

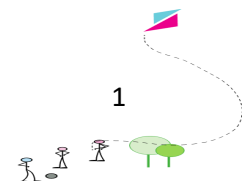
# BUSINESS PLAN

## 2025-26



## DE Strategic Priority - DELIVERING an effective, child-first, collaborative and high-quality education system

ACTION NUMBER	WHAT WE ARE GOING TO DO AND BY WHEN	MEASURE(S) OF SUCCESS (QUANTITY / QUALITY / IMPACT)
D1	<p><b>In 2025-26, we will continue to deliver a high-quality teacher registration service. We will:</b></p> <ul style="list-style-type: none"> <li>➤ carry out (as per the registration schedule) processes and assessments necessary for GTCNI to fulfil its statutory registration responsibilities</li> <li>➤ By end Q1, review current target timeframe and performance metrics for processing of applications for each category; consider whether these can be reduced</li> <li>➤ implement revised monitoring and reporting against key performance metrics for application processing</li> <li>➤ ensure key registration periods continue to operate smoothly, particularly for this summer's graduates</li> </ul>	<p><u>Quantity</u></p> <ul style="list-style-type: none"> <li>▪ Number of registrants for each category</li> </ul> <p><u>Quality</u></p> <ul style="list-style-type: none"> <li>▪ Average processing times for each category</li> <li>▪ A reduction in GTCNI internal processing times for applicants (subject to Q1 review outcomes)</li> </ul> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>▪ 95% of applicants are registered within the established processing timescales for their application type</li> </ul>



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D2	<b>In 2025-26, we will publish a Digest of Statistics</b>	<u>Quantity</u> <ul style="list-style-type: none"><li>▪ Accurate information from GTCNI's Register of Teachers</li></ul> <u>Quality</u> <ul style="list-style-type: none"><li>▪ Stakeholders have up to date information from GTCNI's Register of Teachers</li></ul> <u>Impact</u> <ul style="list-style-type: none"><li>▪ Stakeholders can take informed workforce decisions using the information</li><li>▪ NI teaching workforce has enhanced awareness of the continuing work of GTCNI</li></ul>
	<ul style="list-style-type: none"><li>➤ By October 2025 we will share a draft Digest of Statistics with stakeholders and consult on further statistics and enhancements to better inform ongoing areas of policy development</li><li>➤ By the end of Q3 we will have an agreed final format for the Digest</li><li>➤ By 31 March 2026 we will publish the Digest and promoted its publication to the teaching workforce</li></ul>	
	<b>In 2025-26, we will work with our website provider to</b>	<u>Quantity</u> <ul style="list-style-type: none"><li>▪ Website is compliant with relevant legislation</li></ul> <u>Quality</u> <ul style="list-style-type: none"><li>▪ Website contains all key updated corporate documents, including Annual Report and Accounts</li><li>▪ Website contains all public body legislatively compliant policies, privacy notices and other documents</li></ul>
D3	<ul style="list-style-type: none"><li>➤ refresh and maintain our website</li><li>➤ ensure it complies with legislative requirements</li></ul>	

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D4	In 2025-26, we will demonstrate effective governance across GTCNI, with a focus on adhering to the interim governance arrangements in place with DE	<p><u>Impact</u></p> <ul style="list-style-type: none"> <li>Website is accessible to all users</li> <li>Website is compliant with relevant legislation</li> <li>Users can navigate the website easily and find what they are looking for in 3 clicks</li> </ul> <p><u>Quantity</u></p> <ul style="list-style-type: none"> <li>Demonstrate effective governance across GTCNI by adhering to interim governance arrangements</li> </ul> <p><u>Quality</u></p> <ul style="list-style-type: none"> <li>All required NDPB returns sent to DE on time, 2024-25 Annual Report &amp; Accounts laid by 31 March 2026</li> </ul> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>Reported via Oversight and Governance and Accountability Review (GAR) meetings</li> </ul>

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D5	<p><b>In 2025-26, we will</b></p> <ul style="list-style-type: none"> <li>➤ continue to work with DE and its stakeholders to support and promote DE's Learning Leaders (LL) strategy</li> <li>➤ participate in the Learning Leaders Oversight Group, working collaboratively to shape/deliver the outworking of this strategy</li> </ul>	<p><u><b>Quantity / Quality / Impact</b></u></p> <ul style="list-style-type: none"> <li>▪ We will support DE's refreshing of the 2016 LL strategy and participate / collaborate in the LL Oversight Group</li> </ul>
D6	<p><b>In 2025- 2026, we will work with DE to progress the reaccreditation of Northern Ireland's Initial Teacher Education (ITE) Programmes / Courses</b></p>	<p><u><b>Quantity</b></u></p> <ul style="list-style-type: none"> <li>▪ Reaccredit the ITE programmes / courses run by local Higher Education Institutions that lead to registration with GTCNI</li> </ul> <p><u><b>Quality</b></u></p> <ul style="list-style-type: none"> <li>▪ DfE is currently completing a revised QAA process for HEIs GTCNI will work with HEIs and DE to ensure GTCNI processes add value and avoid duplication</li> <li>▪ HEIs, ETI, Teaching Unions and DE are content with the robustness of the exercise</li> <li>▪ Re-accreditation 100% completed</li> </ul>

ACTION NUMBER	WHAT WE ARE GOING TO DO AND BY WHEN	MEASURE(S) OF SUCCESS (QUANTITY / QUALITY / IMPACT)
D7	In 2025-26, we will continue to address new regulatory referrals as appropriate within the current legislative framework	<p><u>Impact</u></p> <ul style="list-style-type: none"> <li>Student teachers and the wider education system assured of the quality of the ITE courses in Northern Ireland</li> <li>HEIs and DE are satisfied that GTCNI processes add value to an overall quality assurance process and avoid duplication</li> </ul> <p><u>Quantity</u></p> <ul style="list-style-type: none"> <li>Review and address any new regulatory referrals as appropriate within current legislative framework</li> </ul> <p><u>Quality</u></p> <ul style="list-style-type: none"> <li>All referrals reviewed within 5 working days of receipt and appropriate action taken</li> </ul> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>Stakeholders assured that the teaching profession is as effectively regulated as current legislation permits</li> <li>GTCNI meets its responsibilities under legislation as a Keeper of A Register for a regulated activity</li> </ul>