SLAs) to assist with contract renegotiations.	Supports the development of effective contract administration and SLA development to assist with contract renegotiations.	Manages contract administration, and provides direction for the development of SLAs to assist with contract renegotiations.	Critically reviews contract administration processes and supports SLAs to assist with contract renegotiations.
	Maintains sufficient records of contractor activity against key performance indicators.	Actively reviews performance of contractors against key performance indicators and SLAs to identify any underperformance or items at risk to be highlighted to the senior leadership team.	Liaises with contractors where underperformance against key performance indicators and SLAs has been identified to enact improvements and ensure successful project outcomes.	Leads on contract management and negotiation on dispute resolutions to ensure successful project outcomes and mitigates any cost impact to project.
	Provides necessary data for cost-benefit evaluation.	Supports cost-benefit evaluations.	Ensures cost-benefit evaluation is undertaken in order to drive efficiencies and ensure that VfM is being delivered.	Uses cost-benefit evaluation, ensures contracts/contractor performance is optimal and, where necessary, makes changes to drive efficiencies and ensure that VfM is being delivered.

Procurement

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A. Functions (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
	Maintains a contract log including dates and procedures for contract closedown.	Supports contract delivery during contract closedown, and assists with any new arrangements or disposal at the end of the life of the contract.	Ensures contract delivery during contract closedown and assists with any new arrangements or disposal at the end of the life of the contract.	Oversees that contract delivery happens on time, to budget and that these remain supportive of the overall school/trust strategy. Ensures any necessary disposals at the end of the life of the contract.
	Assists with creating re-competition documentation and advertising.	Supports re-competition, through input into new tendering documentation, including advertising.	Prepares for re-competition, providing overall input into new tendering templates, documentation and ensuring advertising attracts the right audience.	Oversees re-competition, ensuring that documentation and advertising happens in a timely and accurate fashion and attracts the right audience.
Joint arrangements	Supports the potential benefits of working with other schools/trusts in the delivery of education and support services.	Compares different shared service and joint working models, taking account of differing specification requirements within the same procurement exercise, allocation of roles and responsibilities, legal terms and conditions, partnership agreements and exit procedures.	Develops, negotiates and manages SLAs and systems of joint working.	Develops and leads on negotiations on service-level and/or joint working agreements.
Statutory frameworks and legislation including OJEU	Supports the basic principles of the relevant procurement legislation and frameworks.	Supports the application of relevant procurement legislation and frameworks.	Manages and has an extensive knowledge of relevant procurement legislation and frameworks.	Leads and monitors the implementation of relevant procurement legislation and frameworks, including OJEU procurement rules and procedures, DfE guidance and related-party transactions.

The knowledge describes the learning requirements of the practitioner undertaking the activities outlined in Section A. Functions.

B. Knowledge	Tier 1	Tier 2	Tier 3	Tier 4
	Understands the concept of when and how a contract is formed.	Is able to review contract terms and conditions to ensure that they do not disadvantage the school/trust.	Is able to formulate contract terms and conditions as appropriate for each procurement exercise.	Recognises and ensures adherence work to procurement professional standards.
	Understands the concept of legal terms and conditions which bind the obligations of the contracting parties to one another.	Is able to review contract terms and conditions and identify anomalies and inaccuracies, and seek internal/professional advice where required.	Is able to identify contract terms and conditions which may impose unfair conditions or penalties, or are unenforceable, and seek internal/professional advice where required.	Knows when to commission professional procurement advice.

Procurement

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B. Knowledge (Cont'd)	Tier 1	Tier 2	Tier 3	Tier 4
	Is aware of legal obligations.	Understands the concept of economies of scale through group purchasing.	Possesses the ability to apply and meet legal requirements of EU/UK legal obligations to procurement exercises.	Is able to access professional procurement and/or legal expertise to ensure obligations can be met without risk of challenge or impropriety.
	Is aware of financial thresholds.	Understands the principles of fair competition, transparency and probity when spending public monies.	Possesses the ability to apply the principles and embed processes of fair competition, transparency and probity when spending public monies.	Is able to critically assess principles and evaluate processes of fair competition, transparency and probity when spending public monies.
	Knows where to find framework information.	Understands DfE-approved frameworks with predetermined terms and conditions.	Understands when and how to use approved frameworks appropriately.	Understands the concept and legal status of frameworks.
	Understands the risks and benefits of procuring through frameworks or independently.	Understands the concept of VfM.	Possesses the ability to assess the delivery of VfM when comparing products and services.	Is able to assess the balance between VfM and exposure to risk when procuring goods and services outside formal frameworks.
	Recognises that different market conditions exist for different types of products or services.	Understands and uses specific supplier markets to improve the effectiveness of school/trust buying.	Understands the process for assessing new suppliers and undertaking appropriate financial, insurance and other checks.	Understands specific supply markets to enable appropriate procurement decisions to be made.
	Recognises how different supply markets operate.	Recognises and evaluates the costs and benefits where different retailers and distributors procure from the same manufacturing route, and the potential implications.	Is able to implement processes for continuous monitoring of suppliers, i.e. for benchmarking, quality assurance and VfM.	Ensures a means of access to professional procurement expertise to ensure appropriate suppliers are engaged and solutions obtained.
	Recognises and identifies what is required. Understands the principle of 'total cost' not just 'price'. Understands the need to compare like with like.	Understands product/service specifications.	Has an appreciation of risks associated to purchases of unknown brands, local versus national suppliers, warranties and SLAs.	Considers long-term sustainability and suitability, taking account of changing environmental needs, e.g. technology.
	Is able to define and specify product/service requirements based on own area of responsibility.	Understands the need to accurately define and specify requirements, recognise the risks and potential costs associated with failure to accurately define requirements, or over/under-specifying requirements.	Creates accurate and impartial specifications and evaluates specifications provided by others to ensure accuracy and impartiality.	Is able to create effectively assess and critique specifications to ensure suitability and sustainability of identified products and services which also meet with the school/trust strategy.

References

City and Guilds (2011). Qualification Handbook: Level 3 Certificate in Facilities Management Practice (7724) (version May 2011, 1.0).
ESPO (2015). ISBL Professional Standards – Procurement – ESPO Comments and suggested text [email] to Thomas, R (17 August 2015).