

CfA Specialist Business & Administration Standards

CfA Supplementary documentation

CfA Guidance for CfA Draft Standard 334

Draft Version 2

Supplementary guidance for draft unit, Provide administrative support in schools

Background information

In January 2003, government, employers and school workforce unions signed an historic agreement, *Raising standards and tackling workload*. The agreement paved the way for a major reform of the school workforce, enabling teachers to focus more on teaching by deploying a wide range of support staff. A key aim of the reform has been to help schools to work 'smarter, not harder'. School administrators have a vital role to play in achieving this, by developing their occupational skills and knowledge in order to respond to this changing environment.

The functions within the CfA Business & Administration Standards are highly relevant to administrative support staff, particularly as schools continue to modernise and adopt more efficient administration practices. The standards provide opportunities for schools to develop their administrative staff and address any skills gaps; and for staff to gain skills that are transferable within and beyond the school sector.

Draft Standard 334 has been developed specifically for school administrators to cover functions that were not contained within the current standards. The unit is written to be applicable to all administrators working in schools. During the development of the unit, school administrators have made it clear that the activities they undertake vary according to the nature of their school and the way that individual roles within their school are defined.

This means that the standard is written in such a way to cover all these activities without providing the kind of detail that would be found within individual job descriptions. This guidance is provided to give some examples of specific activities undertaken by school administrators, in order to help administrators, line managers and assessors use this unit. Examples have been provided for specific performance indicators where activities may vary according to the responsibilities of individual school administrators.

Guidance on specific Performance indicators within the specialist unit:**Performance Indicator 4:****Follow school policies and procedures for dealing with parents, guardians and carers**

Examples may include, but are not limited to:

- Liaising with parents and guardians when a child is unwell or is late for school
- Arranging meetings and events
- Communication regarding school trips or taking messages for colleagues
- Writing letters and progress reports

Performance Indicator 5:**Follow school policies and procedures for dealing with pupils and students**

Examples may include, but are not limited to:

- Operating pupil registration systems; administering systems for sales of products, such as uniforms or meals; entry and filing of pupil data; administering detentions; attendance monitoring; provision of timetables; dealing with post; and production of daily bulletins; organisation of photographs; writing reports; administration of school transport system; managing unplanned school closure, conditions that affect the school
- The administrative procedures for dealing with pupils that require First Aid, welfare support or pastoral care
- Information clashes; examination problems; illnesses; after school activities; general advice and guidance.

Performance Indicator 6:

Follow school policies and procedures for dealing with the wider community

Examples may include, but are not limited to:

- Provide information to health, social services and justice officials the police and other interested parties
 - Respond to general public inquiries
 - Ensure all communications reflect school policies and procedures in all communications
 - Liaise with feeder schools, such as to arrange inductions weeks for pupils or students
 - Liaise with local authorities
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Performance Indicator 9:**Provide appropriate administrative and organisational support to school contacts and the wider community**

Examples may include, but are not limited to:

- Organising, preparing papers and minuting meetings of the school governing body
- Organising and minuting meetings of a federation of schools
- General meeting arrangements; minutes; passing on information to the right contacts; reports; deal with all teaching requests for information
- Administering uses of school premises by community organisations
- Administering the provision of extended services, such as child care; sport and music clubs; adult learning; children's centres
- Supporting Ofsted inspections

Performance Indicator 10:**Operate school administration systems**

This means the administrative and organisational systems and procedures used within your school for your particular role. This may include, but is not limited to:

- Finance

Attendance

Using the CfA Business & Administration Standards

The CfA Business & Administration Standards are written to be applicable to administrators working in a wide variety of contexts. However, school administrators have identified a small number of terms contained within the standards that are not usually used within a school context.

The following list highlights these terms and provides alternatives that should be substituted when the standards are being used within the school.

- 'Business'; found in units 202; 205; 302; substitute 'school' or 'organisation'.
- 'Customer'; found in units 204; 207; 208; 305; substitute 'contact' or 'school contact' or 'wider community contact'.
- 'Industry'; found in units 202; 302; substitute 'sector'.
- 'Notes'; found in units 211; 311; this can also mean 'minutes' depending on the specific situation in which notes are being taken.
- 'Mission'; found in units 202; 302; this can also mean 'ethos'.

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