

CLEAPSS School Science Service Strategic Plan 2014 – 2019

This Five-Year Strategic Plan is intended to build on the Strategic Plan for 2014-2019 It will guide the overall operation and direction of the CLEAPSS School Science Service. Within the Plan there are a number of Success Criteria, although not all will be relevant in any one year. Relevant committee(s) (shown as F for F&GP Committee or S for Steering Committee in the table below) and Governing Body will be asked to confirm that the Service is meeting those criteria.

Priority Area	Why is this necessary?	Main activities & targets	Success criteria	Com
0 Actively promote CLEAPSS and the benefits of CLEAPSS membership	Changes in the nature of the employing organisations in schools require CLEAPSS to be more proactive in bringing its services to the attention of potential members – in particular those newly occupying the role of employer in schools.	0.1 Introduce new categories of associate membership supported by comprehensive terms and conditions	A wider range of appropriate organisations are CLEAPSS members CLEAPSS retains its impartiality and independence.	S
		0.2 Enable new routes to membership including brokerage of CLEAPSS membership by new categories of associate member.	CLEAPSS membership remains universal across primary and secondary sectors	S
		0.3 Raise CLEAPSS profile in the education community (with particular focus on D&T and Art and design and Primary) by representing members' interests through a wide range of contacts with other organisations and through involvement in appropriate projects and initiatives	CLEAPSS is acknowledged by a wide range of organisations as the first point of call for advice and guidance about practical activities in science, D&T and art in schools and colleges	S
		0.4 Increase involvement with ITT providers to include all categories of provider	Beginning teachers in schools and NQTs attending CLEAPSS H&S courses are already aware of CLEAPSS and use its resources	S
		0.5 Engage with new audiences – increased emphasis on new categories of school staff to include safety officers, finance officers, Head teachers, senior managers and Governors	Targeted publications/resources A programme of training events for newer audiences. Helpline enquiries from new audiences	S
		0.6 Develop a limited international presence.	Growth in overseas membership – developing International reputation – invitations to attend overseas conferences etc	S
1 Maintain services to members and associate members, especially in relation to health and safety.	CLEAPSS exists only because members and associate members find the services useful and are prepared to pay for them. Health and safety is the main, if not the only, service many want.	1.1 Monitor developments in relevant legislation, science and technology education and school practice, taking action to develop and adapt CLEAPSS services as necessary.	Able to respond to the pattern of needs that emerge, with regular review of trends in health and safety and environmental legislation, and trends and initiatives in science, D&T and Art and Design education.	F S
		1.2 Produce a variety of resources with increasing emphasis on delivery electronically through the website.	Deliver publications programme as agreed with Steering Committee.	F S
		1.3 Respond to <i>HELPLINE</i> enquiries. 75% of enquires to be resolved on the same working day. 100% receive a holding message within 24 hours Investigate a random sample satisfaction survey process.	System is implemented as appropriate	S

			1.4	Organise and deliver courses including, where practicable, provision for overseas members	Monitor the programme. At least 90% of evaluations are graded good or very good Share findings with Steering Committee.	S
			1.5	Offer a range of consultancy services.	Able to respond as required.	S
			1.6	Further develop strong links with other stakeholder organisations – including Government departments (DFE, HSE, DEFRA), Learned Societies (ASE, RSC, IOP, SOB etc) SCORE, National STEM centre	CLEAPSS is referred to by other organisations in their work – These organisations draw on CLEAPSS services to support their work.	S
2	Develop new/improved services	CLEAPSS needs to continue to develop accessible and relevant advice and training for science, D&T and Art and design teachers and technicians in both secondary and primary phases This includes making our existing publications more accessible as well as developing new resources. We also need to ensure we maintain a nationally high profile for CPD making use of a range of delivery models	2.1	Develop the web offer to improve 'search-ability' Make use of a full range of online tools to improve communication with members and increased use of the resources available through the website and other online platforms.	Feedback from members confirms ease of access Increased use of social media , e-mail alerts	S
			2.2	Develop membership database to support more effective targeting of CLEAPSS services/resources	Institution based log-ins. Targeted marketing of CPD. My CLEAPSS option. Targeted alerts	S F
			2.3	Develop separate but linked identities for D&T/art design and primary guidance within the CLEAPSS portfolio including as appropriate linked web sites and distinct publications.	Increased awareness of CLEAPSS resources within D&T and primary sector	S
			2.4	Where possible and beneficial to members coordinate CLEAPSS services with other organisations (for example DATA, TEACH DESIGN, SAPS, NCBE etc) to ensure complementary provision	Where beneficial to members, CLEAPSS services complement other offers and do not duplicate them	S
			2.5	Further develop the CLEAPSS CPD programme for science & D&T teachers technicians, subject coordinators and heads of department using a variety of delivery partners (to include external consultants working as badged trainers), and a variety of venues Including LA venues, Teaching schools, individual schools & Learning centres Plan the courses offer to ensure equality of access across geographical regions.	CLEAPSS retains its recognised role in the production and delivery of science, D&T and Art and Design, teacher, technician CPD. CLEAPSS CPD offer meets the needs of its members without compromising other services. Positive feedback from course participants and those who organise and support CPD Course evaluations from badged trainers and consultants are at least as good as those for full time CLEAPSS staff	F S
			2.6	Expand the audience for CLEAPSS training to include safety officers (from LAs and other organisations) and governors	Growth in the number courses offered to new audiences This offer is positively received (evaluations, repeat business)	F S
3	Maintain an adequate number of well-qualified, enthusiastic staff.	The high regard in which CLEAPSS is held is due to the efforts of a small number of advisory staff, well-supported by office staff. CLEAPSS	3.1	Replace staff as they leave, so as to maintain level of service. Make use of flexible retirement arrangements wherever possible to retain expertise and secure continuity.	Suitable appointments are made without undue delay, with overlapping of retiring and new staff where possible and appropriate.	F

		staff possess highly specialised knowledge and expertise and so replacement will always be challenging.	3.2	Within the limits set by budget considerations, increase core staffing to expand and/or enhance services as appropriate.	Suitable appointments are made.	F S
			3.3	Supplement the core team based at Brunel by developing the use of part-time staff, remote working, short-term contracts, freelance consultants and badged trainers.	Appropriate employment models are used to secure the widest possible range of expertise and to secure the flexibility to respond to increased demands,	F S
			3.4	Develop existing staff through access to appropriate training and/or professional development	Staff have the knowledge, skills and experience to meet the demands made upon them.	F
			3.5	Ensure CLEAPSS has sufficient reserve capacity to respond in a timely manner to unexpected requests	CLEAPSS is able to respond positively to unexpected requests for support in a timely manner without jeopardising normal business	F S
			3.6	Develop CLEAPSS internal IT structure to fully support remote workers and external consultants	Secure external access to CLEAPSS internal resources available to remote workers Staff are able, where needed, to provide full Helpline support from remote locations	S F
4	Maintain finances in a sound condition.	Maintaining staff and accommodation, and initiating new developments are dependent on CLEAPSS being in a strong financial position.	4.1	Offer resources and services which members find useful, at a price they can afford.	Maintain current levels of membership, increasing it where practicable.	F
			4.2	Where appropriate raise charges in real terms to reflect increasing demand for, quality of or scope of services provided.	Income from subscriptions, courses, project work and other services enables CLEAPSS to deliver the services it provides	F
			4.3	Develop new income streams including overseas membership/Franchising/brokering arrangements	Increased income from other sources	F
			4.4	Balance demands for improved services and increased staffing against prudent budgeting and the need to maintain high levels of reserves to fund possible redundancy and/or other eventualities arising from a change of governance arrangements	Maintain economic running costs which can be comfortably met within existing and future budgets. Members are satisfied with the services available and the prices charged.	F
5	Maintain oversight of governance and related issues.	Significant changes in the organisation of education in England are changing the role played by local authorities	5.1	Maintain oversight of developments in the provision of education exploring alternative governance models for CLEAPSS (eg as a Charitable Incorporated Organisation - CIO)	Governing Body and relevant committees have sufficient information to make informed decisions.	F