



## School Council Management and Leadership Development through BSKC

The BSKC School Council programme through the development and implementation of an in-school selection competition to identify “winners” from key stages to represent the school at the BSKC Championship. The programme includes planning, operating and evaluating the competition, raising awareness and publicity for the competition both in and out of school, financial planning, personnel planning and the production and implementation of a sponsorship plan.

School Council, with appropriate mentoring from Senior Leaders and Governors undertake the entire programme as a commercial enterprise, developing and using high order management and leadership skills.

The skills developed form an essential foundation to employability skills and provides an in-depth insight into running an enterprise at Senior Management or Director Level.

The programme can be extended by using School Council members as part of the curriculum project evaluation team.

Further support in developing School Council as leaders of the future is available through the School Council Education Enterprise programme from Andrew Howlett Education – [www.andrewhowlett.co.uk](http://www.andrewhowlett.co.uk) or [andy@andrewhowlett.co.uk](mailto:andy@andrewhowlett.co.uk)

### In-school BSKC selection competition

**Description** A learning and skills based competition to identify the most capable team of three to represent the school or key stage (if the school is entering multiple teams). The competition is entirely planned, managed, judged and evaluated by School Council or a sub-committee of School Council. The competition runs towards the end of / after the curriculum project to assess the learning that teams have acquired and to assess their driving skills using a racing simulation.

#### Committee

A committee of four to six students should be set up as the BSKC competition committee. Membership of the committee should be restricted to KS4/5 school council members. This then enables succession planning and development training in the core management skills for students in KS3. Membership of the Competition committee is by application or assessment against job descriptions and person specifications. The committee reports back to full school council on the progress of the competition planning/ implementation/ evaluation at each school council meeting using a formal report against the agreed key milestones and success criteria. Membership of the committee is for one year only.

Planning to include:

- Identification of Unique Selling Points for the competition within the school setting
- The extent of the competition – single key stage winners or single school winner
- Agreed Success criteria for the competition
- Agreed milestones to show appropriate progress in planning and implementation
  - Identification of management tasks to ensure effective completion
- Agreement of appropriate timing of the competition to conform with the curriculum project, entry to BSKC (including identification of the team) and appropriate time slots in the school year/ week
- Analysis of expected learning outcomes from the school curriculum project
  - Identification of assessment methods to assess the curriculum learning;
  - Agreement of scoring system for learning outcomes
  - Analysis of the skill set required for kart driving
  - Identification of appropriate driving simulation to test the driving skill set
  - Agreement of scoring structure for driving skill assessment



- Organisation of competition structure
- Agreement of competition scoring system including weighting of learning outcomes and skill assessment
  - Full competition finance plan
  - Full competition sponsorship plan
  - Personnel Deployment plan
  - Methods of evaluating progress towards successful completion of the plan
  - Publicity plan
  - Engagement plan

### **Identification of roles**

School Council need to agree the overall roles and jobs required to develop, plan, implement and evaluate the competition. It also needs to agree which of these areas should be exclusively undertaken by the Competition Committee and which should remain with the full school council. Targets for achievement/ implementation should be agreed for exclusive roles. The roles should include the following as a minimum:

- Competition Manager
- Finance Manager
- Publicity Manager

Other roles can be added as the full council feels appropriate for the school or the nature of the school council. The role titles should then be developed into job descriptions and person specifications as outlined in the Personnel Management section.

Full School Council should then identify a team of three people to assess the applications/ carry out the assessments against the person specifications. Applications can then be opened to the committee and the committee formed.

### **Setting expectations**

The first task of the committee is to agree and set the expectations for the competition in terms of the extent, timing and engagement across the school. The expectations should be set for “good” and “exceptional” performance to provide stretching but achievable goals for the committee. This will require support from a member of SMT with experience of setting project expectations. This will ensure that expectations are relevant, meaningful and appropriate. The expectations should then be discussed and agreed by the full school council.

### **Evaluation of learning outcomes that can be judged**

This should be undertaken with a member of SMT, using the schemes of work from the subject areas and the curriculum project maps. The committee should identify and agree key learning outcomes in terms of knowledge, understanding and application from each of the curriculum project modules. Once these have been agreed, the method of assessment should be established and the appropriate questions/ tests/ assessment agreed and formalised.

### **Driving Assessment**

The committee will need to research and identify the skill set required to be successful in kart driving. They will then need to identify and agree an appropriate driving simulation that can be used to demonstrate that skill set efficiently and effectively. They should agree the structure of how they will assess students, the time required and the scoring system to be used. This could include the use of on-line gaming and racing systems and common use games platforms as a filtering

system for the competition. The committee may wish to approach the ICT department to set up and run a simple driving simulation through the ICT club network.

### **Scoring system**

Once the assessment methods and structure have been agreed, the committee needs to agree how the scores from either section are to be combined to provide an effective overall assessment of learning and skill levels. If the competition is to produce a single winner for the school, the committee will have to agree a weighting system for age as well as the weighting for learning outcomes and skills. The scoring and weighting system then need to be programmed into a spreadsheet.

### **Organisation and timing**

The plan will need to include a step by step analysis of the tasks needed to complete each section, when they will take place and who will carry them out/ evaluate the implementation. A good place to start for this is using a blank version of the school development plan. This will not only enable the committee to plan and organise effectively but it will also develop a level of knowledge and understanding about institutional development planning.

### **Evaluation of competition and identification of improvements for coming year**

The effectiveness of the competition, organisation, management, finance, publicity, engagement, and sponsorship plans should be formally evaluated against the agreed success criteria, milestones and timings. The committee is expected to carry out the evaluation, produce a report and then discuss the report in a full council meeting.

### **Succession planning**

The process of selecting the committee through the production of job descriptions and person specification and the evaluation of how improvements can be made will identify the key skills, knowledge and understanding required to undertake the project management roles for the competition. School Council should then be encouraged to develop smaller and year specific projects that can be used to develop the skills in students as they move through the school. This then ensures an annual crop of skilled members who can undertake the project role. School Council should then add examples of such experiences to the person specifications.

### **Awareness Raising and Publicity**

#### **Engagement plan**

The committee will need to produce an engagement development plan that identifies the key targets for engagement, the strategies that will be used to engage the target groups, the success criteria for engagement for that strategy, the timescale for the strategy, who is responsible and how it will be evaluated. A blank engagement plan is shown at the end of this document. Go Motorsport operates a series of regional development officers who work closely with schools to get students interested in motorsport and careers in motorsport. Further information is available from [www.gomotorsport.net](http://www.gomotorsport.net)

#### **Publicity plan**

The committee will need to agree a publicity plan to raise awareness of the competition in and outside school. The layout is the same as the engagement plan. A blank is shown at the end of the document.

#### **Assembly**

An assembly is an excellent method of raising awareness of the competition. The committee should plan and take an e=assembly in each of the year groups that are working within the competition. There should be no other item or activity in the assembly and there should be no introduction by a member of staff. The committee should design the assembly to be “different” from the school norm, using technology and media to ensure effective connection with the audience. The

use of music and video clips are not subject to copyright if used solely for an educational purpose within a lesson or assembly. If these are used, the assembly cannot be repeated, shown or screened outside school or to any group other than students, teachers or governors.

### **Tutor Group/ year group/ subject group**

In order to produce the engagement and publicity plans, the committee should undertake “Market Research” within the group structure in the competition target group. This could include identifying media types that have maximum impact, what students already know about motorsport and karting in particular. The market research should be used to ensure that the engagement and publicity plans use appropriate strategies and have maximum impact.

### **Newsletter**

School newsletter is an ideal vehicle for publicising the competition to the immediate community around the school. The committee should work with the editor of the school newsletter to ensure impact and appropriate content.

### **Website**

The committee could be provided with access to a small part of the school website to produce and maintain news and reports about the competition and the BSKC.

### **Local news and media**

Local news and media like education based stories, especially those that are different, show students as employable/ developing new skills and come complete with ready written articles! The publicity plan should include the identification of key contacts within the local media – the school will already have these. The production of the newsletter and website updates could be used as a base for the local media articles. To provide impact, these articles should emphasise that the competition is different, that it leads to a national championship and that it is developing extra employability skills and understanding.

### **In school updates**

The committee could be provided with part of a notice board – preferably within the student access area, on which they can regularly update school council progress and how the competition is progressing.

### **Financial Planning**

#### **Financial plan**

The financial plan should identify all possible costs and expenses related to the competition in the budget section, the management and operation of the committee and the costs of publicity and communication. A budget spreadsheet in which the committee can model best and worst case scenarios is especially useful. All costs, including management time should be included. This plan will be used to evaluate whether the competition has provided value for money.

#### **Allocation of resources**

The plan should also show the allocation of resources, both physical and human and explain how the use of those resources will help/ develop/ improve the competition management plan. The allocation of resources will need to be evaluated in terms of cost effectiveness as well as impact.

#### **Income**

The plan will have to identify the main sources of income and detail how they are going to be obtained, supported and monitored. Schools should provide the committee with a starting budget but enable the committee to come up with strategies for increasing income both in and out of school. This may include sponsorship.

### **Personnel Planning**

### **Job descriptions/ Person Specification for team members**

School Council will need to produce Job descriptions and person specifications for each role within the competition committee. Blank versions are shown at the end of the document.

### **Communication and networks**

The committee will need to identify the communication strategies that will be used to keep all members of the committee informed of what is happening between meetings. In addition they will need to agree the management structure of the group and how they will evaluate the effectiveness of decision making and communication within the group.

### **Performance review**

The committee will need to appraise their performance against the job descriptions. The resulting appraisal model can then be transferred to evaluate performance within the school council. A blank self appraisal form is shown at the end of the document.

### **School Council Sponsorship plan**

As detailed plan of how the committee intends to try and obtain sponsorship for the competition and subsequent BSKC championship. A blank sponsorship plan, taking students through key stages of finding sponsorship is provided.

Once sponsorship has been identified, the committee will need to identify how they are going to keep their sponsor up to date and supported with information about what is happening in the championship and how they intend to ensure that the sponsor recognises the value that they are receiving from the sponsorship.

### **Project Evaluation**

School Council should formally evaluate the quality and effectiveness of the competition, the management and implementation along with how improvements could be made in the future. They will receive regular update reports from the Competition committee and summative reports on the implementation of each of the plans and an analysis of the personal performance reviews.

School Council use the information as a basis for discussion on how to improve their effectiveness in management and leadership as well as the level of impact of the competition. This should be presented as a formal evaluation report to the governors.





## BSKC School Council Job Description

**Job Title:**

**Job Purpose**

To ensure that

**Core Activities:**

**Accountability:**

**Management:**



## BSKC School Council Person Specification

Job Title:

Area	Essential	Desirable
Knowledge and Understanding		
Skills and Abilities		
Experience		



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### BSKC School Council Sponsorship Plan

Planning sponsorship requires 3 key processes – identifying possible sponsors, identifying what you can offer the sponsor and finding out whom to contact.

What benefits can you bring to a sponsor?

Team activity	Benefit to sponsor



**Timescale:**

When do you need to do things?

Activity	Projected completion date
Identify targets	
Identify Contacts	
Write sponsorship letter	
Send sponsorship letters	
Meet sponsors	
Secure sponsorship	

## BSKC School Council Self Appraisal

Name:

Designated Role:

Appraising my performance against my job description

Job description	My judgment of my performance	My evidence	What I could do better
Core activities			
Management			

Appraising my performance against targets:

Target	My judgment of performance against this target	My evidence	What could be done better to improve performance



My personal targets for improving my management and leadership skills:

My Targets	What I need to do to achieve this	What support I will need