

Professional Framework for Administrative and Finance Support Staff

Job Descriptions and Pay

Summary and Overview

This summarises and updates the advice and guidance in the "Green Binder for Support Staff"

The Royal Borough of Kensington and Chelsea Support Staff strategy is underpinned by the belief that the most effective support staff are learners themselves and highly reflective practitioners. This advice and guidance aims to help schools in developing their support staff to become highly reflective, clear about their role and accountable for their performance

The **Qualifications** listed in bold are essential. The ones underlined are highly desirable. All others are relevant and optional depending on context. Support staff have been greatly professionalised over the period of active remodelling in schools and will continue to develop as learners. The qualifications list here is useful as guidance in career development. As you read down the qualifications, each layer is "nested" in the next. For example, an administrative officer may have achieved a Level 2 NVQ Business and Administration when they were an assistant and will now study for the NVQ Level 3 in their new role.

The Standards are benchmarks of highly effective practice and, like the Professional Standards for Teachers, reflect the knowledge, understanding, professional attributes and skills required to be highly effective in role (as outlined in the Job Description). It is RBKC policy that all support staff should engage in Performance Management and they should have Continuing Professional Development (CPD) portfolios. The portfolio is where learning and performance are evidenced. This evidence may also be used to support colleagues in gaining relevant professional qualifications (as listed in the summary table).

Schools will have different **Office Structures**. There is no one model that can be universally applied. Schools often do not have both Administrative Assistants and Administrative Officers and the Job Descriptions must be customised to reflect this. All roles that currently exist in our schools have been listed, but no one school has all positions or need all positions.

All advice and guidance will be available on the Royal Borough Website. This advice and guidance is often referred to as the "Green Binder for Support Staff"

<http://www.rbkc.gov.uk/educationandlearning/cpdforschools/greenbinder.aspx>

Job Description	<i>Pay Range</i> <i>2,3</i>	Qualifications (Assume each level 'nests' in the next)	Relevant Standards	CPD (assume each level 'nests' in the next)	General Comments including Finance and Line Management
Administrative Assistant/Receptionist	<i>Range A</i>	Level 2 Qualification in English and Mathematics (eg GCSE grades A* - C or Level 2 Literacy and Numeracy equivalent)⁵ NVQ Level 2 Customer Services NVQ Level 2 Business and Administration ICT Level 2 qualification Support Work in Schools Induction Award Level 2	Council for Administration (CfA)	Working with children Induction into school context and ethos Safeguarding Health and Safety SIMs Microsoft Word	General <ul style="list-style-type: none"> • Answer phone • Basic / Repetitive tasks • Customer focus • Largely under direction and supervision • Induction to role essential as likely to be new to school context and working with children Finance <ul style="list-style-type: none"> • Collecting and recording monies (dinner, uniform, school photos and so on)
Administrative Officer	<i>Range B</i>	As above NVQ Business and Administration Level 3	Council for Administration (CfA)	FMS or equivalent First Aid Microsoft Excel, Powerpoint, Publisher, Adobe Acrobat	General <ul style="list-style-type: none"> • Able to draw upon knowledge, skills and experience • Able to use initiative and work more independently Finance <ul style="list-style-type: none"> • Supervising and processing orders and invoices • Works with suppliers
Senior Administrative Officer ¹ Also known as: School Administrator	<i>Range C</i>	<u>Support Work in School Induction Award Level 3</u> (for colleagues new to working in a school) <u>CSBM</u> Level 4 ICT Diploma Foundation Degree Level 5 (for example, Business and Professional Administration)	National College - School Business Management Competency Framework	Team Leading Coaching and mentoring Performance Management	General <ul style="list-style-type: none"> • Office manager • Personnel • Data management • Admissions • Extended school Finance <ul style="list-style-type: none"> • Payroll • Manage and monitor the budget Line management <ul style="list-style-type: none"> • Lead and supervise a office/admin team • Performance Management

<p>Business Operations Manager ⁴</p> <p>Also known as: School Business Manager, Finance and Administration Manager</p>	<p><i>Range D</i></p>	<p><u>DSBM</u> Level 5 <u>Foundation Degree Level 5</u> Honours Degree Level 6 (for example in Business Management Practices) Chartered Institute of Public Finance and Accountancy (CIPFA) qualification</p>	<p>National College - School Business Management Competency Framework</p>	<p>Dealing with Freedom of Information requests Data Protection</p>	<p>General</p> <ul style="list-style-type: none"> • Senior School Leader with coaching and mentoring of less experienced staff • Work with Governors and other stakeholders • Membership of Governors Sub committees • Manage and monitor Service Level agreements, contracts and contractors • Data management • Responsible for single central record <p>Finance</p> <ul style="list-style-type: none"> • Budgetary control and reconciliation • Marketing/fundraising/income generation • Monitoring SLAs • Safeguarding <p>Line management</p> <ul style="list-style-type: none"> • Lead and supervise a team that includes the office and the site manager (see professional framework for site staff) • Performance Management
<p>Executive Bursar ¹</p>	<p><i>TBC</i></p>	<p><u>ADSBM</u> Masters Level 7 (for example, of Business Administration)</p>	<p>National College - School Business Management Competency Framework</p>		<p>As above across a range of schools/settings Contact HR to develop a Job Description</p>

1. These are Senior Roles in schools where it is normal practice for them to be members of the Senior Leadership Team
2. There are a range of terms and conditions attached to these roles and each will affect the actual pay (the pro rata element). For example, there are some roles that are Term Time Only with opportunities for overtime, others which are Term Time Only plus specified weeks, while some jobs are Full Time
3. Hours worked in excess of 36 per week will be treated as overtime and paid at the overtime rate for the scale point/salary range (see NJC overtime rates)
4. Financial consultants/bursars may be called in to enhance existing roles on a consultancy basis
5. You should find general guidance around how qualifications are grouped together in 'levels' on our website (contact cpdteam@rbkc.gov.uk)

For further information on the standards used in this professional framework:

For Administrative Assistants and Officers:

<http://www.cfa.uk.com/qualifications/qcf/qcf-units/ba-competence-based-units.html>

For SAOs and Business Operations Managers:

<http://www.nationalcollege.org.uk/docinfo?id=23792&filename=school-business-management-competency-framework.pdf>