



# **Controlled Schools' Support Council**

## **Corporate and Business Plan 2017-2018**

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# Section 1

Who we are

# The controlled sector

## Introduction

The modern controlled sector is a large, diverse and distinctive education system which is:

- church related
- diverse in provision and governance
- inclusive in making provision for children and young people from all backgrounds, and
- aspirational in seeking to provide the best possible education to all.

For the CSSC to support the controlled sector effectively it is essential that the functions, structure, governance and resourcing reflect the needs of the sector.

At the 24 April 2017, the following membership numbers are reported:

Sector	Total No. of Controlled Schools	No. of Controlled Schools Registered	Percentage Registered
Nursery	64	56	87.5%
Primary	389	349	89.7%
Post Primary	54	54	100%
Grammar School	16	16	100%
Special	37	29	78.4%
Total	560	504	90%

It is imperative that the organisation builds on the success of its foundation year and has a robust mechanism in place to respond to and, where necessary, deliver on the challenges facing the wider education sector in Northern Ireland.

## What is the Controlled Schools' Support Council (CSSC)

The Controlled Schools' Support Council has been established not only to ensure there is parity of esteem and equality of treatment for all education sectors, but also because experience shows that sectoral bodies can have a positive impact on the performance of schools.

In particular the CSSC will:

- act as advocate for controlled schools and represent the controlled school sector
- work with schools to develop and maintain the ethos of the sector

- act as a critical friend to schools and work with the Education Authority (EA) to raise educational standards in the sector
- participate in the planning of the controlled schools' estate
- play a key role in enhancing school governance
- work with other sectoral bodies to promote shared education, mutual understanding and partnership working
- ensure the CSSC is effectively managed.

## Our decision makers

The council consists of thirteen directors, elected in March 2017, representing stakeholders of the controlled sector and including co-opted community directors to add additional skills and experience. The governance arrangements will be those set out in the Articles of Association and the Standing Orders. Standing Orders will be agreed and documented during the financial year 2017/18.

## Where do we see ourselves in 2017/18 – Strategic Context for the creation of the CSSC

The creation of a support body for the controlled sector (The Controlled Schools' Support Council – CSSC) is part of the reorganisation of education administration introduced by the Education Act 2014. The political agreement reached by the Northern Ireland Executive at its meeting on 9 September 2014 which supports the Act, provides the basis for the establishment and financial support for a controlled sector support body.

At the second reading of the Education Bill in the Assembly on 6 October 2014, the Minister not only gave a commitment to establish and fund the Body, but also read into Hansard the main functions of the Body.<sup>1</sup> It was recognised that the creation of a single education authority formed by amalgamating the five education and library boards will create administrative efficiencies, but there is nevertheless a basic need for a body representing and providing specific support to the controlled sector. The creation of the CSSC will, inter alia, ensure parity and equality with other education sectors and ensure the controlled sector has a voice with government, the Education Authority and other agencies.

In February 2015 at the request of the Department of Education, the Working Group set up by the Minister commissioned from Deloitte an organisational review of the work to establish the CSSC. The draft report was presented to the Working Group on 14 April 2015 and the final report was submitted on 21 April 2015.

The CSSC was set up as a third sector voluntary organisation, a company limited by guarantee, registered at Company House. The organisation's Articles of Association were agreed which focused the CSSC's role on providing support for controlled schools and the

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<sup>1</sup> Northern Ireland Assembly Hansard Report 6<sup>th</sup> October 2014  
[http://niassembly.gov.uk/globalassets/Documents/Official-Reports/Plenary/2014-15/hansard\\_report.061014.pdf](http://niassembly.gov.uk/globalassets/Documents/Official-Reports/Plenary/2014-15/hansard_report.061014.pdf)  
 [accessed 12/01/17]

sector as a whole. These Articles of Association are now lodged with Company House. The organisation is committed to gaining charitable status in 2017-18.

This business plan has taken into account the recommendations of the Deloitte report and the role of the CSSC as set out in the Articles of Association. These documents provide the rationale for the funding being requested.

This business plan therefore explains the organisational structure, staffing, salary levels, accommodation requirements and the developing programme which will be required to deliver the functions of the Controlled Schools' Support Council outlined by the Minister to the Assembly in October 2014 and meet the expectation and needs of the schools and the sector.

## Stakeholders

First and foremost, it is the children and young people who attend controlled schools who will be the beneficiaries of the establishment of the CSSC. This is achieved through the provision of quality support, guidance and advocacy to governors, principals, staff and the wider stakeholders making up the entire controlled sector community. Additional to this, in developing its relationship with the Education Authority and supporting its work, the CSSC will also assist the EA in fulfilling its wider role and responsibilities with controlled schools.

With appropriate resourcing the Council would intend to make a major strategic contribution in the following areas and this will contribute to the raising of standards of educational achievement in the controlled sector by:

- enhancing school governance in partnership with EA
- contributing to the identification of schools needing additional support
- contributing to policy development and policy formulation affecting controlled schools
- acting as an advocate for the needs of controlled schools
- supporting leadership development within controlled schools and the sector as a whole
- supporting EA and schools in the preparation of assessors for leadership selection panels
- developing a coherent ethos for the controlled sector, based on sound moral values
- promoting the controlled sector, and in partnership with EA and other sectors, raising the esteem of education in local communities
- raising the morale of school staff and the esteem of schools in the controlled sector with the general public
- researching models of school provision in other jurisdictions
- contributing to the planning of the controlled school estate to maximise the opportunities for children and young people
- working in partnership with other sectoral bodies to develop shared education and joint working
- working collaboratively with the Transferors Representatives' Council (TRC) to support effective representation and governance arrangements as appropriate in their associated

controlled schools. Work will be carried out in a way that it does not duplicate TRC's responsibilities or any funded activities by TRC and will be set out in an agreed MOU.

The Council will seek to play its part in making Northern Ireland a more peaceful, prosperous society to the benefit of all our citizens.

## How our outcomes will benefit the sector

For the first time the controlled sector has an organisation whose seminal purpose is to support controlled schools. The CSSC will encourage excellence, will acknowledge good practice and ensure outstanding performance is recognised. In particular the achievement of these outcomes will:

- ensure the voice of the controlled sector is heard in policy discussions
- develop coherence across the sector
- enhance the knowledge and skills of staff, governors and directors
- ensure there is a strong, visible and practical ethos in the controlled sector
- ensure good practice in the controlled schools is more publicly disseminated
- ensure people with the appropriate skills are encouraged to become governors so improving the standard of governance
- ensure that resources are targeted more effectively at schools where improvement is necessary
- ensure weaknesses in school performance are identified at an early stage and intervention in the form of support is prioritised
- demonstrate a willingness to work with other sectors and test innovative approaches to shared education.

Delivery of the action plan, as well as day to day activities of the CSSC will address low morale amongst staff lack of representation at policy-making forums, and a failure to recognise and acknowledge when high quality of education is being delivered in the sector.

## CSSC vision, ethos and values

### Vision

'The Controlled Schools' Support Council supports controlled schools in providing high quality education for children and young people to enable them to learn, develop and grow together within the values of a non-denominational Christian environment'.

### Ethos and values of the controlled sector

Whilst there is a wide diversity of controlled schools they all adhere to core principles and fundamental values, which ensure they have a unique ethos, an ethos that underpins and permeates the life and work of every controlled school.



This ethos is based on:

- an agreed purpose for education, so that all our children and young people have opportunities to gain the knowledge, understanding and skills to prepare them for adult and working life and to allow them to contribute constructively to society
- the provision to children and young people of an education service which is of the highest quality, open to all irrespective of background, inclusive and demonstrates respect for diversity
- the values which underpin the Christian faith. These fundamental values include those associated with belief in the dignity of every human being, in the responsibilities of living in communities and society and respect for self and others
- support for the teaching of religious education and developing in children and young people moral values associated with Christian faith and encouraging their spiritual development.

Modern controlled schools working within these values and in the context of the present development of our society will be:

- places of inspiration within their communities, where children and young people aspire to reach high levels of attainment, develop self-confidence and prepare for life and work
- places which reflect Christian faith and values whilst recognising and respecting other faiths and non-faith philosophies
- places which aim to provide opportunities to contribute to the spiritual and moral development of all children and young people
- places which provide a high quality learning environment within a context which treats each child and young person equally as a unique individual
- places which encourage a sense of belonging to the school and the wider community with its particular history, character and identity
- places which being at the centre of their communities, enhance respect for education and encourage personal and community capacity building
- places which promote respect for diversity, understanding of difference and a culture of tolerance in both a local and global context.

# Section 2

Where we are

# Analysis of CSSC in Year 1

## SWOT analysis

<p><b>Strengths (Internal)</b></p> <ul style="list-style-type: none"> <li>• 90% membership – recognises need for CSSC to exist</li> <li>• organisation that takes a realistic approach to strategy development</li> <li>• collaborative practices</li> <li>• excellent support</li> <li>• passionate about making a difference to children</li> <li>• wealth and breadth of experience in team</li> <li>• strong leadership of the organisation</li> <li>• sector accepting of the organisation</li> <li>• range of interests within the teams for particular area</li> <li>• existing networks, upon which we can build</li> <li>• credibility of staff</li> <li>• staff not entrenched in ‘we’ve always done it this way’ yet</li> </ul>	<p><b>Weaknesses (Internal)</b></p> <ul style="list-style-type: none"> <li>• current funding mechanism from sponsor department</li> <li>• lack of capacity / flexibility to respond to arising needs of sector due to grant funded status</li> <li>• sector legacy issues impacts on our programme</li> <li>• as a new organisation, not all team members fully aware, yet, of all roles and internal functions</li> <li>• lack of awareness about the organisation and what it does – are we getting our message / remit communicated effectively?</li> <li>• currently operating with draft policies and procedures and draft governance structure</li> <li>• no employee development framework in place as yet</li> <li>• informal, developing, information management framework in place</li> </ul>
<p><b>Opportunities (External)</b></p> <ul style="list-style-type: none"> <li>• work with other sectoral bodies</li> <li>• promote the controlled sector</li> <li>• review of organisational structure to ensure we are fit for purpose</li> <li>• develop partnership and collaborative approach with stakeholders</li> <li>• build strong, effective, working relationship with sponsor department</li> <li>• support work of governors in schools</li> <li>• become a strong advocate in area planning programme and strategy</li> <li>• raise CSSC profile and affect good practice in controlled sector</li> <li>• contribute to Good Relations Agenda – Shared Education</li> <li>• to prove ourselves as an organisation – mainstream our successes</li> </ul>	<p><b>Threats (External)</b></p> <ul style="list-style-type: none"> <li>• existing mechanisms for allocation and drawing down of funding may have the potential to delay project delivery</li> <li>• uncertainty of the Northern Ireland Assembly and the changing, wider, political environment</li> <li>• Government budget cuts</li> <li>• perceived lack of clarity within and out the sector in relation to the roles and responsibilities of the Controlled Schools’ Support Council</li> <li>• the potential for schools’ individual expectations to be outside of the CSSC remit, or to place demands that we do not have the capacity to deliver</li> <li>• public perception of sector – do we add relevance?</li> <li>• schools potentially not buying into what we do – see us as an added cost</li> </ul>

## 2016/2017 Notable Achievements

Notable achievements from 16/17 include:

- The target of 60% registration by schools has been exceeded, ahead of deadline, with 90% registration reported by the end of March 2017. The names of registered schools are listed, as required by the Department of Education, in Appendix 3 to this report.
- full recruitment of CSSC staff by the end of March 2017
- the establishment of the CSSC has been, broadly, positively received by the sector, as evidenced by the progress reported in the action plan and the activities highlighted below
- the early identification of potential partnership opportunities with other sectoral bodies and the EA.

Highlighted 2016/2017 activities are:

1. Eleven listening events carried out across Northern Ireland, with over 200 schools in attendance, to ascertain needs and priorities.
2. Desktop research around educational underachievement at local and national level undertaken.
3. Engagement with Stranmillis College SMT to explore ethos in controlled sector and to explore potential joint programmes in areas of mutual interest as well as to ensure the smooth operation of accommodation.
4. Promotion of 'Getting Ready to Learn' programme throughout all controlled pre-school education settings.
5. CSSC representation at Shared Education Stakeholder Group meeting.
6. Developed links with partner organisations with mutual interest in promoting good relations work in schools. Contacts established, for example with Good Relations Officers Youth workers and coaches from the GAA, IFA, Ulster Rugby, the Belfast Giants and Peace Players International.
7. Establishment of quarterly meetings with CEOs of other sectoral bodies to discuss areas of mutual interest.
8. Worked closely with the EA in the development of MOU/MOAs.
9. Met with the Chief Inspector of ETI, and engaging with ETI to plan a listening event on the inspection process for controlled Principals.
10. Links already established with EA, NICIE, CCMS, CnaG, GBA, TRC, teaching trade unions. Initial meetings have taken place with all and in all cases a regular meeting pattern agreed.
11. Links established with EA and CCMS in relation to T:BUC applications. Link established with EA in promotion of 'Getting Ready to Learn' programme.
12. Initial meetings undertaken with EA regarding the development of a Memorandum of Understanding.
13. Database established of controlled schools participating in Shared Education Signature Project.
14. Database established to track ETI reports for Controlled Schools.
15. Attended all Area Planning Steering Group meetings, Area Planning Working Group meetings and Area Planning Local Group meetings during the year.

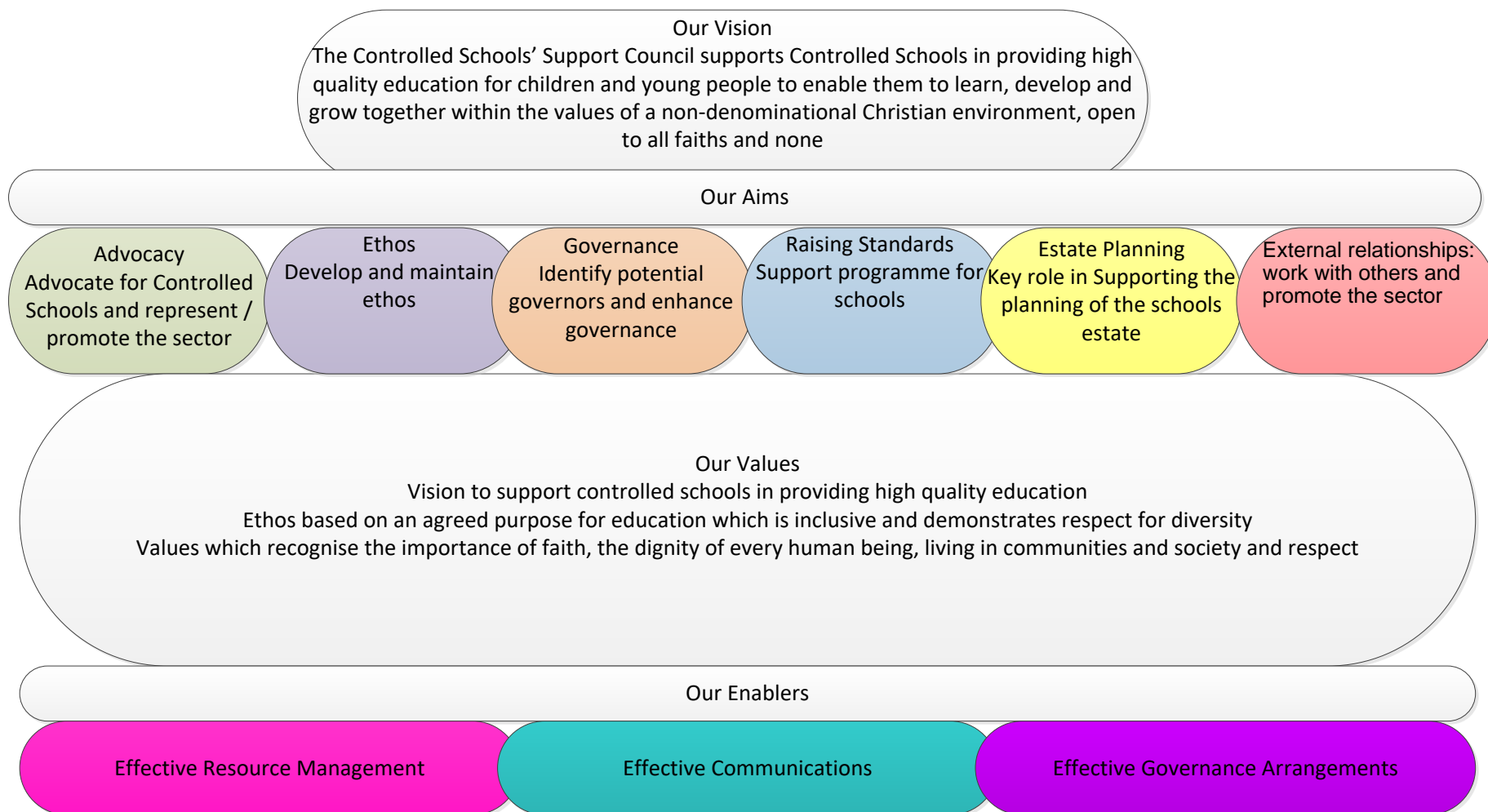
16. Response submitted to DE on behalf of CSSC in relation to consultation on Providing Pathways – draft Strategic Plan for School Provision 2017-2020.
17. Participation in Teaching Appointment Scheme focus group meeting with EA to contribute to EA review of the Teaching Appointments Scheme.
18. Participation at two Children and Young People’s Strategy consultation workshops to discuss draft strategy and inform CSSC response to consultation.
19. Participation in consultation regarding single transfer test. Met with representatives from the working group to represent the views of CSSC and controlled schools.

# Section 3

How we will succeed

## How we will achieve success in 2017/2018

### Our vision, aims, values and enablers to achieve success



## What we see as our challenge in 2017/2018 (Where we are and where we will be by year end)

CSSC ascribes to Tuckman's model of group development. We consider September 2016 to March 2017, our first operational period, as the 'Forming and Storming' phases of our development. We envisage 2017/2018 to take us into the 'Norming and Performing' phases, and to finish the year as a successfully established, relevant organisation. In other words, 2017/2018 is anticipated to be the year where we will embed a sustainable corporate attitude and contribute fully to the emerging challenges of the wider strategic approach to educational change in Northern Ireland.

Our ambition, at the start of 2017/2018, is to become an organisation that contributes positively to successfully dealing with these challenges, by listening to and engaging with stakeholders, our members and partner organisations. Our desire, therefore, is to become a key contributing voice in the wider improvement agenda within education in Northern Ireland.

## What is our corporate attitude?

Our corporate attitude is defined as our behaviours and approach to the service we provide. We continually refine this, to ensure that we achieve success. Our corporate attitude, therefore, demonstrates that:

1. We listen
2. We will strive to help solve problems, not create new ones
3. We value our service and our teams
4. We look, positively, to engage with our partners, our members and our sponsor department
5. We strive to be consistent
6. We are reliable
7. We do not personalise, or "put things in boxes"
8. We possess technical and sectoral knowledge, and use it to good purpose
9. We do not shy away from seeking support and assistance, if it is in the benefit of learning to improve

The characteristics of our corporate attitude are those that will enable us to build and sustain our successes over the upcoming, challenging years in the wider educational sector.

We do not underestimate the challenge that sustaining this attitude and focus will present, and fully appreciate the benefits of creating and building strategic partnership, to enable us to deliver. We will not rely on any one individual or group to help us achieve success. Rather we will take a collaborative approach, which we believe will be to the benefit of all.



## 2017/2018 programme of work

Note that the programme is subject to the finalisation of the 2017/2018 funding agreement with our sponsor department. CSSC will continue to engage with stakeholders, partners and our funding department to deliver the programme, or a final revised version, during 2017/2018.

Outcome	Target	Activities	Measures of Attainment	Activities Anticipated Start	Activities Anticipated End	Responsible Officer	Lead Officer
Advocacy:  Advocate for controlled schools, and represent / promote the sector	The completion of a mechanism for consulting with schools, and the delivery of an action plan to achieve it	Undertake baseline research to identify existing educational groups (such as, but not limited to, principal clusters) and other educational representative organisations	Approval of staged approach, stakeholder engagement, delivery of in year quick wins, and a formal mechanism in place by year end	Apr	Jun	TBC	Research & Insight Officer
			Completion of fit for purpose report, within budget, and on time	July	Sept	TBC	Research & Insight Officer
		Collect data in relation to perceived needs of the sector	Identified educational groups	Apr	Jun	TBC	Research & Insight Officer

		Develop a mechanism for consulting with member schools to identify the controlled sector's support and needs	Consultative mechanism re member schools	Apr	Sept	TBC	MRC/ Education Support
		Through consultation, develop a mechanism or protocol to work with School Support Officers to identify advocacy needs	Internal consultative mechanism re: education and comms / research team	Apr	Sept	TBC	MRC/ Education Support
		Deliver a report outlining findings and recommendations regarding consultations with schools, identifying key methodologies, deliverable targets, timescales, etc	Report which outlines findings and recommendations, regarding consultations with schools, identifying key methodologies, deliverable targets, timescales, etc	Jan	March	TBC	Research & Insight Officer

		Delivery of any identified actions in year	Plan for delivery of any identified actions in year	Apr	March	Head of MRC	Head of MRC
Ethos:  Develop and maintain ethos	Delivery of a report outlining the needs of the controlled sector with actions to take work forward with reference to ethos, values and collective worship	Undertake baseline research to:  Identify faith based groups, to include the TRC and others, with an interest in ethos, values and collective worship	Identified faith-based groups	June	Sept	Head of Education Support	SSOs
		Develop a proposal for engagement	Development and delivery of an engagement mechanism	Sept	March	Head of Education Support	SSOs
		In partnership with the TRC, and involving other identified groups, identify the needs of the controlled sector with specific reference to ethos, values and collective worship		Sept	March	Head of Education Support	SSOs

		Write a report outlining findings and recommendations regarding a programme of work to take forward with reference to ethos, values and collective worship	Completion of fit for purpose report, within budget, and on time, with identified needs and appropriate recommendations	Sept	March	Head of Education Support	SSOs
	MOUs developed, agreed and published	Develop and agree MOUs with partner organisations as required with regard to ethos, values and collective worship	Agreed MOUs in place, on time, that facilitate partnership working in the sector	Apr	Sept	Head of Education Support	
Governance: Identify potential governors and enhance governance	MOU developed, agreed and published	Consultation with relevant stakeholders	Agreed and published MOU in place, on time that articulates clear roles and responsibilities	Apr	Sept	Head of Education Support	
		Develop a draft MOU with EA in relation to CSSC responsibilities to support governance in controlled schools		Apr	Sept	Head of Education Support	

		Formal approval and publication of MOU		Apr	Sept	Head of Education Support	
	Agree and complete a framework, in partnership with the EA and TRC, for nominating and appointing governors or controlled schools	Research and develop, with the EA and TRC, a framework to enable CSSC to identify, encourage and nominate governors for controlled schools. To encompass filling of vacancies and reconstitution.	Formal agreed framework in place, which meets needs of governors and the wider sector	Apr	March	Head of Education Support	
		Production of draft governor nomination framework		Apr	March	Head of Education Support	
		Formal approval, production and communication of governor nomination framework		Apr	March	Head of Education Support	

	Developed a governor training programme and an action plan to implement it	Identify key relevant stakeholders	Approval of a staged approach, stakeholder engagement and a formal governor training programme developed by year end	Apr	Sept	TBC	Education Team
		Consultation with stakeholders and collection of data in relation to governor training needs in relation to ethos, RE, collective worship and assemblies		Sept	Dec	TBC	Education Team
		Conduct a governor training needs analysis		Oct	Dec	TBC	Education Team
		Publish findings and an initial project plan to deliver the governor training programme		Jan	March	TBC	Education Team
		Production of a draft governor training programme		Jan	March	TBC	Education Team
		Formal approval of governor training programme		Jan	March	TBC	Education Team

		Governor training materials developed		Jan	March	TBC	Education Team
		Governor training programme advertised to the sector		Jan	March	TBC	Education Team
		Governor training programme initiation		Jan	March	TBC	Education Team
Raising Standards:  Support programme for schools	Delivery of a report outlining the performance of the controlled sector with recommendations of how to improve performance and raise standards	Identify key data required and agree access arrangements	Completion of fit for purpose report, within budget, and on time	Apr	Jun	TBC	Research & Insight Officer
		Undertake an analysis of the baseline data on the performance of controlled schools and identification of factors that affect performance	Identification of data and access to it	Apr	Sept	TBC	Research & Insight Officer
		Identify partnership opportunities for research	Partnership agreements in place and potential areas of work agreed	Apr	March	Head of MRC	

		With a focus on a geographical area of specific need, develop a strategic research partnership with identified partners including Stranmillis University, a voluntary organisation and a number of schools. The strategic partnership will focus on a longitudinal study of an identified cohort of children.	Central role in joint project, including production of report with findings of research, including identifying opportunities for publications in peer reviewed journals	Apr	March	Head of MRC	
		Undertake baseline research on the identified cohort of children within this strategic partnership	Baseline research completed with recommendations for action	Apr	March	TBC	Research & Insight Officer



		Identify, through desk research, examples of international good practice in education and how they might apply to controlled schools	Series of examples of good practice and recommendations for dissemination in controlled sector	Apr	March	Education Team	SSOs
		Identification of good practice within the controlled sector, though the baseline analysis, desk research and other research activities		Apr	March	Education Team	SSOs
	Training programme developed and delivered in relation to improving schools performance and raising standards	Deliver training programme in relation to schools performance and standards, based on baseline research	Baseline research completed, programme agreed and training delivered	July	March	Education Team	
	At least one third party grant opportunity	Actively seek third party grant funding for	Funding applications approved and	Apr	March	Education Team	SSOs

	identified , specifically in relation to addressing underachievement, or raising standards identified	activities over and above DE grant funded programme of work	submitted or potential areas of funding identified				
	Partnership agreements developed and agreed as required between EA and CSSC with regard to providing professional support	As a result of baseline analysis, identify schools which require priority support from EA and School Support Officers	Identified schools and recommendations for action	Apr	March	Education Team	
		Provide, in partnership with the EA, professional support to controlled schools to raise standards	Partnership agreements in place and potential areas of work agreed			Education Team	
Estate Planning:  Key role in supporting the	Develop and agree a MOU with the EA in respect of CSSC's role in Area Planning	Consultation with relevant stakeholders	Agreed and published MOU in place, on time that articulates clear	Apr	Sept	Education Team	
		Develop a draft MOU with EA in		Apr	Sept	Education Team	

planning of the schools' estate		relation to CSSC's role in Area Planning	roles and responsibilities				
		Formal approval and publication of MOU		Apr	Sept	Head of Education Support	
	Participate in Area Planning co-ordinated by DE and EA	Attend meetings of APSG, APWG and APLGs	Attended meetings of APSG, APWG and APLGs	Apr	March	Education Team	
		Responding to consultation on development proposals for changes to school provision	Delivered relevant and timely responses throughout the year as required to the area planning process	Apr	March	Education Team	
		Contribute to the review or revision of area plans				Education Team	
	Encourage and facilitate shared education, to ensure the efficient provision of sustainable schools	Research and compile a shared education report and submit to the Department of Education	Shared education report approved by SMT and submitted to the Department of Education on time	Apr	March	Education Team	

<p>External relationships:</p> <p>Work with others and promote the sector</p>	<p>Define through baseline research, CSSC's role in community planning</p>	<p>Identify relevant existing stakeholders</p>	<p>Agreed and published report in place, on time that articulates clearly CSSC roles and responsibilities in relation to community planning</p>	<p>Apr</p>	<p>March</p>	<p>TBC</p>	<p>Research &amp; Insight Officer</p>
		<p>Consultation with stakeholders and collection of data in relation to CSSC's roles and responsibilities in relation to community planning</p>				<p>TBC</p>	
		<p>Analysis, delivery of findings</p>				<p>TBC</p>	
		<p>Production of a draft report, and identification of any quick wins</p>				<p>TBC</p>	
		<p>Formal approval and publication of report</p>				<p>TBC</p>	
	<p>Identify partner organisations and opportunities for partnership working</p>	<p>Building relationships with partners, to include the TRC and other educational bodies, voluntary</p>	<p>Partners identified, engaged with, and potential areas of work in place</p>	<p>Apr</p>	<p>March</p>	<p>Education Team</p>	

		organisations any other partner with potential to provide positive impact on the controlled education sector					
		Research into "School in the Community" opportunities		Sept	Dec	Head of Corporate Services	Head of Corporate Services
	Development of partnership arrangements	Establish partnership arrangements to identify areas of common interest and to support the representation, promotion and development of the controlled sector	As above	Apr	March	SMT	Barry
	Establishment of School Pupil Council with regular scheduled meetings, or	Identify and assess potential School Pupil Council within the sector	Research and consultation completed, and a formal recommendation	Sept	March	SMT	Head of Corporate Services

	identification of options for further development	Identify relevant stakeholders	to establish, if supported, a School Pupil Council				
		Consultation with relevant stakeholders to assess the potential appetite for the establishment of a School Pupil Council					
		Data analysis and delivery of findings from consultation stage					
		Formal approval and publication of report and an initial project plan to deliver a School Pupil Council, if agreed					
Effective Resource Management	Formal information and document management system, that delivers relevant	Development of an information management system	Formal system in place, with documented procedures in place	April	December	Head of Corporate Services	Corporate Services Officer

	and timely information, reducing duplication and paper costs, as well as assisting in version control management						
	Achievement of a recognised business accreditation (eg IIP or Charter Mark) by the end of Year 2 of the business plan cycle	Identification of relevant quality standard (eg IIP)	Action plan in place, and project initiated, to allow a bid for accreditation in Year 2	Sept	March	Head of Corporate Services	Human Resources Officer
	100% of procedures agreed and implemented by the end of Year 1 of the business plan cycle	Finalisation of procedures relevant to CSSC business policies	Procedures in place, and all relevant staff trained	April	March	Head of Corporate Services	Corporate Services
	Key Performance Indicators, with agreed targets, that evidence service delivery success and assist	Development and implementation of an effective performance management framework / system	Performance management framework in place, with clarity on targets, outputs and	July	December	Head of Corporate Services	Finance Officer and Human Resources Officer

	in analysis of emerging issues		officer responsibility				
	Agreed percentage of staff completing mandatory and development training in year	Introduction of an employee development process	Formal employee development mechanism in place that identifies mandatory training requirements of all designations	April	Sept	Head of Corporate Services	Human Resources Officer
	Effective financial management arrangements in place	Agree requirement and completion dates for completion and publication of a set of annual financial accounts	Formal, evidenced, assurance on effective management of financial transactions and controls	July	October	Head of Corporate Services	Finance Officer
Effective Communications	A strategic communications plan which encompasses all aspects of communication for the whole organisation	Undertake a series of planning workshops, facilitated in-house	Formal communications strategy that outlines a work programme for 3 years, in place, approved by Board of Directors	May	June	Head of MRC	
		Development of a strategic communications		May	June	Head of MRC	



		plan to underpin work of CSSC					
		The plan will detail how CSSC and its work will be promoted. This will include brand development.		May	June	Head of MRC	
		Outputs (publications) will be identified as part of the strategic planning process but may include leaflets, guidance notes, briefing papers and research findings		May	June	Head of MRC	
	Development of a research programme which underpins the objectives of CSSC	Develop a strategic research plan to underpin the work of CSSC and enhance the performance of the controlled sector	The strategic communications plan will outline recommendations for promotion regarding CSSC, the controlled sector, promoting schools,	Apr	December	Head of MRC	Research & Insight Officer

			<p>promoting good practice using a range of tactics, as outline (left) formal, approved, research programme in place that allows for delivery in future years. Outputs (publications) from the research will be identified as part of the strategic planning process and may include leaflets, guidance notes, briefing papers and research findings.</p>				
	Development of a written consultation plan to enable CSSC to undertake consultation(s)	Development of a plan to enable CSSC to both respond to relevant consultations and consult with	Mechanism in place that allows the CSSC to respond in an effective and timely manner to relevant consultations	July	December	Head of MRC	

		schools and other key stakeholders					
	Officially launch CSSC	Host a launch event, at CSSC headquarters, for stakeholders	Event delivered and received as a success	May	Sept	Head of MRC	
Effective Governance Arrangements	Identification of any adjustment or refinement to business processes, to ensure we are fit for purpose	Undertake a Year 1 'Health Check' of policies and procedures	An organisation that is able to deliver its outcomes effectively, making best use of resources	Sept	March	Head of Corporate Services	Head of Corporate Services
	Recommendation on whether to proceed with submission for charitable status to Board of Directors	Identification and consideration of benefits of achieving charitable status	Internal business case made to CSSC Directors in relation to achievement of charitable status, project plan agreed, and delivery in a realistic timescale	July	March	SMT	Corporate Services Officer and Finance Officer
	Development of an effective planning and decision making framework	Agree mechanism and target submission date with DE, for the 2018/2019	Achievable delivery dates, that provide an appropriate timescale for discussion and	July	Sept	Head of Corporate Services	

		application for grant	decision, to ensure grant approval by agreed deadlines				
	Development of an effective internal planning and risk management process	<p>Identify, develop and delivery of an annual CSSC business planning cycle</p> <p>Identify, and develop, a “live” organisational Risk Register, and mechanism for regular monitoring and reporting</p>	<p>Publication and communication of a business plan, on time, which communicates CSSC priorities, objectives and resources for year ahead</p> <p>Creation of the CSSC Risk Register, with appropriate responsible officers and annual action plans to mitigate identified risk. Formal assurance provided regularly to CSSC Audit Governance and Risk Committee</p>	<p>October</p> <p>April</p>	<p>March</p> <p>Sept</p>	<p>SMT</p> <p>Head of Corporate Services</p>	<p>Corporate Services Officer</p>

	Director training and induction programme delivered to all relevant persons	Delivery of an induction programme for newly appointed directors, in relation to governance, funding, strategic responsibilities	Clear committee structures, with trained members, to enable effective fulfilling of responsibilities	April	Sept	Head of Corporate Services	Corporate Services Officer and Human Resources Officer
		Delivery of tailored media training for Directors. Two sessions anticipated, with six or seven attendees per session	Effective and consistent approach to media engagements	July	December	Head of MRC	

# Section 4

How we will evidence  
success

## How we will measure success

We will measure our performance, and successes, via two main headings:

1. Programme delivery and
2. Effective resource allocation

Over the year we will carry out baseline assessments, and consider benchmarking exercises, and agree a suite of regular, reportable performance measures. We will ensure that these measure remain relevant and meaningful, and help to evaluate our performance against expected targets and outcomes.

We will develop and implement a formal performance management framework, with identified responsible officers and key deliverable outcomes. The intent of this framework is to provide us with an analysis tool to not only report on performance, but also assist in the analysis of emerging issues.

Examples of potential performance measures include:

- percentage variation on budget
- absence management – sickness per employee
- response time to development proposals
- stakeholder/member satisfaction
- number of new member schools
- number of schools withdrawing membership
- feedback from schools/stakeholders ***on CSSC performance on specific projects***

## How we will identify our risks

Internal risks will be identified and managed via a formal Risk Register, and are largely controllable by the Council. External risks, while they may be referenced in the Risk Register present different challenges, as they will be subject to factors over which we have no, or limited control.

Identified potential risks which, if not managed could impact on successful service delivery are:

- the changing, wider, political environment
- perceived lack of clarity within and out the sector in relation to the roles and responsibilities of CSSC
- the impact on area and community planning strategies on the controlled sector
- ineffective internal governance arrangements, which allow the CSSC to respond in timely and effective ways
- mechanisms for allocation and drawing down of funding which may have the potential to delay project delivery
- ineffective resource allocation

- ineffective mechanisms for engaging with schools, which do not add unnecessary bureaucratic burdens
- ineffective mechanisms for identifying potential governors and promoting their role
- a new organisation, with the need to ensure that staff are effectively trained, and are clear on their individual and collective goals
- the potential for schools' individual expectations to be outside of the CSSC remit, or to place demands that we do not have the capacity to deliver. This could present potential reputational risk.

A formal risk strategy and register, using standard risk management mechanisms, has been developed and is included as appendix 3 to this document.

A risk management workshop will be delivered in March/April 2017 for officers and directors. The purpose of the workshop will be to identify and evaluate the risks and causes, finalise control measures that are currently in place, and articulate required actions and timescales. This has not been possible to date, due to staff vacancies and the priorities of establishing the organisation.

A quarterly risk statement will be produced by the Chief Executive, for approval by the Audit Governance and Risk Sub Committee and/or Council.

Risks, and progress towards delivery of the agreed action plan will be monitored and prioritised via standard RAG status reports and risk action templates.



## Appendices

### 2017/18 financial projection

Note that 2017/2018 financial projection is subject to the finalisation of the 2017/2018 funding agreement, and Programme of Work, with our sponsor department. At time of publication, projected budgets, in red below, are subject to final decision. CSSC will continue to engage with stakeholders, partners and our funding department to deliver the programme, or a final revised version, to agreed budgets during 2017/2018.

Salaries	£543,445.00
National Insurance	£54,845.00
Superannuation	£97,820.00
Agency	£8,640.00
Staff Training and Development	£8,500.00
Recurring/Running Cost Mileage - Officer	£5,000.00
Programme Mileage -Officer	£15,000.00
Employee Insurance	£2,500.00
<b>Employee Sub-total</b>	<b>£735,750.00</b>
Rent	£30,670.00
HLP	£3,070.00
Service Charges	£10,250.00
Building Cleaning	£3,300.00
Insurance	£220.00
Rates	£0.00
<b>Premises Sub-total</b>	<b>£47,510.00</b>
Mobile Phones	£1,500.00
Phone costs	£3,000.00
Postage	£3,000.00
Room Hire	£720.00
Hospitality	£1,120.00

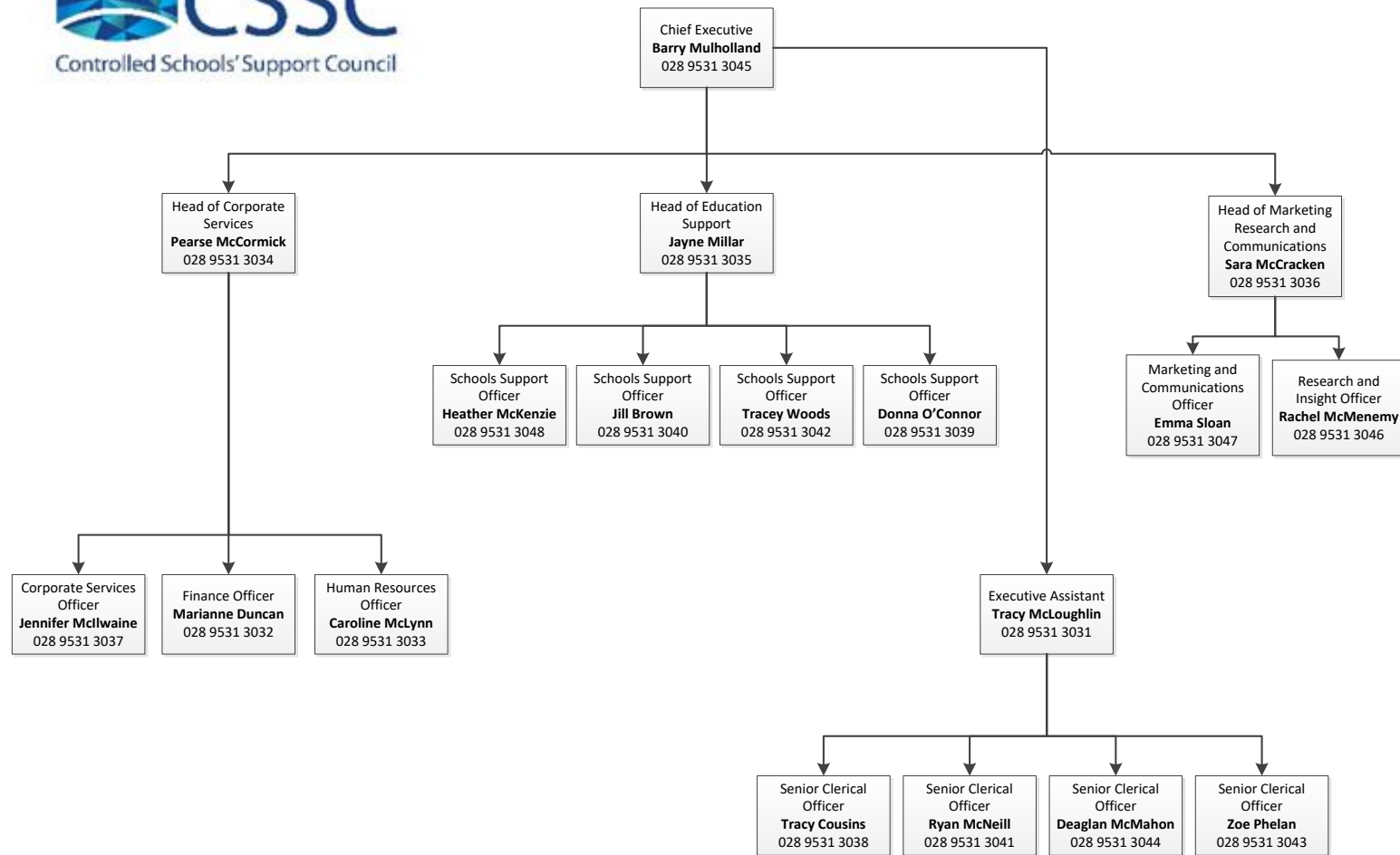
Conferences and Approved Visits	£5,700.00
Director Training and Induction	£6,750.00
Director Mileage	£5,000.00
Associates Fee for programme support	£86,800.00
Associate mileage for programme support	£10,000.00
Venue hire for programme delivery	£12,360.00
Hospitality for programme delivery	£2,600.00
AGM	£4,500.00
Printing & Stationery	£4,000.00
Toner	£3,000.00
Books & Publications	£802.65
Graphic Design	£1,560.00
Website Maintenance	£500.00
CSSC Membership database	£3,700.00
IT SLA	£32,880.00
Software Applications and Licenses	£9,645.00
External Audit	£1,500.00
Petty Cash	£100.00
Bank Charges	£75.00
Office Equipment	£660.00
Professional support for Attainment of Charitable Status	£3,000.00
Marketing & Comms	£11,770.00
<b>Supplies &amp; Services Sub-total</b>	<b>£216,242.65</b>
<b>Gross Expenditure</b>	<b>£999,502.65</b>

DE Grant	-£999,502.65
<b>Income Sub-total</b>	<b>-£999,502.65</b>
<b>CSSC Net Expenditure</b>	<b>£0.00</b>

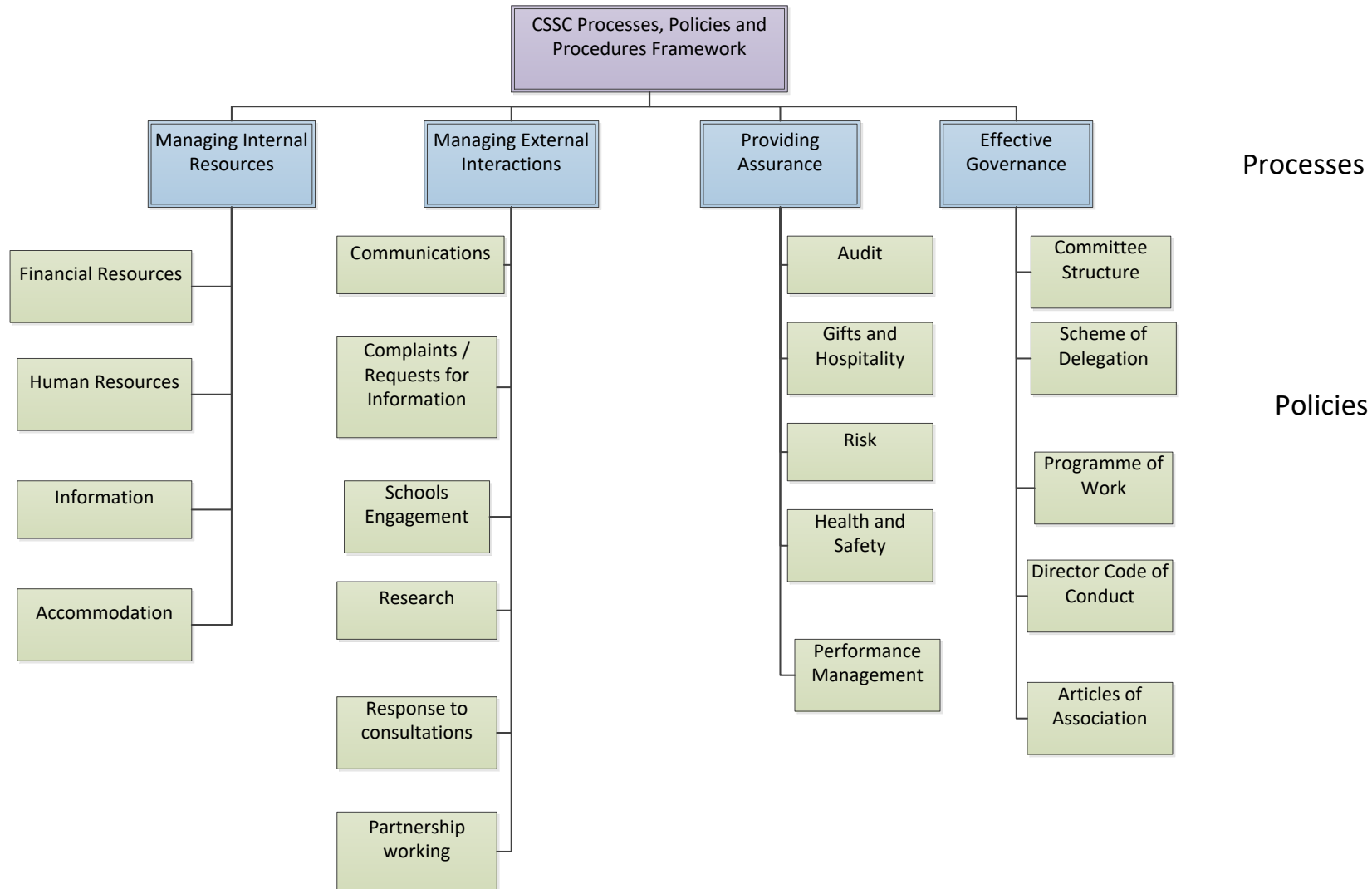
## CSSC organisational chart



Controlled Schools' Support Council contact details  
Email: [info@csscni.org.uk](mailto:info@csscni.org.uk)  
Switchboard 028 9531 3030



## CSSC policy framework



## CSSC initial policies/procedures List

### Managing internal resources

- Financial resources
  - Revenue estimate setting
  - Fraud
  - Stock control / asset register
  - Procure to pay
  - Financial reporting
  - Payroll
  - Travel and subsistence
- Human resources
  - Attendance management
  - Equal opportunities
  - Work/life balance
  - Discipline and grievance
  - Learning and development
  - Employee code of conduct
  - Pay and performance
  - Recruitment and selection
- Information
  - Computer user policy
  - Data protection
  - Mobile phone
  - Access levels
  - Website management
  - Remote working
  - Information management
- Accommodation
  - Licence agreement
  - Evacuation
  - Scheduled closures

### Managing external interactions

- Communications
  - Social media
  - PR and marketing
  - Media engagement
- Complaints / requests for information

- Schools' engagement
  - Engagement with member school
  - Engagement with non member schools
- Research
- Response to consultations
- FOI
- Partnership working
  - MOUs

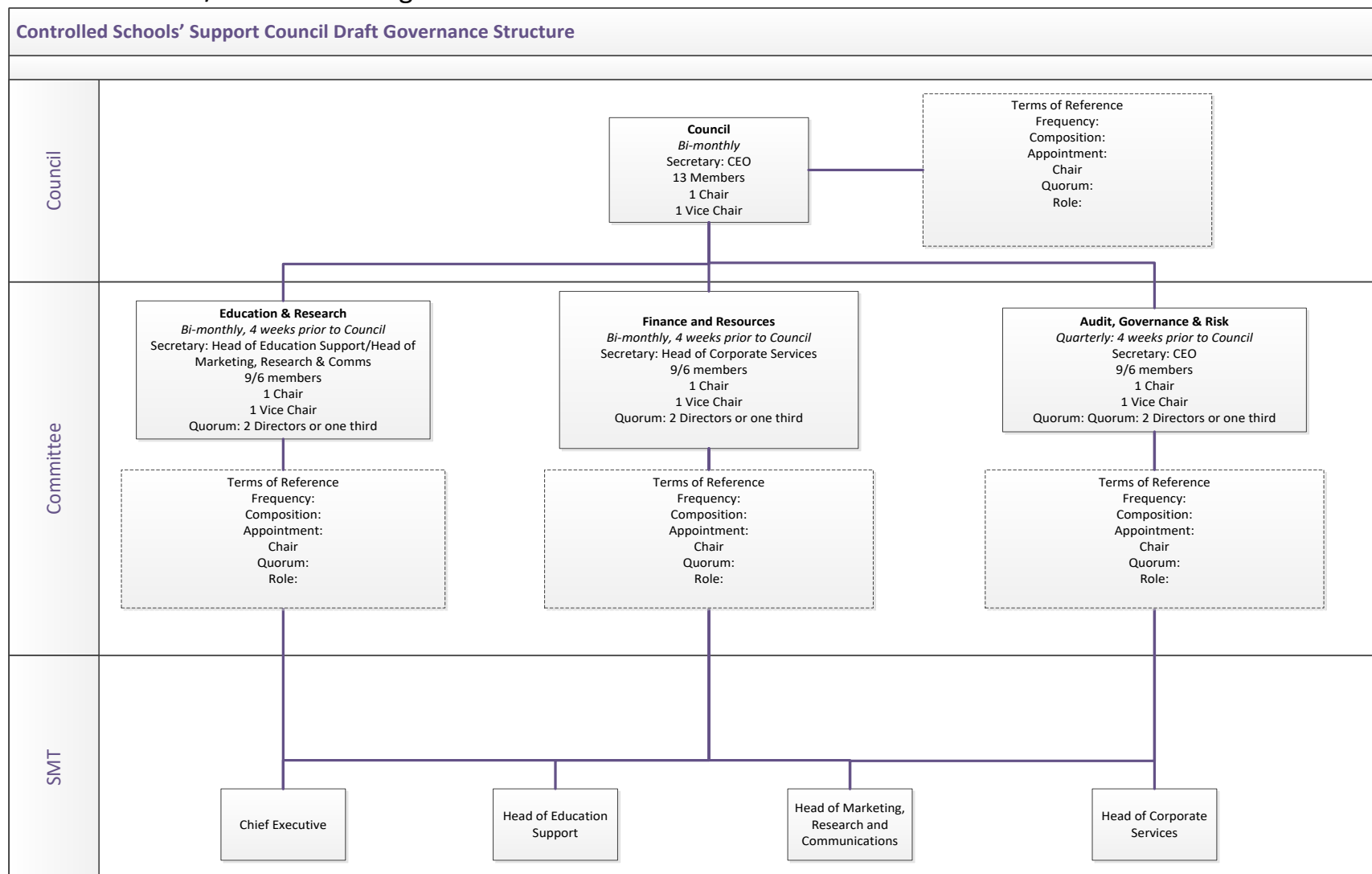
### Providing assurance

- Audit
- Key performance indicators
- Gifts and hospitality
- Risk
- Health and safety
- Performance management
  - Programme of work reporting

### Effective Governance

- Committee structure
- Programme of work agreement
- Annual business plan
- Organisational legal entity
- Scheme of delegation
  - Standing orders
- Code of conduct for directors
- Conflict of interest
- Whistleblowing
- Articles of Association

## CSSC committee/decision making framework





Finance and Resources Committee: Committee will meet regularly, potentially monthly. Broadly, the main function of the committee will be to:

- receive reports on finance, staffing structures, conditions of service, and progress on the annual programme of work

Education and Research Committee: Committee will meet regularly, potentially monthly. Broadly, the main function of the committee will be to:

- consider and make recommendations on consultation and research exercises in respect to education policies and the organisation's annual programme of work

Audit and Risk Assurance Committee: Committee will meet regularly, most likely quarterly or six monthly. Broadly, the main function of the committee will be to:

- receive reports and evidence of assurance on key processes relating to risk management, control and governance and Statement of Internal Control
- receive reports on accounting policies and procedures and any planned and/or reported audit activity