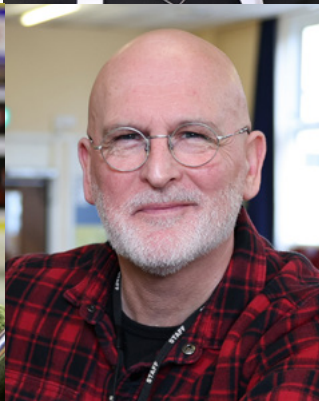




ea Education Authority

We are EA



People Plan 2024 - 2029



We are accountants, architects, caterers, classroom assistants, cleaners, data analysts, drivers, educational psychologists, maintenance staff, social workers, solicitors, teachers, youth workers and much, much more...

We are here to serve our children and young people

We are EA



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Foreword

from Chief Executive

I am delighted to present the Education Authority's first People Plan – 'We are EA, People Plan 2024-2029'.

The Education Authority exists to provide a high quality education for every child. Our people are our greatest asset in achieving this mission. This People Plan has been developed to outline the support and development available to all our people to enable them to successfully deliver their roles and contribute positively to our mission.

Our People Plan actions have been informed by you, our people, through the 2023-2024 workforce conversation (Appendix A) with the core aim of delivering the best possible education service to the children and young people of Northern Ireland. I believe that when underpinned by our EA values we now have a plan that will directly benefit our people and support them in this aim.

The 'We are EA, People Plan 2024-2029' represents my commitment to engage, develop and support all our people as we move forward together over the next 5 years. With our wide variety of roles and services I truly believe there are opportunities here to have a successful and fulfilling career. I hope that you will support and participate in delivering the actions here to achieve a shared culture we can all be proud of.



Richard Pengelly
Chief Executive



1. About our People Plan

What is a People Plan?

A People Plan is designed to help focus the organisation on becoming the best place to work for our staff. It sets out the aspirational direction for our culture and outlines key activities which will help us get there.

This plan sets out what our people can expect from their leaders and each other over the next 5 years, focusing on practical actions that EA can take to improve our people's experience over 2024-2029 and beyond.

To respond to the needs of our children and young people, now and for the future, EA needs staff who have a positive experience at every stage of their employment with us. While we know a significant proportion of our people are engaged and feel positive about the future of EA, a greater focus on the experience of our people will in turn lead to an increased and shared focus on the child at the heart of the decisions and actions of all our people.

Why do we need it?

This People Plan has been developed in response to what our people have told us through a number of recent all staff engagement initiatives, ongoing dialogue with our trade unions and a range of internal groups established to connect with services.

Across 2022 and 2023 we have engaged in a Workforce Conversation which was comprised of 3 main elements:

Phase 1:

Investors in People survey with corporate staff.

Phase 2:

Café Conversations focus groups with a range of stakeholders.

Phase 3:

Culture survey with school based and transport staff.

An overview of the Workforce Conversation can be found in Appendix A.

The big themes we understand are important to our people include:

1. Fair pay and reward.

2. Developing a culture of recognition and appreciation where staff feel valued by both colleagues and the organisation for the work that they do.

3. A greater focus on learning and development (I&d) and ensuring fair and easy access to the I&d available.

4. Emphasis on improving the services provided to schools to ensure that they are accessible, timely and responsive to the school's needs.

The workforce conversation has, for the first time, provided us with a helpful baseline on the culture of EA. This plan will take the feedback from our people and centralise work on improvement and support needed.

Who is it for?

The People Plan is for everyone in EA. It provides a platform for managers, teams and individuals to talk about and focus on what they need in order to feel that they belong, are recognised and supported to grow as part of our EA team.

How it will be delivered

The People Plan has been developed under 4 key themes. These themes have been further broken down into key actions to be taken forward across the 2024-2025 year.

The People Plan will be reviewed on an annual basis to ensure that it remains up to date and fit for purpose. Actions and activities will be reviewed and refreshed annually to ensure progress and culture improvement maintains pace.



2. Our Context

The Northern Ireland Executive's Children and Young People's Strategy NI 2020-2030 states that:

"We want our children and young people to enjoy their childhood and adolescence and to learn and explore, so that they grow to become resilient, confident young people who are well equipped to take on the challenges and opportunities that adulthood brings."

Our people make decisions and take actions every day that impact on the education and wellbeing of children and young people in Northern Ireland. The way we treat our people and how our people treat each other has the potential to positively – or negatively - affect those decisions and actions¹.

In 2023 the Department of Education launched its Corporate Plan 'Every CHILD 2023-2028' which is designed to provide a focus for everyone working within the education sector to deliver positive outcomes for our children and young people. To deliver the vision of "Every child and young person is happy, learning and succeeding" and the 5 strategic priorities set out in the 'Every CHILD' corporate plan EA requires a stable and sufficiently staffed workforce which is capable, confident and supported to undertake their roles.

The EA People Plan supports the delivery of DE's 'Every CHILD' priorities with particular focus on:

- Developing a properly resourced education system that actively seeks to promote the benefits that education brings to our society.
- Delivering a highly skilled, motivated, and high functioning education workforce, which is provided with adequate support and training to enable it to meet the needs of every learner and stakeholder it serves.

The 'Landscape Review of the Education Authority' (2022) highlighted that the Education Authority did not have a people strategy in place to articulate how organisational effectiveness and change can be driven through the development, recognition, and support of our people. This has a critical role in developing organisational culture, capacity, and capability.

The 'Investing in a Better Future: Independent Review of Education in Northern Ireland' (2023) highlights the importance of investment in equipping, developing, and valuing the multidisciplinary workforce who facilitate the learning of our children and young people. It expressly suggests core areas for leadership and continued personal and professional development which should be considered for our people.

Ultimately whilst this People Plan sits in the context of a range of policy, strategy and review, the Education Authority see it as the right thing to do to prioritise our people and invest through this Plan in their growth and development.

¹ GALLUP 2023

3. Our People Plan Themes



Belonging in the EA

We want our people to be proud to work for the EA. We will have a vision and values that all our people can resonate with. We will ensure our people understand that their role is important and has an impact on the children and young people we serve. We will ensure our people feel valued, inspired, and supported in their work.

Our people can expect EA to focus on the following areas:

- Vision, values and behaviours
- Employee voice
- Pay and reward
- Recognition and appreciation
- Welcome and induction
- Equality, diversity, and inclusion
- People policy
- Customer focus

Belonging in the EA

In 2023 I moved from a role in private practice to this role in EA. The terms and conditions and the flexibility in relation to work life balance that EA was able to offer me were attractive in applying for the role.

When I began, I went through the EA formal induction, however it was the informal relationships that I have built with colleagues that have been most valuable. I have benefitted from a team that operates as a support network and people have been only too willing to share their knowledge and experiences with me. My colleagues' doors are always open to me, they give me their time when I need to bounce something off them and nothing is ever too much.

Starting this job was a baptism of fire! Year 1 has been extremely developmental, and having the support networks around me has been so important to me settling into EA life.

Charlene, Legal Services

Belonging in the EA

In Education Authority Youth Service, we have a strength-based approach to our culture – it's a general mindset we all have where we all support and encourage each other from peers to managers to senior managers. We really value coming together as a team and maintaining our relationships which helps us to be creative in how we deliver for our young people. Every year we plan and coordinate events and projects which promote collaborative working and movement of staff which encourages sharing resources, practices and sometimes workload.

We try practice what we preach! Examples include:

- Courage Cup football tournament.
- Bake off competitions.
- Volunteering together as a team.
- Recognition events for staff to celebrate the work achieved, reflect on our input, share learning and encourage self-care.

These events build us up as a staff team, it gives us the feel-good factor but also reminds and focuses us in again on our purpose. They promote openness between staff and create new networks and relationships between full time and part time staff as well as volunteers and children and young people we work with.

There is a culture within youth services which comes from the senior team down of

prioritising these types of events – there is a recognition that time out in this way allows us to share challenges and think about how we can work together. Often in our roles we can feel out there on our own, but these events help us to come back together as a team and interact professionally with peers.

The lead planner for the events rotates every year so this doesn't feel like additional pressure for any one person, others support, and responsibilities are shared. Events are pencilled into diaries early to ensure the time is carved out for as many as possible to engage.

We also regularly come together in our local teams and communication is kept open through various channels including Microsoft TEAMS and email. This is important to ensure everyone can contribute and feels valued – and it's not always all work related – we like to have a bit of fun too!

We love our jobs – there are plenty of opportunities here for both staff and our young people to grow and develop. We feel like we are all in it together, it's all the small things every day that add up and have become our culture – our way of working. The big focus for us all is children and young people – they amaze us every day.

EA, ABC and N&E Youth Services Teams

Inspiring Leadership

With strong leadership our teams can flourish. We will develop a culture of leaders at all levels where our people have the confidence and autonomy to make decisions and where collaboration is prioritised. We will connect our people through a clear focus on children and young people, a shared vision, and actions reflective of our values.

Our people can expect EA to focus on the following areas:

- Visible leadership
- Leadership development at all levels
- A coaching culture
- Learning and development
- Support for professional development
- Centralised digital learning system
- Ownership and delegated authority

Inspiring Leadership

While working in a technical role I was supported to undertake personal development by attending Mental Health First Aid training, then the Great Emerging Leader programme and on to the Great Agile Leader programme.

Attending these programmes have been pivotal in my career progression in EA – it gave me the space to be reflective and think about what I enjoy in work. It helped me to understand that everyone brings something different to the job and to really think about what my strengths are and where these could be best applied. I met people from all sorts of services and schools and that really focused me on the importance of all EA roles, and the impact of what I can do has on children and young people. I have now progressed to a leadership role in the Customer Service and Training team – pre attending the leadership programmes I would not have even considered this role, however attending training helped me to understand what I actually wanted from work and gave me the confidence that I can go for it.

I know EA is so big that it can sometimes feel daunting, but its size and variety is also a benefit for career progression; once you know what you want to do there is definitely something here for you – there is a lid for every pot!

Spence, ICT

Inspiring Leadership

Teaching has always been my passion, sparked by my deep love for music and the joy of imparting that knowledge to others. Starting my journey with an Open University PGCE, I secured a permanent job in 2011. From the outset, I embraced all opportunities to learn and grow myself, and secured various different roles like careers advisor and subject leader to continuously develop my skills.

Six years ago, I joined the senior leadership team, stepping into a school organisation role which requires a diverse skill set and a willingness to adapt to ever-changing situations. Throughout my career, I've prioritised ongoing education completing a Masters in Education to complement my practical experiences.

I believe teaching goes beyond being an expert in one's subject; it's about guiding each child on their unique journey. I firmly believe in the value of "on the job learning," and embracing

informal opportunities to grow and connect with fellow colleagues. Whether it's through networking with teachers from other schools through area learning communities, seeking out coaching and mentoring, or participating in formal opportunities offered by the Education Authority, I'm always eager to expand my knowledge base. There are so many opportunities for teachers to develop their skills, and they can choose areas that interest them such as pastoral, curriculum, sports – the list is endless!

As I continue on this journey, I look forward to embracing new learning experiences, including the upcoming venture with the EDIS system. The path of learning never ends, and I am committed to embracing new learning experiences.

Emma, Teacher



Growing for Our Future

Our workforce is our single biggest investment. EA employs approximately 46,000 people with just over 8000 people in teaching roles as well as an additional contingent workforce. This makes us the biggest single employer in Northern Ireland. We will attract the best people to deliver the best services to our children and young people. We will support our people to develop careers within EA and to leave the organisation as ambassadors who can encourage a future workforce.

Our people can expect EA to focus on the following areas:

- Attracting staff and a Total Reward Package
- Succession planning and inspiring the next generation
- Workforce planning
- Early Career Pathways
- Staff retention
- Effective management of leavers
- Improving our Human Resources services
- Volunteering



Growing for Our Future

I began in EA through a work placement from Newtownabbey College in 1995. I was supported to become an apprentice mechanic with EA a year after, and my career in EA began from there. There were 4 of us in total that came through the apprenticeship scheme, we were supported to attend college 1 day a week and then had a buddy/mentor in EA alongside our 4-day working week.

After 3 years as an apprentice, I moved into a permanent mechanics role. When you fix a vehicle and watch it drive off you get a great sense of achievement in your role. From here I applied for a role as charge hand. In this job I took the opportunity to cover some of the tasks of my foreman during periods of leave, this meant I was able to successfully apply for a foreman role 2 years later when the foreman retired. As a foreman I was taken off the tools and became more involved in the day to day running of the team. I had to get to grips with new systems and processes, but I had the help and support of a good manager to do this.

A vacancy then came up as depot manager – I had good relationships with the men in the

workshop and wanted to stay close to the team, so I went for this opportunity. This was a steep learning curve, but I was able to be successful as I had a range of peers I could talk to and already had good external relationships with suppliers. The senior clerical officers were also a brilliant help in connecting me with internal people I needed to work with such as HR. Things are easier when you know people, it is the people that make EA!

I have been in my current role as fleet locality manager since 2022. My career has been stepping stones and bringing people with me on the journey. Having good relationships with the people I worked alongside means there is trust and respect as I manage the team.

In 2023 we relaunched the apprenticeship pathway and I am now supporting new apprentice mechanics in EA to begin their career with us.

Gavin, Transport/Fleet

Change in Action

Our people are passionate about delivering for our children and young people. We will support our schools, teams, and individuals to prioritise their holistic wellbeing. We will provide space for our schools and teams to focus and reflect with a view to being energised to deliver high quality for our children and young people. We will listen to and support schools, teams, and individuals through change, building confidence and capability to try new things.

Our people can expect EA to focus on the following areas:

- Continuous improvement of EA services to schools
- Management of change
- Support for developing and improving team cultures
- Health and wellbeing
- Working flexibly

Change in Action

I have worked as a classroom assistant for six years and I've had the privilege of working with the same child for the past four years. My role involves providing one-on-one learning support to ensure access to education while also offering crucial emotional and behavioural support.

Collaboration is key for me as a classroom assistant, both with the teacher and other staff members throughout the school. This teamwork ensures that I can tailor my support to meet the child's specific needs effectively. Additionally, maintaining a strong relationship with the parents through daily communication is essential. This open dialogue allows us to align our efforts and provide consistent support for the child's development.

As a classroom assistant, I serve as a vital link in facilitating the child's education.

I work closely with SENCOs, educational psychologists, and external organisations to exchange strategies and expertise, all with the ultimate goal of ensuring the child receives the best possible education. Regular meetings and discussions keep us focused on what's best for the child, placing their needs at the forefront of everything we do. We really do work together to ensure that the child has the best education and school experience possible.

Seeing the positive changes in the child over time makes every aspect of my job incredibly rewarding. Knowing that I play a part in their growth and development reaffirms my dedication to this important work.

Sinead, Classroom Assistant

Change in Action

I have a passion for good food, a great team of cooks and I am excited by giving out food that the children actually want to eat – seeing their excitement at the menu gives the team the drive and want to do more for them. The EA improvement team launched Let's Eat in the Post Primaries, so we decided to pilot a 'grab and go' concept that offered street food to our young people.

We went to the University of Ulster to see what they were doing for students and how we could replicate this for post primary. We then went to existing suppliers and worked with them to source new products. I am excited by making food the children relate to i.e. our new loaded fries, salt and chilli chicken and a deli bar that has pre-filled sandwiches that are toasted in a high-speed oven. The children and teachers in the school are loving the new menu, they are all talking about the food. EA catering has evolved massively - I can try out my own ideas and don't feel restricted. I know we are still meeting nutritional standards but

by adding new veg, flavours and options. This new menu and concept has also helped with some practical staffing issues, we are now able to work differently as the hot and cold merchandisers are pre-filled and the children can help themselves. It has also improved relationships with catering and the school leaders, we have had to work together and experience the change together.

I feel I am trusted to make decisions for the kitchens and have the freedom to make changes that can benefit the children. My manager and I have a good relationship, we bounce off each other and are both foodies – so there are more changes coming! We are supported by our senior managers who back the changes, encourage us to evolve and come out to see what's happening in the kitchen.

I am very proud of what is happening in the kitchen.

Gina, Catering



4. Taking Action – Year 2

Below are key actions to be undertaken in 2025 - 2026 to deliver this People Plan.

The EA Chief Executive and Senior Management Team will be responsible for driving the action plan at a corporate whole EA level.

Directorates will be responsible for incorporating actions into their local business plans and teams and individuals should reflect on how they can support delivery in their team workplans and individual objective setting.

Each year the action plan will be reviewed, refreshed, and communicated to ensure that focus and resources are being best directed to support our people. Please note this plan exists in the context of challenging financial and industrial relations climate which may impact on the volume and timing of the delivery of actions.

To view last years actions and progress made please [click here](#).

Theme	Action	Audience	Owner
Belonging in the EA	Continue to lead an ongoing approach to engaging with staff to understand experience and culture	All EA staff – corporately managed and school based	Organisational Development and Learning
	Implement - Pillar 6 - Supporting Staff to Deliver Excellent Services, year 1 Actions – as part of Three Year Communications Strategy 2025/6 to 2027/8	All EA staff – corporately managed and school based	Communications
	Review legacy terms and conditions within the EA to create a proposal for standardised and streamlined sets of terms and conditions	All EA staff – corporately managed and school based	HR Services
	Develop and Launch long service recognition events	All EA staff – corporately managed and school based	Organisational Development and Learning
	Develop a standardised corporate approach to acknowledging death in service	Targeted staff group - Corporate Staff	Organisational Development and Learning

Develop an Exit Interview process to capture feedback on why staff leave and their experience working in EA	All EA staff – corporately managed and school based	Organisational Development and Learning
Develop and implement a Redeployment Policy for People with Disabilities within EA	All EA staff – corporately managed and school based	Equality and Human Rights Unit
Review and Refresh a Support for Further Learning Policy of all staff	All EA staff – corporately managed and school based	Organisational Development and Learning
Continue to implement the EA Coaching and Mentoring Framework and associated network	All EA staff – corporately managed and school based	Organisational Development and Learning
Expand EA’s staff financial wellbeing portfolio of provisions and benefits	All EA staff – corporately managed and school based	Staff Health and Wellbeing
We will complete stakeholder engagement and consultation on the optimal model for the engagement and deployment of non-teaching classroom based support	Targeted staff group - Classroom Assistants	HR Services
Establish a project to strategically review the employment model for classroom assistants to include effective engagement with Trade Unions, Classroom Assistants and Schools	Targeted staff group - Classroom Assistants	HR Services
Review and update Circular 24 – Schedule of Qualifications of Classroom Assistants	Targeted staff group - Classroom Assistants	HR Services

Theme	Action	Audience	Owner
	Undertake a scoping exercise to identify and develop a plan for a robust professional development offering for classroom assistants	Targeted staff group - Classroom Assistants	HR Services
	Establish a Transport, Driver and Escort Staff Forum to listen to and engage with staff on experience and service improvement	Targeted staff group - Transport	Transport Operations
	Create a plan for a phased approach to an EA wide Training Needs Analysis to support managers to understand the training requirements of staff and take appropriate action	All EA staff – corporately managed and school based	Organisational Development and Learning
	We will further enhance fulfilling EA’s commitments within its Equality Scheme to include improvements in equality impact assessments and stakeholder engagement	All EA staff – corporately managed and school based	Equality and Human Rights Unit
	Revise and redevelop EA’s Equality Action Plan to include specific Action Plans for Disability and Gender	All EA staff – corporately managed and school based	Equality and Human Right Unit
	Continue to develop and deliver the Game Changing People Programme encouraging leadership at all levels	All EA Managers	Organisational Development and Learning
	Further develop our EAlearn online training portal to provide access to staff based in schools.	All EA staff – corporately managed and school based	ICT and Organisational Development and Learning

<p>Continue the development of a learning and development programme for EA Catering staff which supports a learning and development culture and enables career progression. This includes the ongoing implementation of practical cookery training for kitchen staff delivered in FE Colleges, and the progression towards delivery of Level 3 Food Safety training for managers and supervisors.</p>	<p>Targeted staff group - Catering</p>	<p>Catering Services</p>
<p>Develop and launch a training calendar for full time youth services staff</p>	<p>Targeted staff group - Youth Services</p>	<p>Youth Services</p>
<p>Ensure that all Teacher Professional Learning opportunities align and reflect the key principles of the agreed EA framework for Teacher Professional learning.</p>	<p>Targeted staff group - School Leaders and teachers</p>	<p>Professional Leadership Service and SEND Support Services</p>
<p>Further develop and formalise the EA NI School Leadership Forum</p>	<p>Targeted staff group - School Leaders and teachers</p>	<p>Professional Leadership Service</p>
<p>Deliver Governor Network events for Controlled Schools; in particular, Chairs and Vice Chairs.</p>	<p>Targeted staff group - Board of Governors</p>	<p>School Governance</p>
<p>Deliver one-day Governor Seminars in each locality, launch new video training resources, and collaborate with other EA services to expand the training offer; including further webinars and in-person events.</p>	<p>Targeted staff group - Board of Governors</p>	<p>School Governance</p>

Theme	Action	Audience	Owner
Growing for Our Future	Work in partnership with DE and sector partners to outline what workforce planning could look like and deliver short term actions following conference recommendations.	All EA Managers	Organisational Development and Learning
	Establish an EA Graduate Management Training Scheme	All EA Managers	Organisational Development and Learning
	Scope and develop an outline for an ICT Technician Apprentice Programme	Targeted staff group - ICT	ICT Assurance
	Develop and Launch an EA approach to Succession Planning	All EA staff – corporately managed and school based	Organisational Development and Learning
	Scope and develop an outline for a Procurement Category Manager Apprentice Programme	Targeted staff group - Procurement	Procurement Services

Theme	Action	Audience	Owner
Change in Action	Further embed our journey towards a Trauma Informed Culture by working in partnership to develop training and awareness for EA	All EA staff – corporately managed and school based	Pupil Wellbeing and Protection
	Communicate and Implement HR Clinics for School Leaders	Targeted staff group - School Leaders	HR Services
	Further develop EA’s Cyber Awareness training, to equip all staff with the key knowledge and skills to manage EA’s cyber threat	All EA staff – corporately managed and school based	ICT Assurance
	Develop an Artificial Intelligence Strategy and support for staff to use AI appropriately	All EA staff – corporately managed and school based	
	Review and development of the Teaching Appointment Scheme for Controlled Schools to provide more flexibility to make appointments in different ways.	Targeted staff group - School Leaders and teachers	Resourcing Service
	Improve the approach to school leader selection.	Targeted staff group - School Leaders and teachers	Resourcing Service
	Support and guide managers to effectively manage staff attendance across EA schools and services through cultural change, policy development, dedicated advice, training, toolkits and additional resources	All EA Managers	Staff Health and Wellbeing

Theme	Action	Audience	Owner
	Support staff to promote a culture of dignity at work through training and development	All EA Managers	Employee Relations Service
	Development of a Behaviour Framework for Special Schools in partnership with Department of Education and Department of Health	Targeted staff group - Special Schools	Special Education
	Scoping and planning of an Early Career Teacher programme for Special Schools	Targeted staff group - Special Schools	Special Education
	Deliver training to all school users in preparation for the implementation of the new Schools Management System	Targeted staff group - School Leaders	EdIS Programme

Theme	Action	Audience	Owner
Inspiring Leadership	Stablise the Corporate Leadership Team and immediate levels below	Targeted staff group - CLT and SLT	Chief Executives Office
	Increase the visibility of CLT and SLT throughout corporate EA	Targeted staff group - CLT and SLT	Chief Executives Office

5. Tracking our Progress

To ensure the People Plan is being effectively delivered and having a positive impact on our people it is important that we regularly report on and manage progress.

A full programme approach has been established to support the implementation of the People Plan work, this includes a Programme Board, People Plan Engagement Champions group and engagement with our people, trade unions and committees in relation to organisational governance.

The following pathways will be used to report and monitor progress of the People Plan actions:

- EA corporate activity will be reported to Portfolio Investment Board and through to Performance and Engagement Committee for accountability purposes quarterly.
- Corporate Directorate activity will be collated as part of the established Corporate Plan reporting process and reported through to Corporate Leadership Team bi-annually.
- Managers are responsible for highlighting, recognising, and celebrating team and individual activity which supports the delivery of this plan.

Activity updates will be shared with all our people via local communication processes and line manager updates as well as the usual corporate communications avenues.



6. Measuring Success

The success of this People Plan will be measured using the Outcomes Based Accountability approach asking 3 key questions:

1. How much have we done?

2. How well have we done it?

3. Is anyone better off?

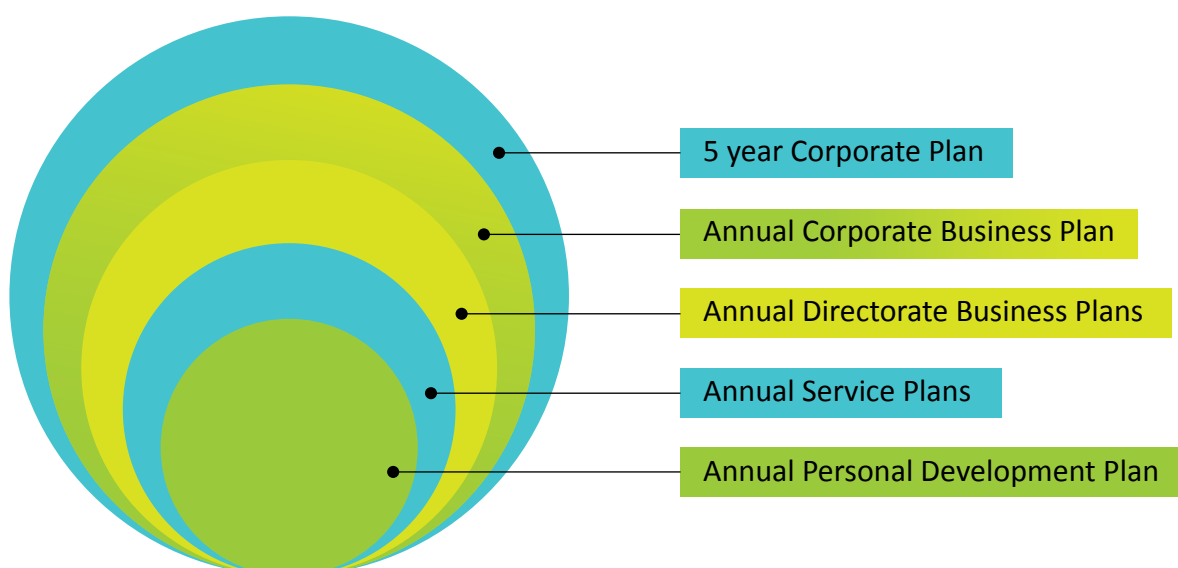
Measure	What will we see?	How will we
How much have we done?	<p>We will deliver our annual action plan and communicate activity with our people.</p> <p>We will increase our:</p> <ul style="list-style-type: none"> • Leadership training attendance • Skills development attendance • Bespoke support for teams • Bespoke support for individuals • Statutory and Mandatory Training compliance 	<p>Recording and reporting against actions</p> <p>Trend analysis of data</p>
Outcome How well have we done it?	<p>We will see positive changes in workforce information:</p> <ul style="list-style-type: none"> • Sickness • Work related stress • New starts/ leavers/ turnover • Grievances/ disciplinaries • Complaints/ compliments 	<p>Trend analysis of data</p>
Is anyone better off?	<ul style="list-style-type: none"> • Our People will feel engaged and valued • EA will be seen as an employer of choice in NI • Our children and young people will feel placed at the heart of what we do 	<p>Staff surveys</p> <p>Local pulse surveys</p> <p>Exit surveys</p> <p>Engagement and feedback with children and families</p>

7. Enablers

The following corporate projects and frameworks are key enablers in the implementation of this People Plan and will be adhered to throughout the delivery process:

Enabler	How it supports the People Plan
Corporate Planning Framework	The Corporate Planning Framework supports our people to connect their individual roles and contributions within EA to the overall strategic direction of the organisation. It provides structure to the work of the organisation, ensuring we deliver our core strategic priorities whilst keeping our children and young people at the centre of all we do.
Corporate Governance Framework	There are 2 pillars within the Ea Corporate Governance Framework which will support the delivery of the EA People Plan: <ul style="list-style-type: none"> • Accountability and Leadership • Learning and Review The EA promotes culture in line with these pillars and encourages all our people, at all levels, to take responsibility for leadership and learning.

Further information on the enablers can be found on the EA Insite page: [EA Insite - Home \(sharepoint.com\)](https://ea-insite.sharepoint.com)



Appendix A: The Workforce Conversation

A Workforce Conversation was established in order to give EA staff a voice in shaping this People Plan.

Why get involved:



To voice your opinion and tell us what you think is important



To communicate your ideas and opinions



To help us articulate challenges



To play your part in shaping the future of EA for all our people

How to get involved:



Phase 1:

Investors in People survey with corporate staff. The **We invest in people** framework comprises 9 indicators, each with 3 themes, 27 in total. The **We invest in people** survey produces quantitative data split by indicator and theme to identify strengths and areas for focus. We deployed the survey within five directorates:



Human Resources and Corporate Services	10th October 2022 - 21st October 2022
Education	21st November 2022 - 15th December 2022
Children & Young People's Services	21st November 2022 - 15th December 2022
Finance & ICT	21st November 2022 - 15th December 2022
Operations & Estates	21st November 2022 - 15th December 2022

5306 surveys were issued with an overall response rate of 47.5%.

Corporate EA staff indicated we were doing well in, and needed to build on, the areas of:

- Living the organisations values and behaviours.
- Structuring work.
- Delivering continuous improvement.
- Involving and empowering people.

However, we need to work more on:

- Recognising and rewarding high performance.
- Leading and inspiring people.
- Building capability.

Phase 2:

Café Conversations focus groups with a range of stakeholders.

The stakeholders targeted within the Café Conversations were different to the employees who took part in Phase 1 and included a range of external stakeholders, as well as teaching staff and hard to reach employees. These focus groups were primarily used to obtain more qualitative information on the themes emerging from the Phase 1 survey. In total 188 participants attended the Café Conversations and provided feedback, their affiliation with the EA is highlighted in the table below:

Affiliation with the EA	Number
Board of Governors	13
Trade Union Reps	9
School Principals	8
School Vice Principals	2
School Teachers	13
Classroom Assistants	4
Educational Partners / Support services (Includes EdIS, Autism advisory, Bmet, Integrated Education, Irish Medium, CCSC, Childrens Law, AAIS, Equality Commission)	32
Hard to reach staff inc. (Cleaners/Catering/Transport)	85
Joint Consultative Forum	22
Total	188

Areas for focus suggested by our stakeholders are:

- Improving day to day Human Resources services.
- Clear and structured objective setting, development planning and timely feedback from a line manager.
- Strategic processes for succession and workforce planning.
- Clear career and development pathways across the organisation.
- Creating a culture, including structure and guidance, for recognising and rewarding good performance.
- Accessibility and visibility of senior corporate leaders.
- Communicating and acting in line with EA values and behaviours.
- Investing in and prioritising training and development.



Phase 3:

Culture survey with school based and transport staff.

The Staff Experience Survey was split into 2 sections – reflection on experience of the culture in the school and reflection on experience of culture within EA. The survey produced quantitative and qualitative data to identify strengths and areas for focus. We deployed the survey to approx. 31,000 staff including teaching and non-teaching staff. The survey was completed by 3711 staff giving a response rate of around 12%.

Our school based staff indicated the following areas of positive culture:

- Schools have clear values.

- School based staff feel appreciated by colleagues for the work they do.

- School management communicates the schools' goals and vision.

Our school based staff indicated disagreement the following statements therefore outlining areas we need to address:

- I feel appreciated by the Education Authority for the work that I do.

- I am aware of the different learning opportunities available to me in the Education Authority.

- I am able to make use of the Education Authority's learning and development opportunities.

The Staff Experience Survey
Opens 5thDec Closes 19thDec

Your ea
Your Say

Takes less than 5 mins and is anonymous

All schools based staff
WE WANT TO HEAR FROM YOU!

We want to know how it feels to be an EA employee- about our culture.

Have your say and shape the future of the EA for our children and young people.

Scan the QR code to complete the survey

ea Education Authority

The graphic features a person in a yellow shirt pointing at a screen displaying survey options A, B, and C. A large speech bubble contains the survey title and dates. Another speech bubble states 'Takes less than 5 mins and is anonymous'. A blue banner at the bottom reads 'All schools based staff WE WANT TO HEAR FROM YOU!'. To the right, text encourages scanning a QR code to complete the survey, with the EA logo below.

Our transport staff indicated a general feeling of disconnect and discontent with the Education Authority and the support, communication and understanding of their roles. Whilst indications were more positive about the 'on the ground' environment for transport staff it is clear that further engagement and work to understand needs is required with this particular group.

