

# **Development of a Proposed Model for Support for Controlled Schools**

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## Executive Summary

This report outlines the findings, proposed solutions, and implementation roadmap developed by the Taskforce to address the challenges facing the controlled sector in Northern Ireland. It builds on evidence from the Independent Review of Education (IRE), comprehensive stakeholder engagement, and an analysis of historic issues facing the sector. Central to this work is the Taskforce's commitment to ensuring that its proposed solutions contribute to the Department of Education's vision that 'Every child and young person is happy, learning and succeeding' and align with the principles of the Children and Young People's Strategy (CYPS).

The Taskforce was established with representation from the Department of Education (the Department), the Education Authority (EA) and the Controlled Schools' Support Council (CSSC). It has undertaken two key streams of work to address the key aspects of the Terms of Reference as set by the Minister:

- Developing a model for a dedicated managing authority with a strategic and sustainable governance framework, supporting controlled schools to provide high-quality education to the children and young people within the diverse communities they serve.
- Delivering interim improvements through targeted actions that address critical challenges for controlled schools and enhancing support in the short-term broadly within current structural arrangements.

The IRE identified that the EA's broad remit creates significant challenges in performing its managing authority role for controlled schools, resulting in what it describes as "suboptimal" arrangements for the controlled sector. It is important to note that creating new structures without a parallel change in policy and/or powers will transfer the challenges experienced by EA to any new body.

School leaders highlighted the need for:

- a clearer sectoral vision and more coherent, proactive leadership.
- improved tools and support for school improvement.
- proactive support for schools.
- support tailored to individual school contexts, with a stronger focus on standards.
- enhanced collaboration and a coordinated multidisciplinary approach to addressing challenges effectively.

The Taskforce also recognised the importance of equitable and consistent service provision across all sectors. Any solutions must ensure that universal services are excellent, accessible and underpinned by effective collaboration and resourcing to ensure that all schools and children and young people are supported to succeed.

High-level priorities for improvement in the controlled sector were identified and include:

- a primary focus on the schools managed within the sector.
- a clearly identified sectoral ethos, strategy, and vision for high-quality education.

- support for leadership appointments and development, ensuring the right leaders are appointed and are equipped to drive improvement.
- improved support for effective governance and accountability to enhance challenge and oversight.
- a sectoral strategy for controlled school provision, within a network of sustainable schools.
- an ability to effectively advocate for individual schools and the sector, ensuring their needs are addressed.
- effective collaboration with education partners, to address common challenges and goals, maximising the resources available.

The Taskforce recommends a phased approach to delivering the requirements of the Minister's Terms of Reference:

1. A Controlled Schools Unit established within the EA (CSU): This is an interim collaborative model designed to facilitate the delivery of tangible improvements for controlled schools in the short to medium term whilst concurrently commencing preparations for a dedicated standalone body for controlled schools.
2. A Managing Authority for Controlled Schools (MACS): A dedicated body with managing authority responsibilities developed to provide focused governance and strategic leadership for controlled schools. This model will require legislation to transfer identified duties and functions to MACS.

MACS will:

- have a primary focus on controlled schools, supported by independent governance and accountability structures.
- have the powers to act as an equal with education partners, and be a strong advocate for the sector whilst fostering collaboration and opportunities for consistency of support across sectors.

CSU & MACS will:

- develop a sectoral vision and strategy to address the unique needs of the controlled sector.
- address the challenges identified by school leaders, including the need for tailored, proactive, relational and consistent support.
- utilise existing resources and expertise within the system, ensuring efficient implementation and sustainability.

Whilst the collaborative CSU model begins to address gaps in provision for controlled schools, it supports the development of MACS and provides a pathway for transition to a dedicated managing authority model in the long-term.

A roadmap has been developed to outline this phased strategy, balancing immediate action with ongoing development. The recommended approach includes:

- establishing the CSU in the short term and initiating preparations for the legislative, policy and operational framework required to deliver MACS.

- continuing the collaboration between the Department, EA and CSSC through a senior group overseeing support for controlled schools.
- initiating CSU operations whilst designing and preparing for the implementation of MACS.
- transitioning to MACS, ensuring continuity and equitable support in the medium to longer term.

The Taskforce's concurrent approach addresses systemic challenges and establishes a foundation for more equitable support for controlled schools. The CSU provides required interim improvements, while MACS ensures focused strategic leadership, within independent accountability structures. Together, these solutions create a transformative pathway for controlled schools and their communities.

## Chapter 1: Context

This chapter establishes the context for the Taskforce’s work, outlining the Terms of Reference, the approach undertaken, the distinctive characteristics of the controlled sector, and the current management arrangements. It establishes the foundation for subsequent analysis to better understand the challenges and opportunities for equitable support for the controlled sector.

### Terms of Reference

The Independent Review of Education (IRE)<sup>1</sup> identified the support arrangements for controlled schools as “sub-optimal,” noting the perception of controlled school leaders that the “EA is stretched too thin and is conflicted by servicing all school types, leaving Controlled schools relatively unsupported.”

In response to this review, the Minister created a Taskforce with representation from the Controlled Schools’ Support Council (CSSC), the Department of Education (the Department), and the Education Authority (EA) to develop a proposed model for controlled schools support, including a dedicated body to include managing authority responsibility.

The scope of the Taskforce is to:

- Focus on preparations for a new managing authority for controlled schools alongside
- Identification of key performance issues and required improvements for controlled schools under the current model.

Broader structural changes across the EA or sector were deemed outside the scope of this work. Consideration was also to be given to opportunities for greater consistency across support bodies.

### Taskforce Process

The Taskforce adopted a methodical and consultative approach, structured around the two key streams of work as outlined within the Terms of Reference.

To inform its work, the Taskforce engaged with three reference groups:

1. **Controlled Schools Leaders’ Group:** Comprising leaders from across the controlled sector, including principals from nursery, primary, post-primary, grammar and non-selective and special schools. The group included

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<sup>1</sup> <https://www.independentreviewofeducation.org.uk/key-documents/investing-better-future>

representation from controlled-integrated, controlled Irish-medium schools and schools that are not members of CSSC.

2. **Stakeholders' Reference Group:** Comprising representatives from sectoral support bodies and other education stakeholders, including the Council for Catholic Maintained Schools (CCMS), Northern Ireland Council for Integrated Education (NICIE), Governing Bodies Association (GBA), Comhairle na Gaelscolaíochta (CnaG), the Catholic Schools Trustee Service (CSTS), and the Transferors Representatives' Council (TRC).
3. **Teaching Unions Reference Group:** Representing the Northern Ireland Teaching Council and the Association of School and College Leaders.

Informal conversations with the non-teaching unions also took place to ensure understanding and transparency of the process at both management and union sides.

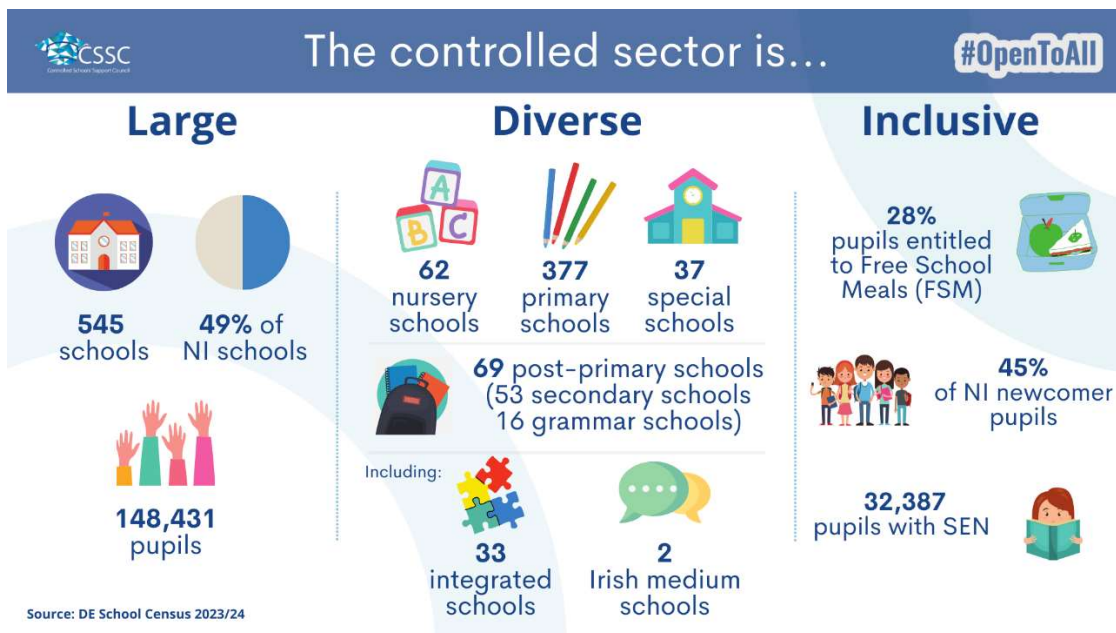
In addition to being represented on a stakeholder reference group, CCMS was invited to attend two meetings of the Taskforce to inform proposals. The Taskforce appreciated the valuable opportunity to learn from the experience of CCMS as a managing authority. A key lesson to emerge from this engagement was that the perception of some in the controlled sector that the problems and challenges they face are not present in the Catholic maintained sector, is not always the case. It is important to build on this useful engagement and continue to work with CCMS as further development of support for controlled schools continues.

The reference groups provided valuable feedback, offering insights and perspectives on the distinct challenges faced by controlled schools and the systemic issues affecting all educational bodies, particularly the impact of long-term underfunding on all schools regardless of sector. Potential opportunities for greater consistency across managing authorities were also explored.

### **The controlled sector: key facts**

The origins of the controlled sector began in the early 20th century when schools were transferred to the state. From these beginnings of a historic faith context and a commitment to free public education, today's controlled sector provides for a more pluralist society through a diversity of schools with individual characteristics serving their local communities, with core non-denominational Christian values and principles.

The controlled sector is the largest, most diverse education sector in Northern Ireland, comprising 49% of all schools across all phases: nursery, special, primary, secondary, grammar, integrated, and Irish medium schools.



The controlled sector is:

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

#### Breakdown of controlled schools by type:

- 148,431 pupils attend controlled schools
- 57.6% of pupils in controlled schools are Protestant, 10.6% are Catholic, 31.66% are 'other'
- 45% of newcomer pupils in Northern Ireland attend controlled schools
- 28% of pupils attending controlled schools are entitled to free school meals

Controlled schools are defined under Article 2 of the Education and Libraries (Northern Ireland) Order 1986 as grant-aided schools under the management of the EA.

#### Current context

##### Education Authority

The EA was established by the Education Act (Northern Ireland) 2014, as a single authority replacing the five Education and Library Boards. It has statutory responsibility for a significant number of functions and services across all school types, including controlled, Catholic maintained, grant-maintained integrated, other maintained, and voluntary grammar schools. EA is the managing authority only for the controlled sector.



Its remit includes:

- **Managing authority:** for controlled schools.
- **Employing authority:** for teachers and non-teaching staff in controlled schools, and non-teaching staff in Catholic maintained schools.
- **Universal service provider:** to all schools for essential services, such as pupil well-being services, school transport, admissions, catering, delivery of capital works, facilities management, and maintenance.
- **Funding authority:** for all schools.
- **Special Educational Needs (SEN) statutory and support services:** for all schools.
- **Operational lead for strategic area planning:** for all school sectors.

The EA has a vast range of statutory duties and responsibilities for controlled schools, as conferred under the Education and Libraries (NI) Order 1986 and related legislation. An overview of the EA's statutory duties and responsibilities to controlled schools is provided in Appendix 1.

### **Controlled Schools' Support Council**

Article 4 of the Education (Northern Ireland) Act 2014 provided for the Department to fund a body recognised as representing the interests of controlled schools. The CSSC was established in 2016 as a voluntary body providing a representational and advocacy role for controlled schools.

Its non-statutory functions include:

- **Advocacy:** providing a representational and advocacy role for controlled schools.
- **Ethos:** working with schools within the sector to develop and maintain its collective ethos.
- **Governance:** where appropriate, having a role in identifying, encouraging and nominating Governors and ensuring ethos is part of employment considerations.
- **Raising Standards:** working with the EA to raise educational standards.
- **Estate Planning:** participating in the planning of the schools' estate; assessing ongoing provision within the sector; participating in area-based planning coordinated by the Department and the EA.
- **External Relationships:** Building cooperation and engaging with other sectors on matters of mutual interest, including the promotion of tolerance and understanding.

A structured description of the current support services delivered by the EA and CSSC's advocacy and support functions to controlled schools is provided in Appendix 2 of the report. This representation highlights:

- The majority of EA services are universal to all grant-aided schools for example, School Improvement, Special Educational Needs (SEN), Operational Services.
- In a number of services EA has a dual role in service provision for all sectors and specifically for controlled schools in its managing authority role, for example area planning.

### **Council for Catholic Maintained Schools**

To inform the proposals the Taskforce considered the Council for Catholic Maintained Schools (CCMS) as an existing dedicated body with managing authority responsibility. CCMS is the managing authority for Catholic maintained schools and has statutory responsibility for:

- Promoting the effective management of Catholic maintained schools by Boards of Governors.
- Promoting and coordinating the planning of effective provision of Catholic maintained schools.
- Employment of teaching staff in Catholic maintained schools.
- Providing advice and information to trustees, the Department, EA, Boards of Governors, principals, and staff.

### **What is a managing authority?**

The Taskforce explored an aspirational model of a managing authority to inform the proposal for an effective and dedicated support system for controlled schools. This approach was taken to identify best practices and innovative solutions that could address the unique challenges faced by the controlled sector. By benchmarking against both local and national models of support, the Taskforce aimed to establish a high standard for future support.

### **Sector-specific strategic focus**

In addition to providing specific services to its schools, a managing authority also has a sector-specific strategic focus. It provides robust leadership based on challenge and support, rooted in the ethos, vision, and values of the sector. Its core purpose is to ensure that all schools within its remit are effectively managed and equitably supported through cohesive, consistent, reliable, and evidence-based targeted interventions.

### **Challenge and support**

A key aspect of the managing authority's role is its challenge and support function. It must be passionate about its schools and ready to use its powers effectively to support them. This includes advocating for sufficient funding, investment, and resources for its schools, while also challenging internally to ensure local provision is of the highest standard. Through this function, it provides strategic direction and drive for educational excellence.

**Promoting effective governance and leadership**

Additionally, the managing authority plays a crucial role in governance and leadership. It supports the development of strong leaders within the sector. This includes overseeing appointment processes to ensure the right people are selected and equipped to lead. By promoting effective governance structures and providing proactive, relational, and targeted support, the managing authority assists schools to promote and maintain an ethos of high aspiration and achievement.

**Promoting effective sustainable provision of schools**

The managing authority also takes a long-term view of the sustainability of the sector. This involves ensuring that schools are adequately supported today and positioned to continue succeeding in the future. Strategic area planning is a crucial part of this, where the managing authority represents the interests of its schools and works with partners to ensure sufficient provision for all children and young people. Its role in planning contributes to identifying innovative, creative, and shared solutions for sustainable provision.

**Promoting effective collaboration to drive systemic improvements**

The managing authority collaborates with other educational bodies to ensure consistency in delivering high-quality support to all schools. This collaboration fosters a unified approach to common objectives, enhancing the overall education system and driving systemic improvements. It also provides opportunities for consistency of support.

## **Chapter 2: Analysis**

Findings from the IRE alongside evidence from controlled school leaders, point to longstanding systemic difficulties in delivery of effective and equitable support for the controlled sector. Many of these difficulties predate the existence of the EA or CSSC.

This chapter examines the challenges facing controlled schools, drawing on evidence from the IRE, engagement with school leaders and available data, and considers the opportunities presented by a dedicated body to include managing authority responsibility.

The IRE highlights inconsistencies and inequities in support provided to the controlled sector. It contrasts this with support available to the Catholic maintained sector, although as referenced earlier at times there is a somewhat halcyon idealised view of the support available to schools from CCMS, which isn't always true. Of particular note, while CCMS has made significant strides since its formation in 1989 including commendable progress in raising educational standards within its sector, it is currently facing significant budgetary pressures, similar to all educational bodies, and therefore is constrained in its capacity to support its schools as it would like.

Notwithstanding that, the functions, powers, and support approaches employed by CCMS as a standalone dedicated managing authority for a large group of schools have been compared with those available to the controlled sector throughout this chapter.

### **The need for change**

The IRE identified,

'The managing authority role has always been a challenge because the EA also provides a wide range of services to all other schools. This results in complicated systems for school management, which are, in particular, suboptimal for the Controlled sector'.

To further identify current challenges for controlled schools and to inform improvements in service delivery, EA sought feedback from controlled school leaders, through a series of engagements conducted by an independent researcher, in November 2024.

School leaders shared their perceptions on various aspects of support structures, including their views on the current challenges they are encountering and EA's support services. While they recognised some ongoing improvements in services, they also highlighted areas requiring further attention, such as strategic planning for the controlled sector and developing a vision specifically for controlled schools.

The responses illustrated that there continues to be some confusion about EA's structures, roles, and responsibilities. School leaders noted the need for a clearer strategic approach for supporting controlled schools, with a stronger focus on driving improvement and raising standards across the sector. School improvement was seen as reactive rather than proactive. They expressed a desire for more coherent leadership and "joined up" thinking on school improvement for controlled schools, including providing school leaders with the appropriate tools for improvement.

There was also a perception that pupil outcomes in controlled schools could be enhanced with improved challenge and support. Additionally, leaders felt that support could be more personalised to better meet their school's individual needs. There was a call for more emphasis on standards, rather than operational delivery, and for EA to be more supportive rather than directive. Furthermore, there was a perception that other sectors receive more efficient support, greater funding, and more flexibility in decision-making. It is important to note that the Common Funding Formula allocates resources to schools based on student numbers and age or year groups, student needs, the type of curriculum delivered and school characteristics. While feedback regarding the support from CSSC was generally positive, school leaders expressed the opinion that the Council lacks the authority or power to be truly effective for the sector.

Principals in the Controlled Schools Leaders' Group also suggested that current support arrangements lack a coordinated multidisciplinary approach. They believed that such an approach could improve proactive and coordinated interventions. They emphasised the need for direct, proactive, and targeted support to schools from individuals with the necessary skills, expertise, and experience to advise leaders. Support from the right person, in the right place at the right time. School leaders also discussed the lack of understanding more widely of the vision and purpose of controlled schools and the need for a resetting of how the sector presents itself to reflect its focus on serving diverse communities.

These challenges are further compounded by the systemic deficit of funding in education, which has led to significant under-resourcing across all schools and essential support bodies. Limited resourcing has amplified the issues identified by the IRE and school leaders. Collaboration between the EA and CSSC could be more effective, to maximise the expertise and knowledge that exists in both organisations. Improved coordination and joint efforts are crucial for addressing these challenges and fostering progress in the short to medium term. Without sufficient funding and better collaboration, it remains difficult for support bodies to provide timely and effective assistance, thereby limiting schools' ability to maintain high standards of education for their children and young people.

The Minister having acknowledged the limitations of the current arrangements highlighted by the IRE, has considered that a dedicated managing authority for controlled schools should be created. This would transfer managing authority responsibility from EA to a standalone dedicated body with a primary strategic focus on the controlled sector, enabling the EA to prioritise universal service delivery and its responsibilities to all schools.

This reflects the Minister's view that there is an opportunity to address the historic deficit of support for the controlled sector while also providing an opportunity for greater consistency of support across sectors. In the interim, the Minister has also sought key performance issues and required improvements to be identified under the current model.

## **Enduring challenges**

The IRE acknowledges significant disparities in educational outcomes between controlled and Catholic maintained schools, which it attributes partly to differing approaches and support for the sectors. It states that:

‘A relevant consideration is that Maintained post-primary schools tend to perform above expectations in relation to socio-economic circumstances and to a higher overall standard than controlled schools.’

An analysis of available Key Stage 4 (GCSE) data since 2012 demonstrates that, Catholic maintained schools have outperformed controlled schools by between 8 and 12.6 percentage points despite the higher levels of free school meals entitlement in Catholic maintained schools. Whilst this historic performance gap remains, the overall rise in GCSE attainment over the last decade across the controlled sector is comparable to the Catholic maintained sector.

Further data supporting this gap in educational outcomes shows that, of the 13 schools identified in the IRE as overperforming relative to the proportion of Free School Meal Entitlement, only one was a controlled school.

## **Form and function**

The IRE goes on to suggest a causal link with the form and function of EA:

‘It has been suggested that this is due, at least in part, to a positive ethos within the Maintained sector fostered by strong leadership and school support from CCMS. By contrast, Principals in the Controlled sector have suggested that the EA is stretched too thin and is conflicted by servicing all school types, leaving Controlled schools relatively unsupported.’

And concludes:

‘At the very least this would indicate that sectors should be supported with greater consistency and equity.’

As previously highlighted the enduring issues for the controlled sector pre-exist the creation of the EA. However, the organisation’s extensive remit, its responsibilities across all school sectors, and its accountability and governance structures have made it challenging to dedicate and focus its already constrained resources toward developing strategies to address the challenges faced by the controlled sector.

The deficit of support has not been resolved by the establishment of CSSC as an advocacy and support body. Its status as a voluntary body without statutory functions or powers, significantly inhibits its ability to influence or support the controlled sector effectively.

By contrast, the IRE findings suggest that CCMS, established with statutory functions, and governance and accountability structures which support its primary strategic focus of

supporting Catholic maintained schools, has been broadly successful in its stated aim of raising standards in that sector.

It is also important to recognise the influence of societal and cultural factors. Wider community considerations, such as the perceived value of education, play a significant role and contribute to the differences in outcomes between sectors. That being said, to effectively address these wide-ranging factors that have led to significant challenges, any managing authority for controlled schools must have a strategic sectoral focus and plan in place.

### **Approaches to support**

A key outcome of the Children and Young People's Strategy<sup>2</sup> (CYPS) is that children and young people learn and achieve. The strategy aims to transform the education system and deliver better outcomes for all children and young people by building on existing strengths and addressing barriers to improved educational outcomes. It is critical that all children and young people have the opportunity to achieve their full potential through a well-supported and effectively managed education system.

### **Consistency of support**

Recommendation 10 of the IRE states the importance of investment in the future of society and the economy. The report also outlines the significant education funding gap between Northern Ireland and the rest of the United Kingdom. This recommendation was endorsed by the Department in its response to the review. The Taskforce agrees that it is vital that all areas of education are effectively resourced and that the current levels of support provision are sub-optimal.

Support services for schools should neither be seen as a drain on resources best used elsewhere nor an optional extra. Schools and their leaders require support across a number of critical areas and limiting investment in support services whilst understandable in a short term crisis must not be seen as a sustainable model. Its long-term effect is to place further duties and burden on school leaders diverting them from their core task which is to oversee the learning and teaching of the children and young people in their communities.

Support services should be equitable across all sectors whilst cognisant of the important differences between them. It is vital that there continues to be high quality universal services available to all schools that are excellent and equal as demonstrated in the EA services map in Appendix 2. Effectively balancing a centralised and decentralised system allows for those services that need to be closer to a school, maximising relationships, alongside services that are best provided centrally with excellent universal delivery.

It is important to address concerns that may be raised by other sectors that creating improved models of support for controlled schools would impact on those services already

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<sup>2</sup> <https://www.education-ni.gov.uk/publications/children-and-young-peoples-strategy-2020-2030>

provided to all. Any solution that addresses equity of support in one sector must not have the unintended consequence of creating inequalities in others.

It is also critical that collaboration between sectors is maximised. A vision of excellent universal service provision with the opportunities to opt in or out, combined with enhanced collaboration and potential sharing of services where agreed should enable greater consistency of support within the context of challenged budgets.

### **School improvement**

The Department's school improvement policy, 'Every School a Good School'<sup>3</sup>, emphasises the importance of effective governance and leadership in school improvement. The Department is currently carrying out an End to End Review of School Improvement, the recommendations of which will need to be taken into account.

Current legislation requires that EA provides school improvement and professional development support to all grant-aided schools. This universal approach across school types, in the context of EA's breadth of wider responsibilities, has limited the focus specifically on controlled schools.

CCMS has a statutory duty to 'promote the effective management and control of Catholic maintained schools by the Boards of Governors' and a stated aim to raise standards in the Catholic maintained sector. Thus, it offers additional sector specific advice and guidance to maintained school leaders alongside the universal support provided by EA.

Inspection data from 2009 to 2019 demonstrates that controlled schools are more likely to enter formal intervention than Catholic maintained schools. The latter benefit not only from EA services but also CCMS's sector-specific leadership engagement. This includes targeted support and challenge to school leaders and Governors informed by multi-disciplinary review. Targeted support and challenge to school leaders and Governors has been provided consistently by the EA to controlled schools placed in formal intervention. This support is additional to the support which is provided to Catholic maintained schools placed in formal intervention.

These differences highlight the need for more equitable support mechanisms across all sectors to ensure consistent opportunities for improvement and leadership development and access to high quality education for all children and young people. These sentiments have been affirmed through the Taskforce's consultation with school leaders across the controlled sector.

### **School Governance**

'Every School a Good School' highlights the need to enhance the capabilities of school Governors to contribute to school improvement. The Department's Governor Handbook, providing guidance to all Governors in grant-aided schools, has an emphasis on the strategic

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<sup>3</sup> <https://www.education-ni.gov.uk/publications/every-school-good-school-policy-school-improvement>



role required to provide challenge and support. While the EA has statutory responsibilities for appointing and training Governors across a number of sectors, its universal approach lacks a sector-specific focus to the schools for which it is the managing authority.

The differing approaches of the EA and CCMS in their managing authority roles are evident in how they fulfil their duty to prepare schemes of management for Boards of Governors in their respective sectors. The CCMS Governor Handbook provided alongside the Scheme of Management for Catholic maintained schools emphasises raising educational standards, suggesting a strategic intent to promote high achievement. In contrast, without a sector specific Governor handbook, the scheme for controlled schools which is currently under review, provides a compliance-based approach, focusing on legislative requirements, which may influence the nature of support provided by Governors in controlled schools. Addressing the historic and enduring challenges faced by the controlled sector will require a strategic focus on effective school governance and its vital role in improving standards. By ensuring that the right people are appointed and effectively trained as Governors in controlled schools, these schools can benefit from enhanced leadership and critical oversight.

EA has limited powers to remove Governors in relation to disqualification and has no powers to remove Governors in relation to performance. Whilst the voluntary nature of Governors must be respected it is also important that a managing authority has specific powers to act where required. It is important to note that the model is the same for all sectors, and it is accepted that removal of Governors should be a last resort. More critical is investment in early intervention and improving support for Boards of Governors, to foster improved school performance rather than acting at the point of no return.

Effective Governors set clear strategic direction, support and challenge school leaders, and ensure accountability for outcomes. They can align governance within controlled schools with the sector's ethos and priorities. This approach is essential for driving school improvement and raising educational standards, aligning with the Department's policy emphasis on effective leadership and governance as key factors in securing improvement.

### **Leadership appointment and development**

EA's Membership and Teaching Appointments Committee (MTAC) formally ratifies the appointment of principals, vice-principals, and Governors in controlled schools on the recommendation of Boards of Governors. While EA has statutory duties to prepare and revise the teaching appointment scheme for controlled schools, CCMS is responsible for this in Catholic Maintained schools. Whilst CSSC's ethos function includes, 'ensuring that ethos is part of employment considerations', the absence of a statutory duty on the employing authority to consult with CSSC or for CSSC to advise in this regard has created a barrier to fulfilling this function.

Neither EA nor CCMS have the statutory authority to move school leaders between schools to target leadership support where it could have the greatest impact. This ability to transfer

leadership support, such as engaging associate principals or seconding principals to assist schools in need of specific mentoring or leadership support, is closely tied to the aspiration of establishing a single employing authority model as recommended by the IRE and therefore consideration of these interdependencies is important when considering models for improving support. It is noted that the IRE recommended the establishment of a single authority responsible for employment and other transactional services. Whilst this recommendation is outside the scope of the Taskforce an effective leadership strategy is essential to ensure that the right leaders are appointed or placed in the right schools, particularly those facing challenges, to drive improvement and address underperformance.

Controlled school leaders have expressed concerns about the absence of sustained support for principals and senior leaders, noting that those in leadership roles often feel isolated and unsupported. This hinders the ability of school leaders to implement strategic improvement initiatives and manage the increasing demands of their roles effectively. It also has impacted on interest in these roles from middle leaders and teaching staff.

A dedicated managing authority would have a vision for controlled school leadership, ensuring that appointment processes for key leadership positions reflect the sector's ethos, values, and strategic priorities. It would provide robust, quality-assured leadership programmes by suitably experienced facilitators, equipping leaders with the tools to make informed decisions often in challenging circumstances. Additionally, it would create opportunities for leaders to access sustained professional development support in collaboration with education partners.

### **Planning for sustainable provision**

It is noted that the IRE recommended that a single strategic planning authority should be established to oversee the ongoing development of a revised network of schools and that the Department has accepted this recommendation in principle. Without pre-empting the decisions of the Minister, it is important to remain aware of the interdependencies whilst further development work is carried out.

The EA's current broad statutory remit creates challenges in reflecting the interests of the controlled sector in the area planning process. Whilst fulfilling its duties as managing and planning authority for the controlled sector it must also deliver on its overall operational responsibility for planning of provision within the policy, strategic framework and timeframe set by the Department.

This dual role creates a significant challenge for EA in ensuring equitable provision of support and representation for the controlled sector. The absence of statutory powers for CSSC further exacerbates this issue. Controlled school leaders have raised concerns about a lack of long-term vision for controlled schools in area planning, highlighting the difficulty EA faces in representing all sectors equally while also serving as the managing authority for controlled schools. The apparent absence of a specific vision for the sector it manages, and the challenges in delivering operationally may result in the area planning being process driven rather than strategically delivered.

Decentralisation of the managing authority function would enable a dedicated body to focus on the development of a clear vision for controlled schools within a sustainable network of schools. With the powers to advocate for the sector within the area planning framework, this body would be an effective collaborative partner within the strategic planning process.

### **Challenge and advocacy function**

A significant issue arising from current arrangements is the lack of a statutory requirement for the EA to consult with CSSC, or a specific power conferred on CSSC to advise on behalf of the sector. This hinders the effectiveness of CSSC to advocate and challenge both at system and local level as effectively as it might otherwise. It also impacts on the ability of CSSC to collaborate effectively with partners to develop a cohesive sectoral strategy that aligns with the ethos and specific needs of the controlled sector.

Decentralising the managing authority function would enable controlled schools to benefit from a dedicated body that has been established as an equal partner with other sectoral managing authorities, with a primary strategic focus, and the powers to advocate effectively for the sector within the broader educational framework. This decentralisation would allow for localised, focused and consistent support, ensuring that the unique challenges of the controlled sector are addressed strategically and proactively.

### **High level identification of pertinent issues**

The purpose of a managing authority is to work in partnership with the schools it manages to empower them to support the children and young people in their local communities. The current model where EA holds all statutory duties and responsibilities for controlled schools is not the optimal model of support for controlled schools and the children and young people who attend them.

A managing authority should not be seen merely as a provider of transactional services, however excellent they may be. Instead, it should be a coherent body that offers proactive, relational support and leadership, enabling schools to deliver effectively for their communities. This support must be underpinned by a strategic sectoral approach that addresses common challenges and promotes continuous improvement.

There are fundamental differences between the EA and CCMS as managing authorities. CCMS has a primary focus on Catholic maintained schools, allowing it to tailor its support and strategies specifically to the needs of its sector. In contrast, the EA's broad remit and multiple responsibilities creates competing pressures and dilutes its capacity to provide focused support to controlled schools.

This analysis has identified the following characteristics any future managing authority model should have to provide effective and equitable support:

- Have a primary focus on the schools managed within the sector.
- Provide strategic leadership in promoting sectoral ethos and vision for high quality education.

- Support leadership appointment and development.
- Support effective governance and accountability.
- Have a clear sectoral strategy for sustainable school provision.
- Be able to effectively advocate for individual schools and the sector.
- Be able to effectively collaborate with education partners.

### **Chapter 3: Models of support for controlled schools**

Having identified key areas to be addressed in a new managing authority the Taskforce has considered a continuum of potential options. The Terms of Reference require the Taskforce to:

- focus on preparations for a new managing authority for controlled schools alongside,
- identifying key performance issues and required improvements for controlled schools under the current model pending the implementation of any new proposed model, which must not impede the pace of developing a proposed new model.

To meet these requirements the following is presented:

1. a model of a dedicated managing authority with options requiring further policy review and potentially legislation; and
2. a substantive interim model of support involving increased collaboration between EA and CSSC, broadly achievable within existing structures, but not within existing resources.

## **Potential options for a dedicated managing authority for controlled schools (MACS)**

The primary aim of this process is to ensure that controlled schools are equitably and effectively supported. As identified in Chapter 1 the controlled sector includes schools of all phases from nursery to post-primary, includes 37 of the 39 Special schools, 2 of the Irish-medium schools and 33 Integrated schools. Any solution identified must meet both the common and the diverse needs of these schools. Special schools have a significant role to play in meeting the needs of our children and young people as well as sharing their expertise with all schools. The importance of an intentional Integrated ethos within the universal ethos of a sector which is open to all faiths and none is also recognised along with the understanding that there are two languages used for curriculum delivery in the sector. Whilst the options identified focus on specific areas of managing authority support it is important that the diversity of the sector is understood throughout and reflected in the support provided.

Collaboration will be critical moving forward. Not only with schools but importantly between the EA and CSSC and therefore improved models of cooperation, communication and governance are critical in implementing effective support for the sector. It is also important that both NICIE and CnaG are recognised as partners in supporting controlled schools. Collaboration will also include other sectoral partners such as CCMS and the GBA.

The Taskforce has identified a model for establishing a Managing Authority for Controlled Schools (MACS), with a range of options offering a continuum of functions and responsibilities. These options range from maintaining an advisory role, to creating a managing authority with a comprehensive range of statutory roles and responsibilities.

### A model for a dedicated Managing Authority for Controlled Schools (MACS) with options

	Option 1: Ethos, advocacy and support	Option 2: + appointments and accountability	Option 3a: + employment	Option 3b: + area planning	Option 3c: + area planning and employment	Option 4: Comprehensive authority	Notes
<b>Ethos</b>							Similar to current CSSC role
<b>Leader and Governor Appointments</b>							Legislation likely to be required unless delegation possible
<b>Employment</b>							Extent of role is matter for debate – i.e. all employment aspects vs supporting role in leadership appointments (perhaps more achievable); approach needs to be conscious of any potential wider direction of travel on single employer model
<b>Leadership Development &amp; Support</b>							Akin to CCMS function; augmenting EA services.
<b>Governor Development &amp; Support</b>							Akin to CCMS function; augmenting EA services.
<b>Area Planning</b>							Extent of role is matter for debate – i.e. planning authority vs consultative/advocacy role; approach needs to be conscious of any potential wider direction of travel on single planning authority model
<b>Sectoral Advocacy</b>							Potential statutory basis akin to CCMS function to advise, and duty to consult with it akin to Departmental duty within Integrated Education Act
<b>Estate ownership/ management</b>							Assumed to include estate ownership, capital development, maintenance etc.
<b>Accountability and reporting to DE; local school accountability to Body</b>							Akin to CCMS function; depending on option
<b>Outline assessment</b>	<ul style="list-style-type: none"> <li>✓ Relatively easy to achieve</li> <li>✓ Potential for improved support to sector</li> <li>✓ Doesn't impede single models for area planning/ employment</li> <li>✗ Potentially equity aspects remain</li> </ul>	<ul style="list-style-type: none"> <li>✓ Relatively easy to achieve</li> <li>✓ Enhanced accountability and equity</li> <li>✓ Potential for improved support to sector</li> <li>✓ Doesn't impede single models for area planning/ employment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Enhanced accountability and equity</li> <li>✓ Potential for improved support to sector</li> <li>✓ Doesn't impede single models for area planning</li> <li>✗ More complex to deliver</li> <li>✗ Further disaggregation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Relatively easy to achieve – depending on extent of area planning role</li> <li>✓ Enhanced accountability and equity</li> <li>✓ Potential for improved support to sector</li> <li>✗ Doesn't impede single employer model</li> </ul>	<ul style="list-style-type: none"> <li>✓ Enhanced accountability and equity</li> <li>✓ Potential for improved support to sector</li> <li>✗ Potential to Impede single models for area planning/ employment</li> <li>✗ More complex to deliver</li> </ul>	<ul style="list-style-type: none"> <li>✓ Equitable with other sectors</li> <li>✓ Enhanced accountability</li> <li>✓ Potential for improved support to sector</li> <li>✗ Further disaggregation of employment model</li> <li>✗ Impedes single models for area</li> </ul>	

		× Potentially equity aspects remain	of employment model	× May risk impeding single planning authority model	× Further disaggregation of employment model	× planning/employment More complex to deliver	
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## Potential options mapped against characteristics of effective and equitable support

Characteristics	Options					
	1	2	3a	3b	3c	4
<b>Primary focus on the schools managed within the sector</b>	Not at all	Partially in the areas identified	Fully	Fully	Fully	Fully
<b>Strategic leadership of sectoral ethos, and vision for high quality education</b>	Not at all	Partially in the areas identified	Fully	Fully	Fully	Fully
<b>Supporting leadership appointment and development</b>	Not at all	Fully	Fully	Fully	Fully	Fully
<b>Supporting effective governance and accountability</b>	Not at all	Fully	Fully	Fully	Fully	Fully
<b>Sectoral strategy for sustainable school provision</b>	Not at all	Not at all	Not at all	Fully	Fully	Fully
<b>Effectively advocacy for individual schools and the sector</b>	Not at all	Fully	Fully	Fully	Fully	Fully
<b>Effective collaboration with education partners</b>	Not at all	Partially in the areas identified	Partially in the areas identified	Fully	Fully	Fully

### Option 1: Ethos, advocacy, and support

In this option core responsibilities for controlled schools such as employment, area planning, estate management, and supporting leadership and Governor appointments would remain with the EA. This option would enhance CSSC's current remit through legislation, introducing a statutory duty to consult with, and for CSSC to advise on matters relevant to the controlled sector. In this option EA and CSSC retain their current managing authority and representative responsibilities. This option is the current status quo with an enhanced CSSC statutory duty.

### Option 2: Appointments and enhanced accountability

Building on option 1, this option introduces a stronger accountability framework and includes support for Governor and leadership appointments and enhanced responsibility for leadership and Governor development. As a Non-Departmental Public Body, the body would report to the Department, providing a more structured framework for accountability. While this option aims to improve equitable support for the controlled sector, area planning, estate management and employment functions would remain under the authority of EA.

MACS would be created by combining relevant existing services to controlled schools within EA and CSSC.

### **Option 3: Extended functional and legislative roles**

Option 3 progressively expands MACS' responsibilities:

#### **3a: Employing authority**

In this option MACS would assume responsibility as the employing authority for leaders and teachers in controlled schools. This option offers enhanced accountability and equity, and the potential for improved support to the sector through multi-disciplinary working. However, it is more complex to deliver and would lead to further disaggregation of the employment model. It has the potential to impede any moves for further consolidation as recommended by the IRE. It is also important to note that significant improvements are underway within the EA HR directorate, as part of EA's wider improvement strategy, impacting controlled schools as well as those in other sectors. EA provides significant support to other sectors in employment services formally and informally. Any change in this area would need to be part of wider system change to avoid unintended negative consequences.

#### **3b: Planning authority**

MACS would promote and coordinate the planning of effective provision in controlled schools, ensuring effective strategic representation in the area planning process and collaboration with partners to maintain a network of sustainable schools. This option is relatively straightforward, depending on the extent of the area planning role. It offers enhanced accountability and equity, and the potential for improved support for the sector through multi-disciplinary working. It does not impede any single employer model but in the longer-term may risk impeding a single planning authority as recommended by the IRE.

This option does not include the employment function which is an integral component of a multi-disciplinary approach to supporting schools. Therefore, effective collaboration with the employing authority will be essential to ensure that employment-related considerations are aligned with broader support strategies for schools.

#### **3c: Combined planning and employing authority**

This option integrates both the employing and planning functions. It offers enhanced accountability and equity, and the potential for improved support for the sector through multi-disciplinary working. Whilst this provides a comprehensive approach, it is more complex to implement with significant challenges related to legislative and operational feasibility. The challenges identified in 3a are consistent in this option.

### **Option 4: Comprehensive authority**

In option 4 MACS would assume all managing authority responsibilities for controlled schools currently held by EA including, employment, area planning, and estate management. While offering the most comprehensive solution, this is the most complex option to implement and poses significant challenges related to legislative and operational feasibility. Estate management has not been identified as a key area to ensuring effective

and equitable support in the analysis in Chapter 2. Whilst all sectors face capital challenges and concerns regarding maintenance budgets these are not considered areas critical to the effectiveness of a managing authority. The complexity of this approach and the legislation required may result in a delivery timeframe which is prohibitive to addressing the identified issues within an acceptable timescale without significant increased benefit.

## **Exploring options for equitable support for the controlled sector**

The establishment of a dedicated managing authority for controlled schools (MACS) offers a transformative opportunity to address the deficit of support for the controlled sector contributing to the Department's vision that every child and young person is happy, learning and succeeding. This has been informed by the evidence base provided in the IRE and engagement with controlled school leaders. It has also been aligned with the Children and Young People's Strategy.

In contrast to the current arrangements, MACS provides a dedicated body for controlled schools, with a primary focus on delivering high-quality support and intervention to all schools in the controlled sector which prioritises the unique needs of controlled schools and the communities they serve. A key area of focus will be supporting schools to address areas of long-term and persistent gaps in educational outcomes.

The establishment of MACS will deliver equity for the controlled sector through:

### **1. Enhanced accountability**

- addresses the longstanding deficit in support for the controlled sector.
- enhances equity and consistency of support across sectors.
- establishes a dedicated managing authority for the controlled sector, ensuring consistent, equitable, and focused support for its schools and communities.

### **2. Clear strategic direction**

- has a primary strategic focus on the priorities and challenges of the controlled sector.
- has a strategic vision for the sector aligned with the ethos and unique needs of controlled schools, and governance structures to support delivery.

### **3. Improved support for the sector**

- promotes the effective management and accountability of controlled schools by Boards of Governors and school leaders.

### **4. Scalable and sustainable implementation**

- leverages existing resources and expertise within the system mainly within EA and CSSC.
- builds on and learns from the interim model of support.

## **Key constraints and how they will be addressed**

While the establishment of MACS presents some challenges, these can be addressed through careful planning and transitional measures:

## **1. Resourcing**

- System-wide funding challenges have constrained education support bodies' capacity to provide robust sectoral support. Additional investment will be required to ensure equitable support and provision for all which may lead to a perception that funding to establish and sustain MACS will be removed from schools, creating concerns among stakeholders. Transitioning staff from EA / CSSC into MACS under Transfer of Undertakings Protection of Employment (TUPE) regulations introduces complexities including compliance, addressing staff and trade union concerns, alignment of terms and conditions and providing adequate resources to manage the transition.
- The impact of the historic deficit of support and the need for greater equity and consistency across sectors, as well as the potential long-term benefits justifies the additional investment required.
- Improved outcomes for children and young people in controlled schools will have a positive impact on the Northern Ireland economy.

### **To address:**

- Leverage existing resources within the system, including expertise from CSSC and EA.
- Explore the potential for shared services to enhance consistency of support across the education system.
- Conduct an early audit of available resources, engage with trade unions, allocate HR resources to oversee TUPE process and develop a staff transition and communication plan.

## **2. Legislative change**

- Drafting and enacting the legislation will require resource and wider societal support, and may delay or impede implementation.

### **To address:**

- Further policy review is required to identify the most effective and efficient options.
- Increased levels of collaboration across sectors will result in improvements across all.

## **3. Perceived duplication of functions**

- Stakeholders may raise concerns about potential duplication of functions with EA/CSSC.

**To address:**

- By transferring key sector-specific functions currently performed by EA/CSSC to a dedicated body, this avoids duplication and provides clarity while providing focused and equitable support for the controlled sector.
- MACS' relational and proactive approach complements, rather than overlaps with, the work of other bodies, addressing historic gaps in support for the sector.

**4. Integration complexity**

- The transition to MACS will require complex and careful planning to integrate its functions into the existing education system.

**To address:**

- Interim improvements, such as the establishment of a controlled schools' unit within EA, will act as a precursor to MACS, providing continuity and helping to streamline the transition. The unit will also provide the opportunity for further learning and understanding of the requirements of controlled schools.
- Enhanced collaboration between EA and CSSC during this phase will strengthen relationships and build capacity, ensuring smoother implementation of MACS.
- Such a phased approach will ensure that MACS is operational and effective upon its establishment.

**5. Cultural change**

- Feedback from the Controlled Schools Leaders' Group and a representative cohort of principals highlights strong support for improved, sector-specific support, which may not be possible in the immediate future.

**To address:**

- A change in culture from what is perceived as transactional and compliance focused, will be initiated through interim measures such as a controlled schools' unit within the EA.
- Embedding a relational and proactive approach, and close collaboration with CSSC will help align stakeholders with MACS' vision and ensure a smoother transition.

## Success metrics

The success of MACS will be measured through clearly defined metrics, including:

- 1. Educational outcomes:** A measurable reduction in the already identified attainment gap, reflecting improved standards across the controlled sector.
- 2. Leadership capacity:** Positive feedback from school leaders and Governors on the quality and impact of leadership support provided by MACS.
- 3. Improved inspection outcomes:** An improvement in inspection outcomes of controlled schools driven by targeted improvement planning and multi-disciplinary support resulting in a measurable decrease in the number of controlled schools entering formal intervention.
- 4. Stakeholder satisfaction:** High levels of satisfaction from children and young people, school leaders, Governors and the wider school community regarding MACS proactive, relational approach to supporting controlled schools.

## **Improvements for controlled schools that can be made within the current model pending the implementation of any new proposed dedicated model.**

The Taskforce has proposed an interim solution to address key performance issues and required improvements for controlled schools that can be made within the current model pending the implementation of the new model. This approach is designed as a transitional measure, potentially leading towards the Managing Authority for Controlled Schools (MACS). It aims to deliver sector-specific improvements in the short term within the current framework, establishing a foundation for the comprehensive change that may follow in the medium to longer term.

### **Purpose and scope of the interim model**

This interim model is designed to deliver immediate and measurable improvements while concurrently preparations are made for the future establishment of MACS. Central to this approach is the establishment of a Controlled Schools Unit (CSU) within the EA collaborating closely with an enhanced CSSC to provide increased levels of support for controlled schools during this transitional phase. The interim model is intended to complement the planned development of MACS by addressing longstanding challenges in a phased manner and begins to address the unique needs of the sector ensuring schools are supported effectively while creating the capacity and structures necessary for transition to MACS. In developing the CSU a number of collaborative models were considered. The model chosen maximises the focus of current service provision in EA and CSSC on collaboratively supporting the strategic needs of controlled schools.

In preparing this interim model three key areas have been considered:

- Improving outcomes and learning experiences for all children and young people.
- Supporting performance and improvement of controlled school communities.
- Providing the levers for high quality, impactful support.

### **Overview of the approach**

EA will create a dedicated unit – the Controlled Schools Unit (CSU) with senior leadership and the ability to contribute to and make key strategic decisions and influence on behalf of controlled schools. The CSU will work in close partnership with CSSC to ensure that decisions are shared and that the interests of the sector are effectively represented. It is proposed that the collaboration between the Department, EA and CSSC is further enhanced and continued by the creation of a group to oversee support for controlled schools.

CSU will be supported by a team with expertise in areas such as school improvement, governance, area planning, and professional development. This team will focus exclusively on the strategic and operational needs of controlled schools and provide a focal entry point for controlled schools for engagement with EA. Within EA's governance structures the unit



will have the authority to develop sector-specific strategies and implement initiatives tailored to the controlled schools' context in close collaboration with CSSC. To ensure that CSSC is effectively and independently able to represent the interests of the controlled sector, the Department will identify measures to ensure there is a statutory duty to consult with and to advise on matters relevant to the controlled sector which may require legislation and or a change in status.

The unit will be responsible for developing and implementing strategic plans for controlled schools, including school improvement programmes, professional development for teachers and leaders, Governor support and area planning initiatives. This will ensure that sector-specific objectives are aligned with regional educational policies while addressing the unique challenges and opportunities within the controlled sector.

Whilst the unit will lead and manage sector-specific strategies, it will remain integrated within EA, utilising existing HR, finance, maintenance, and special education services. This ensures that controlled schools receive consistent, efficient operational support while benefiting from dedicated strategic oversight.

The unit will work closely with other Directorates within EA to coordinate resources and ensure efficient and effective service delivery.

A formalised partnership agreement between the CSU and CSSC underpins this work, enabling collaborative planning, shared decision making and joint initiatives. This will ensure that the strategic goals of CSSC and the operational support from EA are aligned in the interests of controlled schools. A schedule of regular meetings will enable discussion of and agreement on strategic priorities, shared insights, and the ability to proactively anticipate and manage emerging issues in the controlled sector.

The unit will implement data systems to monitor the performance of controlled schools, track progress on improvement initiatives, and identify areas for targeted support. This data will be shared with CSSC through a data sharing agreement, facilitating evidence-based strategic planning and ensuring that resources are allocated effectively.

The CSU will include staff from a range of key services and disciplines working in a multi-disciplinary team(s) to provide focused support, tailored to the needs of controlled schools. CSSC will work collaboratively alongside these teams.

Given that the structure is within the EA it is designed to enable:

- Alignment of functions in the CSU with the service delivery models of other relevant EA services/ teams, for example School Development Service, Teacher Professional Learning teams so that Controlled Schools have access to the wider Universal offer of support alongside bespoke support available from the CSU.
- Close cross directorate and cross service working with CSU and CSSC to adopt a multi-disciplinary, joined up approach to support, particularly in providing targeted and intensive support to schools and school leaders.

- Effective signposting to services within EA and CSSC.
- Increased coherence as educational teams / services within the EA who deliver services predominantly to controlled schools, for example the School Governance Service, may move to be part of the CSU.
- The establishment of a CSU will deliver interim tangible improvements for controlled schools and the communities they serve.  
This enhanced support and focus on controlled schools is designed to improve learning experiences and outcomes for children and young people attending controlled schools in accordance with the criteria in the Children and Young People's Strategy and the Education and Training Inspectorate's Empowering Improvement Framework<sup>4</sup>.
- The dedicated unit, alongside its effective collaboration with CSSC, will allow for a sector-specific focus on the strategic needs of controlled schools while leveraging EA's centralised operational services. This combines the benefits of specialisation with cost-efficiency in a transitional phase. Schools will receive tailored support from staff with expertise who understand their unique challenges, while still benefiting from EA's existing infrastructure for HR, finance, and maintenance.
- The oversight group will use learning from the CSU to further assist policy makers within the Department to advise on options for a dedicated managing authority model.
- With a dedicated collaborative team, the CSU can quickly respond to emerging issues and strategic opportunities within the controlled sector, leading to more agile and effective interventions with improved communication. This will ensure that controlled schools receive proactive, focused support, addressing specific issues in a timely manner.
- The establishment of CSU within EA and effective collaboration with CSSC provides improved lines of accountability and leadership for the controlled sector. The senior leader for the CSU will have responsibility for the Unit's outcomes, making it easier to monitor performance and drive improvements. This structure ensures that there is a dedicated advocate within EA for controlled schools, working closely with CSSC, leading to better representation and strategic direction.
- In the interim phase creating a unit within EA is cost-effective and makes use of existing resources. It allows for scalability, as the CSU can expand or adjust its team and initiatives as required. The model makes use of existing EA infrastructure, avoiding costs associated with setting up new HR, finance, or operational systems. Through effective partnership working the collaborative model maximises the current CSSC resource.

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<sup>4</sup> <https://www.etini.gov.uk/publications/empowering-improvement-new-framework-inspection>

- Formal collaboration frameworks with CSSC will lead to better alignment of strategic initiatives and operational support, ensuring that controlled schools' benefit from both strategic oversight and dedicated advocacy.
- A change in CSSC's legislative status and duties embeds its representative role for the sector.
- Regular coordination and communication between the CSU and CSSC will foster innovative joint initiatives, combining sector-specific expertise with centralised resources.
- The establishment of the unit does not require significant legislative change.

### **Limitations of a CSU**

- In spite of efficiencies from utilising EA's current infrastructure, this model is not cost neutral and the level of benefits realisation for children and young people and controlled schools will rely heavily on additional resource for the CSU and the staffing model adopted. Ensuring that the unit has sufficient funding and resources to operate effectively might be challenging within the broader EA budget and wider universal service provision. Without dedicated, secure funding streams, the CSU may struggle to deliver on its strategic plans, affecting the quality and effectiveness of its support for controlled schools and their children and young people.
- Being integrated within EA could potentially lead to delays and procedural hurdles, limiting the agility and the independent decision making of the CSU, therefore mitigations and proactive agreement on flexibility and a degree of autonomy for the CSU will need to be agreed from the outset.
- Effective operation would depend on strong coordination between the CSU and other divisions within EA (e.g., HR, Finance, O&E, SDS etc). Misalignment or poor communication could lead to fragmented service delivery or duplication of resource.
- The success of the Unit is dependent on successful collaboration with CSSC. The need to ensure there is a proactive relational culture in the unit will require some support.

### **Examples of success metrics**

The CSU would be established with an Outcomes Based Accountability (OBA) focus. Some examples of metrics are listed below:

- Child focused outcomes (e.g. achievement/ progress of children in marginalised groups).
- Percentage of schools/target groups reached or supported and impact.

- Type of support (targeted / intensive) accessed, provided and evidence of progress/ impact.
- Improvement in targeted outcomes (e.g., increased leadership capacity, student performance improvements, improved financial management).
- Satisfaction scores from stakeholders, including feedback from school leaders or Governors.

The establishment of a Controlled Schools' Unit within the EA alongside effective collaboration with an enhanced CSSC is a pragmatic incremental approach that has the potential to significantly improve support for controlled schools in the short to medium term.

## **Chapter 4 - Roadmap**

The Taskforce Terms of Reference require the provision of an implementation Roadmap including legislative and practical steps required to develop a proposed model for controlled schools support, including a dedicated body, to include managing authority responsibility. A roadmap has been prepared that includes the parallel process of establishing an interim collaborative model of support (CSU) providing tangible improvements under the current model in the short term and prepares for a dedicated managing authority for controlled schools (MACS) in the medium to longer term.

### **Enabling actions**

There are a number of enabling actions that are fundamental to delivering these models and to bringing meaningful change for a schools in the controlled sector and the children and young people in the communities they serve.

- Effective collaboration, partnership and meaningful co-design across the Department, EA, CSSC and key stakeholders will underpin delivery through a controlled schools' support oversight group.
- A focus on building relationships, trust and confidence in the system's commitment and delivery of support for controlled schools.
- All solutions are underpinned by evidence informed practice, research and experience.
- Any actions identified are complementary to wider delivery of universal service improvement in EA and educational reform led by the Department.

### **Governance**

- Appropriate governance arrangements are put in place to oversee timely, effective and efficient delivery of plans to set up MACS in the longer term and the CSU in the shorter term for controlled schools ensuring a focus on improved outcomes for all.
- Identification of governance arrangements to underpin the effective implementation of the CSU when established including clear alignment with new and emerging Departmental policies, governance and reporting within EA. Changes in status for CSSC and the formalisation of partnership working across the organisations will maximise the collaborative effectiveness between EA and CSSC.

### **Legislation**

- Given the challenges of the legislative agenda, it is vital that preparatory work commences within the Department in parallel with the establishment of CSU. This will require dedicated resource within the Department. The Department should be asked to urgently scope what will be required in order to prepare a business case.
- There is a requirement for CSSC to have a change in status to maximise the ability to collaborate effectively. In the interim CSSC requires a duty to be

consulted and to advise on matters pertaining to the controlled sector. Ideally this would be a statutory requirement, however, it may be achieved via Ministerial/Departmental policy, communications or guidance, if this is not feasible in advance of broader legislative change to effect MACS. If the CSU were to be delivered alone then legislation changing the status of CSSC is essential to maintain an effective representative and independent advocacy voice for the controlled sector. Upon the effective creation of MACS, CSSC's representative role would no longer be required.

- In the longer-term MACS will require legislation.

## **Resourcing**

- Ensuring effective collaborative use of EA and CSSC resources is vital in the interim CSU model and in the longer-term MACS. An analysis of the current resource across EA and CSSC has the potential to identify opportunities of improved working practices. However, this collaborative resource will not be sufficient in providing the full additionality in support identified. An interim and enduring model should be based on multi-disciplinary teams working in each of the EA localities. This complements the current EA models and mirrors support provided by CCMS.
- EA estimate a CSU will cost approximately £1.2 million in recurrent resource in addition to current resource in EA and CSSC which would also be part of this collaborative structure. It will be important to ensure that staffing structures across EA and CSSC are equitable particularly for those collaborating on a daily basis. It is estimated that the recurrent cost of this will be £165,000. These costs are high level only as a more detailed business case will be required after additional agreement on structures and an audit on current resource is carried out. The Taskforce recognise that any additional funding required will be very challenging to find in the current financial climate and consequently further analysis and discussion between the Department and EA will be necessary. Separately, there may also be resource implications for other sectorial bodies who currently argue that their service provision has been adversely impacted by underfunding.
- In the longer term the resource identified and developed through the CSU will be incorporated into MACS. This will involve a TUPE process and any additional costs will need to be identified through a staff transition plan.
- Wherever possible operational costs shall be minimised by using universal service provision and existing resource through service level agreements. The potential to share office space and maximise hybrid working for those supporting schools in localities shall be prioritised.

The following sets out actions to setting up and implementing an interim collaborative CSU alongside a parallel process to establish MACS.

Overview of Phase	Actions to establish CSU	Actions to establish MACS	Timeframes			
			Jan to Mar 2025	Mar to June 2025	July to Sept 2025	Sept 2025 to Sept 2027
<b>Phase 1: Planning, stakeholder engagement co-design, and drafting of legislation</b>	<p><i>This initial phase focuses on developing a detailed programme of work for a six-month period between Jan. 2025 and Aug. 2025 to launch the CSU in Sept. 2025. This will include agreement of Governance arrangements for the CSU programme and development of collaborative arrangements between EA and CCCC.</i></p> <p><i>It will be underpinned by bringing together key stakeholders to collaboratively design the CSU's purpose, scope, and structure.</i></p> <p><b>Programme initiation and design</b></p> <p>Establish a group overseeing support for controlled schools with senior representatives from the Department, EA, CCCC and a Principals' Reference Group.</p>	<p><i>This initial phase focuses on preparations for bringing forward legislation for MACS.</i></p> <p><b>Preparations for legislation</b></p> <ul style="list-style-type: none"> <li>• The Department to carry out further policy review related to the options within the MACS model.</li> <li>• The Department to commence drafting the legal framework for the Managing Authority for Controlled Schools (MACS).</li> <li>• The Department will also begin work on pre-legislative stakeholder engagement and</li> </ul>				

	<p>Agree the functions and scope of the CSU including current EA and CSSC services / functions that will form part of the collaboration. These are to include: School Governance, School Development, Area Planning, Sectoral Support, Ethos, and consideration of the roles of the EA and CSSC in appointments of School Leaders and Boards of Governors.</p> <p><b>Agreement on governance arrangements</b></p> <ul style="list-style-type: none"> <li>• Establish the status of CSSC and any actions to change status (DoF and UK Gov exercise required).</li> <li>• Establish a more formal and structured partnership between EA and CSSC. This partnership agreement will focus on joint planning, regular communication, and shared strategic initiatives.</li> <li>• Establish the role of CSU, including governance, reporting and accountability arrangements within EA's current structures.</li> </ul> <p><b>Conduct resource assessment across EA and CSSC teams</b></p> <ul style="list-style-type: none"> <li>• A comprehensive review of existing resources across EA and CSSC, to</li> </ul>	consultation to identify challenges and refine the legislative scope, supported by CSSC and EA				
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	<p>determine what resource can contribute to the collaborative model. This will inform the development of a more detailed business case for the extent of the additional resource required to set up the CSU.</p> <p><b>Stakeholder engagement and communications plan agreed</b></p> <ul style="list-style-type: none"> <li>Development of a clear engagement and communication plan to ensure positive engagement with a range of key stakeholders including EA, CSSC, School Principals Reference group and trade unions.</li> </ul> <p><b>Secure governance and approval</b></p> <ul style="list-style-type: none"> <li>The co-designed framework finalised and presented for approval.</li> </ul>				
<p><b>Phase 2: Development of Controlled Schools' Unit and drafting of legislation. For MACS</b></p>	<p><i>This phase focuses on finalising the CSU's structure, recruiting staff, and communications plan</i></p> <p><b>Finalise organisational design</b></p> <ul style="list-style-type: none"> <li>Agreement of the CSU operating model.</li> <li>Consideration and agreement on current services/ staff to be</li> </ul>	<p>Work continues on drafting of legislation and stakeholder engagement.</p> <p>Create steering group for MACS to further develop establishment framework including:</p> <ul style="list-style-type: none"> <li>Governance structures.</li> </ul>			

	<p>transitioned to the CSU from other areas of EA. Agreement on reporting lines, team structures, integration points and interdependence with existing EA services, and collaboration with CSSC.</p> <p><b>Recruitment and staffing</b></p> <ul style="list-style-type: none"> <li>Recruitment of suitably skilled individuals to leadership and core roles within the CSU, including CSU lead, SIPPs, cross-service team, and potential secondments of Principals to assist in areas of support.</li> </ul> <p><b>Allocation of budget and resources</b></p> <ul style="list-style-type: none"> <li>Allocation of budget and resource for CSU staffing, premises and operations.</li> </ul>	<ul style="list-style-type: none"> <li>Accountability mechanisms.</li> <li>Operational framework and structure.</li> </ul>				
<p><b>Phase 3: Implementation of CSU and Communication, ongoing preparation for MACS</b></p>	<p><i>This implementation phase ensures that building blocks are in place to ensure that the CSU becomes operational, supported by a robust communications plan.</i></p> <p><b>Roll out the communications plan &amp; launch the CSU</b></p> <p><b>Populate the agreed staffing structure</b></p>	<p>Finalise MACS organisational structure and staffing model.</p> <p>Work begins to prepare business case for resource and approval for MACS</p> <p>Work commences on staff transition plan for MACS, including relevant stakeholder engagement.</p>				

	<p><b>Activate the Cross-Service Team</b></p>	<p>Finalise MACS establishment framework</p>				
<p><b>Phase 4: Monitoring, Continuous Improvement, enactment of MACS legislation and launch of MACS</b></p>	<p><i>This Phase will focus on launch of the CSU, post-establishment.</i></p> <p><b>Key areas of consideration post establishment of CSU</b></p> <ul style="list-style-type: none"> <li>• A sharp focus on effective collaboration with CSSC, measuring impact, refining services, and advocating for controlled schools.</li> <li>• Implementation and continuous improvement of the contact centre</li> <li>• CSU to develop agreed approaches which complement and are interdependent with other EA services to ensure continued focus on</li> </ul>	<p>Draft MACS legislation to be finalised by <b>January 2026</b> (this date might be challenging)</p> <p>Legislation progresses through the assembly <b>by Dec 2026</b></p> <p>Allocation of budget and resources for MACS for staffing, operations and premises.</p> <p>Begin recruitment planning for MACS, including drafting of descriptions for core positions.</p>				

	<p>supporting and challenging controlled schools.</p> <ul style="list-style-type: none"> <li>• Bespoke professional development for controlled schools to complement the current universal programme of offer</li> <li>• Building the capacity for school leaders and Boards of Governors in supporting and challenging in areas such as financial management.</li> <li>• Identifying ways to celebrate the successes of controlled schools, 'telling their stories'.</li> </ul>	<p>Legislation enacted by <b>Mar 2027</b></p> <p>MACS formally established as a statutory body.</p> <p><b>Operational transition:</b></p> <ul style="list-style-type: none"> <li>• Appoint the MACS CEO and senior leadership team.</li> <li>• Establish the MACS governing body and agree core strategic priorities building on the work of CSU.</li> <li>• Transition operational functions from CSU to MACS.</li> <li>• Launch a communication campaign to introduce MACS to the sector, highlighting its vision, values, and services.</li> </ul> <p>Subject to legislative timeframes and Assembly approval, MACS launched <b>by Sept 2027</b></p>				
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## Appendix 1: An overview of the EA's statutory duties and responsibilities to controlled schools

Key:

Blue – Controlled schools

White – Controlled and Maintained schools

Yellow – Special schools

Legislative Reference	Title	Statutory Education Function	Lead EA Directorate	Comments
Education & Libraries (NI) Order 1986 Article 6 (2)	May provide Nursery schools or Nursery classes in <b>Controlled schools</b> .	To ensure that there are sufficient nursery places.	Education	
Education & Libraries (NI) Order 1986 Article 7	Provision, maintenance and management of controlled schools.	Power of EA to provide primary, secondary and special schools and duty to maintain and manage any such school provided by it or transferred to its management.	Education	
Education & Libraries (NI) Order 1986 Article 9B and 9D	Preparation of schemes of management.	To prepare a scheme of management for <b>controlled schools and maintained schools</b> other than Catholic maintained schools and submit to DE for approval.	Education	controlled and maintained schools other than Catholic maintained schools
Education & Libraries (NI) Order 1986 Article 10 and Schedule 4	Management of controlled schools.	Duty of EA to make provision by means of a Board of Governors to be appointed by it for the management of each controlled school.	Education	
Education & Libraries (NI) Order 1986 Article 14	Proposals as to Primary and Secondary education	Making proposals (a) to establish a new controlled school, other than a controlled integrated school]; (b) to	Education	

		have an existing school recognised as a controlled school, other than a controlled integrated] school; (c) to discontinue a controlled school; (d) to make a significant change in the character or size of a controlled school; and (e) to make any other change in a controlled school which would have a significant effect on another grant-aided school. by it for the management of each controlled school / consulting on proposals/ advertising /submitting to DE/ implementing if approved.		
Education & Libraries (NI) Order 1986 Article 18	Standard of school premises.	Duty of EA to secure that the premises of controlled schools conform to the standards specified by DE	Operations & Estates	
Education & Libraries (NI) Order 1986 Article 49	Suspension and expulsion of pupils	Duty of EA to prepare a scheme specifying the procedure to be followed in relation to the suspension or expulsion of pupils from controlled schools and fulfil statutory role of “expelling authority” in relation to a pupil in a controlled schools.	Education	
Education & Libraries (NI) Order 1986 Article 79	Payments to members of boards etc.	To make payments to members of boards of governors of <b>controlled and maintained schools</b> in respect of travel etc.	Finance & ICT	controlled and maintained schools

Education & Libraries (NI) Order 1986 Article 88	Appointment of non-teaching staff for controlled and maintained schools.	To provide names of suitable candidates for non-teaching posts <b>in controlled and maintained schools</b> and appoint the person so chosen.	Human Resources & Legal Services	controlled and maintained schools
Education & Libraries (NI) Order 1986 Schedule 4	Membership of boards of governors of controlled schools.	Duties in relation to the appointment of governors to <b>controlled schools</b> .	Education	Schedule 5 maintained schools Schedule 6 voluntary grammar schools
Education Reform (NI) Order 1989 Article 89	Constitution of boards of governors for controlled integrated schools.	Duty to appoint governors to boards of governors of <b>controlled integrated schools</b> .	Education	
Education Reform (NI) Order 1989 Article 92	Proposals for acquisition of controlled integrated status	Following a ballot under Article 70 showing a simple majority of votes cast by persons eligible to vote in favour of seeking controlled integrated status for the school, duty of EA to submit a proposal for the acquisition of controlled integrated status for the school to DE together with its views thereon or if DE rejects any such proposal duty of EA to submit a further proposal if required by DE / Duty of EA where it proposes to establish a new controlled integrated school, to submit the proposal to DE in such form and contain such particulars (including the proposed date of implementation) as may be required by DE / advertising proposal / implementing / make provision by	Education	

		means of a Board of Governors appointed by EA for the management of the school as a controlled integrated school.		
Education Reform (NI) Order 1989 Article 148	Information and training for Boards of Governors, governing bodies, etc.	Duty of EA to secure the provision of such training as is necessary for the effective discharge of their functions under the Education Orders to (a) every member of the Board of Governors of a controlled school under its management; (b) every member of the Board of Governors of a maintained school maintained by it; (c) every member of the Board of Governors of any other voluntary or grant-maintained integrated school situated in its area; and power of EA to provide to any such person such information as EA considers appropriate in connection with the discharge of his functions under the Education Orders.	Education	
Education Reform (NI) Order 1989 Article 153	Appointment of teachers by the Authority.	Duty of EA to prepare, and may from time to time revise, with DE approval and following consultation with the Board of Governors of every controlled school, a scheme providing for the procedures to be followed in relation to the appointment by EA of (a) teachers to posts in controlled schools; and (b) peripatetic teachers.	Human Resources & Corporate Services	



Education (NI) Order 1998 Article 58 and Schedule 2	Scheme for Staff at <b>Controlled and Maintained Schools.</b>	Matters in relation to staff complements, conduct and discipline, suspension and dismissal and making payments in respect of dismissals or resignations.	Human Resources & Corporate Services	Staff at Controlled and Maintained Schools.
Education & Libraries (NI) Order 2003 Article 5	Funding of Grant-Aided Schools	Duty of EA, in such manner as the DE may direct to (a) consult the Board of Governors of every relevant controlled or maintained school about the draft common funding scheme prepared by DE; and (b) inform DE of the outcome of those consultations/ Duty of EA to give effect to the common funding scheme/ Power of EA to impose conditions on the delegation under the common funding scheme of the management of a school's budget share having regard to any guidance issued by DE/	Finance	
Education & Libraries (NI) Order 2003 Article 6	Funding of Grant-Aided Schools	Duty of EA put at the disposal of the Board of Governors of each controlled and maintained school with a delegated budget in respect of each financial year a sum equal to the school's budget share for that year, to be spent for the purposes of the school.	Finance	
Special Educational Needs And Disability (NI) Order 2005	Accessibility strategies of EA	Duty of EA to prepare in writing, in relation to controlled schools under its management, an accessibility strategy in	CYP	

		respect of disabled pupils and further such strategies at such times as may be prescribed together with associated duties.		
Education (NI) Order 2006 Article 14	Statutory requirements of the curriculum.	Application by EA to DE with consent of BoG for the disapplication or modification of Article 5 – 9 (statutory requirements relating to the curriculum) to enable development work to be carried out <b>in a particular controlled school.</b>	Education	
Education (NI) Order 1998 Article 58 (Schedule 2)	Scheme for Staff at Controlled and Maintained Schools.	Matters in relation to staff complements, conduct and discipline, suspension and dismissal and making payments in respect of dismissals or resignations.	Human Resources & Corporate Services	
Education (NI) Order 1998 Article 60	Financing by EA of special schools	Duty of EA in respect of any period during which any special school is not covered by a scheme, to make available a sum of money which the Board of Governors of the school is to be entitled to spend at its discretion during that period (but subject to EA's reasonable conditions) on such heads of expenditure as EA may specify or as DE may direct / Duty of EA before specifying any heads of expenditure to consult the Board of Governors of every special	Finance & ICT	

		school appearing to it to be concerned and CCMS.		
Education (NI) Order 1998 Article 67	Financial statement in respect of special schools not covered by statements under Article 7 of the 2003 Order.	To publish financial statements in regard to special schools not covered by the Common Funding Formula.	Finance & ICT	Department not directed so we EA does not do.
Education (NI) Order 1998 Article 72 (2)	Special School - Premises and Equipment.	EA may make available premises and equipment of a Special school and charge in certain circumstances (charges to be in accordance with prescribed amount).	Operations & Estates	

## Appendix 2 :A structured description of the current support services delivered by the EA and CSSC’s advocacy and support functions to controlled schools

EA Services mapped to CSSC Functions						
Directorate	Service		Description of EA Function	CSSC Functional Area	CSSC Function	CSSC Specific Work Area
CYPS	Youth Strategic Delivery	n/a				
	Regional Youth Services	n/a				
	Youth Service Local Delivery	n/a				
	Administration and Grant Aid	n/a				
	SEND Assessment & Review	Universal	SEN Reform (out of DE's End to End Review of SEN)	Advocacy & Estate Planning	Providing a representational and advocacy role for controlled schools including advice and support in responding to consultation exercises in respect of education policies, initiatives and schemes and in regard to relationships with DE, EA and other Departments. Participating in the planning of the special schools' estate, assessing ongoing provision within the sector	Represent controlled sector on DE's End to End Review of SEN and EA SEND PRG and SEND PAG
	Education Psychology	Universal				
	Safeguarding Service	Universal		Advocacy	Providing a representational and advocacy role for controlled schools	Represent controlled sector on EA Safeguarding Forum
	Pupil Wellbeing Service	Universal		Advocacy	Providing a representational and advocacy role for controlled schools	Represent controlled sector on EA TIP Steering Group
	Primary Behaviour Support Service	Universal	Local Impact Teams	Ad vocacy	Providing a representational and advocacy role for controlled schools including advice and support in responding to service improvements.	Represent controlled sector on EA SEND PRG and SEND PAG. Participate and represent the controlled sector at PEG meetings
	Post Primary Behaviour Support & EOTAS	Universal				
	SEND Pupil Support Service	Universal				
	Early Years Service	Universal				

EA Services mapped to CSSC Functions						
Directorate	Service		Description of EA Function	CSSC Functional Area	CSSC Function	CSSC Specific Work Area
EDUC	School Improvement, Curriculum & Careers (Primary) Locality South-West	Universal - CCMS provide additional support to CM schools	Oversee educational standards and support for leadership teams, school improvement strategies, and performance reviews in controlled schools.	Raising Standards and Ethos	CSSC works with EA to enhance educational standards within the sector. Work with schools within the sector to develop and maintain its collective and inclusive ethos	Work with EA and other key stakeholders to build capacity to contribute to raising standards and addressing underachievement in the controlled sector. Support controlled schools to access additional resources to enhance learning and teaching. Sharing of effective practice. Excellence in Research Award. Represent controlled sector on relevant advisory groups. CSSC Ethos Self Evaluation Toolkit, Building Capacity Programme, Provision of coaching and mentoring. Provision of support to all controlled schools to ensure their interests, ethos, needs and perspectives are represented
	Professional Leadership, Teaching & Learning Service	Universal - CCMS provide additional support to CM schools	Professional Development events	Raising Standards and Ethos	Work with schools within the sector to develop and maintain its collective and inclusive ethos. CSSC works with EA to enhance educational standards within the sector.	First Time Principals Induction, Ethos and Leadership Programme
	School Governance Service	Universal - CCMS provide additional support to CM schools	Reconstitution and Training	Governance & Ethos	Work in partnership with EA to encourage, identify and nominate individuals who, in accordance with Schedule 4 of the 1986 Education Order (as amended), may be formally chosen by EA to be governors of controlled school. Work with schools within the sector to develop and maintain its collective and inclusive ethos	Governor Development Programme, support governors in relation to issues pertaining to school ethos. Participation in reconstitution of Boards of Governors, represent controlled sector at EA Governor application panel
	Music Service	Universal				
	Special Schools and Specialist Provision	Universal	SEN Reform	Advocacy & Estate Planning	Providing a representational and advocacy role for controlled schools including advice and support in responding to consultation exercises in respect of education policies, initiatives and schemes and in regard to relationships with DE, EA and other Departments. Participating in the planning of the special schools' estate, assessing ongoing provision within the sector	Represent controlled sector on DE's End to End Review of SEN and EA SEND PRG and SEND PAG
	Area Planning Service	Universal - CCMS provide additional support to CM schools	Strategic Area Plan, Operational Plan, Development Proposals, Community Planning	Advocacy & Estate Planning	Participating in the planning of the schools' estate, assessing ongoing provision within the sector; participating in area-based planning coordinated by DE and EA, including membership of the DE's area planning steering group. Engaging, in strategic planning processes, including community planning.	Participate and engage with partners and representing interests of sector at APSG, APWG and APLGs. CSSC will submit a consultation response at pre-publication stage to proposals relating to controlled schools and to those which have the potential to impact on the sector. Participation at Community and Schools stakeholder group. Provision of support to all controlled schools to ensure their interests, ethos, needs and perspectives are represented.
	Shared Education and Sectoral Support Service	Universal	Signature Project for Shared Education (SESP), Collaboration through Sharing in Education Project (CASE)	Ethos	Work with schools within the sector to develop and maintain its collective and inclusive ethos. Building co-operation and engage with other sectors in matters of mutual interest, including the promotion of tolerance and understanding.	Provide support by encouraging controlled schools' participation in shared education. Participate and engage with partners, representing the interests of controlled schools in Shared Education Campus projects. On-going engagement with controlled schools and response to meet their needs: providing educational and other necessary support
	Community & Schools Service	Universal	Community Use of Schools	Advocacy	Providing a representational and advocacy role for controlled schools	Represent controlled sector on EA Community and Schools Education Stakeholders Group
	Education Library Service	Universal				
	C2K Service	Universal		Advocacy	Providing a representational and advocacy role for controlled schools	Represent controlled sector on EDIS Education Stakeholder Representation Group.
	EATV Service	Universal				

EA Services mapped to CSSC Functions						
Directorate	Service		Description of EA Function	CSSC Functional Area	CSSC Function	CSSC Specific Work Area
OE	Major Capital Delivery Service	Investment owner for controlled schools - Contractor for all sectors.	Planning, management and delivery of Major Capital Investment Programme	Advocacy & Estate Planning	Providing a representational and advocacy role. Participating in the planning of the schools' estate, assessing ongoing provision within the sector.	Advocate for and on behalf of individual controlled schools and the sector as a whole in respect of maintenance, minor works and capital investment opportunities. On-going advocacy in relation to schools' estate issues through individual contact with EA officers. In consultation responses pertaining to the establishment of specialist provisions in mainstream schools and CSSC responses to development proposals which have implications for capital investment.
	Minor Capital Delivery Service	Investment owner for controlled schools - Contractor for all sectors.	School Enhancement Programme and Minor Works Programme			
	Asset Management Service	Investment owner for controlled schools - Contractor for all sectors.				
	Fleet Service	Universal				
	Transport Operations Service	Universal				
	Catering	Universal				
	Maintenance	Universal				
	Facilities Support	Universal				
	Quality, Safety, Health & Environment	Universal				
	Pupil Admissions & Financial Support Service	Universal				
	Commercial Procurement Service	Universal				
	Networks & Infrastructure Service	Universal				
	ICT Projects Service	Universal				
	ICT Support Desk Service	Universal				
	ICT Assurance Service	Universal				

EA Services mapped to CSSC Functions						
Directorate	Service		Description of EA Function	CSSC Functional Area	CSSC Function	CSSC Specific Work Area
FIN	Corporate & Capital Accounting Service	Universal				
	Payroll Service	Universal				
	Accounts Payable Service	Universal				
	Accounts Receivable Service	Universal				
	Financial Systems Service	Universal				
	Corporate Reporting & Business Partnering	Universal				
	Schools Operations & Schools Finance Service	Universal	Schools Budgets	Advocacy	Providing a representational and advocacy role for controlled schools including advice and support in responding to consultation exercises in respect of education policies, initiatives and schemes and in regard to relationships with DE, EA and other Departments;	

EA Services mapped to CSSC Functions						
Directorate	Service		Description of EA Function	CSSC Functional Area	CSSC Function	CSSC Specific Work Area
HRCS	Recruitment Service	Universal - CCMS provide additional support to CM schools	Recruitment for teaching in controlled schools and non teaching staff in all schools. Teaching Appointmetn Scheme for Controlled Schools	Ethos	Ensuring ethos is part of employment considerations.	
	Teaching and Non-Teaching HR Service	Universal - CCMS provide additional support to CM schools				
	Industrial Relations and Reward	Universal - CCMS provide additional support to CM schools				
	Health & Wellbeing Service	Universal - CCMS provide additional support to CM schools				
	Business Partnering	Universal				
	Employee Relations (Case Work) Service	Universal				
	Employee Relations (Complex Cases and Capability Development) Service	Universal				
	Claims & Insurance Service	Universal				
	Commercial Property	Universal				
	Education Law / SEN	Universal				
	Employment Law	Universal				
	Information Governance Service	Universal				
	Equality & Diversity Service	Universal				
	Corproate Communications	Universal				
	Leadership programmes to all schools	Universal				