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| Title: | **Managing school improvement** | | |
| Level: | 5 | | |
| Credit value: | 17 | | |
| Learning outcomes (the learner will) | | Assessment criteria (the learner can) | |
| 1. Understand the principles of school effectiveness and school improvement | | 1.1  1.2 | Identify the key concepts and techniques associated with school effectiveness and school improvement including reference to national policy  Critically reflect on the role of the school business managers in contributing to school improvement processes |
| 1. Be able to apply the concepts of school improvement to a specific school setting | | 2.1  2.2  2.3  2.4 | Analyse the school’s context and current level of performance, drawing on key school documents and data sources  Identify current strengths, areas for improvement and priorities for action from analysis of the school’s performance  Summarise school improvement priority areas and review the potential strategies to address these areas  Complete an options appraisal process to identify one initiative which you will be able to significantly engage with in your position as a school business manager. |
| 1. Be able to lead and manage change within a specific school setting | | 3.1  3.2  3.3  3.4  3.5  3.6 | Outline the school context and the school improvement initiative you intend to implement  Justify the need for change and summarise the specific intervention strategies to be deployed  Apply a range of the tools and techniques of change management  Analyse the organisational culture and attitudes towards the proposed change  Explain your proposed strategy for managing the change and how this has been informed by your initial analysis  Reflect on the usefulness of the tools and techniques of change management and how you could use these in the future |
| 1. Be able to improve efficiency within a specific school setting | | 4.1  4.2  4.3  4.4  4.5  4.6  4.7 | Describe the initial and recurrent costs of the proposed initiative  Describe the metrics you propose to use to determine the value for money of your initiative  Summarise how the initiative has been planned to achieve value for money through regard for economy, efficiency and effectiveness  Analyse the challenges involved in securing value for money in the education sector, drawing on your reading  Review your use of the tools and techniques to measure the value-for-money of the proposed initiative  Explain how to ensure the proposals and improvement initiative are part of a whole school value-for-money strategy  Reflect on the role and responsibilities of the school business manager in improving efficiency and securing value for money |
| 1. Be able to provide a summary of learning on the management of business improvement within a specific school setting | | 5.1  5.2  5.3 | Reflect on the professional learning achieved through completion of work for this unit    Reflect on your current and potential contribution to school improvement as a school business manager  Explain the way in which your work was informed by your reading and academic study into aspects of school effectiveness and school improvement |
| **Additional information about the unit** | |  | |
| Unit purpose and aim(s) | | To develop the knowledge and skills required to be able to evaluate the current level of performance of a school and to understand the concepts of school improvement in order to make proposals for the adoption of an improvement initiative in a school. This includes understanding the nature of change in educational organisations, being able to manage change in schools, understanding the concept of value for money in a school and measures of efficiency and effectiveness in a school as part of a whole school value-for-money strategy | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | |  | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | |  | |
| Location of the unit within the subject/sector classification system | |  | |
| Unit guided learning hours | |  | |