



POSITION DESCRIPTION

Directorate: Education

Position Number: P50872

Branch: School Improvement

Classification: SOGC

Business Unit: North/Gungahlin Network

Location: Neville Bonner Primary School

Position Title: Business Manager

Last Reviewed: August 2026

Position Requirements: Working with Vulnerable People Card (WWVP) registration

The Australian Capital Territory Public Service (ACTPS) is a values-based organisation where all employees are expected to embody the prescribed core values of respect, integrity, collaboration and innovation, as well as demonstrate the related signature behaviours [Values and Signature Behaviour - ACTPS Employment Portal](#)

DIRECTORATE OVERVIEW

The [ACT Education Directorate](#) (Directorate) delivers high quality education services through government schools, registers non-government schools and administers vocational education and training in the ACT. The Directorate aims to develop and deliver educational services to empower each child and young person in the ACT to learn for life.

The Education Directorate is one of seven ACT Government Directorates established with a collaborative purpose to achieve the ACT Government's priorities and to serve the community. The Education Directorate services include the provision of public-school education, regulation of education and care services, registration of non-government schools and home education.

What is important to us: We are an education system that empowers our young people to thrive in ways that foster a democratic, equitable, diverse and prosperous society.

Our Mission: We develop and deliver educational services to empower each young person in the ACT to learn for life.

Our Vision: Our Directorate values of respect, integrity, collaboration, and innovation reflect the employee values of the ACT Public Service. These core values underpin our service delivery and are the cornerstone of our workplace environments. Translating these values into daily practice is an expectation of all ACT public servants.

The ACT public education system continues to expand with over 50,000 students attending 94 public schools, comprising:

- Fifty-five preschool to year 6 schools (including four Koori preschools);
- Twelve year 7 to 10 high schools;
- Eight year 11 and 12 secondary colleges;
- Five early childhood schools (preschool to year 2);
- Four specialist schools;
- Eight preschool to year 10 schools;
- One Kindergarten to year 10 schools;
- One year 7 to 12 school and
- one outdoor school/accommodation centre.

The Directorate also has responsibility for the planning and coordination of early childhood education and care services for the ACT.

The Directorate is structured around four divisions: School Improvement Division; System Policy and Reform; Business Services Division and Service Delivery and Design. The Directorate employs approximately 7,050 staff including 4,211 school teachers and leaders.

Further information about working in the ACT Public Service and the Education Directorate can be found at <https://www.jobs.act.gov.au/about-the-actps> and <https://www.education.act.gov.au/>.

BRANCH OVERVIEW

The School Improvement Branch works closely with schools supporting them to develop sustainable processes that ensure a culture of school improvement and accountability related to their individual context.

SCHOOL OVERVIEW

ACT Public Schools deliver quality education to shape every child's future and lay the foundation for lifelong development and learning.

Neville Bonner Primary School, built in 2012 lies in the suburb of Bonner in Canberra's Gungahlin region. Catering for children from Preschool to Year 6 the school has an enrolment of over 800 students and is a vibrant and diverse place of learning. We strive to provide rich and engaging learning experiences for our students equipping them well for continued learning throughout their lives.

We are focussed and committed to building a strong school community which supports the development and growth of all children by ensuring that we develop strong, trusting and open relations and partnerships between children, families and school staff.

The school is committed to cultural integrity and celebrate the diversity of our multicultural community.

POSITION OVERVIEW

This position is an active member of the school leadership team, overseeing the operations of the school business, and is accountable to the ACT Education Directorate in meeting relevant legislative requirements. The Business Manager plays an integral role within the school community and the school improvement agenda, ensuring the school is a safe and positive environment where students love to learn. The role provides support to the Principal while working collaboratively with the school leadership team and the school community to support student outcomes.

The successful applicant will be required to provide advice and guidance to the principal on the business of the school, lead and manage the day to day and strategic operations and foster continuous service improvement. Lead and manage staff to meet business objectives, set and achieve priorities, monitor workflow, develop school-based procedures and work practices.

This position demands proficiency in the following areas: Strategic planning, Financial and Facilities Management, Human Resources, Communications and Stakeholder Engagement, Procurement and Contract Administration, as well as Compliance, Risk Management, and Governance.

Schools are fast paced ever changing environments; therefore, the selected applicant will also require the ability to prioritise and monitor workflows and practices in line with Directorate policy and procedures, have exceptional communication and liaison skills with the ability to liaise with a range of clients.

WHAT YOU WILL DO

Business Manager positions at this level work under minimal direction in managing the operations of the school and provide strategic advice and recommendations on complex matters. Business Managers working at the SOGC level are responsible for achieving results, accountable for business outcomes in using and allocating resources and which may have a major impact on the day-to-day operations of the school. Responsibilities include:

Strategic Management

- Engage and collaborate with the executive team
- Provide advice and recommendations to the school leadership team on business improvement approaches
- Provide advice and recommendations to the school leadership team to support strategic objectives and the priorities in the School Improvement Plan
- Design programs and policies that deliver innovative solutions
- Recommend and lead business improvement across the school, including:
 - Working with the school leadership team to improve business outcomes at the school
 - Develop, implement and maintain processes that contribute to the efficient and effective operations of the school
 - Encourage business planning and improvement with the school administration and support team
 - Facilitate and implement innovative initiatives that contribute to business improvement strategies and changes in workplace practices.

Human Resources

- Provide advice to the Principal on a range of staffing related matters across several enterprise agreements

- Work with the Principal to determine and manage staffing requirements within the allocated staffing resources
- Lead, mentor and manage the school administrative team to provide operational, administrative and technical support to the school community
- Set priorities, maintain team cohesion and ensure quality outputs for the school
- Manage human resources activities including identify, develop and/or deliver training and development programs
- Understand and work within required legislative, policy and regulatory requirements such as the relevant ACT Government Enterprise Agreements
- Understand and work within the ACTPS Code of Conduct and ACTPS values of respect, integrity, collaboration and innovation, and model behaviour consistent with the ACTPS Respect, Equity and Diversity framework.

Financial Management

Understand and apply financial management principles to:

- Identify, forecast, develop and report on annual school budgets
- Prepare financial statements and coordinate finance reports
- Identify financial issues and assist the school leadership team to understand business needs and costs

Facilities Management

Plan, forecast, develop and implement major projects including:

- Drafting submissions and managing procurement
- Delivering major works, repairs and maintenance
- Managing school infrastructure projects and the school maintenance program
- Managing the Building Services Officer

Communications and stakeholder engagement

- Provide excellent customer service
- Communicate, liaise, negotiate and influence key stakeholders
- Prepare complex documentation

Procurement and contract management

- Strategic management of procurement activities to support school infrastructure and service delivery, and provide evidence of informed advice and recommendations to the School Leadership Team
- Manage hire and licence agreements including identifying opportunities for new revenue streams

Compliance, Risk and Governance

- Work with the school leadership team to identify risks and develop mitigation strategies including preparation of school risk registers
- Interpret, understand and apply legislative, policy and regulatory frameworks
- Ensure compliance of Work, Health and Safety Practices
- Provide support to the School Board

Other duties as directed by the principal.

WHAT YOU REQUIRE

The following capabilities form the selection criteria that are required to perform the duties and responsibilities of the position.

Professional / Technical Skills and Knowledge

1. Demonstrated ability to plan, forecast, develop and implement financial requirements to manage the school budget using sound financial principles.
2. Demonstrated ability to manage and lead staff to meet operational and business requirements, and improve outcomes.
3. Ability to make decisions within governance frameworks that may have a major impact on the business operations of the school, including initiating another course of action or reviewing decisions to deliver business outcomes.

Behavioural Capabilities

1. Demonstrated high level liaison and communication skills and an ability to negotiate with and influence key stakeholders.
2. Demonstrated strategic thinking to design and deliver strategic programs that meet the needs of the school community, including recommendations on best practice service delivery and business improvement practices.
3. Ability to collaborate with the school leadership team to deliver on outcomes that best support students and the school community.

Compliance Requirements / Qualifications

- This position requires a Working with Vulnerable People (WWVP) registration.
- Asbestos Awareness Training is a mandatory requirement of this role and must be completed prior to or on commencement of this role.

Desirables

- Qualifications or equivalent in Business Administration or Finance,
- Experience in a business-related role and relevant financial experience.
- Knowledge of office practices and procedures.
- Knowledge of Microsoft Office packages.
- Knowledge of Xero and Sentral packages
- First Aid qualification. A First Aid Certificate or a willingness to undertake appropriate training.

Other information

Working in a School Setting Duty of Care

The legal duty of care requires that all staff should take all reasonable measures to ensure the safety of any student. Whilst administrative and related classifications do not have the same level of duty of care as teachers, all staff are required to take reasonable steps to protect students against risks of injury that could have reasonably been foreseen.

The duty is not to ensure that there is no injury but to take reasonable care to prevent injury that could have reasonably been foreseen. The level of duty of care for administrative and related classifications will depend on the individual role and the arrangements put in place by the principal.

All administrative and related classifications are responsible for providing basic physical and emotional care for students. This may include activities such as toileting, assisting with meals and lifting of students and/or the provision of support to students in accordance with approved student health care/treatment plans. The degree of responsibility for these activities will vary depending on the role, individual student needs and the working environment.

Extracurricular activities

Administrative and related classifications in schools may be required to assist teachers with the care and supervision of students in out-of-class activities including on school excursions, overnight camps and when transporting students to other campuses or facilities.

These school activities may be in addition to their ordinary hours of work. In these circumstances, participation is voluntary and following agreement with the principal, administrative and related classifications may be granted flex or overtime in accordance with the enterprise agreement.

The degree of responsibility for these activities will vary dependant on the Business Managers student needs and environment.

Mandatory reporting requirements

Administrative and related classifications in schools also have an additional responsibility for the care and protection of students. *The Children's and Young People Act 2008* (the Act) identifies certain persons, including teachers and public servants who in the course of their employment works with or provides services to children and young people, as mandatory reporters.

A mandatory reporter must notify Care and Protection Services when they believe, on reasonable grounds, that a child or young person has experienced, or is experiencing, sexual abuse and/or non-accidental physical injury.

Reportable conduct

The ACT Reportable Conduct Scheme is an employment based child protection measure designed to ensure that allegations and convictions against employees, related to abuse and misconduct against children, are identified and acted on appropriately. The Scheme was developed in response to the Royal Commission into Institutional Responses into Child Sexual Abuse and mirrors the NSW system, which has proven to be an effective and successful model.

The ACT Education Directorate is considered a 'designated entity' under the scheme and as such is required to report allegations, offences or convictions relating to child abuse or child-related misconduct by an employee, to the ACT Ombudsman. For the purposes of the scheme, a child is classified as a person under 18 years old.