

Investing to Save

**School Business Management
Partnerships in Primary Schools**

Foreword

It is clear from the College's work over the past 7 or so years that access to good business management and decision-making skills in our schools is needed. Where skilled School Business Managers (SBMs) are effectively deployed they help schools address the managerial and administrative complexities that confront them and in doing so release headteachers and teachers to do what they do best: teach and develop the curriculum.

By introducing a business management discipline into both day-to-day operations and strategic decision-making in our schools, SBMs can make a significant contribution to improving the effectiveness of schools, which in turn contributes to an improvement in the life-chances of our children.

However even though an increasing number of schools are recognising the benefits of SBMs, only a third primary schools have access to an SBM.

The College's demonstration projects have conclusively shown, over the past two years, that groups of schools previously unable to afford a school business manager have by forming a cluster both been able to engage a skilled SBM and secure the benefits that they bring i.e. saving of Headteacher time, saving of school resources for reinvestment and more generally increasing leadership capacity

We believe that even more needs to be done to help ensure that all schools have access to an SBM and they play a full role in the strategic decision making of the school. We are therefore delighted to be invited by the Department for Education to launch this prospectus which is aimed at incentivising around 200 more school clusters – particularly clusters of primary schools to come together in order to secure the benefits that skilled SBMs can and do bring to schools

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1 Introduction

This project aims to increase the number of primary schools which have access to a well trained and well deployed school business manager or school business director (SBM/SBD). This will be done primarily through grant funding to support the appointment of SBM/SBD across partnerships of predominantly primary schools.

The grant will be available for one year only 2010- 2011

This prospectus describes:

- The support being offered
- The criteria for selecting partnerships
- How to apply to participate in the project

2 Background

Over the last 20 years compulsory education in England has undergone something of a revolution. Far-reaching changes have occurred in the amounts of money schools are responsible for, in the work involved in their financial management and administration, and in the expertise required for effectiveness in these areas in an increasingly business orientated environment.

A range of publications for example the Children's Plan have all emphasised the need for collaboration among schools and between schools and other agencies (e.g. health and social workers) to provide integrated educational and welfare services. In addition the emphasis on collaboration has encouraged the sharing of practice, personnel and finances and has hastened thinking about the appropriate management, governance and leadership of schools.

More recently 'Using Resources Well' has stressed the need for increased efficiency in schools, which a well trained SBM/SBD can achieve.

<http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01097-2009&>

In the midst of all this reform, headteachers have seen their workloads increase more significantly than many other professions (PricewaterhouseCoopers (PwC, 2001). As in other national contexts, increased workload and complexity in the role are believed to be at least in part responsible for difficulties in recruiting and retaining headteachers in England as fewer teachers are prepared to consider headship (Whitaker 2003).

The potential of suitably qualified SBDs/SBMs to take over some of the diversity of administrative and financial responsibilities from educational leaders is considerable. They have expertise that makes them well placed to enable schools to:

- develop strategies for delivering their challenging educational and welfare commitments;
- increase return on investment from public funds through more effective financial management; and,

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- give greater attention to the leadership of non-teaching staff in schools.



An Audit Commission report (2009) suggested that schools had lost sight of economy and efficiency in their efforts to raise standards. Coupled with emphasis on cutting public spending in the face of recession, at the time, of writing, the Audit Commission's findings and recommendations underscore the value of SBMs expertise for the sector in future.

However, McKinsey (2007) found that 90% of secondary but only 30% of primary schools have the support of a qualified SBM nationally. Consequently primary schools have been specifically targeted for this programme.

3 Application Process and Criteria

There are three stages to the application process.

Stage 1 Expression of Interest - Prospective applicants should register their interest with the College. Expressions of interest should be in writing and emailed by the lead school head teacher and should be sent to the following e-mail address:
sbm@nationalcollege.org.uk

Expressions of interest will be acknowledged by the College within seven working days. This stage will enable schools which are interested in SBM Partnership Funding to register an interest early, whilst providing the College with information to manage demand.

Stage 2 Submission of Application - Prospective School Business Management Partnerships may apply using the electronic application link which will be sent in the expression of interest confirmation.

The application process will require the lead school to become a member of the National College if not already. For non-members the full application will include membership registration.

Once fully submitted the application will be acknowledged with an automated email. Application details can be viewed at any time during the process, by following the instructions provided online.

Stage 3 Approval Subject to Terms & Conditions - The College will consider each application on the basis of criteria and priorities set out in this prospectus. Applicants will be advised of their acceptance within 30 working days of closure of the application tranche. At this stage, the grant award and conditions to be met to secure the grant will be agreed, and detailed in a grant award letter issued with terms and conditions.

Please note that the grant award letter should be returned correctly signed within two months of receipt. If not, then the College reserves the right to award the grant to another cluster.

4 Proposal preparation

Prior to submitting their proposal applicants might wish to :

- research contacts, resources and advice available via the College's website www.nationalcollege.org.uk/sbm
- undertake an audit of existing business management expertise and leadership arrangements in participating schools, *prior* to developing their project bids;
- use the National College/NASBM competency framework in auditing current SBM arrangements and in clarifying thinking over the level of functioning of existing staff and that required of new appointees. The framework can be downloaded from the National College's website at www.nationalcollege.org.uk/school-business-management-competency-framework.pdf
- consult established projects about how sustainability of the role has been achieved in making a case for new appointments;
- discuss with their SBM Advocate and/ or SBM Partnership Adviser;
- ensure staff, governors and parents are informed about and understand the SBM role and its importance;
- consider the staffing implications of their plans (e.g. strategies if a key member of staff leaves their school; future succession plans for the setting; do the schools have adequate pre-existing expertise and administrative capacity to support the new role);
- ensure plans are realistic and achievable;
- devise strategies and activities to build and maintain commitment among stakeholders over the longer-term (including governors and LA).

In addition, applicants may wish to research relevant published material set out in Annex 5.

5 School Business Management Partnership Grant

The College invites schools and groups of schools to submit applications – see section 3 - for funding to support the appointment of qualified School Business Managers and encourage their effective deployment.

The College intends to make up to around 200 grants available of up to £20,000 – with the aim of every local authority having at least one SBM Partnership. The grant, which will part fund the proposal, will be dependent on the proposal meeting the detailed criteria and whether it involves the recruitment of an SBD/SBM or not. In general, the College will part fund the Partnership's contribution to the project, by supporting the school or group of schools increased cost related to the appointment of an SBD or SBM, up to a maximum of £20,000.

The grants are available for successful applicants for one financial year only.

The College will facilitate the provision of consultancy and training for the school's senior management team, through Tribal Avail, at a cost.

Tribal have put together a toolkit for schools that will aide the process of clustering; it entails a scoping workshop and the following tools: organisational design, benefits management, project management, leadership, team-working, change management, stakeholder management & communications, effective meetings and time management.

This will be hosted on the National College's Leadership Library:

www.nationalcollege.org.uk/index/leadershiplibrary/leadingschools.htm

Learn from experience: the **SBM Development Guide** is also hosted on the National College's Leadership Library: www.nationalcollege.org.uk/index/leadershiplibrary/leadingschools.htm

This offers information on SBMs operating over a cluster of schools and provides case studies from SBM development projects; including contact information to discuss elements of the partnership.

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Case studies include: project summary, enablers and barriers, financial and non-financial benefits, SBM arrangements (how the SBM provision is accessed, what service is delivered, how the SBM post is funded, management relationship) plus more.

In addition to a grant, successful applicants will receive support through the National College SBM advocates – see Annex 2 and SBM Partnership Advisers– see Annex 3. Appropriate College development training for any SBD/SBM appointed and, where necessary, limited free consultancy and advice will be facilitated to support the effective recruitment and introduction of a SBD/SBM. To facilitate this all successful applications will be shared with our third party provider.

The purpose of this grant is to enable more primary schools to access a skilled and competent SBD/SBM. Consequently, the College will consider applications from:

- schools coming together for the first time with the aim of recruiting an SBM;
- schools which already have an SBM and which decide that by either upskilling or backfilling they can support neighbouring schools, and enable them to access an SBD/SBM; and,
- existing clusters with no SBM who decide to recruit one.

Please note current or previous SBD Demonstration Projects are excluded from this invitation

5.1 Selection and Assessment

All bids will be assessed against criteria to enable a judgement to be made as to how likely it is that the cluster will be able to effectively deploy and sustain a SBM. Based on the published criteria, bids should provide an 'action plan' which covers key areas such as leadership, governance, accountability and expenditure.

5.2 Detailed criteria

We will select partnership projects ensuring the following 'criteria' are met.

The following criteria are **essential**. Partnership projects must demonstrate that they:

- comprise predominantly (at least 75%) primary schools. We will accept partnerships comprising all primary schools;

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- can identify/ recruit and match willing schools and quality candidates;
- have the commitment and support of all the headteachers and chairs of governors in the partnership, showing how they will work together, how business management tasks will be distributed and how the SBM will operate across schools;
- have clear governance and accountability structures in place, specifically to account for the grant management and the deployment of the employed SBM;
- are prepared and able to move ahead with a sense of urgency within the timescales they have proposed;
- are able to part-fund the SBM post and provide an outline expenditure plan, which should include how the cluster will move towards sustaining the SBM post beyond the end of the programme
- where necessary permit the SBM recruited to take relevant and appropriate College training i.e. Diploma or Advanced Diploma of School Business Management.

The following criteria are **desirable**. Projects should demonstrate that:

- headteachers are committed to distributing the leadership of business management tasks and to making the most effective use of the skills of the SBM within the leadership of the participating schools;
- they involve schools willing to promote, engage with and advise other interested schools beyond their own partnership;
- the SBM role will help address priorities for improvement as well as achieving more effective use of resources. For example, the SBM frees up the headteacher to concentrate on leading key priority areas relating to teaching and learning;
- the SBM role can be sustained beyond the life of the grant.

5.3 Selection

Selection of successful partnerships will be based on participating schools meeting all the above essential criteria and as many of the desirable criteria as possible

Where the number of eligible partnerships exceed the number available the final selection will also be based on the following :

- ensuring at least one partnership is established in each LA in England (excepting the Isles of Scilly and the City of London);
- the extent to which partnerships within Priority Learning Local Authorities proposals support the focus for improvement;
- achieving a range of size, type, complexity and location of partnerships;
- the level of grant requested;
- commitment to sustaining the partnership and role of SBM beyond the duration of the project.

The College intends initially to give priority to those clusters located in the 30 Priority Learning Local Authorities – particularly in those Government Office Regions where the College is developing its regional strategy i.e. North East, West Midlands and South West – see Annex 4

The College will then give priority to those Local Authorities without a SBM school cluster.

5.4 Commitments expected if successful

There must be a clear commitment that where an SBM does not hold the Diploma or Advanced Diploma of School Business Management, he/she will undertake these programmes or demonstrate recognised equivalencies. SBDs/SBMs requiring training within an approved cluster will be given priority on the College's training programmes. These programmes will be provided free of charge. It is expected that the appointed SBM will become a member of his/her school's senior leadership team, and of any collaborative leadership of the SBM Partnership.

Where appropriate, headteachers and Chairs of Governors should confirm their willingness to attend workshops aimed at ensuring the effective deployment of their SBM.

5.5 Prioritisation of Bids

Bids which do not fully meet the criteria, will receive feedback and (if possible) be given the opportunity to improve their bids and resubmit. We may prioritise according to demand and interest in

specific LA areas i.e. if more than one acceptable bid is received in an LA then we will prioritise on the basis of the responses to the application form.

Bids that satisfy the criteria which are not prioritised for the first tranche, will be revisited in later tranches.

5.6 Level of Grant and Payment

There will be two levels of grant available. These are:

- Level 1 – £15,000 which will be paid to proposals which meet the criteria but do not involve the recruitment of an SBD/SBM;
- Level 2- £20,000 which will be paid to proposals which meet the criteria and include the recruitment of a new or additional SBD/SBM.

Exceptionally, the College may make an additional discretionary grant of £5,000 available. Applicants who wish to be considered for this discretionary grant must set out their reasons clearly, which should fall into at least one of the three criteria:

- the scale in terms of numbers of schools is well above the number we anticipate as being the norm i.e. five;
- it involves the recruitment of more than one SBD/SBM; or
- it is clear that the proposal is innovative and is helping to address partnership and collaborative issues which have not been explored by the College's SBD demonstration projects.

Successful bids will be paid an agreed grant in two instalments, as follows:

- 50% payment on formal acceptance of the proposal or, where the proposal involves recruitment of a School Business Director/ Manager, on confirmation of their appointment;
- 50% six months following grant commencement and following receipt of a short progress and impact report.

The College will require a report six months after the initial 50% grant payment in preparation for the second 50% instalment. The report should be no longer than three to four pages and will cover information relating to progress and impact. More detailed information and a reporting format will be provided upon award of grant to successful applicants.

6 School Business Director Demonstration Projects

In response to research findings that enhanced business support could have a positive impact on head teacher time and release funds for re-investment, the National College for Leadership Schools and Children's Services (the National College) sponsored 36 demonstration projects during the period 2007 - 2009. The objectives of these projects were to:

- Confirm and quantify the benefits of the School Business Manager (SBM) role;
- Further the understanding of the roles and responsibilities of the SBD/SBM role; and,
- Identify the enablers and barriers to the development of the SBM role.

These projects comprised a wide range of settings in terms of location and mix of school size and phase and include a total of nearly 68,000 pupils in over 260 schools. The following five arrangements represent broadly the structural arrangements SBMs are working in, across their project schools.

Distribution of types of SBM arrangement adopted within some of the projects

	Type of SBM arrangement	Frequency*	Example projects
1	Project schools are self-sufficient in shared SBM service provision	11	Bromyard, Yewlands, Fishburn
2	SLA/SBM services provided by one school to others in the project	9	North Bedfordshire, Litcham, Wellacre, Withernsea
3	The SBM role services a federation or other discrete entity	10	Chesil, West Grantham, Lambeth, Westwood, Bournemouth (BANF)
4	'Team' approach	4	Titan, Wigmore

5	SBM serving a locality	3	Rother Valley, North Dudley

Evaluation undertaken by the University of Manchester provided evidence to support the following conclusions. The appointment of an SBD/SBM can lead to:

- A reduction (25-33%) in head teacher workload in demonstration projects, based on an average of 60 working hours;
- An increase in the amount of time head teachers they can spend on teaching and learning;
- Significant evidence of cost savings (one project reported a £30,000 saving across five schools) and examples of how an SBM can achieve substantial savings on behalf of a group of schools;

- SBMs playing a broader role in their community – “flag bearers at the front” particularly in relation to their impact beyond the school gates;
- Schools across the demo projects appear to collaborate over a range of issues not simply school business management.

A summary of the impact of these projects is set out in Annex 1

Annex 1 - Demonstration Projects: Impact summary

This section has been included to provide applicants with an overview of some of the successful impacts the first series of demonstration projects have proved.

Reviewing all the Demonstration Projects, an overwhelming majority of Headteachers (94.3%) and around two thirds of SBMs (66.6%) reported that the projects had matched or exceeded their expectations in terms of benefits for participating schools.

Views on the sustainability of SBM arrangements adopted within the project beyond the funding period were also encouraging with 61% of Headteacher and SBM respondents either 'very confident' or 'fairly confident' that the SBM arrangements would be sustainable over the longer term and about a third (35%) unsure but optimistic.

Head teacher workload and job satisfaction affects their ability to fulfil the role of school leader and are widely viewed as a factor causing the shortfall of potential headteachers among senior teaching colleagues.

Data from projects revealed that the vast majority of head teachers believed that the projects had a favourable impact on their workload (91.4%) and on their job satisfaction (83%), with 86% believing the projects had potential for further improvement in these areas over time.

Perceptions of current and anticipated future impacts in these and other key programme areas were encouraging and set out in the following table.

Participant perceptions of impact on a range of key programme areas in established projects

	Favourable (%)	No impact (%)	Negative impact (%)	Don't know (5)
Impact on headteacher workload*	91.4	8.6	0	0
Impact on headteacher job satisfaction*	82.9	17.1	0	0
Impact on pupil learning	54.6	34.8	0	10.6
Impact on pupil welfare	51.5	34.8	4.5	9.1
Impact on support staff development	78.8	21.8	0	0
Impact on teaching staff development	37.9	53	0	9.1
Impact on personal understanding of the SBM role	87.9	12.1	0	0
Impact on understanding among school colleagues of the SBM role	94.5	3	1.5	0
Impact on understanding among school governors of the SBM role	75.8	19.7	0	4.5
Impact on understanding among LA colleagues of the SBM role	40.9	33.3	9.1	16.7

*Headteacher respondents only

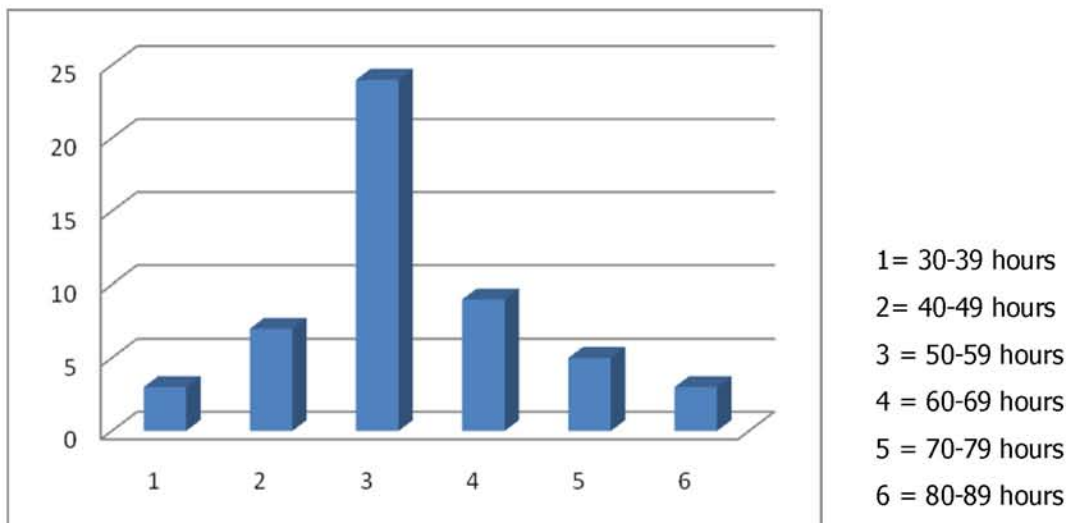
Overall these figures give very strong evidence that participants are seeing benefits in key programme areas and that these are expected to strengthen over the longer term.

Headteacher work loads

A strand of the College's evaluation used work activity diaries to determine trends in headteacher activity across the projects and in particular if McKinsey's assumption that between 20-35% of headteacher time might be saved by a suitably qualified SBM is confirmed in practice.

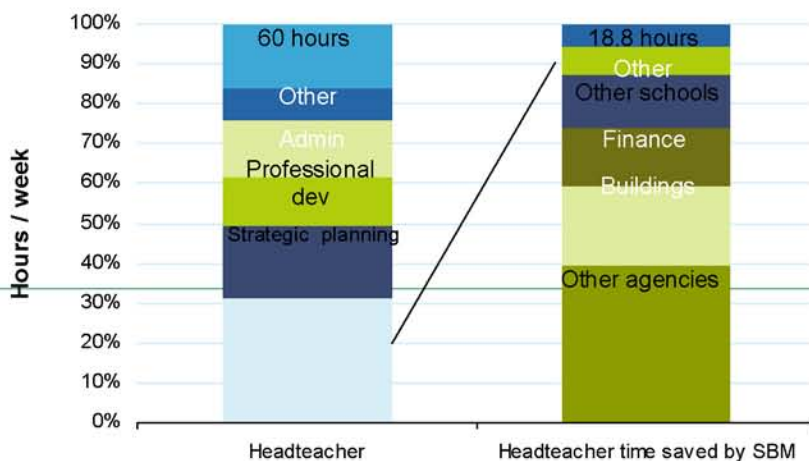
Although the hours worked vary considerably, as the following figure shows, the data does confirm that there is a widespread tendency amongst headteachers to devote a high proportion of the week to school-related business – over 80% worked more than 50 hours.

Frequency of different lengths of working week among headteachers in early stage projects



Analysis of the work activity of this sample of headteachers suggested that a significant proportion of the heavy workload that many experience might be taken on by a suitably skilled SBM. On average 16.75 hours per week was being spent on tasks not relating directly to the headteacher's main function of leading learning (28.4%).

Headteacher time saving by category



31% { SBM delegated tasks

By extrapolating these findings to the school system nationally, there are significant implications. First, they indicate that the demands of the headteacher role will be difficult to sustain over the longer term. Second, the data suggest that there is available, untapped potential to address this issue through the effective delegation of non teaching responsibilities to skilled and qualified SBMs. Increased delegation of financial and administrative work to suitable SBMs would represent a more rational use of existing professional expertise and sits well with the dual policy objectives of improving both efficiency and educational outcome

Financial impact

The financial impact survey of the College's demonstration projects represents the largest and most detailed study of the financial impact of School Business Directors' and Managers' (SBD/M) activity ever undertaken by the National College. Returns have been received from SBD/Ms in 19 demonstration projects with a 91% response rate from 123 schools in those projects.

Key findings arising from the financial impact survey include:

Substantial financial savings have been identified by SBD/Ms for their demonstration projects. Estimated savings for the 123 schools are:

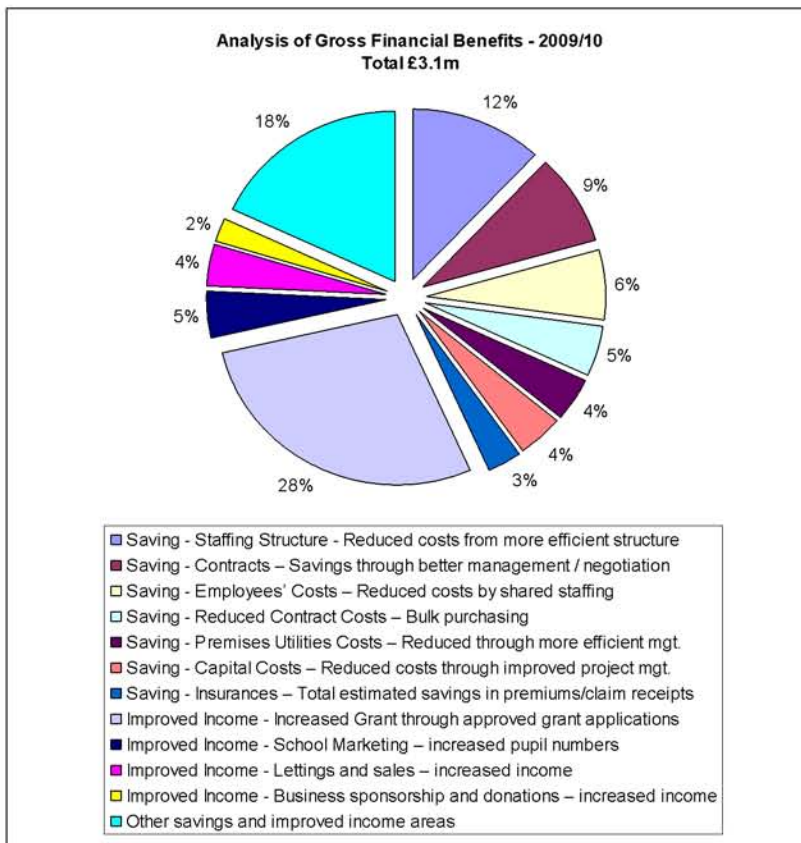
	Gross Savings	Net savings (after SBD/M costs)	Approved Grants included in figs.
2008/09	£0.7m	£0.6m	£0.3m
2009/10	£3.1m	£2.6m	£0.9m
2010/11	£2.5m	£1.9m	£0.2m
Ongoing	£2.3m	£1.7m	£0.1m

This equates to:

	Gross Savings	Net Savings (after SBD/M costs)
per School	£25,200	£20,800
per member of Leadership and Teaching Staff	£2,064	£1,705
per Pupil	£115	£95

The following table shows savings and increase projected income by category

Analysis of Savings and Improved Income projected in 2009/10 (for the 19 projects)



Potential for wider savings:

If the savings identified for 2009/10 in the 123 schools studied are extrapolated to a national level then assuming 11,000 schools do not have an active School Business Management (SBM) structure in place, financial savings of £277m (£229m net of SBD/M costs) can be anticipated. Excluding approved grants the savings would be £199m (£151m net of SBD/M costs).

Annex 2 - SBM Advocate contact details

Surname	First Name	Location	Region	College E-mail address
Fenton	Dawn	Lincolnshire	East Midlands	dawn.fenton@nationalcollege.org.uk
Allen	David	Norfolk	Eastern	david.allen@nationalcollege.org.uk
Berkeley	Justine	Suffolk	Eastern	justine.berkeley@nationalcollege.org.uk
Watts	Jo	Croydon	London	jo.watts@nationalcollege.org.uk
Aboobaker	Rahat	Haringey	London	rahat.aboobaker@nationalcollege.org.uk
Chamberlain	Helen	Walthamstow	London	helen.chamberlain@nationalcollege.org.uk
McTeer	Gillian	Gateshead	North East	gillian.mcteer@nationalcollege.org.uk
Charlton	Michelle	Co Durham	North East	michelle.charlton@nationalcollege.org.uk
Boyes	Dawn	Supra-Advocate (North)	North	dawn.boyes@nationalcollege.org.uk
Staunton	Louise	Manchester	North West	louise.staunton@nationalcollege.org.uk
Holmes	Steven	Cumbria	North West	steven.holmes@nationalcollege.org.uk
Farmer	Bob	Southampton	South East	bob.farmer@nationalcollege.org.uk
Hunt	Alexandra	East Sussex	South East	alex.hunt@nationalcollege.org.uk
Brimfield	Kerry	Supra-Advocate (South)	South	kerry.brimfield@nationalcollege.org.uk
Dalton	Russell	Pershore, Worcestershire	South West	russell.dalton@nationalcollege.org.uk
Duffy	Bev	Coventry	West Midlands	bev.duffy@nationalcollege.org.uk
Khan	Husham	Coventry	West Midlands	husham.khan@nationalcollege.org.uk
Somerville	Morag	Sheffield	Yorks & Humber	morag.somerville@nationalcollege.org.uk

Annex 3 – Partnership Advisers

Prospective School Business Management Partnerships may wish to contact the following Demonstration Projects which have been identified by the National College to learn from their experiences in developing their SBM arrangements- SBDs/ SBMs within these projects have been identified as SBM Partnership Advisers

Demonstration Project	Local Authority	Government Office Area	Project Type	Contact (please see college website for contact details)
Litcham	Norfolk	Eastern	SLA/ SBM services provided by one school to others in project	David Allen, SBD
Westwood	Staffs	West Mids	The SBM role serves a federation or other discrete entity- RURAL	Clarissa Williams, SBD
Titan	Birmingham	West Mids	Team approach	John Bridgman, Headteacher
Bournemouth	Bournemouth	South West	The SBM role serves a federation or other discrete entity- SPECIAL	Karen Dredge and Sherri Hawkins, SBMs
Wellacre	Trafford	North West	SLA/ SBM services provided by one school to others in project	Louise Staunton, SBD
Dudley	Dudley	West Midlands	SBM serving a locality	Jean Jackson
Barrow	Cumbria	North West	SBM supporting feeder schools and developing a collaboration with secondary schools, special schools, FE	Vanessa Lloyd, SBM

			colleges and an Academy	
Withernsea	East Riding	Yorks and Humber	LOCAL AUTHORITY driving the project	Nina Siddle, SBM
Fishburn	Durham	North East	Project schools are self- sufficient in shared SBM service provision	Michelle Charlton, ASBM, Danny Eason, Headteacher
Nuneaton	Warwickshire	West Mids	LOCAL AUTHORITY	Peter James, SBM and Joyce James, Education Development Service Adviser

Annex 4 - Priority Learning Local Authorities

The 30 Priority Learning Local Authorities are as follows:

REGION	Local Authorities		
East	Southend on Sea	Cambridgeshire	Hertfordshire
East Midlands	Nottinghamshire	Leicestershire	
London 1	Tower Hamlets	Camden	
London 2	Richmond	Kingston upon Thames	Islington
North East	Durham	Sunderland	Stockton on Tees
North West	Lancashire	Stockport	Liverpool
	Rochdale		
South East	Reading	Oxfordshire	East Sussex
			West Berkshire
South West	Plymouth	Devon	Dorset
West Midlands	Sandwell	Shropshire	Warwickshire
Yorkshire and the Humber	Leeds	Rotherham	Calderdale

Annex 5 - List of useful published documents

The following documents are all available at www.nationalcollege.org.uk/index/about-us/national-college-initiatives/sbm/sbm-resources.htm

- [School business management - A quiet revolution, part one](#)
[School business management - A quiet revolution, part two](#)
An overview of evidence showing the development and future of the role of school business managers and the impact they have on schools
- [Ten key facts about the National College's school business management \(SBM programmes\)](#) Key facts and statistics relating to the development and success of the National College's school business management programmes
- [School business management competency framework: a guide to continuous professional development for SBMs](#) A joint publication published by the National College and the National Association of School Business Management (NASBM) in June 2009
- [Discover the benefits of school business managers](#) A joint publication by the Training and Development Agency for Schools (TDA) and the National College
- [Securing our future: using our resources well](#) A discussion paper on the better use of resources in school
- [School business director \(SBD\) demonstration projects: financial benefits evaluation - interim report 1](#) Report capturing the financial benefits arising from the SBD demonstration projects, produced in August 2009
- [School Business Management impact and evaluation update 2009-10](#) A summary of the College's school business management activities and their impact on the profession and in schools
- [School business management programme: impact and evaluation report 2007-09](#) The College's school business management programme impact and evaluation report published in June 2009
- [The challenge of achieving world class performance](#) - Sir Michael Barber
- [Linking school improvement to financial planning for sustainability](#)

Five presentations delivered to delegates during the Achieving world class schools conference in June 2009.

- [Competency framework for school business managers](#)
- [Delivering effective school business manager services in 21st century schools](#)
- [Looking to the future - enhancing the professional status of school business managers](#)
- [School business director project](#)
- [Team work for school improvement: six steps to support staff development](#)