

# Langley Grammar School



## School Business Manager

Required for September 2021

### *Application information*



**Langley Grammar School**  
**Reddington Drive**  
**Langley**  
**Berkshire**  
**SL3 7Q**

**01753 598300**

**school@lgs.slough.sch.uk**

**[www.lgs.slough.sch.uk](http://www.lgs.slough.sch.uk)**

## From the Headteacher

April 2021



Dear Applicant

Thank you for your interest in Langley Grammar School and in the post of School Business Manager.

I hope this application information will help you to decide whether this would be the appropriate next step for you in your career.

This is an exciting time to joining an already very successful school. Our academic outcomes consistently demonstrate the commitment and ability of our students, and we believe that we provide a supportive and secure environment that allows them to flourish. The completion of an £18 million building project in summer 2021 will provide the school with exceptional new facilities.

The post of School Business Manager is vital one for us, bring together the three areas of human resources, finance and estates. As a single academy trust, we have considerable freedom to set and control our own budget and to use the funding we receive in the best interests of our students. You will join a strong and forward-looking senior leadership team, and a very committed and well-qualified body of staff who are innovative, enthusiastic and loyal to our school and our ethos; it is a special place in which to work.

We are committed to maintaining our high standards and to developing ourselves as a centre of innovation and excellence. If you would like to share in that development and have the skills and expertise we are looking for, we would welcome your application.

Yours sincerely

*John Constable*

John Constable  
Headteacher



## The School

Langley Grammar School is a co-educational state selective school operating as a single academy trust. There are approximately 1220 students on roll, of whom around 340 are in the Sixth Form. The school was founded in 1956, and is one of four grammar schools serving the borough of Slough and the surrounding area. Our aim is to enable students to develop themselves personally and academically, achieving high standards within a supportive and friendly environment that stimulates and challenges them. Great emphasis is placed upon participation in a wide range of cultural, social and sporting activities. Parental support for the school is strong, and we are heavily over-subscribed.

We admit 180 students into 6 forms in Year 7, typically from 60-70 different primary schools. Slough Local Authority supported the expansion of the school from 5 to 6 forms of entry from September 2017 as part of the strategy to deal with rising pupil numbers in the local area; this expansion has now reached Year 10. Most Year 11 students stay on to the Sixth Form, where we also admit around 30-40 additional students into Year 12 from other schools.

The school occupies a 16 acre site in Langley close to the M4 and M40 and has good rail links into London. The site has benefitted from a substantial building programme in recent years, with new classrooms, sports centre, all-weather pitch and a Sixth Form Centre with a 200-seat lecture theatre. We are part of the Government's Priority Schools Building Programme through which our original '1956' school buildings are being replaced to provide state of the art accommodation for science, art, technology and computing, and new public areas of the school such as hall, library and dining room. This £18 million building programme is on track for due for completion in summer 2021.

We have been a lead school in the Slough Teaching School Alliance since 2013, with a record of innovative practice and extensive outreach and targeted support to schools in the local area and beyond. From September 2021 we have been designated as one of the DfE's new Teaching School Hubs, serving schools across Berkshire. A number of staff are designated as Lead Practitioners or Specialist Leaders of Education. Our innovative work with iPads for learning has been recognised with our designation as an Apple Distinguished School. The schools network SSAT have designated several aspects of our practice as 'transforming' in their Framework for Exceptional Education.

The school was last inspected in March 2007, when it was judged to be outstanding in all categories, and as such has until recently been exempt from routine inspection.

## Our students

Students enter the school in Year 7 on the basis of an 11+ examination administered by a consortium of the four grammar schools in Slough. Our students represent approximately the top third of the ability range as measured by the 11+ selection process.

Around 50% of our students come from the borough of Slough, and reflect the diverse local community. The remainder come from a wider geographical area including a number of West London boroughs. We have refocused our admissions criteria in recent years to give greater priority to local children.

Over 90% of students come from minority ethnic backgrounds, giving the school a rich and varied cultural mix. The school is a well ordered and respectful community; students are polite, courteous and well-motivated. They are also high-achieving; the great majority stay on into the Sixth Form, achieve very good A-level grades and move on to higher education at highly reputable universities.

Examination results are consistently excellent. A-level outcomes at Grades A\*, A or B average around 70% or more with an overall ALPS score of 3. The proportion of GCSE entries awarded Grades 9-7 has been consistently above 60% with Progress 8 score 'well above average'.

## Our staff

We have 120 staff; 90 teachers and 30 in support or administrative roles. Teaching staff work in subject teams, led by subject leaders who are line managed by members of the Senior Leadership Team. Most teaching staff act as form tutors in teams led by Phase Leaders covering Year 7, Years 8 & 9, and Years 10 & 11. The large Sixth Form team is overseen by the Director of Sixth Form with two deputies. The school has a strong community ethos and our staff are highly professional, innovative and committed to the academic and personal development of the students.

All staff receive an annual Professional Review as part of a strong and supportive performance management system, with high quality induction and on-going support. There is a comprehensive programme of professional development. There are opportunities for staff to advance within the school, and we offer support for those who wish to find promotion elsewhere.



## Curriculum and student support

All students entering Year 7 study a wide range of subjects including: English, Mathematics, Science, French or German, History, Geography, Religious Studies, Information Technology and Computing, Music, Drama, Art, Design Technology, Personal and Citizenship Studies and Physical Education. This programme of study is broadly the same in Years 8 and 9. We emphasise a broad and balanced curriculum through to the end of Year 9.

All Year 10 & 11 students follow GCSE courses in English Language and Literature, Mathematics, Biology, Chemistry and Physics, French or German. Students also choose three further subjects from a range including: a second foreign language, Art, Business Studies, Design Technology, Drama, Geography, History, Music, Religious Education and Physical Education. The non-examined core curriculum includes PSHE and Citizenship and elements of RE/Philosophy and ethics

The great majority of students stay on into our Sixth Form. Most choose four subjects from a wide range; the majority currently take an AS examination in one of those subjects at the end of Year 12, and continue the other three subjects through to the final examinations in Year 13. There is a programme of timetabled enrichment activities including other qualifications such as Public Speaking or Community Sports Leader Award, or non-examined courses such as Photography.

We place great emphasis on students' physical and emotional wellbeing. Throughout the school there is a strong tutorial system providing individual guidance and support. Reporting of academic progress and personal development operates through a rolling programme of parent/teacher consultations and summative reports. This structure provides for both systematic target setting and evaluation and offers an opportunity to discuss reports in review interviews with form tutors.

## Our ethos

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

**We encourage** our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.

**We support** our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.

**We help** our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

### We seek to develop young people who are...



#### ***Confident and well-rounded***

...demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.



#### ***Independent and creative***

...able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.



#### ***Responsible and caring***

...grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.

## External recognition

Langley Grammar School was last inspected by Ofsted in 2007 and was judged to be 'Outstanding' in all categories. As such the school has been exempt from routine inspection.

As a member of the SSAT network, and designated as a Leading Edge school we have used the Framework for Exceptional Education to inform the development of our practice.



We have been judged as having 'transforming practice' in six of the framework strands:



Our role as a centre of excellence for the professional development of teachers has been recognised through our system leadership roles:

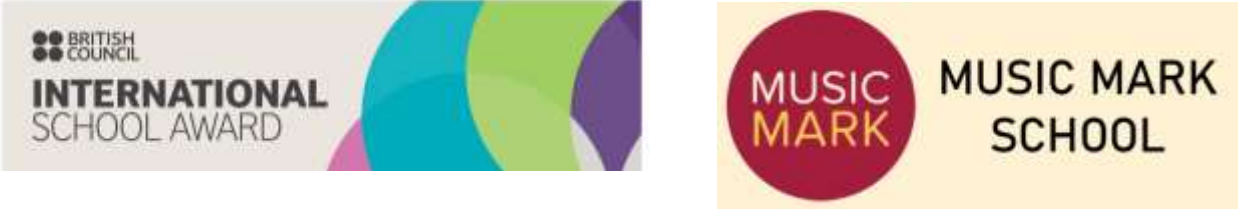


From September 2021 we have been designated as one of the DfE's new Teaching School Hubs, responsible for promoting initial teacher training, the Early Career Framework, and leadership development across the six local authority areas in Berkshire.

Our work with using iPads for effective teaching and learning has been recognised by Apple; we are part of the international network of Apple Distinguished Schools



We also have a commitment to an international outlook and to developing arts subjects in school.



## Background to the vacancy

The vacancy arises due to the retirement of the current postholder after fourteen successful years in the role.

The Senior Leadership Team currently consists of the following.

<b>Headteacher</b>	John Constable
<b>Deputy Headteachers</b>	David Harding Paul Adams (Interim, substantive Assistant Headteacher)
<b>Assistant Headteachers</b>	Nicola Dobbs Daniel Mace
<b>Director of Sixth Form</b>	Helena Makowski
<b>Business Manager</b>	Gregory Trigg

We are seeking to make a permanent appointment to the Business Manager role to take effect from late August/September 2021.

## Details of the post

The Headteacher, the staff and the Governors are very proud of the school and of the success of its students. We look forward to appointing an enthusiastic, committed and innovative School Business Manager to share in the development of the school over the next few years.

### General description of the role

The new School Business Manager will work in close collaboration and partnership with the Headteacher and other members of the Senior Leadership Team. S/he will play a significant role in the strategic development of the school.

There are essentially three aspects to the role: finance, management of human resources and support services and estates. As a single academy trust with a budget of over £6 million per annum; it is essential that the person appointed has experience of dealing with financial matters, including long term strategic financial planning and securing value for money. The School Business Manager will hold the duties of the Chief Financial Officer as set out in the Academies Financial Handbook and will be supported by an effective finance and procurement team.

The School Business Manager will have overall responsibility for human resource management, including compliance; however, we are expecting to recruit a dedicated personnel manager to carry out the operational functions. The School Business Manager will also lead and manage the development of administrative support services and infrastructure across the school.

Following the extensive redevelopment of significant elements of the school, due for completion in summer 2021, the School Business Manager will be responsible for an enhanced premises team and will work closely with the headteacher on further site development.

The post represents an exciting opportunity to take on significant responsibilities in a very successful school. As a full member of the Senior Leadership Team, the School Business Manager will be involved in the wider working of the school, and their creativity and strategic input will be invaluable in supporting the school's continued development.

## **Current support and administrative services**

The school employs around 30 support staff who undertake range of administrative and supervisory functions. Depending on the nature of their role, some of these report directly to other members of staff, for example to subject leaders, or members of the Senior Leadership Team. However, the School Business Manager has overall responsibility for the general wellbeing of the support team.

The school has a small but efficient finance and procurement team led by an experienced Finance Manager who has day to day operational responsibility for financial control and the management of the school's finances. The Finance Manager reports directly to the School Business Manager.

The personnel and human resources function is currently covered by the Headteacher, School Business Manager and the Headteacher's PA. The intention is to fill the current vacancy for a personnel manager to undertake operational responsibilities and provide a more comprehensive and proactive HR function.

Functions such as cleaning, catering and grounds maintenance are organised through contracts with external suppliers. The School Business Manager manages and regularly reviews these contractual arrangements. The school also works with an IT service company which provides a dedicated IT project manager and technical support.

The premises team currently consists of a team of site controllers reporting directly to the School Business Manager. Following the completion of the school redevelopment project, the intention is to expand the team to include a premises manager, for which we will be advertising shortly.

## **Support and training**

The successful candidate can be confident that they will receive appropriate induction and support. S/he will also be offered appropriate additional training to complement their own background as required by the role.

As a densely populated urban area, Slough has a large number of secondary schools who work very closely together. The successful applicant will therefore have access to a local network of experienced and supportive colleagues in other schools.

## **Working relationships**

On a day-to-day basis, the School Business Manager will work in close collaboration with the Headteacher on a range of issues and projects.

The School Business Manager is a member of the Senior Leadership Team, plays a full part in team discussions and shares other SLT duties such as overseeing staff supervision rotas.

The School Business Manager attends meetings of the Governing Board and acts as an adviser to the Resources Committee which oversees finance, premises and health and safety. S/he also acts as Company Secretary to the Academy Trust and also to the school's associated trading company linked to the Teaching School Hub.

## Job Description

<b>Job title</b>	<b>School Business Manager</b>
------------------	--------------------------------

### Purpose of the role

The school business manager (SBM) is responsible for managing the strategy and operation of the business functions of the school, including financial management, health and safety, human resources, compliance and administration.

S/he will advise on and implement the day-to-day support that enables the school to operate effectively and efficiently, and that allows other members of the leadership team to focus on teaching and learning.

### Scope of the role

The school business manager (SBM) is the school's leading support staff professional and works as part of the Senior Leadership Team to:

- a) Develop and implement effective systems and services for the management of finance, personnel, administration, IT, premises and health & safety, and their compliance with national and local legislation, guidelines and requirements.
- b) Provide professional leadership and management of school support staff in partnership with teaching staff, to enhance their effectiveness in order to achieve improved standards of learning and achievement in the school.
- c) Promotes the highest standards of business ethos within the administrative function of the school and ensures the most effective use of resources in support of the school's learning objectives.
- d) Support and encourage the school's ethos and its objectives, policies and procedures.

### Operational responsibilities

**The following operational responsibilities are based on key areas defined by the Institute of School Business Leadership Professional Standards.**

#### **1. Leading Support services**

*Act as a role model for the school business profession by leading, developing and coordinating high quality support services across the school.*

- a) Develop and lead teams or departments to maintain and enhance the delivery of services to the school.
- b) Manage an organisational culture where health, safety and environmental considerations are prioritised to inform strategy, planning and decision making.
- c) Promote a culture of value for money and excellence in resource management to ensure appropriate use of public funds.

#### **2. Finance**

*Ensure the effective management, reporting and recording of the school's/trust's finances, including budget planning, monitoring, control and communication of financial information for decision-making.*

- a) Maintain a strategic financial plan that will reflect the requirements of the School Development Plan (SDP) and will forecast future year's budgets.
- b) In partnership with the headteacher, prepare school's annual budget and ensure it is balanced, realistic, and represents an effective use of public funds.
- c) Monitor and manage the budget implementation to ensure the successful achievement of the school's objectives.
- d) Develop financial management policies and effective systems of internal control to underpin sustainable long term financial health and probity.

- e) Ensure that financial and performance reporting is accurate, clear, robust, relevant and objective and complies with regulatory requirements.
- f) Ensure that all appropriate decisions are supported by accurately costed option analyses and business cases to ensure value for money.
- g) Establish and maintain proportionate business continuity arrangements, including appropriate insurance cover.
- h) Set the direction for effective and efficient financial administration, ensuring the school has a properly resourced and trained finance function.
- i) Fulfil the requirements of the Chief Financial Officer for the Academy Trust as set out in the Academies Financial Handbook.
- j) Act as Company Secretary for the Academy Trust.
- k) Comply with financial reporting requirements and submit statutory returns.
- l) Develop and implement the school's fundraising and income generation strategy, choosing fundraising priorities in line with the school development plan.

### **3. 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) Develop a procurement strategy, identifying purchasing routes and suppliers to ensure that the school obtains best value for money from its procurement activities.
- b) Evaluate benchmarking data to inform procurement decisions.
- c) Lead the development, award, management and review of all contracts to ensure successful outcomes and secure best value for money.
- d) Develop and manage leases, service level agreements, and relationships with external suppliers, ensuring best value.

### **4. Infrastructure**

*Ensure the fundamental facilities and services necessary for the school/trust to function are maintained to drive sustainability, support teaching and learning excellence.*

- a) Lead, develop and implement an effective asset management strategy and detailed asset register.
- b) Lead on the assessment of future improvement and maintenance needs, developing a long term plan linked to the school's improvement objectives.
- c) In collaboration with the headteacher, lead and manage the development of further site improvement plans.
- d) Direct and oversee capital projects to ensure they meet contractual obligations and are delivered on time and on cost.
- e) Ensure procedures are in place to report and respond to facilities related issues and ensure the ongoing maintenance of a condition survey and report.
- f) Lead and implement a costed rolling programme of premises maintenance.
- g) Work with the school's IT Project Manager to develop medium /long term plans for the enhancement of the school's IT systems, giving appropriate consideration to new and emerging technologies.
- h) Act as the school's H&S Coordinator and Fire Officer, managing the school's compliance with health and safety regulations.
- i) In collaboration with the headteacher and SLT establish contingency plans in case of emergencies, ensuring the continuing availability of utilities, site services and equipment.

## 5. Human Resources

*Human resource management ensuring regulatory and legal compliance and managing, supporting and developing staff to ensure delivery of the school's/trust's strategic priorities in line with the vision and School Development Plan (SDP).*

- a) Support the headteacher in developing a school ethos which enables everyone to work collaboratively, to share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- b) Manage recruitment, induction, performance management, and CPD for all support staff.
- c) Ensure that safer recruitment processes are in place and that DBS records and the single central record are maintained and updated as required.
- d) Ensure that accurate and secure payroll, personnel and pensions data are maintained for all staff.
- e) Monitor the relevant legal, regulatory, ethical and social requirements and the effect they have on the school and staff and take action as appropriate.
- f) Ensure that all recruitment, appraisal, staff development, grievance, disciplinary and redundancy policies and procedures comply with legal and regulatory requirements
- g) Ensure all aspects relating to work status and registration, immigration and sponsorship are followed.
- h) Seek specialist expertise in relation to HR issues as required.

### General expectations

The School Business Manager is expected to

- a) safeguard and promote the welfare of students, and to follow school policies and the staff code of conduct.
- b) contribute to the creation and implementation of the vision, ethos and policies of the school.
- c) contribute to the creation and implementation of the school development plan and take responsibility for appropriately delegated aspects of it.
- d) work with governors to support and advise them in the discharge of their statutory responsibilities, providing reports as appropriate.
- e) regularly review own practice, set personal objectives and take responsibility for own development.
- f) manage own workload and that of others to allow an appropriate work/home life balance

### Pay and conditions

<b>Salary range</b>	As a member of the school SLT, equivalent to Leadership scale, ISR L16-L20 London Fringe £62,333 - £68,536
<b>Pension</b>	Auto-enrolment into Berkshire Local Government Pension Scheme (a career average scheme)
<b>Conditions</b>	The Governors agreed to mirror the relevant national pay and conditions for staff at Langley Grammar School following conversion to academy status in 2011. As a non-teaching member of the SLT, the School Business Manager is employed according to the conditions set out in the 'Green Book'.
<b>Line management</b>	The School Business Manager is responsible to the Headteacher, and through him, to the Governing Board. Line management and review of performance will be provided by the Headteacher.

## Person Specification

The following list shows the essential and desirable characteristics for which we are looking for when considering your application and at interview.

Characteristic	Essential	Desirable
<b>Experience and qualifications</b>		
Strong formal educational background and relevant professional qualifications	✓	
Finance, accountancy or school business management qualification, eg level 4 or 5 diploma in school business management		✓
Experience in a leadership or management role	✓	
Experience of working in the educational sector		✓
Experience of working with governors or at board level		✓
<b>Leading support services</b>		
Experience of successfully leading and inspiring others and managing change	✓	
Knowledge and understanding of current educational issues, national policies, legislation and priorities		✓
Evidence of an analytical approach to identifying options and proposing courses of action.	✓	
Understanding of the principles of effective resource management	✓	
<b>Finance and procurement</b>		
Strong knowledge and understanding of strategic financial management and the principles of securing value for money.	✓	
Sound understanding of the principles of financial control, regulation and compliance.	✓	
Sound understanding of the principles of how schools are financed.		✓
Experience of income generation		✓
Experience of tendering/procurement for services and contracts to ensure best value and efficiency.		✓
Ability to present financial information, analyses, conclusions and recommendations effectively.	✓	
<b>Infrastructure</b>		
Experience of project planning management	✓	
Good working knowledge/awareness of health and safety policies and practices.	✓	
Experience of premises and estate management		✓
Understanding of the principles of disaster recovery and contingency planning		✓

<b>Human resources</b>		
Experience of developing a team ethos to facilitate collaborative working, sharing of knowledge, understanding and effective practice	✓	
Sound working knowledge of employment law, regulations and policy	✓	
Experience of holding others to account for professional performance and standards through a process of review and evaluation	✓	
Experience of recruitment	✓	
<b>Personal qualities</b>		
Strong organisation and time management skills, and the ability to prioritise effectively.	✓	
Strong IT skills, including the knowledge, experience and skill in use of spreadsheet software.	✓	
Ability to work effectively and calmly under pressure	✓	
Evidence of good relationships with children and young people		✓
Commitment to safeguarding children	✓	
Awareness of and commitment to equal opportunities, and sensitive to the needs of a diverse community	✓	
Adaptable and flexible with excellent inter-personal skills, including the ability to persuade, motivate, negotiate and influence	✓	
Demonstrable professionalism and integrity	✓	

## Safeguarding

Langley Grammar School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers. The successful applicant will be subject to an enhanced disclosure check with the Criminal Records Bureau.

## Equal Opportunities

Langley Grammar School will not discriminate directly or indirectly through applying conditions or requirements which cannot be shown to be justified. We will not discriminate on the grounds of race, gender, nationality or origin, marital status, disability, economic status, sexual orientation, age, trade union, political or religious belief, or responsibility for dependents.

## Disability Statement

Langley Grammar School will give favourable consideration to application for employment made by people with disabilities having regard to their particular aptitudes and abilities. A disability or health problem does not preclude full consideration for the job and applications from suitably skilled people with disabilities are welcome.

## Application process

### How to apply

Please complete the Langley Grammar School application form; this should be returned with a covering letter of no more than 2 sides of A4, which takes account of the person specification and should:

- explain why you are applying for the post,
- outline the relevant experiences you believe have prepared you for this post,
- describe the skills and attributes you will bring to the school.

The School's application form must be completed in full. **CVs on their own are not accepted.**

### Preliminary visits

Prospective applicants are welcome to visit the school prior to submitting an application. The Headteacher is also available for informal discussions by phone. If you wish to take advantage of these opportunities, please contact Mrs Jane Milward, Headteacher's PA, via her email address [janemilward@lgs.slough.sch.uk](mailto:janemilward@lgs.slough.sch.uk) or on 01753 598356

### Selection schedule

<b>Monday 17 May</b>	<b>Deadline for submission of applications at 12.00 noon.</b>
<b>Tuesday 18 May</b>	<b>Shortlisting</b> and request for references
<b>Wednesday 19 May</b>	Candidates advised whether they have been shortlisted
<b>Tuesday 25 May (TBC)</b>	<b>Interview Day 1</b> Tour of the school, assessment exercises and panel interviews Successful candidates will be invited to attend the second interview day.
<b>Thursday 27 May (TBC)</b>	<b>Interview Day 2</b> Final assessment exercises and interview

**Completed applications** should be addressed to:-

**Mr J Constable, Headteacher,  
Langley Grammar School, Reddington Drive, Langley, Berkshire, SL3 7QS**

Applications should be returned by email to Mrs J Milward, Headteacher's PA, via the e-mail address [janemilward@lgs.slough.sch.uk](mailto:janemilward@lgs.slough.sch.uk)

**Deadlines for application: Monday 17 May at 12.00 noon.**

### References

Please note that in line with safer recruitment practice for schools we will take up references **at the point of shortlisting** for interview. We may also contact current and previous employers as part of the process of pre-appointment checks. If you are shortlisted, any discrepancies or anomalies in the information provided, or issues arising from references will be taken up at interview. Your referees must include your most recent employer; references from friends or relatives are not acceptable.