

Waterthorpe Nursery
Infant school



Tendering and Award of Contracts
Policy
October 2017

Approved by: Steering Committee

Date: 12/10/17

Next Review Date: Autumn 2018

ARRANGEMENTS FOR THE TENDERING AND AWARD OF CONTRACTS

Procedures

Prior to the letting of a contract, consideration should be given to the likely value of the work, goods and/or services involved. Value in this context is not just monetary but will also apply to payments in kind - this will require assessment of the equivalent value of the transaction.

Consideration should also be given to any equal opportunity and Health and Safety implications and advice should be sought from appropriate offices of the Local Authority (LA) Health and Safety concerns can arise on the smallest of contracts, whenever work is to be done or services provided (including goods delivered) to the school.

Any action taken or implications arising from contracts should be recorded.

Contract Value over £500 but less than £1000

To ensure value for money, competitive quotations should be obtained. These can be verbal, though it is necessary to record details of them. Three quotations should be obtained and the reason for selecting a particular offer should be recorded, especially if the one selected is not the cheapest. Care must be exercised when letting contracts to ensure that any risks associated with the work are identified and minimised. Such visits could include: working with potentially hazardous materials, working in close proximity to others without adequate protection, working where there is a significant opportunity for access to children and other vulnerable groupings. If it is not practicable to seek 3 quotations or if the lowest price is not accepted, the Headteacher should document the reasons in case such action is every questioned.

Contract Value Exceeding £1000.00 and up to £25,000

As above, but all 3 quotations should be in writing. In the case of contracts between £5000 and £25000 the decision on which quotation to accept should be referred to the Steering Committee. Where not practical to obtain a minimum number of quotations or lowest price not accepted, document and formally report to governors.

Contract Value Exceeding £25,000

If the estimated cost of a contract exceeds £25,000 then the tendering procedures laid down in the City Council's Financial Framework must be followed and the full Governing Body will decide which tender to accept. Details of the full tendering procedures are shown in Chapter 5 of the LA Schools Financial Procedures Manual; the Headteacher should also seek the advice of the appropriate officers of the L.A. in handling the matter of tenders.

Approved List of Contractors

To facilitate the selection process the L.A. Property and Contracts Branch, and updated on a regular basis. Further details can be obtained from there or via the Contracts Advisory Unit.

Construction Industry Tax Deduction Scheme

No tender should be invited, contract entered into, or order placed for any work falling within the scope of the Construction Industry Tax Deduction Scheme unless the contractor has produced to the Council a satisfactory sub-contractors Tax Exemption Certificate or certifying document (for further details, reference should be made to the L.A.'s Financial Services Manual).

Contracts Documents

All orders for goods and services should be issued in writing (or printed) on official stationery. (CB orders for expenditure from the school bank account.)

The ordering of goods and services by telephone should not be undertaken except in emergencies and must be followed by the issue of an official order confirmation as soon as possible afterwards.

A government procurement card is held with Barclay card and this may be used only by the Headteacher. An official log of all purchases must be kept. Payments to this account are made by direct debit.

Orders should be issued for all goods and services, **except for** utilities (energy costs, telephone bills, rates etc.), agency staff and petty cash purchases, and purchases for which a written contract is signed.

As well as showing details of the goods or services required, the order should also show the estimated or agreed price, net of V.A.T.

The order should be authorised by the Headteacher or by persons to whom this function has been delegated by the Headteacher with the approval of the Steering Committee. All such persons should be budget holders, and all names should be maintained on a list held by the school administrator.

Orders should be used only for goods and services provided to the school. Individuals must not use official orders to obtain goods and services for their private use. Only staff approved by the Governing Body or Headteacher should authorise orders.

Careful checks must be made by the person receiving the goods or services, to ensure that they are in accordance with the order, the check should be recorded on the delivery note and/or invoice and passed to the member of staff responsible for maintaining the school's financial records. Payments should not be authorised until all necessary checks have been made, including prices, discounts and the VAT accounting checks. Payment should only be made against an official invoice.

The names and signatures of staff authorised to certify invoices for payment should be maintained in the school office.

Tendering Procedures

Where tenders are sought, the process of tendering should comply with the L.A.'s Standing Orders and Financial Regulations.

Tenders should be (and required to be).

- submitted in a plain sealed envelope or package marked "TENDER" giving name of the contract but with not other marks
- delivered by a specified time on a specified day. No late tender should be considered.
- addressed or delivered to the Governing Body at the school's reception point.
- held in safe custody until the time for opening.
- opened together at the same time by the Headteacher and a Governor.
- not accepted if qualified, conditional, or priced by reference to other tenders.

Note:

The above procedures apply to contracts for both revenue and capital expenditure. This is a requirement to include schemes of a capital nature in the Local Education Authority's Capital Programme. A description of the process to be followed and a definition of what constitutes capital expenditure is detailed in Section 2 of the Financial Services Manual, available from the Financial Management section of the L.A.

Further copies of the L.A. Standing Orders or information on the procurement of work, goods and services can be obtained from the Education Department.

Next Review Autumn 2018

Appendix 1 LA Advice

Transparency of Awarding Contracts for Work in Schools

There has recently been a lot of media attention and public interest in the employment of friends and relatives by public sector workers. There is no reason why those related to or associated with school employees should not be engaged to undertake work or provide a service to schools, but care should be taken that the regulations and processes, which are there to protect the employees, are followed.

Consideration should be given to

The Register of Pecuniary Interest

- Has a form been completed by all members of staff?
- If an employee is related to or associated with a person or company who supplies goods or services to the school, have they declared that pecuniary interest?

The procurement process

- Have the purchasing procedures as outlined within the Authority's financial framework been complied with?
- Is the process transparent? Have an appropriate number of potential contractors been given the opportunity to compete for the work?
- When selecting a supplier, has the decision to award the contract been based on cost, the quality of work and the qualifications of the individual or company to complete the job to the required specifications?
- Does the value of the contract, as a whole exceed the Headteacher's delegated authority? If yes, was the decision on which quotation to accept made by the Finance Committee?
- In line with the Sheffield Scheme for Financing Schools, was an official purchase order raised?

The employment status for tax purposes if an individual is to be engaged

- Are they registered as self-employed? Has an Employment Status Indicator form been completed?
- If an individual is undertaking ad hoc work over a longer period of time, are they actually an employee and should they be paid via the payroll?

Health and Safety requirements and statutory legislation

- Are the company or individual able to comply with the above?

Re-engaging or remaining with a contractor

- Has a review been taken of the company or individual concerned? Are they still providing the school with best value? Are they still able to comply with Health and Safety and statutory requirements?

Full details of the requirements and processes in respect of procuring goods and services are laid down in the Sheffield Scheme for Financing Schools and can be found in the School Finance Manual.

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Arrangements for tendering and awards of contracts policy	10/10/17

Priority Level	
High	
Medium	
Low	X

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes & Suzanne Marriott
Others involved in the assessment (peer review/external challenge): Steering Committee members

What are the aims of the policy or project? To ensure that correct financial standards are adhered to
Who is the intended customer/service user of this project or policy? The governing body and the school leadership team
What are the desired outcomes from this project or policy?
List any other key policies, procedures, projects or strategies that this policy/project has implications on: Finance Policy

What are the racial, disability and gender equality implications of the policy or project? Consideration towards equal opportunities in awarding contracts	
Does the policy or project have any significant positive impact for: <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	Proper regard to equal opportunities must be given to different groups

<p>Does the policy or project have any significant adverse impact for:</p> <ul style="list-style-type: none"> ▪ Different racial groups ▪ Disabled persons ▪ Men and women ▪ Boys and girls 	<p>NO</p>
<p>Do you have any evidence?</p>	
<p>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</p>	<p>N/A</p>

<p>Action to take :</p>			
<p>If you have indicated there is a negative impact, can it be justified? N/A</p>	<p>YES</p>	<p>NO</p>	
<p>If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A</p>	<p>YES</p>	<p>NO</p>	
<p>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</p>			
<p>Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)</p>			

<p>Signed (Person completing the form):</p> <p style="text-align: center;"><i>He Q.</i></p>	<p>Date: 10/10/17</p>
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