



BROUGHTON

HIGH SCHOOL

Achieving Together

APPLICATION PACK

FOR

SCHOOL BUSINESS MANAGER

GRADE 12

(£50,609 - £54,736)

This will be subject to 2023 pay increase

PERMANENT, FULL-TIME POST

SUMMER TERM 2023



January 2023

Dear Applicant,

School Business Manager

Permanent, Full Time post, from Summer Term 2023

Grade 12 £50,609 - £54,736 (*this will be subject to 2023 pay increase*)

A wonderful opportunity has arisen, due to the retirement of the current post holder, for us to appoint a new School Business Manager to join our experienced, supportive and successful team here at Broughton.

Broughton is a successful, heavily oversubscribed school. We have a highly experienced staff, supportive parents and marvellous, well-behaved children who are a delight to teach. Many staff come to Broughton and stay for many, many years because of the 'family atmosphere' and because they genuinely like working here. Standards are exceptionally high.

At our most recent Ofsted Inspection (September 2022) the overall judgement under the new Ofsted framework was that Broughton High School is an 'Outstanding' school. The report highlights that 'Clear and high ambitions are set for pupils, grounded in the school motto 'achieving together''. It also highlights our superb staff who use their expertise to ensure pupils are supported to achieve exceptionally well. The report recognises that 'Pupils at this school are provided with an exceptional education'. A copy of the full report is enclosed in the application pack for this post.

Please complete and return the application form, together with a supporting letter of application by 12.00 noon on **Monday 23rd January 2023**. Interviews for the post will be held on **Thursday 2nd February 2023**. If you have not heard from the school by that date then you should assume that your application has been unsuccessful.

Applicants should note that the school's child protection policy and practices have recently been reviewed and comply fully with all local and national guidelines.

If you wish to find out more about our school, or would like an informal visit, please contact Mrs Janet Englishby, School Business Manager, englishbyj@broughtonhigh.co.uk. Alternatively, you can contact me at botesd@broughtonhigh.co.uk.

I look forward to receiving your application.

Yours faithfully

Mr D Botes
Headteacher

Headteacher: Mr David Botes

POST SPECIFICATION

Post Title: School Business Manager

Salary Scale: Grade 12 (£50,609 - £54,736)
(This will be subject to 2023 pay increase)

Responsible to: Headteacher

Purpose of the role:

- To play a key role in raising standards across the school through leadership of the support function of the school, specifically through oversight of the Finance, Premises and Facilities and HR functions and to play a significant role as a senior leader as a member of SLT.

Role of senior leaders:

The role of senior leaders encompasses but exceeds the specific tasks assigned. Senior leaders have a crucial role in setting the tone for the school, in monitoring daily activity and in supporting and challenging staff and pupils. The following are the generic expectations of senior leaders:

- To contribute to and actively support and promote decisions made by the Leadership team.
- To subscribe to the concept of "private honesty, public loyalty" at all times.
- To maintain the confidentiality of the team.
- To take a lead in all aspects of the school's corporate life.
- To maintain a high profile around the school during key times of the day and be part of the SLT duty rotas.
- To encourage and support staff.
- To be prepared to challenge poor behaviour and underperformance.
- To be prepared to hold staff accountable.
- To be proactive in problem solving.
- To have a focus on school improvement.
- To model the behaviour we want to see.
- To deputise for the Headteacher when required.

Key accountabilities :

Individual roles and responsibilities are assigned below; however, the school exists as an entity and to ensure effectiveness it will be crucial to understand that all areas of work and responsibility and interrelated and interdependent. Members of SLT will have an overarching duty to work closely with colleagues on SLT and not be independent on them.

- **To be responsible for all aspects of the school's financial systems, working with outside agencies and officials as necessary.**
 - Line management of finance staff.
 - To produce a balanced budget within funding allocations for each financial year for consideration by the Headteacher and Governors.
 - To provide and develop robust financial systems and controls to ensure public funds are used effectively and comply with statutory requirements.
 - Procurement of goods and services, ensuring best value and statutory requirements are met.
 - To be responsible for ensuring month end procedures are completed, regular reconciliation of the financial management system, calculation of accruals and prepayments, payroll reconciliation, bank reconciliation, school direct funding/finance etc, as required.

- Calculation of annual capitation information for departments and providing monitoring and reporting against these during the financial year.
- To develop, implement and monitor procurement and value for money procedures.
- Provision of financial information to inform the Headteacher and Governors.
- Attending and reporting at Governors' meetings.
- **To have oversight of all Premises matters.**
 - Line management of premises staff.
 - Drawing up of the school's Buildings Premises Development Plan.
 - Budgetary control of premises expenditure.
 - To oversee the school's health and safety team, compliance and policies.
 - Attendance and reporting at Governors' meetings to discuss premises related matters.
 - Co-ordination and prioritization of requests for furniture and redecoration.
- **To oversee the daily administrative functions of the school.**
 - Line management of administrative staff.
 - Providing oversight of effective administration systems throughout the school.
 - Management of Lancashire Schools' Portal and DfE Portal.
- **To manage the school's facilities and contracts.**
 - Liaison with contractors.
 - To monitor and manage contracts, ensuring contractual compliance and providing value for money.
 - Oversight, development and monitoring of the school catering function.
 - To oversee the first aid provision in school.
- **To have oversight of the school's HR function.**
 - Line management of HR function in school.
 - Calculation and input of contractual and salary details to SIMS Personnel for new staff and amendments to current staff contracts.
 - Recruitment of Finance, Administration, Premises, Technical and Catering staff.
 - Oversight of support staff performance management, including responsibility for Finance, Administration, Premises, Technical and Catering staff.
 - To work with the CPD Manager in managing the appraisal cycle of support staff.
 - To respond to staff queries on all HR related matters and to advise the Headteacher as appropriate.
 - To oversee all documentation related to staff contracts.
 - To give the Headteacher and Governors advice on employment legislation and all issues around pay legislation.
 - To be responsible for absence management, ensuring return to work interviews are carried out, as needed.
 - To identify professional development opportunities for support staff within budget constraints.

It is the school's intention that this job description is seen as a guide to the major areas and duties for which the School Business Manager is accountable. However, this may change and the postholder's obligations will vary and develop. The postholder is required to perform other reasonable duties which are assigned from time to time. The job description should be seen as a guide and not as a permanent, definitive and exhaustive statement.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding Commitment

This school is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment. As all staff have a key role and responsibility in this area they will be subject to an Enhanced Disclosure check.

Post specification prepared by David Botes, November 2022

PERSON SPECIFICATION

Post Title: School Business Manager

Salary Scale: Grade 12 (£50,609 - £54,736)
(This will be subject to 2023 pay increase)

Responsible to: Headteacher

Personal attributes required (based on job description)

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Maths and English GCSE at Grade C or above (or equivalent). Evidence of continuous professional development. 	<ul style="list-style-type: none"> Relevant degree and/or professional qualification at level 4 or above (e.g. finance, management etc). A recognised accounting qualification (e.g. CIMA, ACCA, AAT). School business management qualification (e.g. CSBM, DSBM, ADSBM). IT qualification.
Relevant Experience	<ul style="list-style-type: none"> Substantial experience of financial planning, budget setting, monitoring and reporting in the public sector setting. Knowledge and experience of facilities management. Significant experience of successfully leading diverse teams. 	<ul style="list-style-type: none"> Experience of working in an educational finance setting. Experience of HR procedures and knowledge of employment legislation. Experience in the completion of financial returns. Experience of developing, implementing, monitoring and reviewing policies. Project management experience. Experience of public sector procurement.
Knowledge	<ul style="list-style-type: none"> Significant knowledge in the use of IT software including financial management systems and Microsoft Office. 	<ul style="list-style-type: none"> Knowledge and understanding of payroll processes. Knowledge and understanding of VAT guidelines. Knowledge of Health & Safety legislation.
Skills	<ul style="list-style-type: none"> An entrepreneurial approach to achieving best value and maximising income. A proven ability to problem-solve and achieve results. Must be proactive and able to use initiative. Excellent written and verbal communication skills. The ability to work independently and to a high level of accuracy. 	<ul style="list-style-type: none"> Membership of NASBM, LASBM or another regional school business management networking group.



GENERAL INFORMATION

Broughton High School is an 11-16 mixed community high school which caters for pupils of all abilities and backgrounds. The school is situated in a very pleasant location on the northern outskirts of Preston and serves an extensive rural and suburban area. It serves the residential districts to the north of Preston including Fulwood, Ingol, Broughton and Barton, and the rural areas around Woodplumpton, Catforth, Goosnargh and Lea.

At the last Ofsted inspection in September 2022, Broughton was judged to be an **outstanding school** in every respect:

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall Effectiveness	Outstanding

There are currently 912 pupils on roll (6 form entry – standard number 180) with 56 teaching and 44 support staff, including 7 learning support assistants. Since opening in 1975, the school has established an excellent reputation within the area and is heavily over-subscribed each year.

Over the years we have invested in all our facilities. All teaching areas are equipped with interactive whiteboards and teachers/pupils have access to a wide range of IT devices. Significant investment has been made to improve classrooms and each department is refurbished as part of a rolling programme to ensure that the very best possible resources are available to provide the best possible learning environment. We are determined to ensure that our staff and pupils have access to first class resources, enabling the best possible teaching and learning to take place.

Our reputation is built upon the traditions of high academic standards, within a caring and supportive environment, in which we place great emphasis on standards of dress, behaviour, attendance and punctuality. We have high standards and expectations and, through a culture of self-evaluation and improvement, we aim to continue to raise our standards and to improve the quality of education for all our pupils.

Broughton undertakes a leading role in the Preston Primary and Secondary Alliance. As such we have been heavily involved in Initial Teacher Training, CPD and School to School support, placing emphasis on collaboration and working cooperatively with all the other 40+ primary, secondary and special schools in the Alliance.

The school recognises and values the work of all its teaching and support staff and sets out to provide a supportive programme of appropriate professional development. This is central to promoting pupils' effective learning experiences, generating self-esteem and enhancing job satisfaction.

The school has built up a strong academic tradition and enjoys an excellent reputation within the community and with local 16+ educational establishments. The percentage of pupils gaining 5 or more Grade 9 - Grade 4 GCSE passes has consistently been higher than both the county and national averages. In 2022, 93% of pupils achieved a Grade 4 or higher in both English and Maths (22% above the National Average 2022) with a massive 78% of these grades being achieved at a Grade 5 or higher (26% above the National Average 2022).

The school offers a broad and balanced curriculum for pupils in both key stages. At Key Stage 3, in addition to the statutory requirements of the National Curriculum, the school delivers Business Studies, Drama and Personal, Social, Citizenship & Health Education. On admission to the school, pupils are placed in mixed ability tutor groups based upon information received from primary schools. From September 2020, we moved away from strict setting (1-4 or 1-7) to pupils being allocated a more appropriate teaching group. Pupils of 'middle ability' are now mixed much more evenly.

At Key Stage 4 pupils follow examination courses in the compulsory core curriculum of Maths, English (Language and Literature) and Science together with other various option courses. Whilst we encourage pupils to pursue EBacc subjects, we do not insist on this.

Pupil support, guidance and welfare are a high priority within the school and as such, the school fully recognises the contribution it can make to protect children. The school's Child Protection policy complies with both local and national guidance and is communicated to teaching and non-teaching staff, governors and outside agencies all of whom have a child protection role. A key figure is the Progress Tutor whose responsibility is to know their pupils as fully as possible and to provide appropriate care and support. Progress Leaders are responsible for the leadership and co-ordination of the work of Progress Tutors.

Life at Broughton is not confined to academic study. Pupils have the opportunity to participate in a wide range of extra-curricular activities. The school has excellent sporting facilities and pupils enjoy a wide range of sporting activities both internally and in regular competition against other schools and colleges. Music and drama activities are popular with pupils of all ages and regular productions are very well supported. Other activities include Young Enterprise, Duke of Edinburgh Award Scheme, fieldwork and exchange visits to other countries.

We encourage community involvement and the school enjoys the active support of the Parents, Teachers and Friends Association who organise a programme of activities for pupils and parents throughout the year as well as providing financial support for numerous school projects.

The school operates a total non-smoking policy (buildings and premises) and our child protection policy and practices are enforced vigorously in order to protect the welfare of our pupils.

I hope that this information gives you a flavour of life at Broughton. We believe that this is a school with its own unique "family" atmosphere and ethos. You are warmly invited to come and visit us and experience it for yourself.

David Botes, Headteacher
September 2022

Inspection of Broughton High School

Woodplumpton Lane, Broughton, Preston Lancashire PR3 5JJ

Inspection dates:

27 and 28 September 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since February 2012.

What is it like to attend this school?

Pupils at this school are provided with an exceptional education. Pupils told inspectors that they love coming to Broughton High School. They described it as being part of a happy and safe family. Pupils are kind and care about others. They know about and value each other's differences. Pupils make friends easily here. Staff resolve any bullying incidents quickly and effectively.

Clear and high ambitions are set for pupils, grounded in the school's motto 'achieving together.' These ambitions are fully realised. Pupils thrive academically, socially and emotionally. All pupils, including those who are disadvantaged, and pupils with special educational needs and/or disabilities (SEND), achieve extremely well.

Pupils enjoy each other's company at social times. They smile and laugh a lot. Pupils are fully focused on learning in class. Their behaviour is exemplary.

Pupils, including those who are disadvantaged, benefit immensely from the vast extent and high quality of the extra-curricular experiences that leaders provide for them. There is something for everyone to join in and enjoy. The impressive selection of activities includes an international film club, and chess club as well as a spectacular range of sporting and music opportunities.

What does the school do well and what does it need to do better?

Senior leaders and governors ensure pupils study a wide range of subjects that meet their needs, interests and set them up extremely well for their future lives.

Leaders' design of subject curriculums is consistently excellent. Much thought is given to the rich and ambitious subject knowledge that pupils should learn. Leaders are clear about how and when pupils should learn this knowledge. Teachers use their subject expertise to implement the subject curriculums extremely well. Pupils get to build securely on what they already know, and also to bring together the rich knowledge that they have gained previously to tackle complex ideas and questions.

Teachers make sure that no pupils are left behind or fail to achieve all that they should. Teachers quickly spot when pupils do not grasp essential knowledge first time around. They take careful and effective action to cement pupils' understanding before new learning is introduced. As a result, pupils learn a rich body of knowledge that they remember over time. This leads to their excellent achievement.

Leaders and teachers identify and support pupils with SEND especially well. Teachers use the high-quality information that they are provided with to help them support pupils with SEND. This means that these pupils are able to follow the same

ambitious curriculums as other pupils. Accordingly, these pupils achieve very well indeed.

Many pupils become expert readers at this school. Pupils are provided with the opportunities that they need to satisfy their thirst for reading. Pupils get to read academic texts and journals throughout the day in their subject classes. Pupils also take opportunities to read regularly at other times, including in the school library. Pupils especially enjoy reading fiction books at these times.

Leaders quickly identify any pupils who find reading difficult. They provide effective reading support for these pupils. Pupils become confident and fluent readers, who can learn very successfully across the curriculum.

Pupils benefit from an exceptional personal development programme. They gain the knowledge that they need to understand, participate and succeed in modern Britain. The 'Best of Broughton' award brings together activities that grow pupils' character, confidence and personal identity throughout their time at the school. Pupils of all ages flourish in the roles of responsibility and leadership that they are offered. Leaders monitor pupils' take-up in these roles, to help make sure that they all get the opportunity to enjoy this much valued aspect of school life. Pupils receive a high-quality independent careers advice and guidance programme. This prepares them extremely well for their next steps in education, employment or training.

Pupils' thirst for knowledge means that they are firmly focused on their learning. Their excellent behaviour and attitudes to study helps them to learn and remember more.

Governors make an exceptional contribution to the school's success. They understand their responsibilities and they carry out their role to the highest standard. Governors' strategic leadership, coupled with their effective approach to holding leaders to account, ensures that their high ambition for pupils is met.

Staff feel valued. They appreciate leaders' work to support their well-being and ensure that they have a reasonable workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders keep staff up to date with information about the dangers that pupils may face. Therefore, staff are quick to spot the signs that pupils may be at risk of harm. They report any concerns in a timely way. These concerns are acted upon promptly. Leaders ensure that pupils and their families swiftly get the help that they need.

Pupils learn about risks to their safety, and how to spot and avoid them. They seek help when they need it.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	119759
Local authority	Lancashire
Inspection number	10242466
Type of school	Secondary comprehensive
School category	Community
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	919
Appropriate authority	The governing body
Chair	Martine Morris
Headteacher	David Botes
Website	www.broughtonhigh.co.uk
Date of previous inspection	22 and 23 February 2012, under section 5 of the Education Act 2005

Information about this school

- A small number of pupils attend alternative provision at four registered external providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide information for pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with senior leaders and subject leaders.

- The lead inspector met with a group of governors, including the chair of the governing body.
- The lead inspector spoke with a representative of the local authority.
- Inspectors reviewed the school's records of safeguarding checks and referrals to the local authority. Inspectors spoke with staff about how they keep pupils safe. Inspectors also asked pupils how they learn to keep themselves safe and what to do if they have any concerns.
- Inspectors held discussions with staff and considered the responses to Ofsted's survey for staff.
- Inspectors spoke with pupils from all year groups and considered the responses to Ofsted's survey for pupils.
- Inspectors considered the views of the parents and carers who responded to Ofsted Parent View. This included the free-text responses.
- Inspectors carried out deep dives in design and technology, English, French, geography, mathematics and science. In these subjects, inspectors met with subject leaders, considered subject curriculums, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.

Inspection team

Stephen Ruddy, lead inspector	Ofsted Inspector
Thomas Fay	Ofsted Inspector
Amina Modan	His Majesty's Inspector
Sarah Mitchell	Ofsted Inspector

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