



The importance of planning your professional development

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Reflection

- Take a moment to reflect on how your workplace has changed in the last 20 years
- Think about how changing qualifications, workplace expectations, professional standards and the drive to demonstrate the appropriate levels of behaviour have helped to drive that change

Learning is a treasure that will follow its owner everywhere...

Chinese Proverb



Case Study

What happens if you don't do your job properly?

The collapse of the Quebec City Bridge –
1907

The weight of the bridge span was miscalculated by almost 8 million pounds, or 3.6 million kilos.

The work was allowed to continue.

Girders had moved, were bent, misaligned and deemed not be a serious problem

29 August, the bridge structure plunged 150 feet taking with it the lives of 75 workers



Introducing ISBL

ISBL role

- Raise the **profile** of school business professionals
- Promote the **value and impact** of the profession
- Bring about **peer parity** with other occupations
- Provide access to **training & development** opportunities
- Encourage **networking**
- Enable **participation** in the development of the sector





ISBL Professional Development Vision

ISBL will support

- > **member development** - encouraging the progression, maintenance and enhancement of skills, competence and the application of professional judgement throughout their career
- > **employers** - as they strive to provide a learning environment for school business leaders



Defining the Profession

- ISBL's energy = **focused on professionalisation** and the continuous improvement of practice
- A **profession** is defined as *"the development of formal qualifications based upon education, apprenticeship, and examinations, the emergence of regulatory bodies with powers to admit and discipline members, and some degree of monopoly rights.."*

Source: <https://en.wikipedia.org/wiki/Profession>



Defining the Profession

The benefits of being a professional -

- Enjoy a high **social status**, regard & esteem by society
- A higher **social function** of your work - which is regarded as having a special and valuable nature
- Includes technical, specialized and highly **skilled** work
- Recognised **training** – including professional qualifications & degrees
- **Continuous improvement** of skills & so improved practice



The Importance of Professional Development

ISBL members tell us that SBPs

- Possess a desire to ensure that their knowledge & skills are **up-to-date**
- Want a **career plan**, to give them a competitive advantage as they strive to stay at the top of their profession
- **Recording** their career plan & CPD in a systematic way will help to maintain competence and capability



Planning your Professional Development

SBPs route into the profession varies

- Some find themselves in the sector by chance rather than by design
- Some enter the sector with professional qualifications and professionally registered
- Some join the school in administrative positions & progress to roles with authority & responsibility.

ISBL suggests that you -

- Track your progress & note your success
- Use job adverts, job descriptions and professional standards as a benchmark to identify your development needs.



Professional pathways

ISBL knows that there is variety in

- Development needs
- Pathways to Executive roles
- Route taken to join the profession
- Past knowledge, skills and qualifications

ISBL advises that a formal professional development planning tool is used to facilitate career development discussions

Mature system career pathways



Identifying areas for career development & progression

ISBL Professional Development Cycle = industry standard tool.

Helps SBPs & the SLT to discuss business and career objectives and plan for their implementation



The Systematic Approach to Training

- ISBL recommend a systematic approach to training.
- To support the delivery of appropriate training and to evaluate the impact
- N.B. *80% of knowledge developed is obtained in the workplace*

Demonstrating the impact of training; making a difference to the sector

Identifying the training need

Demonstrate that the programmes & apprenticeships meet market & member expectations
Validating the content prior to launch

Evaluation

Plan and design the training

Implementation

A consistent process will ensure peer-reviewed quality, content and delivery

SAT will drive the management and maintenance of training programmes

The benefits of planning your Professional Development

Planning & completing your professional development will provide a number of benefits -

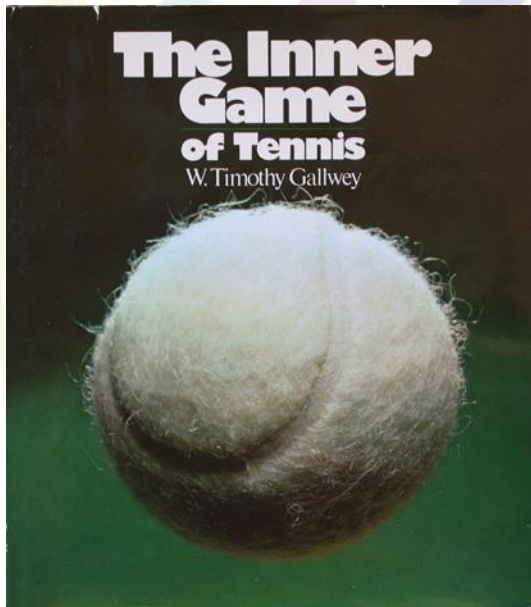
- **Peer parity** with other professionals in the workplace
- Keeping **up-to-date** with technology, legislation & workplace requirements
- Enhancing your future **employability**
- Demonstration of your **commitment** to the profession
- Becoming a **role model** for others
- Providing **personal satisfaction** that your career has structure and value



Defining Coaching

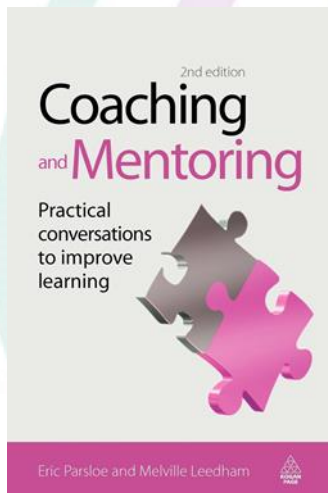
“Coaching is unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them.”

**Timothy Gallwey,
Author of
The Inner Game series of books**



Defining Mentoring

"Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be."



**Eric Parsloe,
The Oxford School
of Coaching & Mentoring**



The differences between mentoring and coaching

Mentoring	Coaching
Long term career development	Short term, time bound, contracted relationship Assignment specific
Removed from line manager – employee relationship	Line Manager may provide coaching support
Provides direction	Provides instruction
Relationship related	Task driven
Personal satisfaction	Results driven
Relies on rapport and trust	Relies on rapport and trust



The relationship Manager, Mentor & Mentee

Line
Manager

**Line Manager and
mentor engaged in
reviews**

**Clear objectives
set by the Line
Manager**

Mentor

Trainee

Confidential and trusting



How does Professional Development work?

- The School Business Professional takes ownership of their career and identifies the steps that will need to be taken to keep up to date
- It's important for ISBL members to consider that professional development is something that can, and invariably does happen in a variety of ways.
- 80% of your development will be completed in the workplace by undertaking activities that might include special projects, secondments or activities that are new and novel



Planning your Professional Development

- Professional Development doesn't have to be costly. You should be able to identify:
 - Where am I now?
 - Where do I want to be?
 - How am I going to get there?

You can do this by using the ISBL Professional Development analysis tool



Initial Professional Development (IPD)

Initial Professional Development (IPD)

- Takes place at the **start** of a SBP career
- Helps the practitioner to build a **specific** skill or expertise that will underpin their competence in line with professional standards
- Consists of a **formal structured** training programme eg an apprenticeship or graduate programme
- Apprenticeships offer aspiring and practicing SBPs the opportunity to combine practical training & study



Continued Professional Development (CPD)

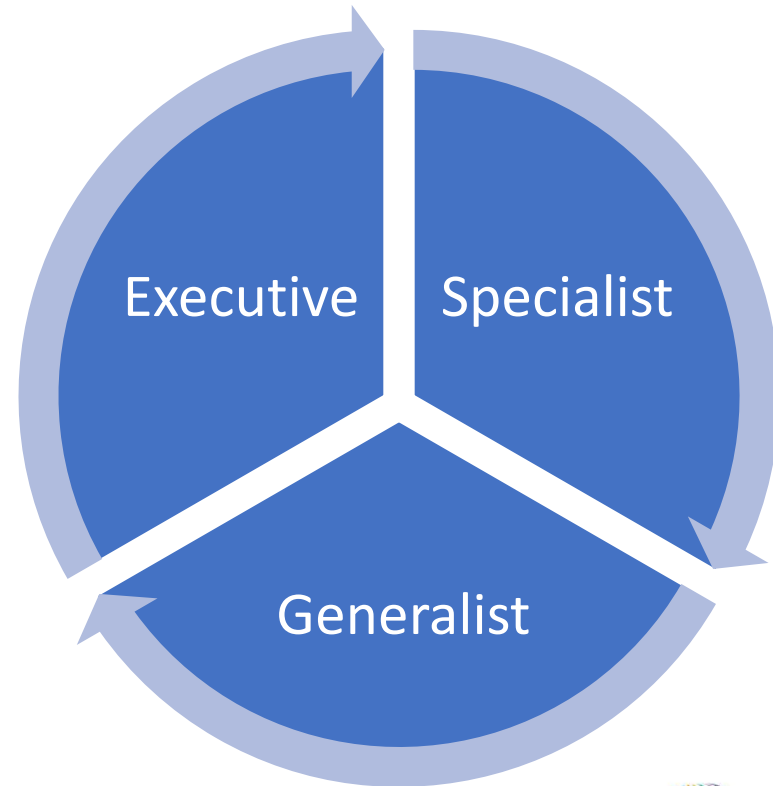
Continuing Professional Development (CPD)

- Process of building, maintaining & enhancing **knowledge**
- Helps plan development, review what you have learnt and evaluate the **effectiveness** of activity
- Underpins **validity** & competence as a SBP & leader
- Undertaken in a **variety of ways** – work based learning, short courses, formal study programmes, secondments, placements or mentoring & coaching can all be considered as relevant activity
- Not always formal & linear
- Relates to learning a **new skill** or undertaking a new task



Identifying areas for career development & progression

- SBP typically drawn from 1 of 3 types
- All have their place
- Can move from one to another as opportunities present themselves
- Planning is imperative.



Training Needs Analysis

- Deploy Training Needs Analysis documentation
- Highlight the difference that the training will make
- Identify the business need (e.g. legislation, safety, recognised skills gap etc.)
- Demonstrate the value to the organisation
- What is the risk if the training is not approved?
- Think about timing
- Project or budget requirements
- Don't wait until end of year review
- Make training & development a meeting agenda item



Training Needs Analysis

- Training should be seen as an **investment, not a cost**
- Apprenticeships should be seen as an activities that will enhance the **competence of the organisation**
- Is it good **use of the levy?**
- What is a useful **work based project** for the apprentice to do?
- What happens after the apprenticeship?
- What is the **follow up** activity?



Training Implementation

- Pilot training programmes are an important consideration for any programme – internally constructed or purchased from a training provider
- Pilots allow you to test the delivery and structure of the programme, in a safe, risk free environment
- Pilot training should allow free flowing comment and debate with areas for enhancements or modifications recorded and debated.
- The Training Needs Analysis should also be modified in line with programme changes
- This will support a programme of continued improvement



Training Evaluation

- Kirkpatrick Model = worldwide standard for evaluating the effectiveness of training
- Considers the value of any type of training, formal or informal
- 4 levels

THE KIRKPATRICK MODEL

Level 1: Reaction

To what degree participants react favorably to the learning event

Level 2: Learning

To what degree participants acquire the intended knowledge, skills and attitudes based on their participation in the learning event

Level 3: Behavior

To what degree participants apply what they learned during training when they are back on the job

Level 4: Results

To what degree targeted outcomes occur as a result of learning event(s) and subsequent reinforcement

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Supporting your development Apprenticeships

- Apprenticeships offer aspiring and practicing school business professionals with the opportunity to combine practical training and study
- ISBL has led the development of a number of new apprentice programmes that have been specially contextualised for the education sector
- They offer a route to ISBL Membership and provide an exciting opportunity for professional and personal development.



Supporting your development Apprenticeships

Apprentice are encouraged to become ISBL Members and enjoy the benefits that Membership will provide

- Support in career development
- Challenge from networks both face to face and online
- **Level 3 Business Administrator** – available
- **Level 4 School Business Professional** – autumn 2018
- **Level 6 Chartered Manager Degree Apprenticeship (CMDA)** – available
- **Level 7 Senior Leadership** – available autumn 2018



The key competences for effective school business management

Why invest in professional development?

- Expectations of the role
- Compliance
- Safety
- Legislation
- Market conditions
- Demonstrate competence
- Ensure effectiveness
- Improve efficiencies



The key competences for effective school business management

ISBL defines '**competence**' as -

- *The ability to apply knowledge skills and understanding in order to carry out a task: effectively, consistently and safely to a defined standard*

ISBL Professional Standards

- Establishes a clear **blueprint** for effective school business management & leadership
- Celebrates existing best practice.



Supporting Professionalisation

Supporting your development

ISBL Professional Standards

- 2015 - NASBM priority = development of a suite of professional standards for SBP, comparable to those already available for **other staff** in schools
- In a **changing workplace**, these standards = effective benchmark for the development of the profession



Supporting Professionalisation

Supporting your development

ISBL's Professional Standards:

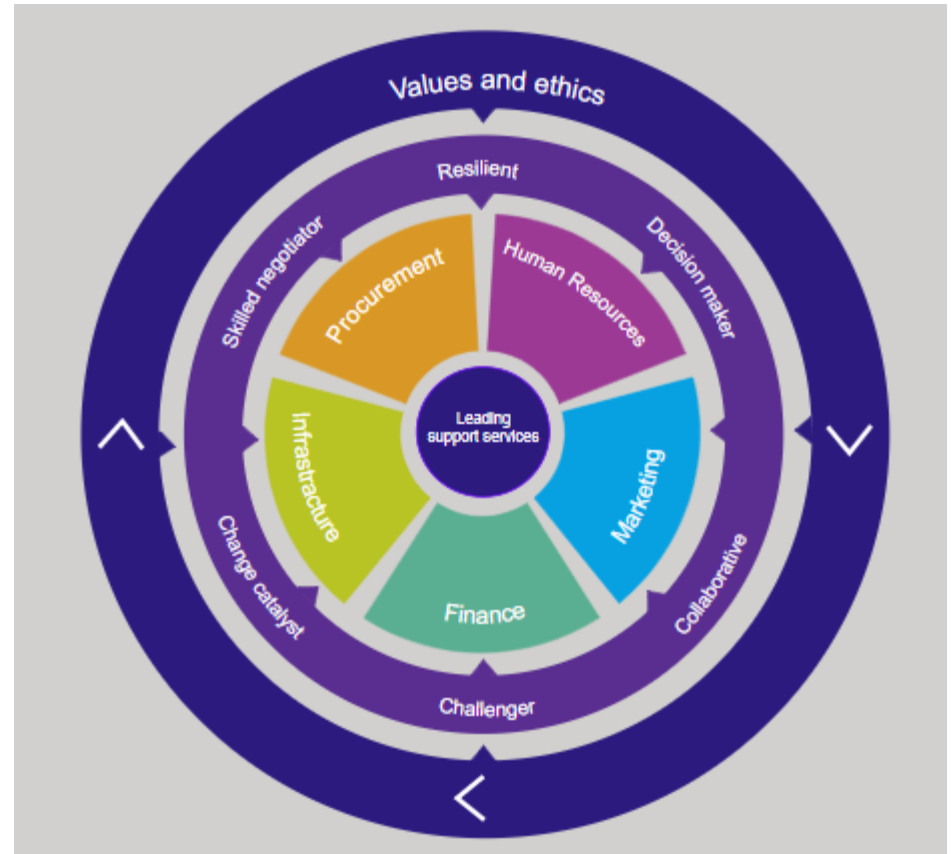
- Set out the **core and specialist areas** of competence required to be successful
- Assist those currently working in, or **aspiring** to work in the profession, to perform their role
- Set out the content of both **initial and continuing professional development** for those entering or developing their career
- Provide a **framework** for the development of qualifications and other professional recognition



ISBL Professional Standards

- 6 main **disciplines** of school business management
- 6 principal **behaviours** required to be effective

Each wheel allows users to drill down into each section & self assess their own development against a defined standard



ISBL Professional Standards

Tier 1	Tier 2	Tier 3	Tier 4
Practice at this level is likely to include, but not be limited to, making contributions to a process or a project with some direct responsibility for an area of work or an element of a team.	Practice at this level is likely to include, but not be limited to, supervision of a team, a process or a project with supervisory responsibilities for an individual or a team discharging a task or function.	Practice at this level is likely to include, but not be limited to, the management of a team, processes or projects with management accountability for an individual or a team discharging a task or function.	Practice at this level is likely to include, but not be limited to, high levels of accountability for strategic leadership and/or specialist knowledge (mastery) across defined areas of the school/trust, and a commitment to a self-improving sector through system leadership.
Knowledge at this level focuses on the immediate skills and understanding needed to perform defined tasks.	Knowledge at this level facilitates operational competency across a number of interrelated tasks and professional disciplines.	Knowledge at this level results in strong technical competency across a number of interrelated tasks and professional disciplines.	Knowledge at this level represents technical mastery of specific professional discipline(s) and the ability to pass on that mastery to others.
Basic understanding of the context/purpose of tasks undertaken.	Broad understanding of the context/purpose of tasks undertaken.	Firm understanding of the strengths of the school/trust.	Profound understanding of the wider context in which the school/trust operates.



Supporting the development of the sector

- ISBL is committed to the development of the **profession & people** within it
- There are a variety of **learning and development** opportunities available to you to access at locations across the country

training@isbl.org.uk



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Programmes with other national organisations

- ✓ DfE – Clerking
- ✓ CIPFA – Finance level 7
- ✓ CIPD – HR level 5
- ✓ CIPS – Procurement – level 4
- ✓ Entrust

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Thank you