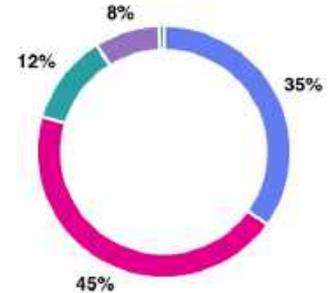


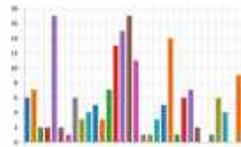
1) Generic Overview of Respondents (All SLS Members)

What is your role?

Headteacher	63
Deputy Headteacher	81
Middle Leader	21
Business Manager / Bursar	15
Other	1



Where are you located?



Aberdeen	6	Highlands	11
Aberdeenshire	7	Inverclyde	1
Angus	2	Midlothian	1
Argyll and Bute	2	Moray	3
City of Edinburgh	17	North Ayrshire	5
Clackmannanshire	2	North Lanarkshire	14
Comhairle nan Eilean Siar	1	Orkney Islands	1
Dumfries and Galloway	6	Perth and Kinross	6
Dundee	3	Renfrewshire	7
East Ayrshire	4	Scottish Borders	2
East Dunbartonshire	5	Shetland Islands	0
East Lothian	3	South Ayrshire	1
East Renfrewshire	7	South Lanarkshire	6
Falkirk	13	Stirling	4
Fife	15	West Dunbartonshire	0
Glasgow	17	West Lothian	9

2) Overview of School Business Manager Responses

There were **16 School Business Manager respondents**, including one "other" School Support Manager (22% of our SBM membership) working across local authority and independent schools in Scotland, and representing a geographical spread including large urban authorities and smaller or rural authorities.

Length of service of SBM respondents:



Respondents were asked to evaluate a range of **professional learning priorities**, rating each as:

- **“Essential”**
- **“Valuable”**
- **“Interesting”**
- **“Not a current PL priority”**

Open-text comments were also provided.

3) Overall Patterns in Professional Learning Priorities

Professional Learning deemed **essential** by over 50% of SBMs

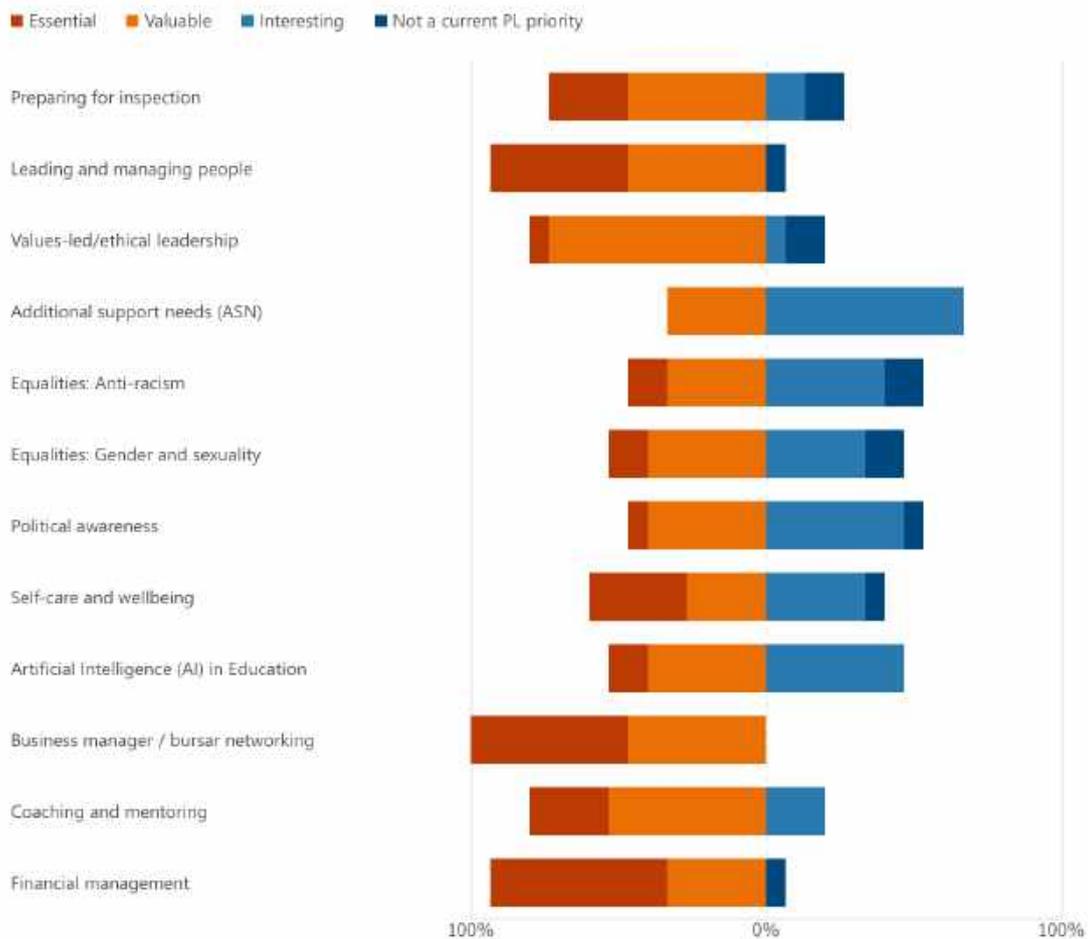
- Business Manager / Bursar Networking (53.3%)
- Financial Management (60%)

Professional Learning deemed **essential** or **valuable** by over 50% of Middle Leaders

- Preparing for Inspection (26.7%; 46.7%)
- Leadership of Change (46.7%; 46.7%)
- Values led / ethical leadership (6.7%; 73.3%)
- Equalities: Gender and Sexuality (13.3%; 40%)
- Self-care and wellbeing (33.3%; 26.7%)
- AI in Education (13.3%; 40%)
- Coaching and Mentoring (26.7%; 53.3%)
- Coaching and Mentoring (18.5%; 42%)

4) Full list of Ratings from School Business Managers / Bursars

Please consider the current challenges and opportunities in your role and context, and indicate whether the following suggested areas of professional learning are: Essential, Valuable, Interesting, or not a current Professional Learning priority.



5) Implications for Professional Learning for SBMs / Bursars

- Design PL programme for SBMs, that align with their priorities.
- Support pathways for aspiring and serving SBMs.
- Recognition of isolated nature of many SBM roles / contexts.
- PL that recognises the diversity of SBM roles and duties within secondary schools across Scotland.
- Embed opportunities for networking and mentoring for new and experienced SBMs.
- Ensure PL is linked to national policy priorities and direction.
- Seek out 'experts' with experience to share in areas identified by respondents.

6) Focus Group Volunteers

Three SBMs representing three local authorities indicated they would like to meet to discuss the results of the questionnaire and implications for the Professional Learning programme for 2026- 2027. The questionnaire results will also be presented at the next SBM forum on Monday 16th February at 3pm (online).

Appendix: Comments from SBMs/ Bursars

Finance

- Budgets getting tighter!
- Financial challenges facing schools are becoming increasingly difficult to manage with falling school rolls.
- Applying for funding opportunities – guidance on applications.

Practical Guidance

- Practical guidance for dealing with such a wide remit, and advice on any forth-coming changes which impact on how schools operate.
- Professional Learning Pathways for new SBMs
- The creation of a pathway for the learning and development of new Resource Managers
- Support and guidance with HR issues
- Managing the teaching and support staff workplace issues
- Dealing with violence in the workplace. Finding time to consider strategic areas of role.
- Skills for data analysis would be an essential topic that I would like to see covered.

Networking / Support

- Work/life balance can always be an issue. Demands are high based in large schools and also from HQ and outside agencies. Local Authorities tend to have their own network, however seeing the wider scope of this post in other areas is very beneficial.

National Policy

- SQA qualifications and changes.
- SNCT agreements around cover.
- What would the proposed changes to the teachers working day look like in working practice.