

RESOURCES COMMITTEE

Membership

The Committee will comprise up to 6 governors and where appropriate associate members to provide specific expertise and or skills. The attendance of 3 serving governors of the FGB forms a quorum.

School Representative

Lead: Mrs Jane Cartwright
Mr Mark Woodcock

Quorum

The quorum for meetings of the Committee is 3 governors. The meeting will not take place unless the headteacher or her representative is present.

Meetings

The Committee will meet at least once a term, in advance of the main governing body meeting, with additional meetings as necessary.

Responsibilities: all committees have the following responsibilities:

1. To receive reports from members of staff about matters relating to any of the issues listed in their terms of reference.
2. To contribute to, monitor and evaluate relevant parts of the SEF, the school improvement plan and the policies allocated to them, reporting or making recommendations to the full governing body.
3. To consider recommendations from relevant external reviews for example audit, Ofsted or local authority review, to agree the actions needed to address any issues identified and to monitor and evaluate regularly the implementation of any plan agreed, reporting or making recommendations to the full governing body.
4. To consider the views of staff when making strategic decisions that will impact on them
5. To consider the impact on equality, referencing the protected characteristics, when making recommendations and when reviewing/drafting policies. **See Annex A for information about the General Equality Duty**
6. To take appropriate action on any other relevant matter referred by the governing body.

The Resources Committee will monitor and evaluate the use and impact of the school's budget, recruitment and professional development of staff, and premises.

Finance

- To ensure a programme of internal scrutiny to provide independent assurance to the board of risks, financial controls and compliance.
- To review, adopt and monitor a Finance Policy which includes the local scheme of delegation for spending and budgetary adjustments (virements) for the committee, headteacher and other nominated staff.
- To review, adopt and monitor all additional financial policies, including a charging and remissions policy.
- To establish and maintain a three year financial plan, taking into the account priorities of the School Improvement Plan, roll projection and signals from central government regarding future years' budgets, within the constraints of available information.
- To draft and propose to the governing body for adoption an annual school budget taking into account the priorities of the School Improvement Plan.
- To make decisions in respect of service level agreements.

- To ensure that sufficient funds are set aside for pay increments as set out in the Pay Policy and as recommended by the headteacher.
- To monitor the income and expenditure throughout the year of all delegated and devolved funds against the annual budget plan.
- To receive at least termly budget monitoring reports from the headteacher.
- To report back to each meeting of the full governing body and to alert them of potential problems or significant anomalies at an early date.
- To approve any budgetary adjustments that will from time to time be necessary in response to the evolving requirements of the school.
- To prepare the Trustees Report to form part of the Statutory Accounts of the governing body and for filing in accordance with Companies Act requirements.
- To receive auditors' reports and to recommend the governing body action as appropriate in response to audit findings.
- To recommend to the full governing body the appointment or reappointment of the external auditors.
- To ensure the committee continues to monitor and act in accordance with the Academy Trust Handbook.
- Making procurement decisions in line with wider environment policies and to achieve greater long term sustainability into both the finance and premises, health & safety sections to reflect the importance of the green agenda for the school.

Staffing

- To ensure that the school is staffed sufficiently for the fulfilment of the school's improvement plan and the effective operation of the school.
- To establish and oversee the operation of the school's Appraisal Policy - including the arrangements and operation of the school's appraisal procedures for the Headteacher.
- To establish a Pay Policy for all categories of staff.
- To ensure that staffing procedures (including recruitment procedures) follow equalities legislation (**See annex A**).
- To review annually procedures for dealing with staff discipline and grievances and make recommendations to the governing body for approval.
- To monitor approved procedures for staff discipline and grievance and ensure that staff are kept informed of these.
- To recommend to the governing body staff selection procedures, ensuring that they conform with safer recruitment practice, and to review these procedures as necessary.
- In consultation with staff, to oversee any process leading to staff reductions.
- To establish the annual and longer-term salary budgets and other costs relating to personnel, e.g. training

The Committee will also nominate 3 governors to form the **Pay Review Committee** which will:

- ensure the annual review of the whole school pay policy to take account of local and national developments and make appropriate recommendations to the governing body;
- ensure an annual review of teachers' salaries in line with current arrangements in the School Teachers' Pay and Conditions Document**;
- ensure an annual review of support staff salaries in line with current arrangements in the NJC for local government or other appropriate bodies;
- consider the recommendation of the headteacher's performance review group in relation to whether to award the head an annual increment ***;
- scrutinise a sample of performance management review statements for staff to ensure a link between quality of teaching including student outcomes and pay progression

**Anyone employed to work at the school other than the headteacher must withdraw from this

item

***Anyone employed to work at the school including the headteacher must withdraw from this item

Premises, health and safety

- To provide support and guidance for the governing body and the headteacher on all matters relating to the maintenance and development of the premises and grounds, including Health and Safety.
- To ensure that an annual inspection of the premises and grounds takes place and a report is received identifying any issues.
- To inform the governing body of the report and set out a proposed order of priorities for maintenance and development, for the approval of the governing body.
- To arrange professional surveys and emergency work as necessary.
 - *The headteacher is authorised to commit expenditure without the prior approval of the committee in any emergency where delay would result in further damage or present a risk to the health and safety of students or staff. In this event the headteacher would normally be expected to consult the committee chair at the earliest opportunity.*
- To create a project committee where necessary to oversee any major developments.
- To establish and keep under review an Accessibility Plan and a Building Development Plan
- To review, adopt and monitor a Health and Safety policy.
- To ensure that the governing body's responsibilities regarding litter, refuse and dog excrement are discharged according to Section 89 of the Environmental Protection Act 1990, so far as is practicable.

Statutory policies and documents

Accessibility Plan
Appraisal - Appraising Performance & Dealing with Capability Issues for All School Staff
Charging and Remissions policy
Complaints Policy
Data protection Policy GDPR
Dealing with allegations of abuse made against staff
Disciplinary Policy
Equality information and objectives/Single equality scheme
Facility Time Policy

Statutory policies and documents

Freedom of Information Scheme
Grievance Policy
Health and safety and risk assessments
Management of Sickness Absence
Management of Serial and Unreasonable Complaints
Pay Policy
Public Sector Equality Duty
Staff Code of Conduct
Support Staff Appraisal
Whistle Blowing (required by guidance)
Stress Management Policy (formerly Work-life balance policy) and Employee Well Being Policy

Non Statutory policies and documents

Business Continuity Plan
Bullying and Harassment Policy
CCTV Policy
Critical Incident Plan
Discretionary Leave of Absence Policy
Employee Relations
EVC Policy
Financial Management Operating Policy
Financial Management Schedule of Delegation

Non Statutory policies and documents

Flexible Working Policy
Gifts and Hospitality Policy
Income Policy
Parental leave Policy
Personal Technology Policy (formerly Digital Technology Policy)
Procurement and Tendering Policy
Recruitment and Selection Policy
Staff Induction
Staffing Reductions

Voting

Every question to be decided at a committee meeting must be determined by a majority of votes of those governors and associate members present and voting. If there is an equal number of votes, the chair (or the person acting as chair), provided that he or she is a governor, has a second (or casting) vote. The committee can only vote if the majority of the committee members present are governors.

Voting rights of associate members on committees

The 2013 Procedures Regulations removed the limitations on voting rights of associate members in committees. The GB has decided to exercise its option to ask associate members to withdraw when individual staff or students are being discussed.

Terms of Reference agreed 4/10/2021

Annex A

The General Equality Duty

A school must have **due regard to the need to:**

- a) eliminate **discrimination**, harassment, victimisation and any other conduct that is prohibited by the Act
- b) advance **equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Protected characteristics

- Age (not students)
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

To be reviewed September 2022

Ensuring accountability

The Governance handbook for academies, multi-academy trusts and maintained schools, published in March 2019, suggests a number of relevant questions that governors might wish to ask school leaders. The following questions are taken from section 3.3 Accountability for educational performance, paragraph 12 and section 3.5 Accountability for financial performance, paragraph 38. I have aligned them to our committee structure:

Resources Committee

1. Are resources allocated in line with the organisation's strategic priorities?
2. Does the organisation have a clear budget forecast, ideally for the next three years, which identifies spending opportunities and risks and sets how these will be mitigated?
3. Does the organisation have sufficient reserves to cover major changes such as re-structuring, and any risks identified in the budget forecast?
4. Is the organisation making best use of its budget, (e.g. by integrating its curriculum planning with its financial planning and using efficiency data to inform decision making)?
5. Does the organisation plan its budgets on a bottom up basis driven by curriculum planning (i.e. is the school spending its money in accordance with its priorities) or is the budget set by simply making minor adjustments to last year's budget to ensure there is a surplus?
6. Are the organisation's assets and financial resources being used efficiently?
7. How can better value for money be achieved from the budget?
8. Is the organisation complying with basic procurement rules and ensuring it gets the best deal available when buying goods and services in order to reinvest savings into teaching and learning priorities?
9. Is the organisation taking advantage of opportunities to collaborate with other schools to generate efficiencies through pooling funding where permitted, purchasing services jointly and sharing staff, functions, facilities and technology across sites?
10. Does the school have the right staff and the right development and reward arrangements? What is the school's approach to implementation of pay reform and performance-related pay? If appropriate, is it compliant with the most up to date version of the School teachers' pay and conditions document? Is the school planning to ensure it continues to have the right staff?
11. Are teachers and support staff being used as effectively and efficiently as possible and in line with evidence and guidance?
12. How effectively does the organisation listen to the views of staff, and ensure work/life balance for their workforce, and how does the organisation review and streamline unnecessary workload whilst maintaining high standards?
13. Are senior leaders including headteacher and finance manager getting appropriate CPD?

In addition, the 'schools financial benchmarking' website enables maintained schools and academies to compare their spending in detail with other schools, consider their comparative performance and think about how to improve their efficiency. Benchmarking financial information in this way helps the board to question whether resources could be used more efficiently. For example:

- are other schools buying things cheaper or getting better results with less spending per student?

- if the cost of energy seems high compared to similar schools, are there opportunities for investment in energy-saving devices to reduce the cost?
- if spend on learning resources seems high compared to similar schools, are there opportunities for collaborating with other local schools to bring costs down?
- if your spending on staffing is higher than other similar schools, are these schools achieving more in terms of attainment? If so what might be learnt from them about how they deploy their workforce?
- if the spend on teaching assistants is higher than other schools, is the board sure that they are being used effectively and efficiently to support student outcomes?