



ST MARY'S HIGH SCHOOL, NEWRY

Pastoral Care Policy

Revised October 2023

MISSION STATEMENT

OPTIMUM SEMPER FACERE 'ALWAYS TO DO ONES BEST'

'We will work in collaboration with other educational institutions and in partnership with parents, students and teachers to maximise the academic and creative potential of students, enabling them to achieve the highest educational standards, thereby enriching their lives, the community and the economy.'

Vision:

Our vision is to educate, empower and support the students in our school to reach their full potential, by focusing on their holistic development and as a Rights Respecting School, embrace the opportunities of living according to the Catholic Faith and celebrating diversity.

Aims:

- To promote the value of education, through the celebration of achievement and personal endeavour;
- To engender a love of learning as a lifelong process and an appreciation of its relevance in everyday life;
- To provide young people with learning opportunities which meets their individual needs, interests and career aspirations;
- To provide students with the opportunity to develop competence and confidence in e-learning;
- To maximise the academic and creative potential of students by challenging them to be independent thinkers and lifelong learners;
- To prepare students for the opportunities, responsibilities and experiences of adult life and equip them with the skills to manage their career development;
- To foster the personal and social development of students as responsible members of society.

Rationale:

In St Mary's we provide high quality education where students are encouraged and supported to reach their full potential. As stated in a recent ETI Inspection, *'the Pastoral Care in St Mary's is outstanding'* **ETI Inspection Report Oct 2015**. As a Catholic and Rights Respecting School, we work together to engender in our students' positive attitudes and behaviours based on respect for self and others. Every student is treated as an individual and every effort is made to ensure that each student achieves their full potential, creating an atmosphere in which students feel secure, know that they are valued as individuals, and are encouraged in their learning, growth and social development in a healthy and safe learning environment.

DE's Policy for School Improvement '*Every School a Good School*' April 2009; states that every school should ensure that '*the highest standards of Pastoral care and Child Protection are in place*'. The Board of Governors, Principal and all Teaching and Non-Teaching staff have responsibility for the care and welfare of all students, maintaining a learning environment which is characterised by positive relationships and mutual respect between students and all members of staff.

Principles:

The general principles, which underpin Pastoral Care in St Mary's, are those set out in the Department of Education (Northern Ireland) guidance "Pastoral Care in Schools", the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995.

- To have in place a pastoral structure which will provide a safe, secure and supportive environment for all students to learn effectively;
- It is a child's right to feel safe at all times, to be heard, listened to and taken seriously;
- To ensure the child's right to protection from harmful treatment as defined in '**The United Nations Convention on the Rights of the Child**' – '*children have the right to be protected from all forms of violence; they must be kept safe from harm; and they must be given proper care by those looking after them* (Article 19). Moreover, Article 3 provided that '*when adults or organisations make decisions which affect children, they must always think first about what would be best for the child*';
- We have a pastoral responsibility towards the children in our care and should take all reasonable steps to ensure their welfare is safeguarded and their safety is preserved;
- 'Everyone in education plays a part in keeping children and young people safe from harm and abuse' **Safeguarding and Child Protection in Schools – A Guide for Schools September 2023**
- To ensure that the child's welfare is the paramount consideration – '**Children (NI) Order 1995**'.

Aims:

- To ensure every student feels unique and a valued member of our school community;
- To instil a sense of personal worth and dignity through intellectual, moral and spiritual development;
- To develop students' skills in building and maintaining good relationships with their peers, teachers and other members of our school community;
- To encourage students to adopt a healthy and safe lifestyle;
- To encourage a sense of personal responsibility for their own learning and actions;
- To assist students to develop the skills to make healthy lifestyle choices, appreciate life and respect the world in which they live in;
- Support students who have increased vulnerabilities;
- To help prepare students to meet the demands and challenges of adult and working life.

Supportive and Caring Ethos in School:

The Curriculum and Pastoral Care provisions in St Mary's High School aims to support all students and prepare them to cope with the demands of school and adult life thus enabling them to achieve their full potential. These provisions include measures to help meet the physical, emotional and spiritual needs and aspirations of all learners within an inclusive learning environment. We acknowledge the importance of our pastoral role in the welfare of all young people, the mission statement and ethos permeate all aspects of school life where every member of our school community is treated with respect. Through our Pastoral Structures, Counselling Service and use of external support services, students learn in a supportive and caring environment. The Personal Development Programme allows students to explore key issues within their personal development including Self Concepts, Self Esteem, Health and Well-being, Relationships and Personal Safety.

The pastoral structure and programme is underpinned by the following principles:

- Staff promote a caring environment where all students feel accepted, valued and respected;
- Staff lead by example in promoting respect for each other and forming positive relationships with students acting as positive moral compasses;
- Staff promote and reward positive and respectful behaviour;
- There are clear procedures in place for child protection and safe guarding
- Through Child Protection Training all staff are fully informed of new and existing Child Protection Guidelines and Procedures;
- Promotion of positive emotional health and well-being is an integral part of the school curriculum, Health Education and the Personal Development Programmes;
- As a Catholic School, faith development is integral to the school ethos and the RE Programmes of Study. The School Chaplain, Canon Brown supports the spiritual development of the school community.
- Students learn in an inclusive learning environment where diversity is nurtured and celebrated;
- The school uses a range of external agencies for professional guidance and to support the Pastoral and Personal Development programme;
- Students are supported to reach their full potential and additional strategies are in place for students with special educational needs and new-comer students.
- Lunchtime supervision is provided by non-teaching members of staff who are fully trained in Child Protection;
- Staff adopt appropriate school procedures for cases of poor behaviour and investigate each incident impartially;
- Students who have increased vulnerabilities are supported on an individual caring basis;
- Any student identified as demonstrating serious behavioural tendencies will be supported and offered support i.e. Behaviour Management Intervention, Counselling, Mentoring etc

Rights Respecting School

As a Rights Respecting School (Gold), the core purpose is to have an inclusive learning environment where all students and staff members feel safe, supported and valued. This environment is based on respect for self and others where diversity is cherished and promoted. As a Rights Respecting School, we aim to educate and support students to help them recognise prejudice, to overcome it and to respond in a positive way to negative influences. Through a range of learning experiences students develop the skills and resilience to deal with prejudice such as homophobia, racism or negative attitudes to people with disabilities.

Pastoral Care Structure:

The Pastoral Structure in St Mary's provides support and pastoral guidance to all students (Appendix 1)

Transition Programmes:

There is a comprehensive range of transition and induction programmes for all students moving between key stages, providing pastoral support and guidance:

Appendix 2:	Key Stage 2-3
Appendix 3:	Key Stage 3-4
Appendix 4:	Key Stage 4 to Post 16
Appendix 5:	Post 16 to Post 18

Personal Development Programme

Personal Development is the process that involves the entire world of the young person, of which school is a significant part. It involves knowledge, attitudes, skills, relationships and behaviour that can be utilised in and outside the classroom. This involves thinking processes, managing emotions, values and relationships along with a range of life skills that assist young people in coping with the challenges of everyday living. This is inclusive of their present needs and helps them in their development towards adulthood, encouraging the development and promotion of emotional intelligence.

The Personal Development Programme supports the promotion of positive relationships within the school community enabling young people to:

- work towards achieving their individual potential;
- become confident, interdependent and participative citizens;
- make informed and responsible choices and decisions throughout their lives.

Personal Development is fundamentally about the holistic development of individuals, this involves providing learning opportunities to develop values, attitudes and skills as well as the acquisition of knowledge.

Aims of Personal Development:

The Personal Development Programme is consistent with the central aims and objectives of the Northern Ireland Curriculum, that is, the development of the whole person which is central to being

a Rights Respecting School. This entails the acquisition of key concepts and skills and the promotion of values and dispositions.

The aim of the Personal Development programme within St. Mary's is to develop a set of interrelated concepts, skills, attitudes and values which will promote the all-round development of the student. The Personal Development Programme is delivered through one timetabled period per week by the students' Form Teacher and additional complimentary workshops and talks are facilitated by outside agencies. The overall responsibility for planning, monitoring and evaluating the Personal Development provisions within the school is Mrs J Hughes (Senior Leader).

Child Protection

In St Mary's we have a responsibility for the Pastoral Care, general welfare and safety of the children in our care. The school carries out this duty by providing a caring, supportive and safe environment, where each child is valued for her unique talents and abilities, and in which they can learn and develop to their full potential. All staff receive Child Protection and Safeguarding training and the Child Protection Policy clarifies the responsibilities of teaching and non-teaching staff in the school in relation to child protection and to identify the action that should be taken to enable cases of suspected abuse to be reported and appropriate action taken.

The Designated Teacher is Mr M Fitzpatrick (Vice Principal) and the Deputy Designated Teacher is Mrs J Hughes (Senior Teacher).

Caring for Students with Increased Vulnerabilities

In St Mary's we acknowledge that some students have additional vulnerabilities and require extra support in school. This support is provided in a caring, sensitive and individual basis and sometimes consists of intervention from outside agencies. Extra support maybe required by those students who:

- ✚ have a disability;
- ✚ have limited fluency in English;
- ✚ are in care;
- ✚ are known to social services
- ✚ are a school aged mother
- ✚ have gender identity/sexual orientation issues.

Community Relations, Equality and Diversity

The CRED and Personal Development Programmes help students gain an understanding of their own tradition, respect for others and an appreciation for the importance of equality by enabling them to look for and celebrate their similarities as well as understanding and respecting diversity. As a Rights Respecting and Welcoming School, St Mary's promotes good community relations, equality and diversity helping all students to be at ease with difference in all its forms, promoting their own personal development and enriching the communities to which they belong.

Learning Support

St Mary's High School endeavours to ensure that all students have equal access to all areas of the curriculum. The Learning Support Co-ordinators, Mrs F McCloy and Miss C Mallon, coordinates the provision for students with Special Educational Needs. Learning Support ensure:

- Procedures are in place to identify and assess students with possible educational needs
- Students with Special Educational Needs are supported in class and on a one-to-one basis as appropriate;
- Students are allocated the assigned Classroom Assistant provision;
- All staff are involved in the drawing up of Individual Education Plans for students on the Code of Practice.
- Targets are set and reviewed bi-annually;
- Parents are consulted regularly through annual review meetings and other means of communication when necessary;
- Students get appropriate access arrangements for all in-house and external examinations;
- Outside agencies are appropriately used to ensure students with SEN are fully supported;
- The Learning Support Transition Coordinator and Careers Adviser attends annual review at transition stage to guide and support school, parents and students.

Newcomer Student Provision

The Newcomer Coordinator, Mrs S Haddad, ensures all Newcomer Students are given all the necessary support and guidance to integrate smoothly into their new school. The Newcomer Coordinator ensures:

- A transition meeting is organised between Parents, Student, Translator, and Newcomer Coordinator to establish a clear understanding of the procedures and policies in St Mary's (if required);
- All staff are involved in the completing and reviewing the CEFR for Newcomer Students;
- Parents are informed about the progress of their daughter through bi-annual reports and regular contact by Form Teacher, Year Tutor and Classroom Assistant;
- Outside agencies are appropriately used to ensure Newcomer Students are fully supported.

Behaviour Management

The school encourages high standards of behaviour in order to maintain a positive working environment which is a prerequisite to effective learning and teaching. Form Teachers and Year Heads monitor the behaviour of their class/year group through the Achievement/Behaviour Points system and actively encourage students to behave in a positive and respectful manner. The Behaviour Policy outlines roles and responsibilities and the procedures in place to celebrate positive behaviour and issue sanctions if students display poor behaviour. The Behaviour Management Coordinator, Mrs J Hughes, coordinates the Behaviour Management Programme in consultation with the Pastoral Team supported by outside agencies when required. Some students may be placed on Behaviour Report with agree targets for improvement.

Mentoring Programme

Student progress is tracked through Assessment Manager and students who are not achieving to their full potential are identified and in consultation with parents/carers are placed on the Mentoring Programme.

Learning Partners Programme

Year 8 student progress is monitored during the first two weeks in September. Students who are experiencing transitional and organisational difficulties are identified and in consultation with parents are put on the Learning Partners Programme. Each Year 8 student who is put on the programme meets their Year 14 Learning Partner twice per week to identify targets for the following week.

Assertive Mentoring Programme (Year 12)

Focus: Identify and raise underachievement

- The Programme is led by Senior Leadership Team;
- Class Teachers identify students who are not working to their full potential;
- A letter is sent to parents explaining the reason why a student is put on Progress Report;
- There are two cycles of Assertive Mentoring: Term 1 and Term 2;
- The students identified are put on Progress Report for four weeks;
- Feedback is sent to parents at end of programme;

This Programme is for those students who may be underachieving in some subjects it is **not** for behavioural concerns

Counselling Service

The Counselling Service offers students the opportunity to talk to the qualified counsellor in confidence. The Counsellor will consult with the Designated Teacher to ascertain if there are any Child Protection concerns. The School Counsellor, Mrs N Woods, attends one day per week and provide support to those students who seek help in finding the best solutions to their problems. Students may be referred to the Counsellor through:

- A member of staff;
- A parent;
- Self-Referral

Extra-Curricular Activities

Student participation in extra-curricular activities such as sport, music, drama, art, public speaking and curriculum clubs encourages the development of skills, self-discipline and self-worth. These opportunities are a valuable way for students to integrate into the life of the school and build friendships both within and between Year Groups.

Parents/Carers

Parents/Carers are the primary educators of young people. The responsibility and impact of the home environment in the formative years is acknowledged as the most important influence on the development of the child. In St Mary's, we believe parents/carers play a crucial role in ensuring their daughter achieves to her full potential in school. We encourage a strong working partnership between home and school through:

- Parent Teacher Meetings
- Transition Seminars
- Other meetings when necessary
- Communication through letters, school app, website, School Reports, Truancy Call, Prospectus;
- Social Media – Facebook, Twitter, Instagram
- Celebratory Events;
- PTFA organised events
- Extra-Curricular Activities;
- Open Door Policy

Roles and Responsibilities:

All teachers have the responsibility for promoting and implementing the aims of this Pastoral Care Policy. All teachers need to have a caring commitment to guide and advise students, either formally or informally, on personal, educational and career choice matters. Pastoral Care permeates all activities and aspects of school life.

Essentially the role of the Year Head and Form Teacher is to convey to children, through his/her attitude and example, the Christian ethos and educational purpose of the school which aims to:

- develop each child intellectually, spiritually, socially, physically and emotionally;
- prepare students for the opportunities, responsibilities and experiences of adult life;
- provide a caring, supportive environment in which each student feels valued;
- enhance the opportunity for learning for each student.

The following table summarises the main elements in the roles of key members of the Pastoral Teams in St Mary's.

Pastoral Structures:

	ROLE
Form Teacher	The Form Teacher is responsible for the well-being of all the students in their Form Class. The Form Teacher ensures attendance, punctuality, academic attainment and behaviour are monitored. They help the students develop the necessary skills for effective learning and are responsible for the delivery of the Personal Development Programme. There are four Form Classes in each Year Group.
Year Tutor	Each Year Group is assigned a Year Tutor who coordinates the work of their team, liaises with Form Teachers and has an overview of the pastoral and academic progress of the students in the Year Group. They also celebrate achievements with their Year Group.
Behaviour Management Coordinator	The Behaviour Management Coordinator liaises closely with Year Tutors, Form Teachers and outside agencies in relation to behavioural concerns and reports to the Vice Principal or Principal.
Attendance Co-ordinator	The Attendance Co-ordinator liaises with all pastoral leaders to monitor student attendance and punctuality and implements positive incentives and intervention strategies to improve student attendance.
Vice Principal	The Vice Principal has overall responsibility for Pastoral Care and is the Designated Teacher for Child Protection. The Vice Principal has responsibility for planning, monitoring and evaluating the Personal Development provisions within the school in consultation with staff and outside agencies.
Principal	The Principal has overall pastoral responsibility for all students in the school.

Role of the Form Teacher

Form Teachers have responsibility for establishing high standards and expectations of their Form Class. There are clear behaviour management procedures and these are followed by all members of the Pastoral Care Team and include the use of the Behaviour Module to record achievements and behaviours.

- Establish a good working relationship with individual students and the class as a whole providing encouragement, support and guidance where needed;
- Encourage self-discipline in the students' attitude to parents, teachers and peers,
- Create opportunities to enable students to develop their self-esteem and their feeling of individual worth.
- Exhibit Christian values and ethos of the school and an awareness of the needs of others;
- Act as a linking mediator between student and other members of staff;
- Gain the confidence and respect of students;
- Complete the Personal Development Programme with their Form Class;
- Liaise and work with parents in supporting their daughter's progress in school;
- Carry out administrative duties efficiently.

Role of the Year Tutor

Year Tutors have overall responsibility for establishing high standards and expectations of their Year Group, both within and outside of lessons. There are clear behaviour management procedures and these are followed by all members of the Year Tutor Team and include the use of SIMs to record achievements and behaviours.

- Chair meetings with their Form Teachers
- Coordinate all information received from subject teachers, form teachers and take action where necessary;
- Establish a good working relationship with the students in the Year Group providing encouragement, support and guidance where needed. If necessary, arrange meetings with external agencies;
- Monitor the academic progress of students taking action where necessary to raise attainment;
- Communicate when necessary with parents on matters regarding their daughter's progress;
- Arrange meetings with parents when necessary to discuss welfare issues;
- Meet with other Year Heads bi-annually to monitor and review the Personal Development Programme;
- Take responsibility for Year Assembly, Parents' Evenings and other year group activities;
- Celebrate achievements and successes

Role of Behaviour Management Coordinator

The Behaviour Management Coordinator (Mrs J Hughes) has responsibility for monitoring and promoting positive behaviour across all year groups. The Coordinator works very closely with the Vice Principal, Senior Leadership Team, Pastoral Care Team and other external agencies including the Behaviour Support Team.

Role of Vice Principal

The Vice Principal (Mr M Fitzpatrick) has overall responsibility for the Pastoral Care arrangements in school. As Designated Teacher for Child Protection the Vice Principal chairs regular meetings with the Safeguarding Team and reports annually to the Board of Governors. Child Protection is a standing item on the Board of Governors agenda and the Vice Principal reports at every Board of Governors' meeting. All Governors and members of staff are fully trained in Child Protection every two years.

Use of External/Support Agencies:

We acknowledge the importance of a range of external support agencies in promoting and supporting pastoral care within the school but also the importance of ensuring that such agencies adhere to the values and ethos of our school.

Current external / support agencies include:

Social Services and CLA Team	Family Works Counselling Service
School Age Mums (SAM)	xL Princes Trust
Work 4 U	Religious Retreat Teams/Programmes
PSNI	STEPS Programme
Kinnego Outreach Centre	EOTAS
EWO Service	Education Psychologist
Behaviour Support Team	Action Mental Health
CAMHS	Start 360
CARA Friend	PIPS Care and Support
Ready4Anything	Love for Life
Super You	Learn Spark
Booster Community	Women's Aid

Related School Policies:

This policy is set within the broader school context of Pastoral Care and as such should be implemented in conjunction with the following school policies:

- ✚ Child Protection Policy
- ✚ Drugs Education Policy
- ✚ Anti-Bullying Policy
- ✚ Use of Reasonable Force Policy
- ✚ Relationships and Sexuality Policy
- ✚ Behaviour Policy
- ✚ e Safety and Internet Acceptable Use Policy
- ✚ Personal Development Policy
- ✚ CRED Policy
- ✚ SEN Policy
- ✚ First Aid Policy
- ✚ Health and Safety Policy

Dissemination of the Policy:

The Pastoral Care Policy is shared with all parents/carers via the school app and website. A Pastoral Policies overview is sent to all parents at the start of each academic year.

Monitoring, Evaluation and Review:

Mr Fitzpatrick, Vice Principal is responsible for monitoring, evaluating and reviewing the implementation of the Pastoral Policy. He will:

- # Advise on training and professional development for all members of staff;
- # Attend relevant Pastoral Care training;
- # Liaise with other staff including external agencies to enhance and support the Pastoral Care programmes in school;
- # Review the implementation of the policy and advise the Principal and SLT on a regular basis;
- # Monitor and review all child protection and safeguarding procedures;
- # Ensure the content of the Personal Development Programme meets the requirements of the Northern Ireland Curriculum;
- # Liaise with Form Teachers, Year Heads and other staff to evaluate and change provision as necessary;
- # Liaise with key Coordinators including Behaviour Management, Raising Standards, Learning Support and Newcomer;
- # Evaluate teacher and student attitude towards pastoral issues through use of questionnaires and other forms of surveys and Student Voice Groups

Signed by Chair of Governors: _____

Date: _____

Signed by Principal: _____

Date: _____

Date of Review: __October 2026_____

PASTORAL CARE STRUCTURE

<u>Principal</u>	Miss D. Crawley
<u>Head of Pastoral Care</u>	Mr M. Fitzpatrick (Vice Principal)
<u>Designated Teacher for Child Protection</u>	Mr M. Fitzpatrick (Vice Principal)
<u>Deputy Designated Teachers for Child Protection</u>	Mrs J. Hughes
<u>Raising Standards Leader – Pastoral</u>	Mrs J. Hughes
<u>Curriculum Leader – Timetable</u>	Mrs S. Tankov
<u>Curriculum Leader – Data Manager</u>	Mrs L. Little
<u>Curriculum Leader – Examinations</u>	Mr. A Twohig
<u>Behaviour Management Coordinator</u>	Mrs J. Hughes
<u>Learning Support Co-ordinators</u>	Mrs F. Mc Cloy / Miss C. Mallon
<u>Attendance Coordinator</u>	Mrs S. Fearon
<u>Rights Respecting School Council Coordinator</u>	Mrs K. Novaski
<u>Health and Wellbeing Coordinator</u>	Miss C. Malone
<u>Year Heads</u>	Mrs K. Haughey Mrs G. Mallon Mrs S. Barry Mr B. Morgan Mrs K. Novaski Mrs J. McGinn
<u>School Chaplain</u>	Canon Brown
<u>School Counsellor</u>	Mrs N. Woods

First Aid Team

Miss E. McCourt
Mrs C. Nicholl
Miss C. Malone

Pastoral Agencies:

- Social Services
- Children Looked After Team
- Family Works Counselling Service
- School Age Mums (SAM)
- xL Princes Trust
- Work 4 U
- Religious Retreat Teams/Programmes
- PSNI
- STEPS Programme
- Kinnego Outreach Centre
- EOTAS
- EWO Service
- Education Psychologist
- Behaviour Support Team
- MENSANA
- CAMHS
- Start 360
- CARA Friend
- PIPS Care and Support
- Women's Aid
- Ready4Anything
- Love for Life
- Super You
- Learn Spark

Appendix 2

Transition Key Stage 2 – Key Stage 3

Pastoral Transition	Curriculum Transition
Visits to Primary Schools (January)	Employability Programme
Open Night (January)	Transition Morning (Assessments June)
Visits to Main Feeder Primary Schools (June)	Learning and Assessment Seminar (September)
Student and Parent/Carer Transition Meeting (August)	Extended Schools Programme
Summer Activity Programme (August)	Post 16 Maths Mentors
Personal Development Programme	Count Read Succeed, Numeracy and Literacy Programmes
Senior Prefects assigned to each Form Class	Post16 Maths Mentors (In local Primary Schools)
Learning Partners Programme	Young Enterprise "Your School, Your Business"
Newcomer and SEN Support	Primary School Curriculum Projects
School Website and App	Baseline Assessments
Pastoral Support Programmes	Assessment Tracking

Appendix 3

Transition Key Stage 3 – Key Stage 4

Pastoral and Curriculum Transition

Year 10 Employability Programme – Making Choices

Baseline Assessments and Assessment Tracking

February: During Options Week, all subject teachers talk to their Year 10 class about the GCSE Curriculum

February: Parent GCSE Information Seminar:
Parents are invited to attend an information seminar on GCSE subjects that are additional to the KS3 curriculum

February: Year 10 Parent Teacher Meeting

February: Young Enterprise “Learn to Earn” Workshop

February: Individual meetings with Principal and Vice Principal to discuss curriculum pathways and subjects

February: Year 10 students choose their KS4 Option Subjects

Pastoral Support Programmes

August: Year 11 Transition Seminar for parents and students - Information about the transition from KS3 to KS4

Learning and Assessment Seminar (September)

September: Year 11 final changes to option choices

Appendix 4

Transition Key Stage 4 – Post 16

Pastoral and Curriculum Transition
Year 12 Study Skills: Learn Spark
Key Stage 4 CEIAG Programme - Post 16 choices for students
Baseline Assessments and Assessment Tracking
Meetings with Principal and Vice Principal (September and February)
February: Post 16 Careers Guide and initial careers audit
February: Post 16 Seminar - Information given to students and their parents regarding Post 16 subjects
Post 16 Prospectus/Website and School App
'Moving On' interview with DEL Careers Advisor
Individual Post 16 option interviews with Vice Principal
August: Year 13 Transition Seminar for parents and students - information about the transition from KS4 to Post 16
Collaboration students - Tour of collaborating school (St Mark's High School, St Colman's College) Collaboration Guide given to students
PTM - November
On-going monitoring of students through SIMS Behaviour Manager
On-going communication with collaborating schools (Pastoral and Assessment Data/Information)
Baseline Assessments (SIMS Best Chance Predictions/GCSE results)
Learn Spark (GCE Study Skills)

Appendix 5

Transition Post 18

Pastoral and Curriculum Transition
CEIAG Programme - Year 13/14
Ongoing Careers Information and application support
Open Days - QUB, Ulster University, St Mary's University College
Careers Talks *Southern Regional College *Belfast Metropolitan College *Dundalk Institute of Technology *EA Finance Talk
Year 13 Enrichment Programme *Health Living *Dealing with Stress *Independent Living *Budgeting - Financial Capabilities *PSNI - Independent Living, Personal Safety
Talk from current university student - demands of third level study
'Moving On' interview with Careers Teacher
Past Student profiles
Interview Skills Workshop (local businesses)
Career Ready Programme
Work placements