

Action Plan

Date _____

FINANCIAL MANAGEMENT OF : SCHOOLS ACTION PLAN :-

At some point every teacher will be responsible for part of their school's finances - from handling petty cash for a trip to explaining why you've overspent the departmental budget for a second running.

But, if you aspire to join your School's Senior Leadership Team (SLT) you're likely to be asked to take on an even greater role in monitoring School finance. We've put together a beginner's guide to budgeting for money, and explaining financial accountability.

1. Make Your Budget Work For you :- School Improvement Plan :-

When taking over your School's budget, it's easy to get bogged down by the numbers, but don't just be driven by how your School has budgeted in the past. Think about what you would like to do if you had unlimited money, then look at how much you've got to spend and what you can achieve with it.

Your School budget should reflect your School Improvement Plan - set on a five-year basis showing two years in retrospect, the current year, and next year's forecast.

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Before setting up any new budget, you'll want to have handy:

- Old budget to look at a past performance, so you can hear under- and over spends.
- Pupil number (Lexus, and authority and feeder school lists) - Be aware that neighbouring schools changing their admission policies could also impact your numbers.
- Exam results, so you can identify which parts of the curriculum could benefit from more money, and which have previously.
- Staffing requirements, including updated pay scales.
- Other resource requirements - money needed for insula maintenance etc.

2: Understand The Basic Principles:- Of School Budgeting:-

The first thing you need to understand is the different funding streams by which the school receives its resources.

- Delegated Funding (e.g. the dedicated school's grants) usually has no strings attached to it.

• Devolved Funding comes with conditions on how the money can be spent. For example, you must be able to demonstrate how pupil premium money is benefiting target students and that devolved formula capital funding is only being spent on high-team assets.

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- Capital funding can only be used to improve a long-term asset (eg upgrading buildings or the school's technology networks).

- Revenue funding should be used within a year (on salaries, heating, stationery and routine repairs etc).

It's good practice to monitor and review your budget monthly. put dates in your diary for when to file budget reports to draw up a budget to different bodies at families and date will vary.

An example of how to draw up a budget reporting spreadsheet to show month-by-month spending is below. For each item budget you'll want to show projected and actual expenditure to date. and to make vague figures easier to spot it help to show these as percentages too

PROPOSED BUDGET FOR A SECONDARY * SCHOOL:-

When you don't want to end in the red it's good to plan contingency funding between January and March. You'll want to start forecasting next year's budget while reviewing the current budget to identify areas where money could be moved to other resources in future.

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3) Get Value For Money When Procuring:- —: Resources: —

In the age of austerity, getting the best value for money (VfM) has never been so important. The DfE's benchmarking system is a useful resource for school budgeters as you can see how much and ~~so~~ neighbouring school spend on resources such as classants, catering, building maintenance and so on. It doesn't show you why difference occurs, however, so it's important to read between the lines.

4) Be Confident Demonstrating VfM:-

Now you've got to break the school budget for the governor, come with easy-to-understand, clear, budget reporting heads and be prepared to explain to holes with recommendations for avoiding them in future. For example if you overspent on building maintenance this year, you could suggest implementing more regular checks to spot problem areas or negotiating better team with your insurers and maintenance providers.

Perhaps you're not the one who has to account for the school's expenditures to the governor, you're head of the English department and want to ask more funding for GCSE ~~but~~ students. The same principle applies. Show the SLT how increasing/decreasing your budget has affected your students' results. School, who turned their A*-C pass rate around from 58% to 82% in two years make? Make the business case for proposed changes (and bonus points if you can).

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where the money will come from so the school's business manager doesn't have to).

5) Help Other Teachers Understand Financial Accountability

Finally, it's easy for most teachers to think they don't need worry about the school's finances unless they're in senior leadership, but sooner or later they'll be coming to you for the petty cash.

The best way to explain the importance of financial accountability to your colleagues is by using real life scenarios. Get your colleagues together at the year for a short Q&A session on the school finances. This will make you look approachable and the school finances transparent. It will also give you a chance to gauge their financial knowledge. Ask them what trips they want to plan this year and walk through the steps they must take:

- Have they costed the trip properly?
- Included hidden costs and a small contingency fund?
- How much will they need to charge parents?
- Did they know they must bring back VAT receipts as these can be used to offset the school's tax bill?

You could also teachers who've managed departmental, trip or event budget to share their experiences and lessons. What did they find most challenging? Was there anything they would have liked more information on that you can now provide?

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Final Lesson Plan

Teacher # Noor Alam
Subject # Science
Topic # Transverse Wave.
Class # ~~9th~~ 7th
Strength
Of Students # 30
Duration # 35 minutes.

Learning Outcomes:-

After this lesson student will be able to

* Design and Explain Transverse Waves.

Resources & Av aids.

* Rope.

Methodology:-

* Demonstration method.

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Previous Knowledge:-

- * What is waves?
- * What is type of waves?

Announcement Of Topic & Introduction

A wave in which particles of the medium move perpendicular to the direction of waves.

Presentation:-

- * Crest (Normal Position)
- * Trough (Below of N.p).

Activity Of Teacher:-

Teacher will call two students of class he give a rope they will move it free it can produce Transverse Waves.

Activity Of Students:-

Teacher will make group of student seven and each group contain 4-5 students and they will discuss the in group.

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Assessment :-

Teacher will call one student from each group and ask some question

What is crest?

What is Trough?

Conclusion :-

A wave in which particular of the medium move perpendicularly to the direction of waves.

- * Crest (Normal position)
- * Trough (Below of N.P).

Home Work :-

Write a note on Transverse Wave?

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