Christ the King Catholic Primary School

Christ be our light and our guide

Our Vision: To provide an outstanding Catholic education with Christ as our light and our guide.

Guidance on the Use and Management of School Resources		
Date	**Review Date**	**Coordinator**
September 2017	**September 2018**	**M Ryan**

Introduction

The term 'resource' embodies a number of critical areas within the school, the use of which determines to a very large extent, the quality of the education offered.

In order to simplify these guidelines, the areas will be identified under the following headings :-

- Staff: Teaching
  Support Teachers
  Auxiliaries   }
  L. Supervisors   }
  School Secretary   }   Non-teaching
  Site Supervisor   }

- Time

- Curriculum Planning

- Planning for Learning

- Resource Provision

- The Management of Resources

Staff (See also Staffing Policy)

The schools most valuable resource is the staff, not only for children but also for each other (both teaching and non-teaching).**All staff** daily put into action the formal and informal curriculum of the school.

It is essential that all staff are fit for their work,in health, attitude and skill, and that they have the resources for that work.

- All **teaching staff** should take proper breaks - at lunch-time and play time - and be encouraged to organise their work so that work taken home is not excessive. The school and its management recognise the everyday demands in energy and commitment of the classroom teacher,and staff are expected and encouraged to channel the greater part of their energies into their daily classroom practise.

- Whole-school agreement of procedures eliminates replication and inconsistencies.

- Whole-school and/or Team arrangements maximise school resources and often minimise effort.

- All **non-teaching staff** play a critical part in the life of the school, and in demonstrating the school's values and expectations to the children during informal interaction with them. Their support to the classroom teachers is allocated according to the needs of the children after consensus between Team Leaders and the Head Teacher. The individual strengths and talents of the non-teaching staff are incorporated into the overall vision for the school, and as such constitute an integral part of the school's staffing resources.

- Time-tables for assistants support teachers are determined by the SLT.

- Focus is in giving specialist support in the Early Years, A.LS. groups, and more- able children.

- Staff Room and toilet facilities must be kept clean, tidy and orderly,to help create a calm, positive approach to work.

Curricular Planning

- This is a shared activity. Working Parties and Teams focus on the children's learning and progress. Classes with the same Year Groups plan together.

- Schemes of work help to minimise uncertainty and give cohesion. Published schemes are used as tools to supplement on-going work.

- Curriculum will be taught alongside Schools Schemes of Work , as decided by SLT and Subject Leaders. The SLt will plan for the implementation of the new curriculum in 2014

- Whole-school use of Planning Proformas, Assessment Weeks, focused skills and areas help to highlight strengths, weaknesses and standards across the school, which can then be used to inform planning.

- Whole-school agreement of procedures eliminates replication and inconsistencies.

Planning for Learning

Professional development meetings *staff* and of teams, and Professional Development Days are used as times to discuss teaching and learning styles as well as classroom/organisational issues.

Time

Time is our most finite resource, and the one resource of which everyone has the same amount. Time-management is an important skill which all *staff* can have training in. In class, time is used as effectively as possible, with only urgent interruptions allowed and a prompt start and finish to lessons. Resources must be easily accessible and classroom expectations made clear to avoid tome wasting.

Resource Provision

- All areas of school are used for resource and storage as space is so limited.

- Resources are both centralised and classroom based. Central resources are generally for the teacher, and are kept in the Staff Room and Resource Room. Central resources (Science, Technology and Music) are labelled and accessible for children under the direction of the teacher.

- Good organisation of resources is essential. Boxes, trays etc. should be labelled neatly and kept orderly. Children know where resources are kept in their classroom, and know how to access them.

- Different areas of the class and school offer different places of learning in different contexts ., e.g. the Libraries and Family Room for small group work or one-to-one; area in the class for two/three children to work together as well as areas for collaborative and whole-class work.

- Pupil groupings are considered against a range of factors, e.g. alongside staff expertise , resource provision and appropriateness of the task.

- Teachers' resources are kept in an organised manner by the Subject Leaders, as well as the teachers responsible for staff resources and the Head Teacher. Everyone must assist by replacing books and equipment tidily and promptly.

- Subject Leaders hold an overview of resources available and necessary to support the class teachers planning and development. Priority in spending is decided by the Head Teacher and Management Team against the needs of the School Development Plan.

- External resources are valued, e.g.
    - People (parishioners and parents),
    - exchange resources (e.g. musical instruments),
    - local facilities (e.g. the Library),
    - local expertise (e.g. Teesside Warden),
    - professional colleagues (e.g. Cluster, Christ the King Comprehensive).

- Disposable on-going resource provision (books, pens, pencils and paper, etc.), is decided within Teams, and distributed through the school auxiliary.

- Photocopiers are open for use by all staff, but staff are encouraged to use support staff for photocopying/class secretarial need.

- Time consuming jobs (display, backing boards etc.) is done in Teams or with support staff help.

Management of Resources

- The management of resources is principally the responsibility of the Head Teacher in consultation with the Management Team, Governors and Subject Leaders. Priorities are decided by consensus, in line with the School Improvement Plan.

- The Resource Catalogue is up-dated annually.

- The Site Supervisor works closely with the Head Teacher and Governing Body on school buildings and site improvements, health and safety issues, forward-planning etc.

- Finance is allocated by the Governing Body in consultation with the Head Teacher and Deputy Head.

- Funding is distributed within the priorities of the School Improvement Plan.
  All staff have access Professional Development Services handbooks. In cases of overbooking or insufficient funding, the Head Teacher will decide priorities.

- Long-term Strategic and Financial Planning is incorporated annually is setting the School Improvement Plan. The School Bursar is used to support and advise in this process.

- Best value is sought on all occasions (see Best Value Statement).

Headteacher:	M. Ryan	Date:	September 2017
Chair of Governing Body:		Date:	September 2017