



Financial Management

Legal and Regulatory Framework

- Education Act 1998
- DES Circulars & FSSU Financial Guidelines
- Governance document of the Trust/Patron
- Trustees
- Board of Management
- Legal Requirements e.g. Revenue Compliance Charities Regulator, Central Statistics Office, Charitable Donations Scheme

Education Act 1998

- Section 12: State funding of schools
- Section 15: Functions of BOM;
Responsibility to Patron
- Section 18: Accountability

Education Act 1998 Section 15

The Board:

- manages the school on behalf of the patron
- consults with and keeps the patron informed of decisions and proposals
- has regard to the efficient use of resources, the public interest and accountability

Annual Financial Reporting Requirements

- Education Act – Section 18 – audited or certified accounts
- Signed final accounts to Trustees
- Approved signed copy to FSSU
- Report to Parents & Staff - Summary
- Include all bank accounts in the name of the school i.e. the Parents Association bank account and Past Pupil Associations
- External Accountant – invite to present accounts to Board, online submission of accounts to FSSU
- Late submissions

The Financial Support Services Unit

Set up by DES to support voluntary secondary schools

- Standardised system of controls and reporting
- Standardised formats for accounts, budgets, review
- Collate and review school accounts
- Liaise with DES officials
- Individual school audits and evaluations
- Advice and support for schools

The Board is responsible for:

Ensuring the school has adequate Internal Control procedures and strong Financial Management

- Maintaining proper books and records
- School bank Accounts
- Licence fee to Trustees
- Expenditure must not exceed income
- Annual budget
- Sub-Committee on Finance
- Cheque and electronic signatories
- Use of school premises
- Insurance

Trustee approval needed for:

- Extension, improvement or replacement of building
- Hire purchase/lease agreements, bank loans, overdrafts or any loan
- Borrowing money
- Credit cards and Debit cards
- Charities Regulator –
Restricted/Unrestricted/Designated funding

Online Claims System

- Compliance with Financial Guideline 02-2013/2014 (see book) and DES Circular 0024/2013
- Security procedures
- Report to Board on use of part time hours at every meeting
- Report on absences to individual teachers at least once per term

Recommended Financial Reports to the Board

See book for sample reports

Summary – Role of the Board

- Compliance with Section 18 Education Act
- Obligations to Trustees in relation to reporting and land and buildings
- Consistent review of actual spending versus budget
- Approval of spending and payments
- OLCS requirements



The Schools Procurement Unit



Are you uncertain of the answers to any of the following questions?

- Is the procurement activity carried out on behalf of your school compliant with national and EU guidelines?
- Are those who undertake this procurement activity aware of their obligations under the law?
- Could your school have a risk exposure because of potential non-compliance?

For guidance on all matters related to Public Procurement and your school -

Phone: 01 203 5899

Web: <http://www.jmb.ie/school-procurement>

Email: procurementsupport@jmb.ie

JMB School Building Projects Advisory Service - 1

Aim: To assist school management with the practical challenges re building projects

Note: **Trustees**, must give approval for all capital works

The Service: Advising schools on:

- Drawing up an overall plan for the school
- Making an application
- Tendering for architects or engineers
- Liaising with the DES Building Unit

JMB School Building Projects Advisory Service - 2

How to apply for:

- Major Projects – big extensions
- Additional Accommodation – smaller extensions
- Summer Works Scheme
- Emergency Works

Board should be involved at all stages



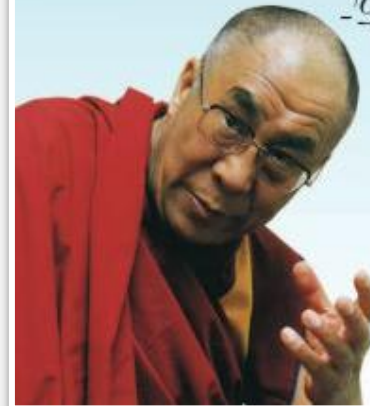
The Board's role in Leading Teaching and Learning

Leadership and Management



“When educating the minds of our youth, we must not forget to educate their hearts.”

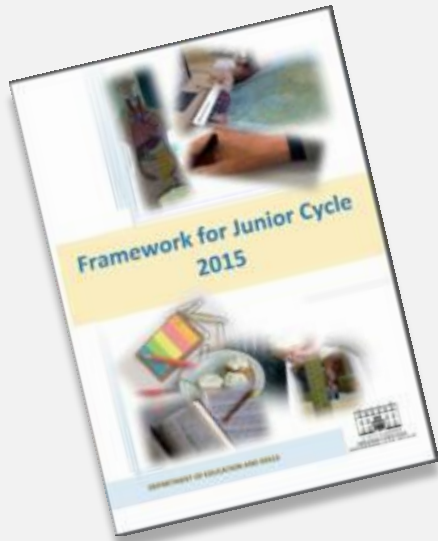
-Dalai Lama



Teaching and Learning

Education is about transformation, a process enabling our students to become fully alive human beings

Your 2017 Agenda



1. Looking At Our School 2016
2. School Self-Evaluation 2016-2020
3. Framework for Junior Cycle 2015
4. Wellbeing Guidelines 2016



Additional references

- A. Circular 0040/2016 – Continuing School Self-Evaluation
- B. Circulars 0024/2016 and 0015/2017 – Implementation of New Junior Cycle
- C. Circular 29/2017 – Junior Cycle Resources



Looking at our Schools: A Quality Framework for Post-Primary School

Two Main Dimensions

1. Teaching and Learning

2. Leadership and Management



Four Domains

- i. Learner outcomes
- ii. Learner experiences
- iii. Teacher's individual practice
- iv. Teachers' collaborative practice

Looking at our Schools: A Quality Framework for Post-Primary School

Two Main Dimensions

1. Teaching and Learning

2. Leadership and Management



Four Domains

*Examples of best practice
in schools (Standards)*

- i. Leading learning and teaching
- ii. Managing the organisation
- iii. Leading school development
- iv. Developing leadership capacity

School Self-Evaluation 2016-2020

***Focus on 2 elements of teaching and learning ...
may be related to Junior Cycle***

- School Self-Evaluation Report
- School Improvement Plan

Refer to JMB Board of Management Training Booklet

Models of evaluation/inspection



Questions for the Board of Management

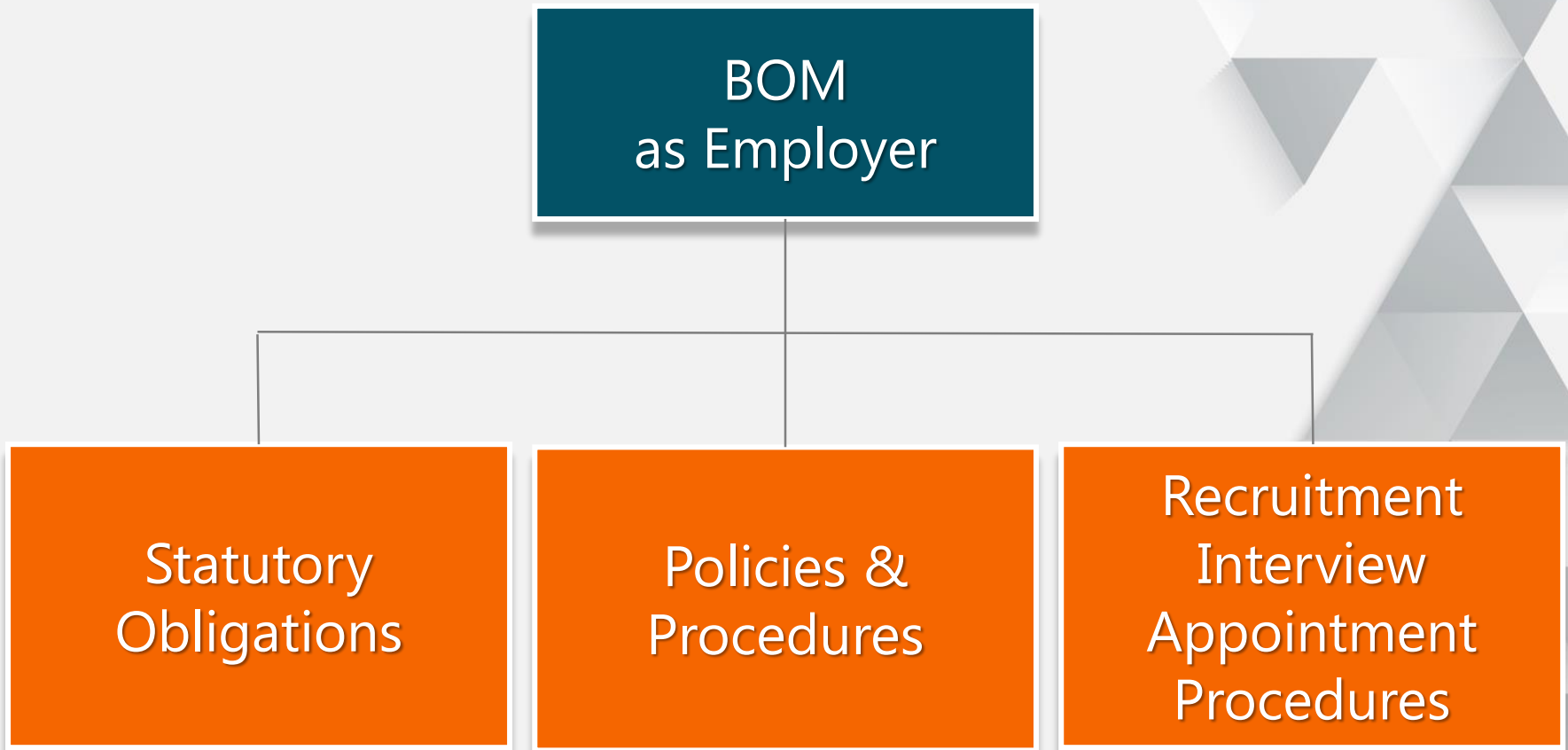
1. Has the Board seen the School Improvement Plan (SIP) for 2017-2018?
2. What improvements in teaching and learning are being targeted in the plan?
3. How will the Board know when improvement has occurred?
4. Who is leading this work?
5. What challenges are the school experiencing in advancing improvement, creativity and innovation?
6. How can the Board support the changes/emerging needs?

Refer to JMB Board of Management Training Booklet for template of SIP



BOM as Employer

B.O.M. Responsibilities



The Board as Employer

- Statutory Duties – Vetting of all school personnel
- Appointments **Art. 21,23,26**
- Interview Procedures **Art. 21,23**
- Contracts of Employment – JMB website www.jmb.ie
Redeployment Scheme **Art. 23(b)**
- In-School Management (ISM) **Art. 24**
- Interview Competencies – Appoint Principals and Deputy Principals and Deputy Principals – In-service

The Board as Employer

- ✓ Complaints Procedures
- ✓ Grievance Procedures
- ✓ Disciplinary and Competence Procedure

DES CL 0060/2009

- ✓ Teaching Council will only intervene where complaints are of a serious nature relating to registered teachers.

Complaints, Grievance & Disciplinary Procedures - Adhering to the Procedures

- Seek JMB advice
- The procedures are set out in stages; a step by step approach
- Correspondence on complaints and grievances should be only read where the procedures have been invoked and followed stage by stage
- Board engagement at correct stage in the particular procedure
- Two page summary document in the information booklet



Case Study

Case Study

- How does the Board operate?
- This case study aims to raise awareness of the principles and procedures that must underpin the work and decisions of the Board

The Board in Action: Case Study



1. What does the Board need to take into account before making a decision?
2. What decision might your Board make in this case?

Feedback on Case Study

➤ Issues that might be considered include:

- School's ethos –balancing conflicting values
- Serious impact “refusal to admit” would have on student's future
- Likely Section 29 Appeal
- Impact on other students if admitted
- Impact on principal's standing among staff
- Staff reaction if BOM decides to admit student
- Importance of how decision is communicated to principal and parents
- Inappropriate “off-the-record” conversation.

Feedback on Case Study (Cont.)

- What was the applicant's behaviour record in the other school prior to this event?
- Principal should provide evidence to support her contention about the number of disruptive students in Second Year e.g. significantly more discipline issues in Second Year compared to other years
- How did the "difficult student", who had been admitted to Fifth Year at the start of the year, get on? Did s/he cause any problems?



THANK YOU

This training has been presented by the JMB and the Trustees
Additional reference material is in your printed pack
We wish you every success