



Oaklands School

"The best for all, the best from all"



Oaklands School

Montgomery Way, Winsford, Cheshire, CW7 1NU

School Business Manager - Strategic

(Permanent/Part-time – 4 days per week)

Candidate Application pack



Oaklands School

"The best for all, the best from all"

Montgomery Way, Winsford
Cheshire, CW7 1NU
Telephone: 01606 551048

Head Teacher: Neil Oxley

23rd April 2024

Dear Colleague

Re: Business Manager Strategic - Secondary Special School - Grade 11 – Part-time – 4 days per week

Thank you for showing an interest in this important position within our school. I hope that you find sufficient information enclosed to inform your decision and aid your application. We welcome applications from candidates who have a primary or secondary teaching background.

Are you:

Someone who wants to make a positive difference to young people?

An enthusiastic and committed professional?

Able to work as part of a successful multi-disciplinary team?

Committed to quality and equality of opportunity for all?

Dedicated to providing an excellent level of support for young people with SEND?

A person who is dedicated to supporting young people to thrive?

Then:

We would like to meet you! Visits to the school are welcome – please contact the school office to arrange a convenient time.

If you would like to apply for this exciting post, then please complete the enclosed application form and return to school with a covering letter by noon on **Tuesday 7th May 2024**. Interviews will be held on **Wednesday 15th May 2024**. As part of the interview process you will be required to carry out an in-tray task, and a make 20 minute presentation on a subject to be advised after shortlisting.

The school is committed to safeguarding and promoting the welfare of our children and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past

employers and the Disclosure and Barring Service. In order to comply with Asylum and Immigration Act 1996 (as amended by S147 of the Nationality, Immigration and Asylum and Immigration Act 2002), all prospective employees will be required to supply evidence of eligibility to work in the UK. All candidates called for interview must bring with them three forms of identification, preferably driving licence, passport, birth or marriage certificate and a document showing their current address. In addition it is a requirement that copies of all relevant qualifications should be brought to interview.

This is a wonderful opportunity to make a positive difference to the lives of many young people and I look forward to receiving your application. Should you require further information prior to completing your application, please do not hesitate to contact me.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Neil Oxley', with a stylized, cursive script.

Mr Neil Oxley
Headteacher

INFORMATION ABOUT OAKLANDS SCHOOL

Type of School:	Secondary Special School
School Category:	Community
Age Range of Pupils:	11-17
Gender of Pupils	Mixed
Number on Roll:	168
School Address:	Montgomery Way Winsford, Cheshire, CW7 1NU
Telephone Number:	01606 551048
E Mail:	J.Fox@oaklandsschool.org
Appropriate Authority:	Governing Body
Name of Chair of Governors:	Mr J Williamson
Name of Headteacher:	Mr Neil Oxley

CHARACTERISTICS OF THE SCHOOL

Oaklands is a child-centred outstanding school, where pupils learn in a nurturing and happy environment. The caring environment provided by the excellent and supportive staff, enables pupils to achieve their potential and experience many enriching and positive experiences. The 'can do' attitude and constant strive to improve ensures that Oaklands' pupils are given the opportunity to succeed to the best of their ability.

Oaklands School is located in Cheshire West and Chester Local Authority and currently serves the whole of the previous Cheshire County. All pupils have an Education, Health and Care Plan with moderate learning difficulties stated to be their most significant difficulty. However, a small number of pupils also have severe learning difficulties, social and emotional difficulties, or speech and communication difficulties. In line with their learning difficulties, the attainment of pupils is well below what is expected for their age when they enter the school. There are three classes in each of the five year groups from Year 7 to Year 11, as well as a small sixth form, and these are organised largely by academic ability and appropriate educational pathways.

"The best for all, the best from all"

The Headteacher/Governing Body seek to appoint with effect from September 2024:

A Business Manager Strategic - Secondary Special School – Grade 11 – Permanent part time position (4 days per week) 26 hours – Full year

We are seeking to appoint an experienced, enthusiastic, cheerful and committed Business Manager to join our school.

The successful candidate will join our welcoming team of staff and will be required to work closely with the Headteacher, SLT and Governors on a daily basis. You will require a professional and friendly manner and the ability to multi-task!

Oaklands School is a unique secondary school for pupils with moderate and complex learning difficulties. The school is situated in the heart of Cheshire and our home Local Authority is Cheshire West and Chester.

Closing date for applications: **Noon on Tuesday 7th May 2024**

Oaklands is a 2019/2020 OFSTED Outstanding School. Please see our website for further details.

The school is committed to safeguarding and promoting the welfare of our children and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. Shortlisted candidates will also be subject to an on line vetting search, and will be required to complete a convictions and cautions declaration prior to interview.



PERSON SPECIFICATION

IMPORTANT

THE REHABILITATION OF OFFENDERS ACT

This position does not require you to disclose any spent convictions under the Rehabilitation of Offenders Act. You are **not** required to and **should not** complete this section of the application form.

JOB TITLE: Business Manager

GRADE: 11

DEPT/SERVICE: Oaklands School

UNIT/SECTION:

JOB REF: AAAF5039

CRITERIA	DESIRABLE	ESSENTIAL	METHOD OF ASSESSMENT
Qualifications	NCSL Qualification e.g. D.S.B.M.	Degree or equivalent in Business management /administration and CIPFA/CIMA qualification. High level of numeric literacy, ability to interpret and formulate data, make projections and recommendations and calculate the impact of changes in costs. Ability to research and analyse information.	Application form/interview
Experience	Knowledge of Teachers Terms and Conditions NJC Terms and Conditions. CWAC policies and legislation relating to employment. Budget Setting and monitoring experience.	Worked in school setting.	Application form / interview

	Knowledge of Cheshire West and Chester systems i.e. IBS/Unit 4/Sims.		
Job Related Knowledge	Experience in dealing with timetable cover arrangements and staff deployment . Educational visits co-ordinator trained Knowledge of Health and Safety regulations – up to date and developing knowledge of statutory and CWAC guidance.	IT skills – including Excel, Word /IBS/Sims systems. Microsoft Office.	
Skills & Aptitudes		<p>Ability to lead, motivate, manage and develop staff</p> <p>Ability to adapt to change and motivate others to embrace changes</p> <p>Ability to communicate effectively with a wide range of people (verbal and written)</p> <p>Good interpersonal skills.</p> <p>Ability to work as part of a team.</p> <p>Good IT skills including IBS.</p>	<p>Application form</p> <p>Interview Process</p>
Other		<p>Ability to adopt a flexible approach to work demands</p> <p>Ability to work on a number of parallel tasks.</p> <p>Excellent record of attendance</p>	Interview

Cheshire West & Chester Council is committed to supporting people with disabilities and will make reasonable adjustments to these requirements where this enables a disabled person to do the job effectively.

CHESHIRE WEST AND CHESTER BOROUGH COUNCIL
JOB DESCRIPTION QUESTIONNAIRE

JOB TITLE	Business Manager (Strategic) (Secondary Special School)	JOB REF NO	To be allocated
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BASIC JOB PURPOSE

Provision of business leadership and management and high level strategic and administrative support, to ensure best value and the successful and effective operation of the school.

MAIN RESPONSIBILITIES

1	To be a member of the school's Leadership Group ensuring that decision making is part of a shared process in as much as members of the Leadership Group have a collective responsibility for the leadership and management of the school.
2	Manage the financial operations of the school; ensuring that financial data is available to the Head Teacher and Governors, including preparation of a detailed budget in accordance with LMS Regulations, preparing statements and financial records for annual audit, etc.
3	Manage the production of statistical data relating to the school; in order to submit reports and returns to County, OfStEd, DfES, etc as required.
4	Manage the work of Administrative and Support staff, directly and through intermediate staff; in order to ensure that efficient administrative and support systems are in place for the effective operation of the school.
5	Assume overall management responsibility, directly and through intermediate staff, for the management of school premises; including maintenance, cleaning, refurbishment, health and safety, and security, etc.
6	To attend all relevant Governor's committee meetings advising Governors and liaising with the Clerk to the Governors as appropriate.
7	To review all policies and procedures in areas of school activity other than teaching, to make recommendations for change, implement agreed changes and keep future effectiveness under active review.
8	To manage personnel related operations, including staff management, within the school to ensure correct and consistent implementation of school, local authority and national policies and procedures.
9	Negotiation, management and monitoring of contracts, tenders and agreements for the provision of support services for the school.

10	To ensure that strategies are in place to minimise the environmental and ecological impact of the school and its operations.
Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Headteacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.	

1 RESPONSIBILITY FOR SUPERVISION/DIRECTION/COORDINATION OF EMPLOYEES

Employees directly supervised by jobholder can include:

No and FTE	Levels / grades	Types of work	Where based
1	Network Manager	Manage the provision of effective IT network for curriculum and administration. Phone system management	School Office
1	Curriculum Support Manager	Data integrity, Timetabling, arranging cover	School Office
1	Sims Support & Exam Manager	SIMs Maintenance & Development and organisation and administration of exams	School Office
1	Personnel & Payroll Officer	Personnel & Payroll Provision across school	School Office
1	Headteachers PA	PA to the Head	School Office
1	Site Manager	Oversees day to day management of the site, plus supports business manager with organising large building and maintenance projects.	School site
1	Admin Assistants Finance	Financial administration and cash handling plus all admin tasks	School Office

varies	Support Assistant	Clerical and reprographics responsibilities, SEN Annual Reviews	School Office
1	Apprenticeship Clerical Assistant	Administration and clerical support roles	School Office
1	Apprenticeship IT Technician	Resolves day to day IT problems and implements upgrades to system	School Site
Casual staff. Numbers vary	Exam Invigilators	Supervision of Exams	School Office
1 pt	Site Maintenance Assistant	General maintenance and security tasks	School site
1 pt	Grounds Assistant	Gardening & grounds maintenance	School Site
2	Welfare Assistants	Pupil Welfare Support	School
1	Cook in Charge	Provision of Catering Services	School Site
2 pt	Kitchen Assistants	Provision of Catering Services	School Site

3 pt	Cleaners	In-house cleaners	School Site
Varies	Midday supervisors	Supervision of students at lunch time	School site
varies	Technicians	Prepares equipment for lessons	School

What does the supervision / management of these employees involve? (eg allocating work, training for the job, assessing performance – see guidance notes)

For all staff: Recruitment, informal disciplinary action, sickness management.

Delegation of work, target setting and appraisal of supervisory staff.

Other Employees supervised by jobholder (not in a direct line relationship):

None

Does the job involve supervision, direction or management of people who are not employees? *Eg contractors, students on secondment*

No and FTE	Levels / grades	Types of work	Where based
Varies	Medics	the support for pupils with physical disabilities	School office
Varies	School Counsellor	the provision of counselling services to the school	School Office
Varies	Speech and Language Therapists	the provision of SALT services to the school	School Office
Varies	Building, maintenance, ICT and other contractors		Across school site

What does the supervision of these people involve?

Direct supervision of students are delegated. Job holder will direct tasks as necessary, especially in an emergency situation.

Supervision of Network Manager & IT Technicians directing tasks as necessary and resolving problems.

Supervision of contractors – Ensuring health and safety compliance, enforcing health and safety regulations where necessary.

Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees? Yes

- Enforcing health and safety regulations with teaching staff.
- Ensuring annual risk assessments are carried out.
- Carrying out annual health and safety audit with health and safety team and advises Governors on health and safety issues
- Carries out training on safety issues (eg minibus safety), risk assessment, budget management.

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Financial responsibility	Value of the financial resource (p.a.)	How often is the duty performed?
<p>School Budgets</p> <p>Has overall responsibility for schools financial management including budget, Devolved Capital and school led capital funding.</p> <p>Provides budget scenarios which are relied upon to produce a realistic, workable budget for the effective operation of the school.</p> <p>Makes proposals about how costs can be reduced, and where appropriate, implements cost cutting exercises in area of responsibility.</p> <p>Advises Governors on best option, and the implications of each scenario.</p> <p>Submits and presents statutory report to Governors on progress of the budgets each term.</p>	C£4.6m	Annual budget setting process, takes about 3 months to set and agree.
<p>IT and Site budget</p> <p>Manages spending in these areas, any expenditure in these areas has to be approved by the job holder</p>	Varies C£150,000	Weekly
Purchasing limit	Can sign off up to £5k without further authority	
Virement limit	Can vire up to £50k on any budget line.	

Funding applications Proactively seeks funding from lottery or other sources for long term and specific projects.	£1k Science Week grants £40k Additional Top Up Funding	
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Does the jobholder develop policy or provide advice and information which impacts on financial resources? Yes :

If yes, give details

- Develops and maintains strategic financial management system of the school, to ensure up to date financial information is available, monitored and interpreted and appropriate recommendations are given to Governors.
- Responsible for development of business management and budget plans, advises Head Teacher and Governing Body on financial policy and planning.
- Ensures internal audit arrangements are developed and liaises with LEA and other external auditors.
- Has responsibility for the management of the schools accounting function, ensuring its efficient operation according to agreed procedures, and maintains those procedures by conducting at least one annual review.
- Seeks advice on insurance and advises Governors on options, implementation and handling any claims.
- Preparation of all DfE, LEA and other Central and local government financial returns.
- Advises Faculty Heads and teaching staff on spending limits, explains situation where they are unable to spend.
- Oversees Team Leaders, ensures financial regulations complied with, initiates development of financial administrative systems and oversees their implementation.
- Advises Governors on pay policy, assessment of salaries and implementation of pay related issues.

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
Administrative systems for finance and personnel	Develops and agrees systems with team.	As and when required

Purchasing	Signs off all orders for IT hardware and software and for large and small site equipment	Weekly
Equipment	<p>Responsible for safety of equipment – ensures all staff are health and safety trained.</p> <p>Assesses suitability of existing equipment based on running costs, assesses suitability of replacement products (all school equipment, furniture etc), based on specification, cost and best value.</p>	<p>Ongoing</p> <p>Ongoing</p>
Building / grounds security	<p>Continual review of security of the building, makes recommendations to improve security.</p> <p>Responsible for ensuring keyholders are aware of their responsibilities and that others know who they are.</p> <p>Safety and security of perimeter fences.</p> <p>Ensures building / grounds staff are approved before using.</p> <p>Checks quality of work.</p>	Ongoing
Administrative procedures	<p>Reviews and develops new admin procedures (eg, photocopying, post, typing requests).</p> <p>Sets up format for staff contracts, checks and signs contracts for all new staff</p>	ongoing
Data - GDPR	Overall responsibility for ensuring security of all data (Pupil and staff), that it is	ongoing

	<p>handled appropriately and complies with regulations.</p> <p>Policy development and implementation regarding data protection and access.</p> <p>Keeps register for FOI Act.</p>	
Minibus	Ensures tax and Mot are up to date. Occasional driving.	Annual

Does the jobholder develop policy or provide advice and information which impacts on physical resources? Yes :

- Negotiates, manages and monitors contracts, tenders and agreements for the provision of support services for best value for the school.
- Reviews policies on issues such as; health and safety, financial management, correct use of ICT and safe use of equipment.
- Has responsibility for buildings contract and project oversight, liaising with contractors, agencies and professionals.
- Manages Network Manager and ensures coordination and development of electronic management information systems.

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

Task/Duty	Who benefits?	How they benefit?
<p>Informing Governors:</p> <p>Provision of reports to resources committee.</p> <p>Liaison re health and safety and finance matters</p>	Head Teacher, Governors, school staff, users of the building	Job holder is relied upon to provide financial information, and therefore enables head teacher to focus on core responsibilities. Governors have confidence in the information they are presented with, and rely upon this for decision making.
<p>Personnel issues: Gives advice on general personnel matters e.g. maternity leave</p>	School staff and management	School staff are reassured that they will be dealt with fairly and given the information they need to benefit from employment rights. Managers are given the guidance they need to manage with confidence.
<p>Leadership Group member: Any issues arising (curriculum, pastoral, operational) are discussed at this forum. Job holder is therefore involved in the wider issues in the school, including projects related to the curriculum.</p> <p>Also required to attend parents evening and briefings as part of this role.</p>	School staff, pupils, parents	Job holder is seen as an integral part of the school, not an additional function, the inclusion of the job holder in the full decision making process leads to better decisions for the school and a more holistic approach. Decisions and recommendations made by job holder are more likely to be well informed.

Liaison with local community groups: part of policy to extend school into the wider community, make links, offer training and the use of school resources to community members.	Wider community, School community	School is seen to be a part of the local community, and has valuable resources which can be used locally. This can have spin offs in terms of revenue for the school being generated or in morale of the staff team.
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Working with students on specific projects: Meets with school councils and other student groups about the running of the school and promotion of initiatives such as recycling.	Students	Job holder can seek the views of students in the running of the school, which enhances the decision making of the job holder. Involvement of job holder in specific projects enables the staff to develop a holistic approach to the management of the school.
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Does the Jobholder develop policy or provide advice and information which impacts on people? **Yes**

- Supporting Governors and leadership group
- Ecological impact of the school
- Formulation, monitoring and implementation of the school risk assessment and safety policy.
- Acts as school health and safety coordinator. Ensures that health and safety policy and practice meet statutory requirements.
- Liaises with LEA and other statutory bodies regarding health and safety policy, including school transport.

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Specialties knowledge and qualifications	<p>High level of numeric literacy, ability to interpret and formulate data, make projections and recommendations and calculate the impact of changes in costs.</p> <p>Ability to research and analyse information</p>	<p>Relied upon to produce a workable budget and present Governors with realist options.</p> <p>To be able to estimate and calculate effect of changes in National Insurance levels, pay increases for budget setting. Use of formula to calculate allocation of budget to each section head.</p> <p>Proactively seeks funding for the school</p>	<p>Either:</p> <ul style="list-style-type: none"> • Degree or equivalent in Business Management/ • CIPFA/CIMA qualification • NCSL Qualification e.g. CSBM/DSBM qualification
IT packages and systems	<p>Excel, IBS</p> <p>Understanding of network systems, and the jargon</p> <p>DPA</p>	<p>Budget setting and monitoring</p> <p>Relied upon to advise Head and other staff on network and IT issues. Works with IT specialist on developing systems. Ensures data protection principles are applied to all</p>	

		pupil and staff records.	
Personnel policies and procedures	<p>Teachers Terms and Conditions NJC Terms and Conditions,</p> <p>CCC policies and external legislation relating to employment.</p> <p>Teachers and local government pension schemes</p>	<p>Required to advise head teacher and others. Advice must be based on good factual knowledge and is required to be accurate and up to date.</p> <p>Has to build costs of pensions into the budget.</p>	On the job training, staff handbooks and policies.
Financial	<p>Internal CCC and DFES guidelines. Capital expenditure regulations, Best Practice (CIPFA) guidance for financial management, VAT regulations</p> <p>Funding regulations</p>	<p>For accurate budgeting and reclaiming of VAT where appropriate.</p> <p>How and where funding can legally be obtained from</p>	Formal qualifications and on the job training in internal processes
Management	Theories and practice of managing a team of staff, motivation theories, dealing with change.	<p>Management of a diverse team of staff includes admin and technical staff.</p> <p>Dealing with reduction of staff or hours in other areas of the school</p>	Formal and informal training, on the job experience.

Health and Safety	<p>Health and safety regulations – up to date and developing knowledge of statutory and LEA guidance including COSHH, Risk assessment.</p> <p>CDM regulations, asbestos management and DFES guidance on construction regulations. Understanding of responsibilities of school as an employer and as a provider of education.</p>	<p>Key role in ensuring safety of users of the building, including regular health and safety checks and ensuring completion of risk assessment documentation for overall and specific events.</p> <p>Where building works are taking place, responsible for checking safe working practices of contractors.</p> <p>Ensuring others comply with safety requirements of using equipment eg school mini bus.</p>	<p>Formal training and ongoing development</p>
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How long would it take for a jobholder to become fully operational?

2 years to study for degree + 2 years basic admin/ general office experience + 5 years at a management / strategic level + 2 years in post = total 11 years.

6 MENTAL SKILLS

- a) What sort of situations/problems does the jobholder typically have to deal with?

Example

Managing building works on school site

Major works, where possible will be arranged to take place during the school holiday to avoid disruption to the pupils. Once deadlines have been agreed, it is difficult for the school to have to change completion dates, as school holiday times are fixed and having contractors on site can cause a hazard. The job holder therefore has discussions with contractors prior to the work commencing, and whilst the work is being carried out to agree parameters and monitor the work. Any delays will normally be out of the job holders control, but where a decision is needed by the job holder, it is normally to be dealt with urgently, as any delay will delay the contract completion. The job holder will also check that work has been satisfactorily completed before contractors leave the site and school reopens.

Example

Funding bids

The job holder will carry out initial research to establish where funding can be obtained from for any particular project, check that the school can meet the requirements of the sponsorship and the source of the funding is appropriate. The job holder will bid for the funding by gathering all relevant information to evidence meeting the criteria and completing any formal application documentation.

- b) Give an example of the most difficult or demanding situation/problem the jobholder has to solve.

Example:

Budget setting

The job holder must adjust the budget to meet the needs of the school, and where there is a deficit, make recommendations about the way the budget can be balanced, by making reductions to (for example) overtime, capitation to departments and training. The job holder has to investigate ways in which money can be saved, and research ways of gaining additional income for the school in the form of additional funding, and present findings to Governors and staff.

- c) Approximately how often would the example in (b) occur?

<p>Annually – lasts about 3 months</p>

Give details below of the mental skills required in the job and reasons why they are needed.

Mental Skill	Why Needed?
Strategic	<p>Job holder has to look at the bigger picture when planning for a project such as major building works, and reassess the requirements of the project based on changing circumstances.</p> <p>Also used for development of financial strategy for the school and budget setting.</p>
Analysis	<p>Analysis of budgetary information</p> <p>Interpretation of information for funding bids.</p>
Judgement	<p>On long term issues; budgets, spending, use of contractors, timing and organisation of building works.</p>
Fact finding / research	<p>Researches funding available to the school, gathers information for the bid,</p>
Problem solving	<p>Integral part of the job, problems range from those needing immediate attention and response from job holder (building related or staffing emergency situation) to those requiring a more considered decision (balancing the budget whilst maintaining the quality of education provided by the school)</p>
Planning	<p>When modelling projections in budget setting process, has to take into account predicted, but unknown staffing changes, eg likely pay increases, national insurance changes, likely retirements, maternity leave and cover. Will look at previous years expenditure in order to consider where changes or savings can be made.</p> <p>Considers and advises on the impact of other business decisions upon factors such as the budget / staffing levels</p>

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Leadership	Effective staff management	Own team and others with whom the job holder interacts
Listening / empathy	Ensuring the needs of building users are met. Important when dealing with delicate personnel matters	Teachers, other school staff and users of the building. Leadership team.
Presentation skills	Parents AGM, Governors meeting, staff and teacher training and briefing sessions	Parents, Governors, Staff, teachers
Negotiation	Obtaining best price, best value. Talking about appropriate use of the site Discussing spending or excessive spending on the budget	Contractors, suppliers Neighbours Heads of Faculty
Interpersonal	Important part of the role to get things done. All staff have to be confident that the job holder is an effective ambassador of the school.	Staff, leadership group, Governors

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Hand eye coordination	Keyboard. Integral to the job	

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) How is work allocated to the jobholder?

Some pre-planned work, e.g. budget setting, some adhoc work from the head or from urgent matters arising. Work is mainly dictated by the school plan.

b) What is a typical cycle for allocating work to the jobholder *e.g. hourly, daily, weekly?*

Annual cycle for budgets and different annual cycle for school academic year

Scope for initiative

c) How much freedom/discretion does the jobholder have:

to change the way work is done?

(e.g. recommending changes in policy, procedures, resources)

Job holder works autonomously and is encouraged to develop and initiate change in own and in others working practices. As a member of the leadership team of the school, is expected to initiate and implement changes in response to changes in the economic or academic environment.

to allocate their time to duties?

Manages own diary

d) What is the level of guidance/instruction available?

DFES guidance, Financial regulations, personnel management information on the intranet, Green book, LEA website.

e) What sort of direction, management or supervision is given to the jobholder?

Line manager is based in the same building and is available for formal and informal contact meetings.

f) Give three examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?

Expected problem	Nature of available guidance	Typical Frequency
Overspend on budget by a department head- job holder will discuss this with them, and reach an agreement about whether or not they can go over budget	Uses own judgement of the circumstances to decide what is appropriate.	Occasional

Purchasing decisions where there is unexpected expense, for example, where IT hardware needs replacing. Job holder would purchase and adjust budget headings accordingly.	Experience	Occasional
Unexpected problem	Nature of available guidance	Typical Frequency
Expected to deal with any emergency arising in relation to the building, for example, flooding, by organising contractors or staff to come in and sort out the problem. Is expected to make arrangements to have debris disposed of, and for the site to be habitable, eg area may need to be disinfected. Would keep head teacher informed.	No set guidelines, needs to be able to use initiative and be confident in own decision making	Couple times a year

g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?

Problem or decision	Point of referral	Typical Frequency
Formal disciplinary issues -	Job holder will take informal action, but at the point that formal action needs to be taken, the head teacher will be involved.	Once or twice a year
Budget setting	Job holder presents budget models to Governors and Head Teacher, with	Annually

	recommendations. Final decision about implementation rests with Head Teacher and Governors	
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10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (e.g. how heavy?)
Walking – a large amount of the job holders time is spent walking around the site to carry out responsibilities and also to talk to colleagues and discuss work related matters.	Up to 1 hour	daily	
Sitting at keyboard / desk	Up to 2 hours per occasion	daily	

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Budget setting	Concentrated work with some interruptions	Several hours at a time	Daily for about 3 months
Health and safety responsibilities	Awareness of the environment, and what is happening within the school at any one time	Ongoing	
Meetings	Listen, analyse information, consider how to progress issues	Couple of hours	weekly
Risk assessment	Sensory awareness – Awareness of what is happening within the school, picking up on the issues (safety) that others may have missed, forgotten or not thought about.	Ongoing	

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

Nature of pressures /interruptions	Source	For how long?	How often?
Interruptions	Phone, callers to the office with queries on personnel and other matters, health and safety issues. Emergency situations,	Several times an hour	
Deadlines	Usually planned for, but LEA / DFES can give a short response time for info required by them. Other deadlines include: budget setting process, Governors meetings.		

If the jobholder is subject to any other form of mental demand, please give details below.

Has to maintain an awareness of all current issues within the school, for example, student numbers, ICT plans, student profile (courses being studied), and use this information for planning or any other activity.

12 EMOTIONAL DEMANDS

Nature of the task being performed by jobholder.	Behaviour/source of the emotional demand	Frequency (per day/wk/month)
Responding to enquiries and needs of visitors and callers	<ul style="list-style-type: none"> ▪ Parents, who can be angry, aggressive/abusive, etc ▪ Students, who can be abusive 	Regularly
Resolving disputes/grievances	Support staff, who may be upset, angry, etc	Occasionally

13 WORKING CONDITIONS

- a) In what kind of places does the jobholder normally work (eg office, library, gardens, clients' homes)?

If more than one, give approximate proportion of time in each.

Location of work	Proportion of time
School office and site	95%
Off site meetings	5%

- b) If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made eg work on other duties?

- c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Parents ringing up to complain can be unpleasant and rude.		

- d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

Not Applicable

OTHER CONSIDERATIONS

If you feel that there are other, special considerations which might affect the evaluation of this job, please give details.

Nature of the role and the commitment of the leadership team, means that work often goes beyond the working day and into the weekend.

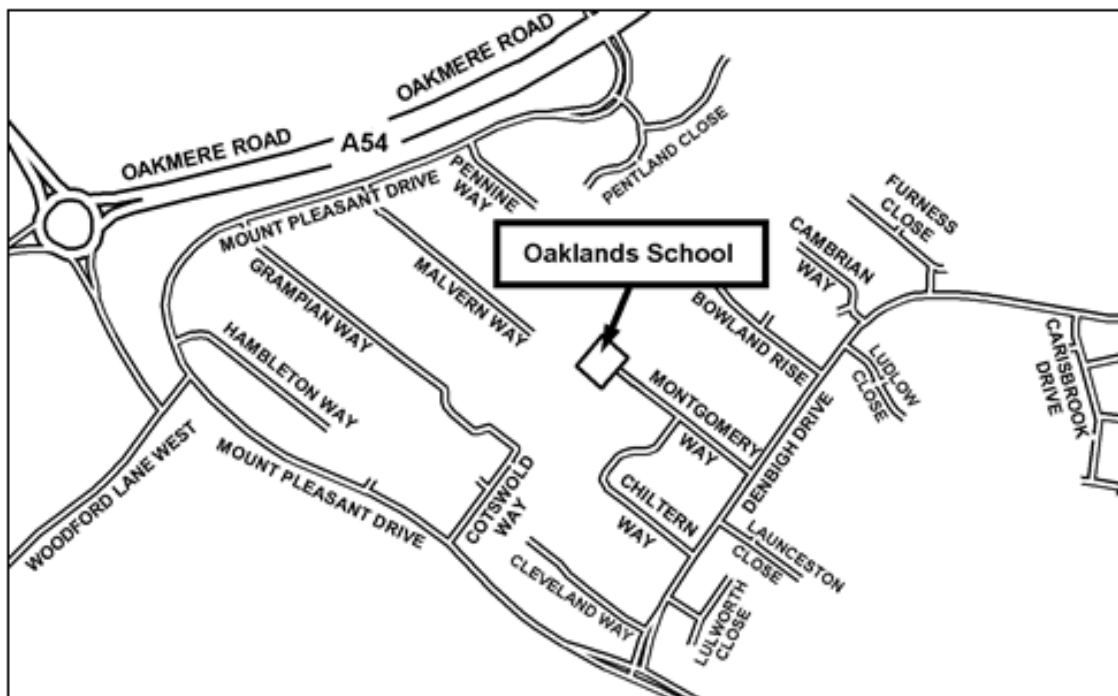
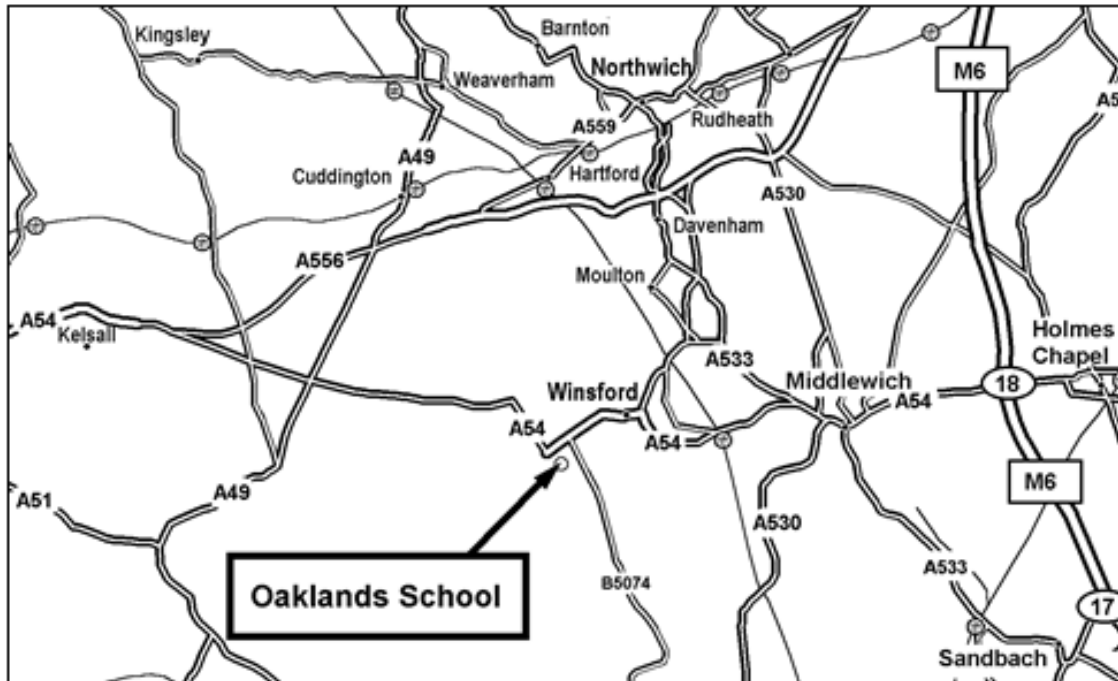
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