

Serco Skills & Training Services

A Day in the Life of a School Business Professional Apprentice

A day in Helen's life

0745

Helen arrives at work, ready to start her day. After making herself the first of many cups of strong coffee, she starts checking her emails and spots a message from the Governor chairing the Finance Committee, enclosing a completed SFVS form for her to check prior to submission. Upon checking the relevant website, Helen notices that a new updated form has been produced since the previous submission, and that the governors have used the wrong form. Helen replies to the email, redirecting the Governor to the correct form.

→ **10 minutes. Develops Helen's knowledge of school finance compliance issues.**

0900

A new Site Manager, Gary, has recently been appointed and started at the school a couple of days ago. As Gary's Line Manager, Helen has set up a series of induction 1:1 meetings with Gary throughout the week, in order to clearly define his remit and to set up his individual development targets. This morning, Helen and Gary are focusing on Health & Safety

→ **0 minutes. No learning here as this is part of Helen's day-to-day role.**

1000

Helen heads back to her office to prepare for a 1030 meeting with a sales representative to discuss printing costs. As Helen is still relatively new to some aspects of school business management, she jots down a few key points to discuss (e.g. contract length, costs, penalties, cancellations etc) and checks with her office colleagues that she hasn't missed anything crucial.

→ **20 minutes. Develops Helen's knowledge of procurement requirements and value for money**

1100

With the new General Data Protection Regulation (GDPR) soon coming into effect, Helen has been tasked to prepare a report for Governors, to be circulated by the end of the week, on the impact of the policy on the school and on the key measures that have been implemented to ensure compliance. Armed with another strong coffee, Helen compiles her draft report and submits to her Headteacher for feedback.

→ **0 minutes. No learning here as this is part of Helen's day-to-day role.**

1230-1330

Working lunch. Helen takes advantage of relative peace and quiet to go on the SBPA's online learning platform and to contribute to the online discussion forum. She jots down a few tips and pointers that will help her with her assignment on employment and discrimination laws.

→ **1 hour. Develops Helen's knowledge of HR policies and legislations**

1330

Back to daily routine activities: going through more unread emails; a teacher coming in to confirm details of payment for a school trips; another member of staff with a bid for money; shortlisting of CVs for a new MDSA.

→ **0 minutes. No learning here as this is part of Helen's day-to-day role.**

1600

Before going home, Helen would like to make further progress on her assignment. As the Headteacher has left for the day and is unlikely to need her for the rest of the day, Helen undertakes some online research on the Employment Law and Equality Act 2010.

→ **1 hour. Develops Helen's knowledge of the Managing Support Services area of the SBPA standards.**

1730

Helen finishes work and heads home.

Total off-the-job training: 2hrs 30 minutes