Tarbert Comprehensive School

Whole School

Guidance Plan

Ratified by the Board of Management on 8/5/18

Amended and ratified by the BOM on 11/6/24

Updated and ratified by the BOM on 06/10/26

GLOSSARY

CAO	Central Applications Office
CIT	Critical Incident Team
CL	Circular Letter
DE	Department of Education
DLP	Designated Liaison Person (Child Protection)
DDLP	Deputy Designated Liaison Person
DSGC	Directors of Studies in Guidance Counselling
ESL	Early School Leavers
ETB	Education and Training Board
FET	Further Education and Training
HE	Higher Education
HPS	Health Promoting Schools
HSE	Health Service Executive
ICT	Information & Communication Technology
IGC	Institute of Guidance Counsellors
JC	Junior Cycle
JCSA	Junior Cycle Student Achievement
JCT	Junior Cycle for Teachers
LC	Leaving Certificate
LCA	Leaving Certificate Applied
LCVP	Leaving Certificate Vocational Programme
LLG	Lifelong Guidance
NBSS	National Behaviour Support Service
NCCA	National Council for Curriculum and Assessment
NCGE	National Centre for Guidance in Education
NCSE	National Council for Special Education
NEPS	National Educational Psychological Service
PDST	Professional Development Service for Teachers
PTR	Pupil-Teacher Ratio
SC	Senior Cycle
SEN	Special Educational Needs
SGH	School Guidance Handbook
SOL	Statement of Learning
SPHE	Social, Personal and Health Education
SSE	School Self-Evaluation
SST	Student Support Team
SUSI	Student Universal Support
TY	Transition Year
WSG	Whole School Guidance
wte	whole time equivalent

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1. Introduction

Tarbert Comprehensive School was established in 1973 and is comprehensive in the sense that it is a co-educational establishment catering for all ranges of abilities, embracing all social groupings, offering the widest possible range of subjects and being open to all religious persuasions.

The Whole School Guidance Plan is student-centred in its approach. The promotion and enhancement of self-esteem and life-skills and the development of potential – academic, personal, social and emotional – leading to a greater personal autonomy for all students are its central goals. All staff members have a vital role to play in student care and therefore have a role to play in the delivery of the Whole School Guidance Programme.

This plan forms part of the Whole School Plan, it is not a rigid template and it will be evaluated, reviewed and updated routinely.

1.1 Definitions

Guidance in schools refers to a range of learning experiences provided in a developmental sequence that assist students to develop self-management skills which will lead to effective choices and decisions about their lives. It encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance.

Guidance counselling offered within a guidance context is a key part of the Whole School Guidance programme. It is a specialised, developmental and ethically grounded educational support provided by a qualified Guidance Counsellor and may be offered on an individual or group basis as part of a developmental learning process, at moments of personal crisis and at key transition points. Guidance counselling supports students in their personal/social, educational and career development. It is distinct from psychotherapy and long-term therapeutic treatment; where a student requires more intensive or specialist intervention, appropriate referral pathways are followed.

1.2 Requirements on Schools

This plan is being developed in response to relevant legislation and resource documents. Guidance is a statutory requirement for schools under Section 9 (c) of the Education Act 1998:

> *'to ensure that students have access to appropriate guidance to assist them in their educational and career choices'.*

Other requirements and guidelines include*:*

- ✓ The "Guidelines for Second-Level Schools on the Implications of Section 9(c) of the Education Act 1998, relating to students "Access to Appropriate Guidance" (DES 2005) state that '*the school's guidance plan is a whole school responsibility*'
- ✓ Planning the School Guidance Programme National Centre for Guidance in Education (NCGE),2004
- ✓ Guidelines for Second Level Schools on the Implications for Section 9 (c) of the Education Act 1998, relating to students" access to appropriate guidance. Inspectorate, Department of Education and Skills, 2005

- ✓ Looking at Guidance, Teaching and Learning in Post-Primary Schools Inspectorate Department of Education and Skills, 2009
- ✓ Circular 0009/2012, "Staffing arrangements in Post-Primary Schools for the 2012/13 school year" restates this position: *'each school develops collaboratively a school guidance plan as a means of supporting the needs of its students.'* It is against this backdrop and in the context of the decision in Budget 2012 to withdraw the provision for ex-quota guidance hours to schools that this whole school guidance plan was originally prepared supported by 'The Framework for Considering Provision of Guidance Post-Primary Schools' issued in 2012 by ACCS, ETBI, JMB and NAPD.
- ✓ *Circular Letter 0010/2017 Approved Allocation of Teaching Posts 2017/18 School Year (DES, 2017a)* provides a separate guidance allocation to schools by reducing the Pupil-Teacher Ratio (PTR). Since 2016 Guidance has been gradually restored by way of a change to the PTR. In Tarbert Comprehensive School guidance provision has been restored gradually in that time.
- ✓ Circular 0011/2017, ''Community & Comprehensive School Approved Allocation of Teaching Posts 2017/18, "*The Minister requires schools to adjust their Guidance Plans to meet Action 9.1 in Action Plan for Education 2017, which states that the Guidance Plan should "include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team*"
- ✓ *NCGE, 2017, A Whole School Guidance Framework*
- ✓ *Circular Letter 0015/2017 Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school years 2017/18 and 2018/19 (DES, 2017d)* highlights that Wellbeing, a new area of learning
- ✓ Circular 0062/2026: Arrangements for the Implementation of the Framework for Junior Cycle with Particular Reference to the School Year 2026/2027, which sets out the current arrangements for implementation of the Framework for Junior Cycle, including the provision of Wellbeing and guidance-related learning.
- ✓ *'A Whole School Guidance Framework' issued in 2017 by the NCGE which supports schools in the planning and provision of a whole school approach to guidance.*
- ✓ The Wellbeing Policy Statement and Framework for Practice 2018–2023 (Revised October 2019),
- ✓ Circular 0009/2023, 'Whole School Guidance Provision at Junior Cycle'
- ✓ Information Note 0008/2023, 'Personal and Social Guidance Counselling'
- ✓ Information Note 009/2023, 'Information Note in Relation to Whole School Guidance Provision at Junior Cycle'
- ✓ A National Strategic Framework for Lifelong Guidance (2024-2030) and accompanying Strategic Action Plan (2024-2030), published in December 2023.

- ✓ Circular 0009/2024, ''Community & Comprehensive School Staffing Arrangements and Approved Allocation of Teaching Posts 2024/25, "
- ✓ 0001/2024: Information Note for Principals, Guidance Counsellors and Guidance Teams in relation to Whole-School Guidance
- ✓ 0003/2024: Information Note for Principals, Guidance Counsellors and Guidance Teams in relation to the storage and transfer of guidance-counselling notes (2024)
- ✓ Circular 0041/2024: Guidance in Post-Primary Schools
- ✓ Circular 0072/2026: Guidance in Post-Primary Schools 2026, which consolidates and updates Department policy and guidance relating to the provision of guidance in post-primary schools and sets out the current framework for whole-school guidance planning and provision.

1.3 Scope

This plan applies to the entire community of Tarbert Comprehensive School. Its interventions and supports apply particularly to junior, senior, further education, minority, special educational or personal needs etc. of all students as they progress through their second-level education.

1.4 Relationship to Mission Statement

The school Guidance Plan supports the values of the school outlined in its Mission Statement:

''In Tarbert Comprehensive School we seek to foster mutual respect and an atmosphere of trust. We promote a healthy work ethic and a love of learning in a spirit of collegiality and co-operation so that all may reach their full potential. The ethos of the Comprehensive School is one of equality and inclusiveness, welcoming and nurturing all of the diverse abilities and talents of the various communities we serve. We value each other, facilitate our special needs students, celebrate our achievements and look forward to becoming an increasingly multicultural school. Each day we aim to live up to our school motto: "*Mens Sana in Corpore Sano*", a Healthy Mind in a Healthy Body.''

Formulated by the Students, Parents, Staff and Management of Tarbert Comprehensive School, Partners in Education, April 2006. Ratified by the Board of Management, May 2006.

1.5 Rationale for a Whole School Guidance Plan

The DES (2005) Guidelines state that schools should
"...*develop a comprehensive guidance plan as part of their overall school development plan, taking into account the needs of students, available resources and contextual factors"* (DES, 2005; pg. 4).

NCGE (2004) defines the Whole School Guidance Plan as
"… *The document in which the school, in a systematic way, defines the guidance programme it offers, and states how resources are organised to deliver the programme.*" (NCGE, 2004: pg. 8).

Guidance is a whole school activity and our approach is collaboratively developed. This collaboration involves a variety of approaches such as feedback from inspection reports, parental and student attitudinal surveys or via other initiatives like the HPS programme. This whole School activity is undertaken as a means of supporting the needs of students. As a School, we believe it is important

that all members of staff fully recognise and ensure that guidance permeates every aspect of school life.

This Guidance plan has evolved for the purpose of providing guidance to students. It outlines the school's approach to guidance generally and explains how students are supported and assisted in making choices and successful transitions in the personal and social, educational and career areas. It gives formal structure to a whole-school approach to this provision. Additionally, it informs parents, students and teachers that guidance will be delivered in an integrated and proactive way. The guidance plan also distinguishes between the competencies available within the school to support a student in situations where referral to the Health services or advising parents on the need to consider individual referral to a medical professional is warranted.

1.6 Aims and Objectives

The Whole School Guidance Plan aims to:

- Set out the learning experiences and activities of the guidance programme
- Reflect the needs of both Junior and Senior Cycle students
- Achieve a balance in the provision of personal/social, educational and career guidance offered to students.

The objectives of this Whole School Guidance plan enable students achieve the following outcomes:

- To clarify educational, social and career goals
- To address personal issues
- To identify and explore opportunities
- To grow in independence and take responsibility for themselves
- To make informed choices about their lives and follow through on these choices
- To support the development of every student
- To acknowledge and support each person's role in the school community
- To provide an environment where each individual can develop self-esteem and a sense of personal responsibility
- To provide an environment where each individual can develop a place in society and a responsibility to society
- To nurture teaching and learning so that each individual can reach his or her full potential
- To monitor the well-being of all students
- To apply best practice in the protection of students and the promotion of their welfare, within the resources available in accordance with DES and School Child Protection Policy
- To work effectively with statutory authorities and outside agencies as and when required
- To ensure that any allegations of abuse are dealt with justly and promptly in accordance with the Children First Guidelines 2017

2. The model of provision

2.1 A continuum of Support

A continuum of support model is applied to the Tarbert Comprehensive School guidance programme. In applying the continuum, our whole school guidance programme aims to meet the needs of students along a varied range, from a whole school approach to group and individualised approaches. The continuum model can be applied as follows:

A) Guidance For All – provided to all students to support personal & social, educational, and career development, and students making transitions (incoming first years, junior cycle to senior cycle and from senior cycle into apprenticeships, FET, HE and employment). The guidance counsellor as the specialist has a key role to play in coordinating the planning and delivery of the whole school guidance programme and in the provision of guidance to students. A whole school approach is employed in delivering the learning and teaching activities of the school guidance programme which include, career education programmes, SPHE and Wellbeing in Junior Cycle, guidance modules and work experience/placement provided as part of senior cycle programmes (TY, LCA and LCVP).

B) Guidance For Some – provided to specific groups of students to support personal & social, educational and career development and transition making. Such groups of students will typically include, for example, students in senior cycle, especially 6th year, who will benefit from group and one-to-one guidance counselling to support educational and career decision making, and students who are making transitions. Transition points include, primary school into first year of post-primary education, junior cycle to senior cycle, and school to higher/further education and training, apprenticeships and employment. Some students may require additional and more intensive support in making transitions. Group/one-to-one guidance counselling will require the expertise of specialist school staff, such as the guidance counsellor working in collaboration with the pastoral care team, SPHE teacher, SEN Coordinator, year heads, class tutors and the school Chaplain.

C) Guidance for a Few - Students may require support in meeting their developmental needs and when they experience personal crises. Some students may also require more intensive support as they make transitions (including transitions for Early School Leavers (ESL) and to education centres such as Youthreach) and important decisions during their time in post-primary schools. This support will require the expertise of specialised school staff with the necessary knowledge, skills and competences to respond to the needs of these students and will involve the guidance counsellor, and other school staff who have been trained in meeting the needs of vulnerable students and those who may have additional needs. In the event that the student requires more intensive support, referral to external agencies and supports should be employed. In the event of a protracted referral the guidance counsellor/Chaplain/ staff member may need to provide continued support to the student.

Figure 1 below (*courtesy of NCGE: A Whole School Guidance Framework, Page 14)* shows the continuum of support model on which our School approach to guidance is offered. The guidance counsellor in collaboration with school management and staff, and external organisations/personnel, deliver a wide range of activities and learning to support students' personal & social, educational and career development. The guidance counsellor as the specialist plays a central role in the design and delivery of the whole school guidance programme.

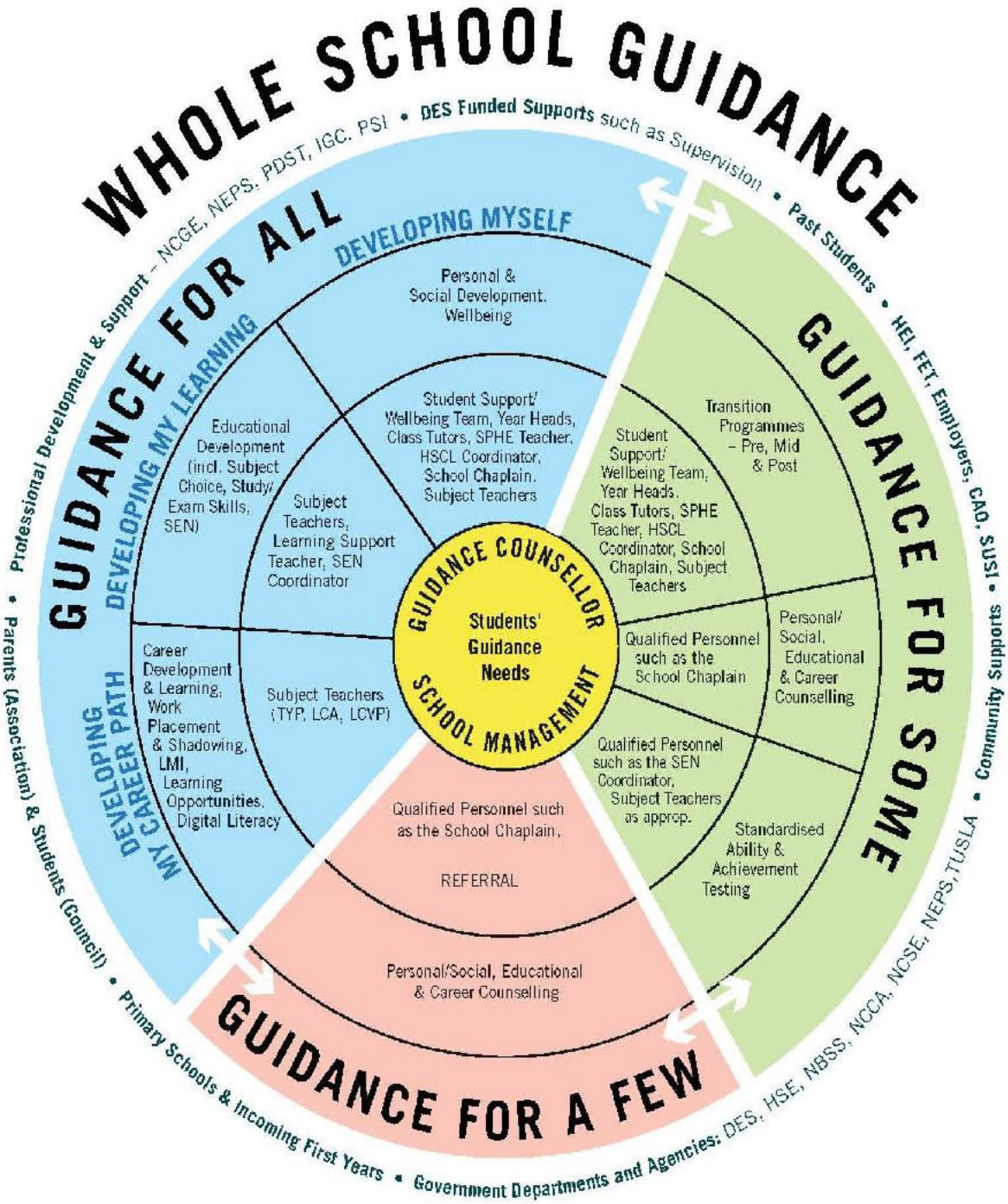


Figure 1

2.2 Areas of Learning and Competences

Guidance-related learning starts in early childhood education and continues through students' primary and post primary education. As part of this holistic development, students in Tarbert Comprehensive School are exposed to 3 areas of guidance-related learning so as to allow them develop in 8 areas of competence (Figure 2 below *courtesy of NCGE: A Whole School Guidance*

Framework, Page 16). These areas of learning aim to build on the learning that students will have experienced during their years in primary education.

Figure 2

Outcomes are presented as indicative competences in this plan relating to the three areas of learning. These outcomes relate to the development of self-awareness and self-knowledge, knowledge of learning and work opportunities, and applying this knowledge to make effective transitions and decision making. These competencies are built upon in a variety of School programmes such as*:*

Junior Cycle - The three areas of learning and associated competences are linked with the *Principles* underpinning the *Framework for Junior Cycle*, a number of the *Framework Statements of Learning* and *Key Skills*. The whole school guidance programme is linked to *Key Skills* such as *Managing Myself, Managing Information & Thinking, Staying Well, Communicating and Working with Others*. The guidance counsellor has a role in planning, coordinating and delivering guidance-related-learning associated (*Guidance for All*) with the relevant *Key Skills* and in providing more intensive interventions to those students who need it through *Guidance for Some and A Few* approaches.

Wellbeing - SPHE and guidance related learning are two of the main pillars of Wellbeing. Wellbeing is linked to the *Staying Well* key skill of the *Framework for Junior Cycle.* The eight competences can be linked with five of the six indicators of Wellbeing – *Responsible, Connected, Resilient, Respected* and *Aware.* The guidance counsellor has an important role in supporting planning for and delivery of the learning outcomes associated with Wellbeing indicators.

Senior Cycle - At senior cycle (including LC, LCA, & TY) the RE/SPHE curriculum and Guidance Programmes can be used to plan learning outcomes in *Developing Myself* for students. All school staff involved in these programmes work together to ensure a consistent approach is taken in supporting student achievement of the learning outcomes. This collaboration also helps to minimise any repetition/overlap in the provision of teaching and learning experiences in this area.

2.3 Whole School Overview

Within Tarbert Comprehensive School Guidance is structured to provide a range of learning experiences in a developmental sequence, designed to assist students to make choices about their lives and to make transitions based on these choices. These choices may be categorised into three separate but interlinked dimensions/areas:

A. Personal and Social Development
B. Educational Guidance
C. Career Development

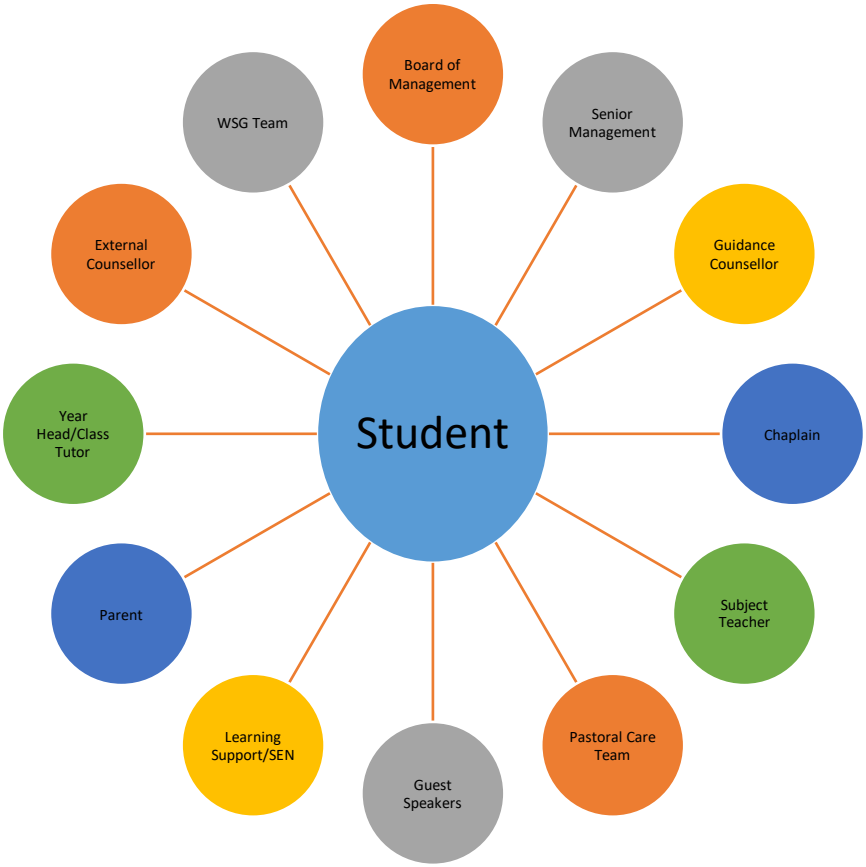
A. **Personal and Social Development -** Personal and Social development is largely delivered through the Social, Personal and Health Education (SPHE) Programme where it is timetabled at Junior Cycle and Senior Cycle in R.E. Junior Cycle SPHE comprises the following strands: Understanding Myself and Others, Making Healthy Choices, Relationships and Sexuality and Emotional Wellbeing. At Senior Cycle the RE strands are Mental Health, Gender Studies, Substance Use and Physical Activity and Nutrition. The SST may include modules during the course of a school year e.g. Stress Management, Internet Safety, 'My Friends Youth Resilience Programme' and numerous outside speakers. The Mentoring programme is a support system whereby trained Senior Cycle students assist with the integration of new students into the school system. Every opportunity is used in Tarbert Comprehensive to develop the skills, potential and resilience of students.

B. **Educational Guidance -** Educational Guidance is developmental in nature and allows the student to take responsibility for their own learning and progress. In Tarbert Comprehensive School Educational Guidance begins at the students' entry in 1st year by empowering students in the area of subject choice following subject sampling and later at another key transition point - the end of 3rd year/TY where course/subject choices are made for senior cycle. Other areas of guidance include subject level selection, motivation and learning, study skills and examination skills, learning related problems and counselling for these learning difficulties, teacher consultations, psychometric testing and consulting parents about related matters.

C. **Career Guidance –** Career development and investigation is vocational in nature and while it is mainly concentrated at senior cycle; it is also delivered at Junior Cycle in modules during SPHE classes. It involves empowering students to recognise their talents and abilities so as to enable them to make informed choices and take responsibility for their own futures. Programmes such as TY, LCA and LCVP have a dedicated vocational element timetabled within their respective programmes. Career development includes areas such as development of self-awareness, employment opportunities, employment rights and duties, personal vocational guidance interviews, organisation of career talks, career research and career / course information, decision and planning skills, use of ICT e.g. Classroom Guidance, Reach +, Qualifax, vocational education and training, further education, job opportunities, job and interview preparation. A strong emphasis in the final year of School is also directed to pathways of further education including third level course/career progression with CAO, PLC and apprentice applications to the fore.

3. ***Guidance: A Whole School Activity – Roles and Responsibilities***

Guidance is not provided exclusively by any one individual or group. It is a holistic process that benefits from the synergy of many working together with a shared vision towards a common goal. Whole School Guidance Planning enables our School to identify, prioritise and respond to the guidance needs of students using the resources available. When one considers the three dimensions of guidance (personal, educational and career), all members of the teaching staff are in some way involved in providing guidance to students.
However, it is the responsibility of the Guidance Counsellor to coordinate the guidance programme under the direction of senior management. A Whole School Approach thus ensures that our school maximises its resources for guidance through the identification of roles and responsibilities for school management and staff in the provision of appropriate guidance to students. The roles expanded below are not exhaustive, nor are they intended to be prescriptive. The main roles and responsibilities within our School are:



(a) **Board of Management**

The Board of Management has a responsibility to ensure that the provision and practice of guidance in the school is of the highest possible standard. The Board of Management manages the school in accordance with the Education Act (1998) and the Articles of Management for Comprehensive Schools. Each school is required to comply with the Education Act (1998) and provide students with "access to appropriate guidance". The Board of Management is the data controller. The Board considers and applies the general principles of the GDPR when preparing any training documents, codes, specific privacy policies etc.

(b) **Senior Management**

The Principal controls the internal organization and management of the school, and exercises supervision over the teaching and non-teaching staff. The Deputy Principal is in charge of the school in the absence of the Principal. In the absence of the Principal and Deputy Principal, an Assistant Principal is placed in charge of the school. The Senior Management team also have a responsibility to ensure that Whole School Guidance is of the highest possible standard. This includes managing the process of guidance planning in cooperation with the guidance counsellor, school staff and other school partners such as parents.

(C) Guidance Counsellor

Guidance counsellors because of their specialist training have a professional role in each of the main areas of guidance: personal and social, educational, and career. Within personal and social their role for example may involve publicising to the students and at parents' meetings the work of the Guidance Counsellor and the Guidance Counsellor's availability to individual students for an appointment at any time (within the framework of guidance hours available). Their educational role involves many aspects such as assisting the SEN co-ordinator in assessing incoming students prior to the student's entry to the school or liaising with management, year heads, and class teachers, subject teachers etc. concerning pupils who require intervention or offering those pupils counselling with regard to study techniques, educational planning and personal organisation. Their career role may involve addressing all students in 3rd Year and Transition Year prior to them choosing their subjects for the Leaving Certificate. The Guidance Counsellor will also address a meeting of parents on the same topic. In addition, the guidance counsellor has a key role in collaborating with school management in the development and review of the school Guidance plan and the integration of guidance into the curriculum.

The Guidance Counsellor works collaboratively with all staff members and management. They meet regularly with the principal, deputy principal and chaplain. The guidance counsellor has strong links with outside supportive agencies and is a member of the Student Support Team and Critical Incident Teams. The Guidance counsellor is involved in testing pupils, and assists in the accommodation of pupils with learning difficulties at examination time. The Guidance counsellor is involved in delivering central aspects of the LCVP programme such as study and Career Investigation. They are on the core planning team for the T.Y. and LCA programmes.

The Guidance Counsellor and Chaplain as mandated persons are also well positioned, due to the nature of their work, to react to any child protection concerns. Where required, the guidance counsellor creates and maintains a 'safe space' for the student. In all personal and social guidance counselling, the guidance counsellor operates within professional guidelines including child protection procedures. This WSG plan includes specified time allocation for the guidance counsellor to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team (Circular 0072/2026, Guidance in Post-Primary Schools 2026).

More information on the personal and social role of a guidance counsellor are detailed in Information Note for Schools in relation to Personal and Social Guidance Counselling 0008/2023.

(D) Chaplain

The Chaplain collaborates with all members of the school community and in particular with those who hold designated pastoral responsibilities relating to students, staff and members of the wider community connected with the school. The Chaplain meets regularly with the Guidance counsellor, Principal and Deputy Principal. The Chaplain actively engages with year heads (at year head

meetings and informally) and all members of the Student Support Team and outside supportive agencies. They are a member of the Student Support and Critical Incident Team. The Chaplain manages the referrals to the external counsellor and liaises with the individual students and their parents. The Chaplain coordinates the Mentoring programme and supports and liaises with the RE department. The Chaplain has a specific mission toward the spiritual, pastoral care and faith development of the entire school community.

(E) Whole School Guidance Team (WSGT)

As WSG in Tarbert Comprehensive School is extensive and encompasses many elements of school life, it's planning and practice is not left the responsibility of any one individual in the school. Rather, a WSGT who support the design and development of a WSG programme and plan. The WSGT comprises the Principal, Deputy, Career Guidance, Chaplain, SPHE, SSE and JC Coordinators. The role of the WSGT is multi-faceted, and aims to foster an inclusive and supportive approach to WSG. This includes, but is not limited to:

- Designing a WSG plan to meet the needs of the whole school community throughout the academic year;
- Overseeing the implementation of the WSG plan;
- Incorporating student and parent voice when possible and appropriate and;
- Reviewing the WSG, an ever-evolving document, which aims to meet the diverse and broad-ranging guidance needs of the whole school community.

The work of the WSGT incorporates all areas of guidance (personal, social, education and career). The WSG team also monitor current WSG provision and plans for any amendments or changes. The School conducts an ongoing needs analysis so as to determine the guidance requirements of students and their parents through existing SSE mechanisms.

Other teams, including the SST, also provide inputs and recommendations to the WSGT for consideration. Whole staff Oide supports are also considered by the WSGT.

(F) Student Support Team (SST)

The SST is made up of Management, Chaplain, Guidance Counsellor, SEN Coordinator, JC Coordinator and Attendance Officer. The Team meets weekly to review the needs of students. The meeting has a specific agenda and minutes are recorded. The Team strives to provide a response to students' needs by liaising with the SPHE and RE teachers and by inviting outside agencies to cover specific issues. This is a forum for sharing information and concerns in a safe and confidential setting. What is discussed at SST Meetings relating to individual cases is confidential to the team and any follow up required is decided upon and assigned to a member of the team.

(G) SEN Coordinator

SEN Coordination is directed by a Team. They direct the provision and application of resources for students with special educational needs and/or specific learning difficulties. The Deputy Principal is part of the Team and she liaises with the staff, parents/guardians and outside agencies. A member of the Team will apply for assistive technology as required. The Deputy Principal oversees timetables for students requiring learning support and assistance. The Team and Deputy Principal liaise with Special Needs Assistants, Guidance Counsellor, Chaplain, Year Heads, subject teachers and Principal.

(H) Subject teachers and Department planning

WSG acknowledges that all school staff have a role in providing guidance to students. This is reflected in individual subject department plans. Subject teachers have a final line role of responsibility for the education of all students in their classes. The subject teacher is the key in helping students to achieve their full potential and assists in identifying students and giving support. Subject teachers have a key role in providing support to students and information and advice relating to their subject disciplines and related careers. Some teachers have additional formal responsibilities through management, pastoral care roles, coordination roles and through participation in programmes such as SPHE. Individual teachers may be sought out by students on an informal basis for advice and information. All teachers may consult with the guidance counsellor on the needs of an individual student and/or refer the student to the guidance counsellor/LS/SEN Coordinator when specialist competence is required with due regard to confidentiality.

(I) Other Support Staff

- **Class Teacher**

The class teacher takes a particular interest in the activities and progress of the students in a class group, and helps the students to be positive in their behaviour and work. In addition, the class teacher serves as a special link between the school administration and the students, and co-operates with the year head in ensuring the students observance of the school rules.

- **Year Head**

The Year Head has general responsibility for the welfare of a year group. The year head oversees the student's attendance, punctuality, academic performance and behaviour and liaises with the parents/guardians of the year group. The Year Head works closely with the subject teachers, class teachers, Guidance counsellor, Chaplain, Deputy Principal and Principal. The Year Head also links with outside agencies in conjunction with the above.

(J) Externally contracted counsellor

The School contracts an external counsellor to promote and develop the emotional wellbeing of students. The counsellor is organised by the Chaplain following referral, consultation and approval of the SST. This counsellor is intended as an additional support to Students, School Staff and Parents at times of profound personal challenge in a young person's life. This counsellor is funded through School finances, parental fundraising and parental support.

(K) Guest Speakers

Guest Speakers are engaged by School personnel to support the three dimensions/areas of Guidance. Guest speakers are designed to bring their own unique experience, knowledge, expertise to the student, staff and parental body. Guest Speakers work in conjunction with existing school programmes/subjects/areas of Guidance so as to augment and support existing provision.

(L) Parents

This Plan adopts the legal definition of parent as set down in the Education Act, 1998. The Plan recognizes that parents play a pivotal role in developing, promoting and supporting the growth of their child both at home and within the school. Parents play a vital role in shaping their children's attitude to school. A supportive home environment shapes attitudes that promote the holistic development of the child. It is important that parents are aware of and support this Plan together with other school policies and procedures. Parents are further encouraged to involve themselves in positive participation in school life in order to facilitate the development of mutual and beneficial

links between school and home. The Parents Association, too, in hosting seminars builds the personal capacity of parents. Parents can also participate in the guidance process through:

(i) Consultation with the guidance counsellor and other school staff.
(ii) Attendance at relevant information and other meetings at school.
(iii) Contributing to the development and review of the school guidance plan.
And when possible
(iv) Providing personal assistance to the school guidance programme.

(M) Students

This Plan seeks to attend to the welfare of every student and their right to participate in and benefit from education. It helps students to focus on their personal responsibility for their own behaviour and to experience the value of being a responsible and participatory member of Tarbert Comprehensive School. Students have an important part to play in creating and sustaining a positive atmosphere of mutual trust and respect that nurtures teaching and learning. The Student Council affords students an opportunity to voice their opinion and become involved in the daily life of their School.
Life Skills, SPHE, RE and CSPE cover many aspects of Personal and Social Development. Here, students develop an awareness of their own needs and difficulties and come to know how to ask and who to ask for advice and help. Because Tarbert Comprehensive adopts a whole-school approach to Guidance students are free to approach any member of staff with their concerns. Accordingly, a student may talk to a subject teacher, class teacher, Year Head, Guidance Counsellor, Chaplain, Deputy Principal and Principal as they see fit. Fellow students also have a part to play in supporting their peers in difficulty.

4. Current Whole School Guidance Programme & Provision

4.1 *Time allocation - Individual, small group and class group support*

Guidance and Counselling support is offered on an individual, small group or class group basis. The focus of counselling is on the personal/social, educational, and career issues, individually, in small groups or as part of timetabled class contact. The School counselling service provides a caring context for counselling, engages in advocacy where appropriate and supports young people in personal crises.

Individual Counselling is an interactive process to help the student to understand their personal reality in a safe, supportive environment and help them deal responsibly with their needs.

Group work is offered under the direction of the Counsellor or chaplain. Depending on the context and the group this can be the most effective form of support for individual members, where students can learn that they are not alone in their experience and receive healing from one another. All group work will only take place where there is proper supervision and permission.

Class group support is timetabled in nature under the supervision of the Guidance Counsellor and by the allocation of the Principal. The Guidance Counsellor is at all times sensitive to the developmental stages of the students.

4.2 Delivery of Guidance & Counselling (one-to-one, small group etc.)

The 2017 and 2018 Allocation Circulars state –

> "*The Minister requires schools to adjust their Guidance Plans to meet Action 9.1 in Action Plan for Education 2017, which states that the Guidance Plan should "include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team*"

While guidance is a whole-school activity, the central and critical role of the Guidance Counsellor is vital, particularly for the availability for one-to-one guidance and counselling. The latest model places responsibility on school leaders to use the guidance provision for the maximum benefit of students (see table 1, Appendix 2). In accordance with Circular 0072/2026, one-third of the Guidance Counsellor's allocated time, or as close to that as is practical, will be spent teaching classroom guidance, unless there are exceptional circumstances in the School. Two-thirds of the Guidance Counsellor's allocated time will be available for group work, one-to-one sessions and other components of the role, including attendance at Student Support Team meetings.

The deployment of the Whole School Guidance allocation is set out in Appendix 2. In accordance with Circular 0072/2026, the allocation is deployed in a structured and transparent manner to support defined guidance activities and to provide an appropriate balance between individual student appointments, group work, classroom guidance and other guidance-related activities.

Guidance at Junior Cycle in Tarbert Comprehensive School is linked to SPHE and/or Life skills. LCA & TY have a dedicated weekly guidance class. While senior cycle guidance is aligned to LCVP and/or RE.

4.3 **Junior and Senior Cycles Guidance Programme**

The School vision is to supply an effective and comprehensive Guidance service which enables our students and their parents to acquire knowledge and develop competencies for future careers, to broaden their horizons and to strive to be successful on their pathways in life. The programme aims to address the needs of all students within the school community.

The Junior Cycle programme includes guidance related learning, in line with Circular 0062/2026. There are two means by which classroom guidance related learning is included on the School timetable at Junior Cycle:

(I) Wellbeing hours: Tarbert Comprehensive provides a minimum of 400 hours of Wellbeing across the three years of Junior Cycle. Of these 400 hours, 335 hours are used for the provision of Social, Personal and Health Education (SPHE), Civic, Social and Political Education (CSPE) and Physical Education (PE) across the three years of Junior Cycle. The balance of 65 hours are accorded to other wellbeing-related content, including guidance related learning and;

(ii) Other areas of learning: classroom guidance related learning are also provided to students outside of the provision of Wellbeing.

The Whole School delivery in Guidance provision at Tarbert Comprehensive School is best identified by the summarised charts below:

Vocational / Career

Includes areas such as employment rights and duties, job opportunities, vocational education and training, further education, job and interview preparation, career research and career / course information.

MEASURE / ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY / OUTCOME *See index*			LEARNING IN THIS AREA IS SUPPORTED BY		
	All	Some	Few	Developing Myself	Developing my Learning	Developing my career path	Personnel Responsible*	Methodologies / Resources	Curriculum
SCHOOL BASED GUIDANCE	✔			• Employing effective personal learning/exam strategies			ALL	ALL	ALL
• Career Meetings	✔			• Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices			Guidance Counsellor	Timetabling One to One	ALL
• Career Talks	✔			• Recognise the importance of knowing if career related information is from a reliable source, up-to-date & accurate			Guidance Counsellor	Whole Class Guest Speakers	ALL
• Leaving Certificate Applied			✔	• Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities			Management Teachers	Timetabling Differentiated Learning Whole Class	LCA
• SEN Access Program			✔	• Developing & maintaining self-esteem & a positive self-concept • Interacting effectively with others • Developing & growing throughout life			Management Teachers SEN Coordinator	Outside Agencies Psychometric Testing	JC1 onward
• Personal Statements		✔		• Describe personal strengths & resources which can be used during times of change & transition			Guidance Counsellor Teachers	ICT One to One	ALL
• Career Investigation Portfolio		✔		• Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities			Guidance Counsellor Teachers	Classroom Guidance/ One to One	TY/LC/LCA
• Aptitude, Interest, Values and Personality tests.	✔			• Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour.			Guidance Counsellor	Psychometric Testing/ Classroom Guidance/ One to One	TY/LC/LCA
• Career Options	✔			• Establish how career related information has been used to make career decisions			Management	One to One	ALL
• Mock Interviews		✔		• Demonstrate the ability to participate in an interview			Teachers	Outside Interviewers	TY/LC/LCA
• Guidance Counselling Service- Re; subject choices for senior cycle and decide on career choices and CAO applications.	✔			• Plan their learning path in line with career goals & aspirations			Guidance Counsellor	One to One	ALL

Guidance For All (Developing Myself | Developing my Learning | Developing my career path) | Guidance For Some | Guidance For a Few

				• Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities			
• Vocational Subject Choice	✔			• Demonstrate how educational options & achievements relate to life & work goals	Management	Staff Timetabling	ALL
• Early School Leavers Program			✔	• Avail of opportunities & career experiences to develop one's potential • Develop effective coping strategies for dealing with change & transition	Management Guidance Counsellor	Solas Youth Reach LINK SCP Outside Agencies	FEW
EXPERIENTIAL GUIDANCE	✔			• Understanding the world of work & life roles	ALL	ALL	ALL
• Career Expos	✔			• Explore differences between career areas & requirements (including educational options) for working in different fields	Guidance Counsellor	IT's Universities Enterprise Whole Group	TY/LC/LCA
• Open Days	✔			• Explore the education requirements for further study & career interests	Guidance Counsellor	IT's Universities Whole Group	LC2
• Participation in the BT Young Scientist & Student Enterprise Programmes.		✔		• Recognise the link between subjects (&levels), extra-curricular activities & different career paths	Teachers	Facilities Outside Organizations	TY
• Local Business Partnership LCVP/LCW – Visitors in, Visits out		✔		• Utilise networks to enhance career development opportunities	Teachers	Outside Organizations	TY/LCVP
• Work Experience		✔		• ~~Evaluate work experience to date & identify learning arising from this work experience~~ Prepare for, engage in and evaluate work experience, identifying learning arising from the experience.	Management Teachers	Outside Organizations	TY/LCA
HOME-SCHOOL PARTNERSHIP	✔			• Making educational choices in line with career aspirations	ALL	ALL	ALL
• Informative parent evenings; CAO, 3rd Yr. Subject & Programme Choice, 6th Class Open Night, 1st year Induction Night	✔			• Explore subject (short course) choice & subjects for junior cycle/senior cycle • Explore subject choice requirements for further/higher education, training & employment	Management Guidance Counsellor Teachers	Whole Group Facilities	ALL

Educational

This is developmental and would include such areas as subject / course choices, subject level, motivation and learning, study skills, learning related problems, psychometric testing.

MEASURE / ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY / OUTCOME *See index*			LEARNING IN THIS AREA IS SUPPORTED BY		
	All	Some	Few	Developing Myself	Developing my Learning	Developing my career path	Personnel Responsible*	Methodologies / Resources	Curriculum
CURRICULAR SUPPORT	✔			• Employing effective personal learning & exam strategies			ALL	ALL	ALL
• Individual Guidance meeting re; subject choice		✔		• Explore subject options for Junior/Senior cycle			Guidance Counsellor	Staff One to One	JC3/TY
• Core Curriculum keeps options open	✔			• Choose subjects (& level) in line with their own interests & abilities			Management	Differentiation instruction	ALL
• Resource Investment for subject departments	✔			• Assess the knowledge, skills & attitudes that meet life & work goals			Management	Facilities	ALL
• ICT Support	✔			• Access information re further study/employment/apprenticeships			eLearning Coordinator	Facilities	ALL
• Maximum choice of subjects at Senior Cycle	✔			• Making educational choices in line with career aspirations			Management	Facilities Staff	ALL
• Open pick of subjects	✔						Management	Facilities Staff	ALL
• Sampling of subjects for First Years and TYs	✔						Teachers	Facilities Staff	JC1/TY
• Teachers use various teaching methodologies, implementation of effective group work and Assessment for Learning.	✔			• Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development			Teachers Subject Departments	ICT One to One Whole Group	ALL
• Mixed ability classes	✔			• Demonstrate effective social skills when cooperating, collaborating & negotiating with peers & teachers			Management	Differentiated Teaching	ALL
• Differentiation for all levels including high achievers	✔			• Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities			SEN Team	Differentiated Teaching	ALL
• Subject Field Trips	✔			• Plan & participate in work opportunities in line with their career goals & aspirations			Subject Departments	Whole Group	TY/LC1/LC2

• Focus Weeks e.g. Science Week, Maths Week	✔			• Identify transferable skills & identify career areas that these apply to	Subject Departments	Whole Group	ALL
• Programme Choice – LCA, TY, Leaving Certificate, LCVP/ LCW Programme (also offered after school)	✔			• Making educational choices in line with career aspirations	Management Program Coordinator	Facilities Whole Group	JC3/TY
• Induction days for TY and LCA students		✔		• Analyse one's own interaction with peers, teachers & employers & identify behaviour patterns which may be influencing relationships with others	Care Team	Whole Group Outside Agencies	TY/LCA
• Parent & Student Teacher meetings at senior cycle.		✔		• Reflect on their learning style & attitudes towards learning	Management Teachers	One to One	LC1/LC2
• Delay decisions around sitting honours papers for as long as possible		✔		• Evaluate their knowledge, skills & learning & determine how these relate to further learning	Management	Mock Papers One to One	JC3/LC2
• Learning Support for students with SEN			✔	• Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development	SEN Coordinator	SEN Team Outside Agencies	ALL
ASSESSMENT & STANDARDIZED TESTING	✔				ALL	ALL	ALL
• CAT 4	✔				Guidance Counsellor	Psychometric Testing	Sixth Class 5th Years (LC1)
• PPAD-E	✔				Guidance Counsellor Teachers	Outside Agencies	JC1
• WRAT 4		✔		• Choose subjects (& level) in line with their own interests & abilities • Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities • Reflect on their learning style & attitudes towards learning • Explore subjects in terms of the knowledge & skills associated with different areas of study/careers • Evaluate their knowledge, skills & learning & determine how these relate to further learning & career opportunities	Guidance Counsellor Teachers	Outside Agencies	JC1
• WIATT 2		✔			Guidance Counsellor Teachers	Outside Agencies	JC1
• Analysis of State Exam results - subject department meetings, subject teacher and management meetings, staff meetings.	✔				Subject Departments	SEC VSware	JC3/LC2
• Term exams & reports	✔				Teachers	VSware	ALL
• Pre-Exams & reports	✔				Teachers Office Staff	Outside Agencies Mock Papers	JC3/LC2
• Assessment for learning	✔				ALL	Whole Group	ALL
• ICT exams e.g. ECDL		✔			eLearning Coordinator Teachers	ICT Facilities	TY
• Classroom Based Assessments	✔				Teachers	Whole Group	JC
• Assessment Tasks	✔				Teachers	Whole Group	ALL
• Oral Exams		✔			Teachers	One to One	LC2

• Practical Exams		✔			Teachers	Facilities	JC3/LC2
• Subject Briefs e.g. Geography, History		✔			Teachers	One to One	JC3/LC2
• E- portfolios		✔			Teachers	VLE	TY
• Key Assignments		✔			Teachers	Whole Group	LCA
• State Exams Junior Cycle, LCA, Leaving Certificate	✔				Exam Secretary	Whole Group	ALL
MOTIVATION & LEARNING	✔			• Developing & maintaining self-esteem & a positive self-concept	ALL	ALL	ALL
• Study skills @ SPHE	✔			• Identify their learning styles & study habits	Teachers	Whole Group	JC
• School Journals – tracking graphs	✔			• Recognise the importance of learning for achieving	Class Teachers	Whole Group One to One	ALL
• Study skill seminar for JC3 & LC2 students	✔			• Develop effective study skills & habits	Guidance Counsellor	Whole Group Outside Agency	JC3/LC2
• Provision of study planner		✔		• Develop effective study skills & habits	Management	Whole Group	JC3/LC2
• Display of Study Skills Posters	✔			• Identify their learning styles & study habits	Teachers	Whole Group	ALL
• Tracking of Exam results – follow up with students & parents	✔			• Reflect on their learning style & attitudes towards learning	Year Head	VSware Whole Group	ALL
• Attendance Strategy	✔			• Adopt behaviours & attitudes that will help realise education & career goals	Management	Whole Group VSware	ALL
• Awards	✔			• Adopt attitudes & behaviours to promote oneself	Teachers	Whole Group	JC/LC
• Teacher Feedback	✔			• Reflect on their learning style & attitudes towards learning	Teachers	One to One	ALL
• Assemblies	✔			• Adapt behaviour to enhance interactions with others	Management	Whole Group	ALL
• VS Ware – all exam reports updated	✔			• Evaluate study habits & exam taking skills & identify ways in which one can improve skills	Office Staff Teachers	Whole Group	ALL
• PST meetings at senior cycle		✔		• Change behaviour & attitudes to enhance self-esteem & self-concept	Teachers	Whole Group	LC
LITERACY & NUMERACY STRATEGY AND SCHOOL IMPROVEMENT PLAN	✔			• Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour • Demonstrate problem solving strategies • Explain how self-esteem & self-concept can influence goal setting & decision making • Identify effective social skills & behaviour	ALL	ALL	ALL
• School library upgraded-books to suit students' reading ability.	✔				Library Coordinator	Whole Group Library	ALL
• Numeracy & Literacy Boards	✔				Literacy & Numeracy Coordinator Teachers	Whole Group Literacy & Numeracy Boards	ALL
• Keyword display & notebooks		✔			Subject Departments Teachers	Whole Group	ALL

				• Explain how their behaviour & attitudes can influence the feelings & behaviour of others • Describe how others' attitudes, expectations & behaviour • Express feelings appropriately with others • Demonstrate appropriate communication & behaviour when cooperating with others • Join networks to enhance their own personal, educational & career opportunities • Demonstrate social/other networking skills • Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development • Ask for help when required		Literacy & Numeracy Boards	
• Parent/Student & Staff reading initiatives	✔				Literacy & Numeracy Coordinator	Whole Group One to One	ALL
• Table quizzes/games, Number Ninja, Spelling Bee	✔				Literacy & Numeracy Coordinator	One to One	ALL
• Drop everything and read/reason	✔				Literacy & Numeracy Coordinator	Whole Group	ALL
• Whole school approach	✔				ALL	Whole Group	ALL
• Maths week	✔				Subject Department	Whole Group	ALL
• World book day	✔				ALL	Whole Group	ALL
• Parental links e.g. surveys, book club suggestions		✔			Literacy & Numeracy Coordinator	Website School App	ALL
• Student survey		✔			ALL	Website School App VLE	ALL
SEN SUPPORT	✔			• Developing & maintaining self-esteem & a positive self-concept	ALL	ALL	ALL
• SEN Policy	✔			• Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour • Explore external influences on feelings, behaviour & attitudes • Explain how self-esteem & self-concept can influence goal setting & decision making	SEN Team	Whole Group	ALL
• Student Support Files			✔		SEN Team	One to One Differentiation	ALL
• Teacher Awareness – VSware SEN	✔				Staff	VSware ICT Facilities	ALL
• Q: Drive	✔				SEN Coordinator	ICT Facilities	ALL
• Update at staff meetings	✔				SEN Coordinator	Whole Group	ALL
• Transition Meetings			✔	• Adopt effective strategies for coping with change & transition	SEN Coordinator	One to One	ALL
• Whole staff CPD	✔			• Avail of opportunities & career experiences to develop one's potential • Develop effective coping strategies for dealing with change & transition • Employ effective problem solving & decision-making strategies	Management	Whole Group	ALL
• Individual CPD		✔			Teachers	One to One	ALL
• SNAs			✔		SEN Coordinator	Differentiated Learning	ALL
• Referral System			✔		SEN Coordinator	Outside Agencies	ALL
• Small group withdrawal			✔	• Reflect on their learning style & attitudes towards learning	SEN Coordinator Teachers	Differentiated Learning	ALL
• Team teaching / Collaborative Teaching		✔			Teachers	Differentiated Learning	ALL

• Part time withdrawal			✔	• Evaluate study habits & exam taking skills & identify ways in which one can improve skills • Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities • Implement a study plan • Plan for taking exams	Teachers	Differentiated Learning	ALL
• EAFL support			✔		SEN Coordinator	Differentiated Learning	ALL
• Differentiation	✔				Teachers	Differentiated Learning	ALL
• Early intervention for struggling readers – Paired reading			✔		SEN Coordinator	Differentiated Learning	ALL
• RACE during In-house exams			✔	• Employ effective assessment techniques when taking exams (time & stress management)	SEN Team	ICT Facilities	ALL
• Touch typing			✔	• Develop their learning strategies & study habits	SEN Team	ICT Facilities	ALL
• Read Write Gold			✔		SEN Coordinator	Facilities	ALL
• Use of Assistive Technology			✔		SEN Coordinator	ICT Facilities	ALL

Personal and Social

This would encompass developmental skills crucial to the students' education and careers e.g. self-awareness, decision making skills, planning, coping strategies.

MEASURE / ACTION	GUIDANCE FOR			INDICATIVE COMPETENCY / OUTCOME *See index*			LEARNING IN THIS AREA IS SUPPORTED BY		
	All	Some	Few	Developing Myself	Developing my Learning	Developing my career path	Personnel Responsible*	Methodologies / Resources	Curriculum
CURRICULAR/CO-CURRICULAR	✔			• Developing & maintaining self-esteem & a positive self-concept			ALL	ALL	ALL
• SPHE classes	✔			• Interact effectively with peers & teachers to build positive relationships in life			Teachers	Programme Plans	JC

Guidance For All (Developing Myself | Developing my Learning | Developing my career path) | Guidance For Some | Guidance For a Few

• RSE	✔			• Develop effective coping strategies for dealing with change & transition	Teachers	Kerry Rape and Sexual Abuse Centre	ALL
• Think About Alcohol Programme	✔			• Develop effective coping strategies for dealing with change & transition	SPHE Department	Programme Plans	JC2
• Manuela Project	✔			• Reflect on their networks & how these can be utilised	Fundraising Coordinator Teachers	Whole Group Programme Plans	JC
• My Friends Youth Programme	✔			• Explain how their behaviour & attitudes can influence the feelings & behaviour of others	SPHE Department	Outside Agencies	JC2
• Religion	✔			• Describe how others' attitudes, expectations & behaviours impact on their feelings & behaviours	RE Teachers	Programme Plans	ALL
• PE	✔			• Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development	PE Teachers	Facilities	ALL
• Guidance Classes	✔			• Explore differences between career areas & requirements (including educational options) for working in different fields	Guidance Counsellor	Timetabling Whole Group	ALL
• Life Skills	✔			• Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices	ALL	External Counsellor	ALL
• TY/LCA Induction Days		✔		• Demonstrate effective social skills when cooperating & collaborating	Program Coordinator	External facilities Outside Speakers	TY/LCA
• TY Programme e.g. Enterprise Programme, French Trip		✔		• Avail of opportunities & career experiences to develop one's potential	Program Coordinator	Local Enterprise Office Supporting Businesses/Benefactors	TY
• Resource Classes			✔	• Reflect on their learning style & attitudes towards learning • Evaluate study habits & exam taking skills & identify ways in which one can improve skills	SEN Coordinator	Resource Room ICT One to One	ALL
• Science Week	✔			• Investigate educational/apprenticeship, training/work opportunities • Recognise the link between subjects (&levels), extra-curricular activities & different career paths • Identify transferable skills & identify career areas that these apply to • Build networks to promote career development & learning	Science Teachers	Supporting Organizations	ALL
• Maths Week	✔				Maths Teachers	Supporting Organizations	ALL
• World Book Day	✔				Literacy & Numeracy Coordinator	Supporting Organizations Whole Group	ALL
• Seachtain na Gaeilge	✔				Irish Teachers	Supporting Organizations	ALL
• Irish Scholarship		✔			Irish Teachers	Supporting Benefactors	ALL
• Poetry Aloud		✔			English Teachers	Supporting Organizations	ALL

• Green Schools		✔		• Explore volunteering for personal /career development purposes • Demonstrate problem solving strategies • Employ decision making strategies to make • Explore external influences on feelings, behaviour & attitudes	Green Schools Coordinator	Supporting Businesses/Ben efactors Websites	ALL
• Wellbeing Week (Healthy/Active School's Week)	✔				ALL	Supporting Organizations	ALL
• Inclusion Week	✔						
• Stand Up Awareness Week	✔						
Sports: e.g. Football, Basketball, Badminton etc.		✔		• Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development • Demonstrate social/other networking skills • Demonstrate an openness & ability to interact with diverse groups	Sports Teachers	Sporting Bodies e.g. GAA Local Facilities	ALL
Arts: e.g. Choir, Book Clubs, Art Club etc.		✔			Sports Teachers	Facilities Excursions One to One	ALL
Other: History Club, First Year Board Games, Walking Club etc.		✔			Sports Teachers	Excursions Whole Group	ALL
STUDENT SUPPORTS	✔			• Assess the knowledge, skills & attitudes that meet life & work goals	ALL	ALL	ALL
1. Student Support and Guidance Counselling • External Counsellor (Noelle O Connell) • Chaplain • Guidance Counsellor • Management	✔		✔	• Change behaviour & attitudes to enhance self-esteem & self-concept • Reflect on the steps required to make an effective transition from school to further/higher education/training/employment/apprenticeship	Management Chaplain G.C.	External Counsellor One to One	ALL
2. Assemblies and Pastoral Care System • (meeting with Year Head, Class Tutor, Chaplain, G.C., Management)	✔			• Adopt behaviours & attitudes that will help realise education & career goals • Adapt behaviour to enhance interactions with others • Accept one's own limitations	Year Heads; Class Tutor; Management	One to One Pastoral Care Policy External Counsellor	ALL
3. Agencies • Liaise with; i) Educational Supports ii) Health & Welfare Supports			✔	• Build relationships with employers/learning providers • Seek out significant others who will challenge & develop one-self • Evaluate strategies one employs when resolving conflict with others • Evaluate the effectiveness of social/other networks that one is a member of	Management Guidance Counsellor	GPs; NEPS; Family Support Services; CAMHS; Gardaí; Túsla	ALL
4. LINK			✔	• Develop effective coping strategies for dealing with change & transition	LINK Personnel	LINK Personnel	ALL

5. Personal Development Programmes i) Mentoring Programme • First Year Students • International Students • Sixth Year (LC2) Students ii) Personal Reflection Day (retreat) • Second Year Students • Fifth Year (LC1) Students	✔ ✔	✔	✔	• Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour • Explore external influences on feelings, behaviour & attitudes • Explain how self-esteem & self-concept can influence goal setting & decision making	Management G.C. Chaplain Teachers	KDYS Guest Speakers	ALL
6. Programme Induction Days • Connectivity Day • Transition Year • Leaving Certificate Applied • Open Night (incoming 1st years) • Transition Meeting for incoming 1st years		✔		• Demonstrate effective social skills when cooperating & collaborating • Interact effectively with peers, teachers & employers to build positive relationships in life • Encourage inclusive behaviours & attitudes in others	Management Chaplain Programs Coordinator	Guest Speakers	Sixth Class TY/LCA
7. SEN • Learning support • Early reading intervention • Social skills • Behavioural skills • Organisational skills • Self-management classes • Team Teaching • EAL			✔	• Implement a study plan • Plan for taking exams • Employ effective assessment techniques when taking exams (time & stress management) • Develop personal qualities & skills which meet career goals & aspirations • Demonstrate the employability skills necessary to secure & stay in work • Assess barriers to equality & inclusion in the workplace & in educational settings	SEN Coordinator SEN Team	SENO SEC RACE Primary Feeder Schools; Youthreach; College Admission Officers; National Learning Network; PLC Colleges; CAO; College Disability Officers; SOLAS; KDYS.	ALL
8. Facilities	✔			• Use facilities & resources to inform career decision making.	Management	Library; Assigned Toilets; Lockers; School Shop; After school shop; water fountain; etc.	ALL
9. Community Support & Links	✔			• Build relationships with employers/learning providers • Avail of opportunities & career experiences to develop one's potential	Management Chaplain	Shoebox Appeal; Supervalu; Awards Night Sponsorship	ALL
SOCIAL AWARENESS	✔				ALL	Local Gardai	ALL

• Internet Safety presentation	✔			• Developing & growing throughout life • Interacting effectively with others (face-to-face & online) • Identify effective social skills & behaviour • Explain how their behaviour & attitudes can influence the feelings & behaviour of others • Describe how others' attitudes, expectations & behaviours impact on their feelings & behaviours • Explore ways of communicating and resolving conflicts • Analyse one's own interaction with peers, teachers & employers & identify behaviour patterns which may be influencing relationships with others • Evaluate strategies one employs when resolving conflict with others • Reflect on the benefits & limitations of communicating online • Evaluate the effectiveness of social/other networks that one is a member of • Reflect on one's tolerance, respect & openness towards others with different abilities & from diverse backgrounds & cultures	eLearning Coordinator	Seamus Whitty Addiction Counsellors Psychologist – Imelda Garvey Charities e.g. Trócaire, Concern RSA Rape Crisis Centre Pieta House Local Nursing Homes HSE EPA Whole Group One to One ICT VLE	JC3
• Life Skills Presentation Kerry Life Education		✔			SPHE Team		LC1
• Social Awareness: Concern, Trócaire, Shoe Box, Daffodil Day, Crumlin Hospital Vincent de Paul, Rape Crisis	✔				ALL		ALL
• Stress Management Workshop	✔				SPHE Team		LC2
• Addiction Programme	✔				SPHE Team		LC1
• Anti-bullying presentation	✔				SPHE Team		ALL
• Road safety presentation		✔			Coordinating Teachers		TY/LCA
• Healthy Sexuality workshop	✔				SPHE Team		ALL
• Give Racism the Red Card	✔				Coordinating Teachers		ALL
• Carol Singing in Nursing Homes		✔			Coordinating Teachers		ALL
• Darkness into Light Walk/Singing		✔			Coordinating Teachers		ALL
• Green Schools		✔			Coordinating Teachers		ALL
• Fundraising		✔			Fundraising Coordinator		ALL
LEADERSHIP	✔			• Developing & maintaining self-esteem & a positive self-concept • Interacting effectively with others (face-to-face & online) • Developing & growing throughout life • Demonstrate effective social skills when cooperating, collaborating & negotiating with peers, teachers & employers • Join networks to enhance their own personal, educational & career opportunities • Demonstrate social/other networking skills • Adapt behaviour to enhance interactions with others • Adapt behaviour to a variety of contexts • Encourage inclusive behaviours & attitudes in others	Management Coordinating Teachers	Staff External Agencies	ALL
• Active Schools Flag		✔					
• Comhairle na nÓg		✔					
• Gaisce		✔					
• Green Schools		✔					
• Health Promoting School	✔						
• Lourdes		✔					
• Magazine Committee		✔					
• Mentoring	✔						
• Paired Reading			✔				
• Sporting Coaches		✔					
• Student Ambassador		✔					

• Student Council • Wellread Committee • School Shop		✔		• Employ effective problem solving & decision making strategies			
HOME-SCHOOL PARTNERSHIPS	✔			• Interacting effectively with others (face-to-face & online)	ALL	ALL	ALL
1. Informative parent evenings; • Open Night • 1st year Induction Night • 3rd Yr Subject & Programme Choice, • CAO & Future Choices Information Night for LC2 Parents • Talks on Wellbeing, Internet Safety etc.	✔			• Explore subject (short course) choice & subjects for junior cycle/senior cycle • Explore subject choice requirements for further/higher education, training & employment • Investigate educational/apprenticeship, training/work opportunities • Recognise the link between subjects (&levels), extra-curricular activities & different career paths • Attend to their wellbeing	Management Coordinating Teachers Subject Departments Guidance Counsellor	Whole Group Facilities Staff Outside Speakers Mentors	ALL
2. Keep Parents informed via: • Parent Teacher Meetings • School Newsletter • School App • School Website • Parents Association • Student Council • Parent Representative on BOM	✔			• Change behaviour & attitudes to enhance self-esteem & self-concept • Adopt behaviours & attitudes that will help realise education & career goals • Adapt behaviour to enhance interactions with others • Accept one's own limitations • Reflect on the steps required to make an effective transition from school to further/higher • Interact effectively with peers, teachers & employers to build positive relationships in life • Build relationships with employers & learning providers	Management eLearning Coordinator P.R.O BOM	School App VLE Website VSware BOM	ALL
3. Encourage parental involvement • Signing journal • Surveys • Book club • TY foreign exchange • Awards Night • 1st Year Mass • Fashion Show • Bingo	✔			• Interact effectively with peers, teachers & employers to build positive relationships in life • Build networks to promote career development & learning	Class Teachers Year Heads Parents Association RE Team SEN Team	Local Facilities Library Outside Agencies Whole Group One to One	ALL

• Fundraising • Paired reading program							
4. Financial Supports for Parents			✔	• Identify barriers to equality & inclusion & strategies for addressing these barriers	Management	One to One Pastoral Care Policy	ALL
5. Attendance Strategy	✔			• Demonstrate the employability skills necessary to secure & stay in work	Management Teachers	Attendance Policy VSware Absence Slips	ALL

All supported by a number of School Policies; Admission, Discipline, Anti-Bullying, Substance Use, Health and Safety, Attendance etc.

Table 1.1: Area Of Learning: Developing Myself

Junior Cycle → **Senior Cycle**

Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.

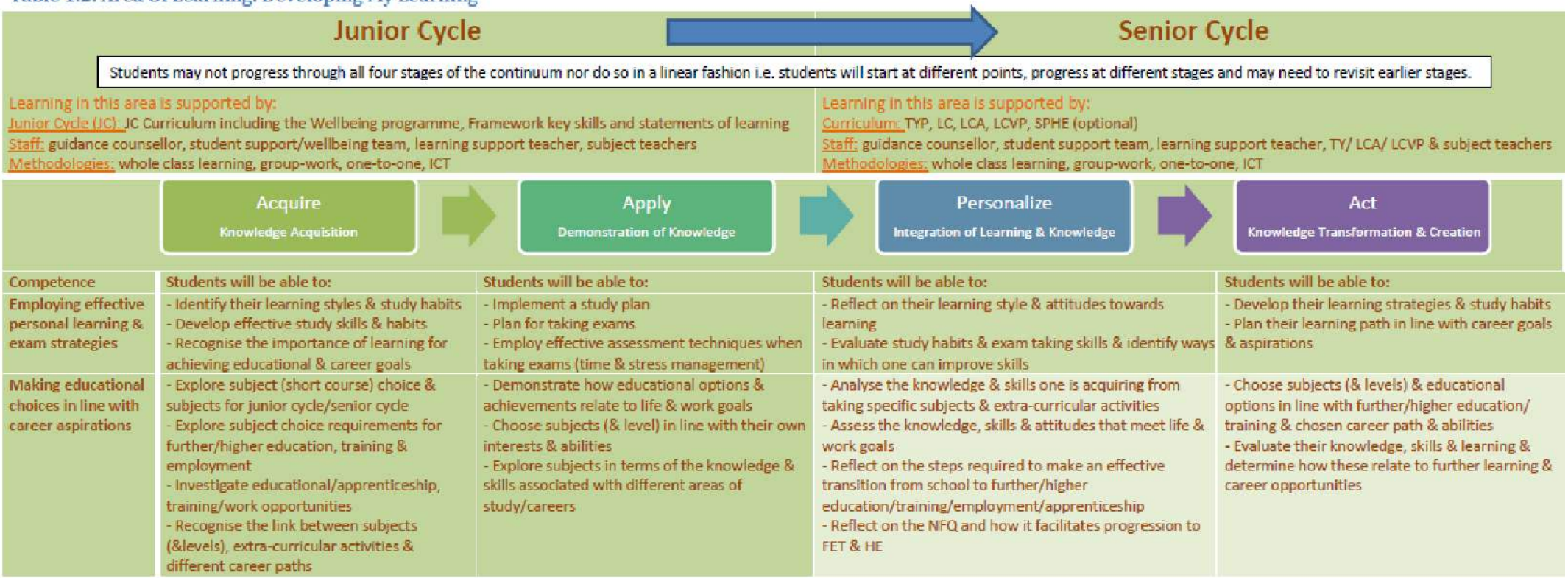
Learning in this area is supported by:
Junior Cycle (JC): JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning
Staff: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers
Methodologies: whole class learning, group-work, one-to-one, ICT

Learning in this area is supported by:
Curriculum: TYP, LC, LCA, LCVP, SPHE (optional)
Staff: guidance counsellor, student support team, TY/LCA/LCVP teachers, subject teachers, guest speakers
Methodologies: whole class learning, group-work, one-to-one, ICT

Acquire – Knowledge Acquisition → **Apply** – Demonstration of Knowledge → **Personalize** – Integration of Learning & Knowledge → **Act** – Knowledge Transformation & Creation

Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Developing & maintaining self-esteem & a positive self-concept	- Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour - Explore external influences on feelings, behaviour & attitudes - Explain how self-esteem & self-concept can influence goal setting & decision making	- Demonstrate the ability to manage their own feelings & behaviours, including body awareness - Express feelings appropriately with others - Demonstrate appropriate communication & behaviour when cooperating with others - Explore the role that personal qualities & self-belief has had on their own education to-date - Attend to their wellbeing	- Assess how one's own self-esteem & self-concept impacts on others and how one's behaviour may influence the feelings & behaviour of others - Review one's goals & career aspirations and establish how one's personal qualities, behaviour, self-belief & expectations are influencing education, career goals & life choices	- Change behaviour & attitudes to enhance self-esteem & self-concept - Adopt behaviours & attitudes that will help realise education & career goals - Adapt behaviour to enhance interactions with others - Accept one's own limitations
Interacting effectively with others (face-to-face & online)	- Identify effective social skills & behaviour - Explain how their behaviour & attitudes can influence the feelings & behaviour of others - Describe how others' attitudes, expectations & behaviours impact on their feelings & behaviours - Explore ways of communicating and resolving conflicts - Recognise the importance of tolerance, respect & openness when meeting others with different abilities & from diverse backgrounds	- Demonstrate effective social skills when cooperating, collaborating & negotiating with peers, teachers & employers - Employ effective skills when resolving conflict with others - Join networks to enhance their own personal, educational & career opportunities - Demonstrate social/other networking skills - Demonstrate an openness & ability to interact with diverse groups	- Analyse one's own interaction with peers, teachers & employers & identify behaviour patterns which may be influencing relationships with others - Evaluate strategies one employs when resolving conflict with others - Reflect on the benefits & limitations of communicating online - Evaluate the effectiveness of social/other networks that one is a member of - Reflect on one's tolerance, respect & openness towards others with different abilities & from diverse backgrounds & cultures	- Interact effectively with peers, teachers & employers to build positive relationships in life - Build relationships with employers & learning providers - Adopt attitudes & behaviours to promote oneself at interviews - Join social/other networks to achieve career goals - Adapt behaviour to a variety of contexts - Encourage inclusive behaviours & attitudes in others
Developing & growing throughout life	- Describe the stages of adolescent development - Identify the influence of change & growth on wellbeing, life & work choices - Identify transitions points to be made while in school - Describe personal strengths & resources which can be used during times of change & transition	- Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development - Ask for help when required - Examine how they respond to change & transition - Adopt effective strategies for coping with change & transition	- Seek out significant others who will challenge & develop one-self - Reflect on one's development, problem solving & decision making styles & identify opportunities for growth - Review school, family, peer & work activities & how these impact on one's Wellbeing & career choices - Evaluate one's coping style for dealing with change & transition	- Avail of opportunities & career experiences to develop one's potential - Develop effective coping strategies for dealing with change & transition - Employ effective problem solving & decision making strategies

Table 1.2: Area Of Learning: Developing My Learning



Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Employing effective personal learning & exam strategies	- Identify their learning styles & study habits - Develop effective study skills & habits - Recognise the importance of learning for achieving educational & career goals	- Implement a study plan - Plan for taking exams - Employ effective assessment techniques when taking exams (time & stress management)	- Reflect on their learning style & attitudes towards learning - Evaluate study habits & exam taking skills & identify ways in which one can improve skills	- Develop their learning strategies & study habits - Plan their learning path in line with career goals & aspirations
Making educational choices in line with career aspirations	- Explore subject (short course) choice & subjects for junior cycle/senior cycle - Explore subject choice requirements for further/higher education, training & employment - Investigate educational/apprenticeship, training/work opportunities - Recognise the link between subjects (&levels), extra-curricular activities & different career paths	- Demonstrate how educational options & achievements relate to life & work goals - Choose subjects (& level) in line with their own interests & abilities - Explore subjects in terms of the knowledge & skills associated with different areas of study/careers	- Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities - Assess the knowledge, skills & attitudes that meet life & work goals - Reflect on the steps required to make an effective transition from school to further/higher education/training/employment/apprenticeship - Reflect on the NFQ and how it facilitates progression to FET & HE	- Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities - Evaluate their knowledge, skills & learning & determine how these relate to further learning & career opportunities

Table 1.3: Area Of Learning: Developing My Career Path (*continued overleaf*)

Junior Cycle	→	Senior Cycle

Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.

Learning in this area is supported by:
Junior Cycle (JC): Curriculum including the Wellbeing programme, Framework key skills and statements of learning
Staff: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers
Methodologies: whole class learning, group-work, one-to-one, ICT

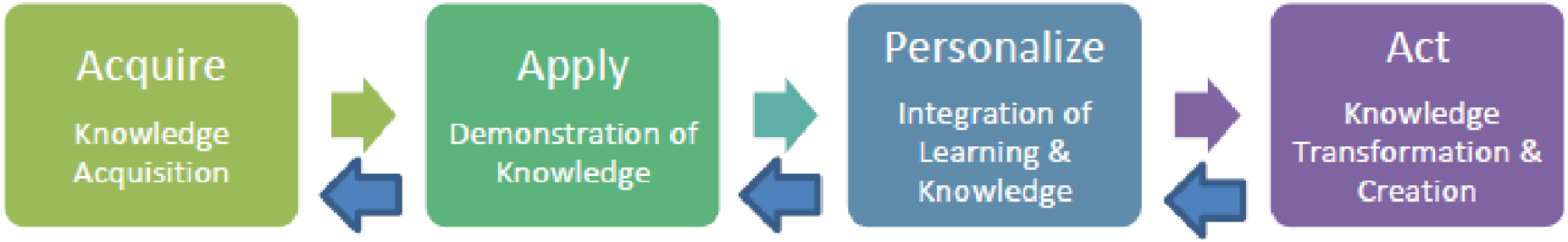
Learning in this area is supported by:
Curriculum: TYP, LC, LCA, LCVP, SPHE (optional)
Staff: guidance counsellor, TY/LCA/LCVP & subject teachers
Methodologies: open days, work experience, mock interview sessions, whole class learning, group-work, one-to-one, ICT

	Acquire Knowledge Acquisition	Apply Demonstration of Knowledge	Personalize Integration of Learning & Knowledge	Act Knowledge Transformation & Creation
Competence	**Students will be able to:**	**Students will be able to:**	**Students will be able to:**	**Students will be able to:**
Using career related information & sources appropriately (includes online information & labour market information)	- Describe the importance & ways of accessing career related information (e.g. online, parents, teachers, school personnel, community workers etc) - Recognise the importance of knowing if career related information is from a reliable source, up-to-date & accurate - Identify how to access information sources	- Explore the education requirements for further study & career interests - Access information re further study/employment/apprenticeships - Organise career related information & rank resources in terms of usefulness, accuracy & reliability - Use labour market trends to inform career decision making	- Establish how career related information has been used to make career decisions - Analyse & synthesise career related information in line with their career aspirations - Make informed decisions on future education/training opportunities using career related information taking account of their interests & abilities - Critique career related information/sources	- Implement strategies to evaluate career related information & resources - Devise & implement a career plan using appropriate & accurate career related information - Present a career plan to significant others
Understanding the world of work & life roles	- Describe different work roles & conditions - Identify work trends & opportunities - Recognise the role of work in everyday life & contribution of work to lifestyle & personal fulfilment - Describe how organisations operate - Explore personal qualities & attitudes needed for working life & pursuing a career of choice	- Explore differences between career areas & requirements (including educational options) for working in different fields - Explore different employment conditions i.e. part/full-time, volunteering, entrepreneurship - Demonstrate how personal values & attitudes can influence the value attributed to different areas of work	- Reflect on different working conditions & make decisions on one's preferences taking account of their abilities, values, interests, strengths & limitations - Review work/employment opportunities in line with their preferences, values, abilities & interests - Evaluate the impact of trends (technology, social, occupational) on employment opportunities - Review knowledge, skills & attitudes for locating, interpreting & using career related information	- Plan & participate in work opportunities in line with their career goals & aspirations - Devise a career plan taking account of their career/employment aspirations & preferences for certain employment conditions
Managing career development & decision making	- Explore different career/occupational search tools & resources - Relate their knowledge, skills & interests to career areas - Identify barriers to equality & inclusion & strategies for addressing these barriers - Recognise personal qualities & attitudes required for working life e.g. punctuality, working in teams, collaborating, openness to diversity	- Identify transferable skills & identify career areas that these apply to - Demonstrate the ability to complete an application process - Employ strategies to address barriers to equality & inclusion - Prepare for work experience	- Evaluate work experience to-date & identify learning arising from this work experience - Examine personal qualities which have contributed positively to work experience - Appreciate the importance of making career decisions in line with their aspirations & goals - Analyse barriers to equality & inclusion in the workplace - Reflect on their career decision making skills & the consequences of making decisions - Demonstrate the ability to participate in an interview	- Develop personal qualities & skills which meet career goals & aspirations - Demonstrate the employability skills necessary to secure & stay in work - Assess barriers to equality & inclusion in the workplace & in educational settings - Build relationships with employers/learning providers

Table 1.3: Area Of Learning: Developing My Career Path

Junior Cycle → Senior Cycle				
Students may not progress through all four stages of the continuum nor do so in a linear fashion i.e. students will start at different points, progress at different stages and may need to revisit earlier stages.				
Learning in this area is supported by: Junior Cycle (JC): JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning Staff: guidance counsellor, student support/wellbeing team, subject teachers, guest speakers Methodologies: whole class learning, group-work, one-to-one, ICT			Learning in this area is supported by: Curriculum: TYP, LCA, LCVP Staff: guidance counsellor, TY/LCA/LCVP & subject teachers Methodologies: open days, work experience, mock interview sessions, whole class learning, group-work, one-to-one, ICT	
	Acquire Knowledge Acquisition	Apply Demonstration of Knowledge	Personalize Integration of Learning & Knowledge	Act Knowledge Transformation & Creation
Competence	Students will be able to:	Students will be able to:	Students will be able to:	Students will be able to:
Managing career development & decision making	- Understand the career decision making process & the importance of making informed decisions - Describe how attitudes & motivation can affect career planning & decision making	- Build networks to promote career development & learning - Explore volunteering for personal /career development purposes - Demonstrate problem solving strategies - Employ decision making strategies to make decisions re subject choice/level & future learning & employment opportunities	- Reflect on their networks & how these can be utilised to promote career development & decision making - Evaluate the role of significant others/community, motivation & attitudes in career decision making	- Utilise networks to enhance career development opportunities - Secure employment in line with their own career plan

Figure 3: Four-Stage Continuum of Learning



5 Other Considerations

5.1 School Structure

The student population of Tarbert Comprehensive School is divided into classes of mixed ability. Each class group has a Class Teacher who has a pastoral role and takes particular care of their class. They look after their personal, social, health, welfare and monitor student journals at regular intervals.
A Year Head is also assigned to each year group. The Year Head looks after the welfare of their relevant year group and remains in constant contact with their Class Teacher as well as parents throughout the year. The Year Head also has a disciplinary role within the School structure. Weekly Year Head meetings allow coordination with School management.
The Guidance department recognises the importance of this system in our school and fosters a cooperative relationship with School Management, Year Heads and Class Teachers in order to best meet our student's needs.

5.2 Appointments

Students requiring assistance, advice or support can approach any staff member at any time. A staff member may have formal classes and so may be unable to consult with the student immediately. If this is the case a follow up appointment will be made. Students who have an appointment through the Guidance Counselling Service for personal, educational or career guidance counselling are provided with an appointment slip. The student must provide their relevant teacher with this appointment slip before attending their appointment. Students are advised to maximise their 1 on 1 time for career advice as multiple visits are not guaranteed. However, follow up appointments may be necessary and will be organised. Parents/Guardians make appointments with all staff members (including the Guidance Counsellor, Chaplain etc.) by telephoning the school office. Appointments are conducted during the school day where possible. All parties are requested to inform each other if a cancellation is necessary. On occasion, a staff member may request another staff member e.g. Year Head, subject teacher or/and management to be present at a meeting. Notes may be made and kept at meetings.

5.3 Confidentiality

A professional relationship involving confidentiality is at the core of the Guidance Counselling Service in the Comprehensive School. The Guidance Counsellor will take reasonable care to ensure that consultations with students, parents and other professionals will take place in an appropriately private environment, especially in one-to-one consultations. Confidentiality for students must be respected unless there is clear and immediate danger to the student or to others. Hence, confidentiality of the student will be respected provided it is in the best interest of the student and that no other party will be endangered by it and all legal requirements are met. However, confidentiality will not be guaranteed in the following circumstances:

- when a student poses a danger to themselves or others; (see separate Self Harm Policy)
- when a student discloses an intention to commit a crime;
- when the counsellor suspects abuse or neglect;
- when a court orders a counsellor to make records available;
- in the case of abuse (Child Protection Guidelines definition applies here)

Guidance counselling is a developmental educational support and is distinct from psychotherapy and long-term therapeutic treatment. Where a student requires more intensive or specialist intervention,

the Guidance Counsellor will work within professional boundaries and, as appropriate, support referral to relevant specialist services.

All students are informed of the protocols surrounding confidentiality at their first meeting or prior to their first meeting. Written and Oral reports will contain only such data as are pertinent to the case, and every effort will be made to avoid undue invasion of the student's privacy. Primarily School Management (Designated Liaison Person) and/or Parents are informed if the student is posing a danger to him/ herself and / or to others. The School has clear procedures in the event of self-harm within the School (see Self-harm Policy)

The School in its duty of care adheres to the procedures as outlined in "Children First" (National Guidelines for the protection and Welfare of Children/ HSE) and "Child Protection Procedures for Post-Primary Schools, revised 2023" (Department of Education) and in accordance with Tarbert Comprehensive School Child Safeguarding Statement and Risk Assessment.
The Child Protection Guidelines for Post Primary schools state in 4. 1. 1. And 4. 2. 1.:

- *4. 1. 1. If a member of staff receives an allegation or has a suspicion that a child may have been abused, or is being abused, or is at risk of abuse he/she should, without delay, report the matter to the Designated Liaison Person (Mr Richard Prendiville) in that school. A written record of the report should be made and placed in a secure location by the Principal. The need for confidentiality should be borne in mind at all times. The supports of the school should continue to be made available to the child.*
- *4. 2. 1. If the Principal is satisfied that there are reasonable grounds for the suspicion or allegation, he/she should report the matter to the relevant health board immediately.*

Schools have a duty to ensure that students have ongoing access to appropriate guidance and must account for the fact that this may involve the changing of personnel from time to time. In the event of a change in personnel, the incoming guidance counsellor will have access to the records kept by the outgoing guidance counsellor, provided both parties are employees of the school.

5.4 Ethical considerations and Accountability

The Guidance Counsellor is constantly aware of her responsibility to the student, to the school, to her own profession, to herself and to the implementation of this policy. The Guidance Counsellor will attend the six professional supervision sessions funded by the Department of Education each academic year. Attendance at these sessions' forms part of the Guidance Counsellor's allocated hours and provides essential professional support for guidance counselling practice. The Guidance Counsellors also abide by the Institute of Guidance Counsellor's Code of Ethics. Equally the chaplain abides by a strict code of ethics and all School personnel abide by the 'Child Protection Procedures for Post Primary Schools' and 'Children First, National Guidance for the Protection and Welfare of Children'.

The Schools Guidance Counselling service is subject to all relevant legal requirements, to the provisions of the 1998 Education Act, to DE directives and circulars, to the school's ethos and the direction of the Board of Management. The Guidance Counsellor like all other members of staff in the school is entrusted with the care of their students in "loco parentis" and accepts the responsibilities of this position, keeping the student's welfare to the forefront at all times.

5.5 Reporting and Referral Procedures

<u>Reporting</u>

In both guidance counselling and in Careers Guidance Interviews the confidentiality rule is followed i.e. school management and parents/guardians are informed if it is felt that the student is a danger to themselves and/or to others or it is a legal requirement. The student is informed of the limits of confidentiality at the beginning of a session. If it is felt it is in the student's best interests to inform a Teacher/Parent/Guardian of a particular difficulty, this is only done with the knowledge and ideally the agreement of the student. In certain instances, the advice and direction of the duty care social worker is sought and reported, if necessary, as per the School Safeguarding Statement. Such referrals are reported by the Principal at all Board of Management meetings.

Referral

Assistance for students will be sought from other qualified professionals outside the school, for areas of concern such as learning difficulties, substance abuse, bereavement, where the Student Support Team (SST) considers necessary and appropriate.

A referral pathway exists for staff to notify the SST when referring students in:

1) **Identification of Concern:** Any staff member who identifies a student in need of support or intervention should note down their concerns and observations. These concerns could relate to academic, emotional, behavioural or social issues affecting the student's well-being or academic progress.
2) **Notify concern:** The staff member notifies this concern(s) to any of the following: Guidance Counsellor, Chaplain, Year Head or any member of the SST. Staff are expected to ensure complete confidentiality of sensitive information with names substituted for initials or code if desired (and student name informed orally/email).
3) **Discussion at SST Meeting:** During SST meetings, the referred students and their concerns are discussed comprehensively. Each SST member contributes insights and expertise to develop appropriate support strategies for the student, if deemed necessary. The discussion includes consideration of confidentiality and adherence to relevant policies and regulations.
4) **Decision and Action:** Based on the discussion and if considered necessary, the SST adopts the most suitable interventions or support measures for the referred student. This may involve collaboration with other school staff, external agencies or specialised services depending on the nature and degree of the student's needs. Permission is sought from parents/guardians in advance of any action.
5) **Minutes:** Following the SST meeting, the decisions made and actions planned are documented in the SST minutes. The referral form, along with any additional notes or recommendations, is attached to the minutes for record-keeping purposes and secured in the Principal's office.

By following this referral pathway, staff members can effectively communicate concerns about students to the SST while ensuring confidentiality and adherence to data protection protocols.
The Chaplain and/or Guidance Counsellor will supply all relevant information and seek the relevant permission from school authorities and parents or guardians.

Various interventions and strategies that can be used including (but not limited to) – Informing parents, staff and students as to the procedures for student referral both inside and outside the school; · Use of "case conferences" in order to identify and help students at risk; liaise with Gardaí,

NEPS and local support services such as Kerry Adolescent Counselling Service, Teen Counselling, and Kerry Diocesan Youth Service.

Referrals In **-** Student (self-referral) / Class teacher / Year Head / Chaplain / Guidance Counsellor / Management/ Parents / Staff / Caretakers / Secretaries / Other Students / Curriculum / Piece of Writing and Emergencies

Referrals Out **-** External Counsellor / LINK/ Kerry Adolescent Counselling Service/ CAMHS (Child and Adolescent Mental Health Services)/ Social Services / NEPS/ SENO / Túsla / Doctors/ KDYS/ Garda Síochana/ Disability/ Access Officers in various Institutions, EWO.

Technique - Meet with Student (once-off / or contract for number of sessions /or refer on as necessary) Explain limits of confidentiality, draw up working contract, keep guidance counselling record, contact parents by phone and/or letter and issue parental consent form if necessary (referral out).

5.6 Record-Keeping Procedures

Record keeping is an integral part of the administration of the Whole School Guidance and Guidance Counselling Service in Tarbert Comprehensive School. All records will be kept in accordance with the 'Freedom of Information Act' and the School Data Protection Policy.

The Board of Management is the data controller. The GDPR (in Recital 38) stipulates that children merit specific protection when it comes to the processing of their personal data as they may be unaware of risks, rules and safeguards in relation to the processing, as well as their rights. As such, Tarbert Comprehensive School takes account of this higher threshold of protection when considering its policies and procedures around the processing of children's personal data.

Appropriate storing of information will take place to protect clients. Recording information that could lead to misinterpretation and misuse is avoided as well as any form of conjecture. The Principal will be made aware of the location of sensitive and confidential files. Such records will be maintained in secure locations.

Two types of records kept in a secure and private place

1. Detailed personal records of all guidance counselling and careers/vocational guidance interviews.
2. Summary reference records of guidance counselling sessions

Record keeping involves:

- The detailed records of guidance counselling sessions should contain some of the actual words and phrases used by the client.
- To ensure accuracy the Guidance Counsellor should try to write up notes as soon as possible after the session.
- Keeping notes as brief as possible.
- Only facts are collected not opinions
- Keeping student records for a minimum of 7 years.

- In the event of a change in personnel, the incoming guidance counsellor will have access to the records kept by the outgoing guidance counsellor, provided both parties are employees of the school.

5.7 ***Other Agencies***

The School may enlist the help, support, advice and assistance of the following agencies and organisations as appropriate:

- NEPS Psychological Services
- Social Workers
- Doctors
- Employers
- SENO
- Túsla
- Colleges/Admission Officers and Access Officers
- Solas
- Defence Forces
- Gardaí
- Department of Education (RACE)
- State Examinations Commission (SEC)
- CAO, PLC, "HEAR" "DARE" ETB and UCAS
- Kerry Adolescent Counselling Service
- CAMHS - Child and Adolescent Mental Health Services
- LINK (Learning Initiative North Kerry)
- KDYS
- Garda Youth Diversion Project
- Oide
- Department of Education Inspectorate

5.8 Testing and Assessment

All our assessment procedures will be dictated by the above principles and a variety of procedures will be used to assist students, parents and teachers for a variety of purposes, for example, prediction of academic performance, categorisation of occupational interests, assessment of behaviour, educational and career planning, personal and social development. School assessment and public examination results will supplement this information.
The Guidance Counsellor with the aid of the above information will be better equipped to assist the student in decision making, problem solving, behavioural change and with developing skills for coping

with ever changing circumstances. Some of the assessments used in Tarbert Comprehensive School include:

· Interest Assessments:
Students conduct interest assessment on careers websites such as https://classroomguidance.ie/ https://careersportal.ie/ and https://www.qualifax.ie/

· CATS for Incoming 1st Years and LC1 students
Cognitive Abilities Test are carried out with incoming 1st year students as means of identifying the student's individual potential, strengths, needs and learning preferences, providing a complete profile of their ability and seeking to assist us in facilitating a smooth transition from primary to post primary school for the individual students. The use of CAT's help to inform target-setting, the development of individual learning plans and aids the implementation of more timely intervention strategies, while providing a sound basis for comparisons over time. CAT4 assessment is also used with 5th Year students as part of the School's Academic Tracking Programme at Senior Cycle.

Post-Primary Assessment & Diagnosis – English (PPAD-E) Standardisation
The PPAD-E has been developed by NEPS in direct response to needs identified by schools. Currently, tests of English literacy in use in post-primary schools are typically tests with UK or US norms. These tests have a number of limitations, such as their high cost, cultural inappropriateness, limited utility/narrow focus, time consuming nature (many individually administered), poor ability to differentiate between very weak or very able readers, and inappropriate age ceilings.

NEPS psychologists, through their ongoing work in schools, are aware that schools want a tool which is cost-effective, easy to administer and score, and can be used for a range of purposes. The PPAD-E is intended to be used from First Year intake across the age-range in post-primary schools. It is a screening and diagnostic tool that assesses literacy skills consisting of five subtests; Word reading, Spelling, Reading speed, Reading comprehension and Writing samples.

The Inspectorate's *Looking at Guidance* (2009) stresses the 'vital role' that guidance counsellors play in ensuring that 'good assessment and test information is available to inform decisions about students' learning and about the choices and decisions that they and others make about their lives'.

Children with special needs may require more help to cope with aspects of school and the transition to 3rd level or world of work. Teachers, Special Needs coordinator, Chaplain and the Guidance Counsellor will liaise with parents, support services and disability/Access Officers etc. to best assist these students.

Within Tarbert Comprehensive School testing and assessment is administered by the SEN department and the Guidance counsellor. The School has a separate SEN Policy that guides the process.

5.9 Bereavement Support

The Principal, Deputy Principal, Chaplain, Guidance Counsellor, pastoral care team, teachers and other staff support students who experience bereavement, separation or loss.

They may carry out some of the following functions, as appropriate:

- Where we know a bereavement is imminent, if appropriate, support is offered beforehand

- In conjunction with the Principal, ensure that all teachers are made aware of a bereavement or loss, especially the year-head and class tutor
- Attend removal and funeral
- Principal, Chaplain and Year Head will visit the home of the bereaved
- Meet student on his or her return to school
- Inform staff if student is having particular difficulties
- Seek outside help or assistance for a student and his/her family should the need arise
- Students' attendance at funerals – procedures as outlined in the school journal
- The Critical Incident Management Plan guides School procedures in the event of a sudden loss

5.10 Resources and staffing

Tarbert Comprehensive School is committed to promoting and providing appropriate Guidance Services within the context of Department funding and as sanctioned by the Board of Management.

Teacher allocations are approved annually in accordance with established rules based on recognised student enrolment. The DE provides staffing resources to Tarbert Comprehensive School. The Principal within the limits of these resources and curricular obligation allocates staff accordingly.

5.11 Role of Visitors

Visitors are invited to the school to provide information and enhance the quality of the Guidance programme. The teacher remains with the class for the duration of the visit. The Principal must be informed in advance of all visiting speakers and the content of their presentation. Evaluations are carried out to assess the benefits. We follow the Guidelines as outlined by the Department of Education Circular 0023/2010. We have a School Visitor policy which can be found here.

5.12 Use of ICT in Guidance

Circular 0009/2012 asks schools to consider enabling students to directly use the extensive range of guidance tools available through the internet from relevant websites (e.g. Qualifax, Careers Portal) to maximise 'the use of their available resources for the provision of guidance.' (Section 4.3) Tarbert Comprehensive School, through its various and multiple ICT resources, enables such student engagement with ICT and the acquiring of appropriate ICT knowledge and skills particularly Careers Portal's Reach + programme.

The Inspectorate's '*Looking at Guidance'* found that 'most students feel competent or very competent in the use of ICT to access information'. (Section 3.4, page 27). Thus, Tarbert Comprehensive School considers it important for guidance classes and students generally to have access to reliable ICT labs and sufficiently fast broadband, so they may use the extensive range of tools available through the internet to access guidance relevant information.

The School is also committed to enabling and encouraging those students without ICT equipment at home with the ability to use a variety of School based relevant resources as well as websites (Classroom Guidance, CAO, Careers Portal, Qualifax, UCAS, etc.).

5.13 **Informal Guidance**

The informal Guidance Programme consists of, among other things, liaising with other teaching staff/management to promote cross curricular links: Chaplain, SPHE, Transition Year Coordinator, LCVP/LCW Coordinator, all teachers of subjects taught in the schools such as Science, Business, Home Economics with a view to enhancing the development of a whole school policy in relation to the delivery of the Guidance Plan.

As an example, links with staff facilitate subject choices such as Engineering. Staff support the Guidance Counsellors in identifying students with special aptitudes and interests in specific areas of the curriculum. Links with subject teachers assist students in subject choice by the provision of first-hand advice and coherent information on subject areas. The collaborative links with SPHE, through the Wellbeing Programme, assist in identifying developmental programmes to support the emerging needs of individual students and/or groups. As Herr and Cramer state: '*The most critical aspects of the implementation of career education lies in efforts carried out by classroom teachers. The most crucial aspects of career guidance lie in the efforts carried out by career guidance specialists'.*

Informal links with parents, student support service personnel (both external e.g. NEPS, visiting teacher of the blind and internal e.g. learning support. SPHE staff, RSE) as outlined also assist in identifying guidance needs.

The prominence of Guidance around the School be it through regular intercom announcements or walks around the school, attendance at school-based shows, attendance at fund-raising events e.g., Fashion Shows or bingo, promote the integral nature of the service offered by Guidance Counsellors and create a visible presence. Attendance at Student Support Team meetings liaising in a whole school Pastoral support context: Chaplain, SPHE, Learning support, all subject teachers, assemblies, parent meetings etc. is also vital.

Informal guidance also includes observing and following Child Protection Guidelines and reporting concerns in relation to students to *Designated Liaison Person (DLP).*

Other outside agencies with which the Guidance Counsellor liaises include colleges (local and distant), career fair organisers and feeder schools and parents prior to entry.

5.14 CPD

The guidance counsellor keeps abreast of on-going changes in the fields of training, education, work and child welfare. The Board of Management and School Management regularly facilitate the attendance of the guidance counsellor at relevant events and at in-career professional training during the school year. Participation in these events is always related to the objectives of the school guidance programme.

6. Monitoring, review and evaluation

This policy statement will be the basis on which a regular review and evaluation of the Guidance Service will be conducted between the Guidance Counsellor, the Principal and the Board of Management. A comprehensive review of the entire Guidance Service within the context of the Whole School Plan will provide an opportunity for the Guidance Counsellors to give a full report to the Senior Management team in the school, receive feedback on any shortfalls in the service and agree adjustments for the following year(s).

The Whole School Guidance Plan will be evaluated, reviewed and updated annually in line with the identified guidance needs of the School community. The views and identified needs of students and parents/guardians will inform this process, as appropriate. The Board of Management will be informed of updates to the Plan annually and any amendments to the Plan will be submitted to the Board for approval.

7. Guidance Department Goals 2026-2027

- Yearly review of Critical Incident Plan
- Continue to fully integrate Guidance into the Wellbeing Programme at Junior Cycle 1st, 2nd and 3rd year
- To support TY students in developing greater self-awareness and career awareness through the Careers Portal Reach+ programme, enabling students to build and maintain a digital career profile that will support ongoing career exploration, subject choice, work experience planning and future education and career decisions throughout Senior Cycle.

- To further develop students' self-awareness, career management and decision-making skills through the use of Careers Portal Reach+, enabling them to identify their strengths, interests and abilities and make informed decisions regarding subject choice, work experience, further education and future career pathways.

Appendix 1

Other roles in the Guidance Programme

Guidance and Counselling is seen as a whole school concern. Thus, a whole school approach is advocated. This plan acknowledges the important roles played by the following parties within the school community:

· Guidance Counsellor – coordinates guidance activities and provides specialist guidance activities

· Principal – makes adequate provision for the successful delivery of the school guidance programme and is the designated liaison person for any child protection concerns

· Deputy Principal – supports the work of the Pastoral Care Team, Year Heads, Class Tutors and Subject Teachers

· Chaplaincy – provides support for the student population. This support tends to take place in group settings and is mostly in relation to integration, transition, mental health workshops and talks from outside agencies. The Chaplain also has a whole School spiritual and ethical dimension in their role.

· School Secretary – cares for pupils arriving in the office for various reasons.

· Year Heads – The Guidance Counsellor communicates regularly with year heads and attends the year head senior meeting. General information regarding particular students is exchanged at these meetings. The Guidance Counsellor keeps the year head informed regarding upcoming guidance talks and events. The year head also liaises and communicates the need for care and compassion of subject teachers should students be experiencing periods of personal crisis.

· Transition Year Coordinator - informs Third Years about Transition Year and coordinates work experience. Along with a core group of teachers important planning decisions are made at regular meetings

· Class Teachers – work with class groups under the general heading of pastoral care. Informal meetings take place between individual class teachers and the Guidance Counsellor. Issues usually relate to concern for individual students - either academic or personal

· SEN Teachers – deals with students identified with special academic or behavioural needs and liaises with the Guidance Counsellor as relevant supports are required.

· SPHE Teachers – educate the students by following a curriculum outlined by the DES in the area of social, personal, and health education.

· Subject Teachers – cater to the academic as well as the individual needs of students within their class groups and liaise with the Guidance Counsellor on an ongoing basis regarding educational and personal issues affecting students'

· Parents – play an integral part in the personal, social, as well as the educational and career decisions of school students;

· Students – identify their own needs within the guidance programme.

Appendix 2

Allocation and Delivery of Whole School Guidance and Guidance Counselling

The Whole School Guidance allocation available to Tarbert Comprehensive School is determined annually through the Department of Education staffing allocation process. For the 2026-27 school year, the relevant staffing arrangements for Community and Comprehensive Schools are set out in Circular 0027/2026.

The Whole School Guidance allocation is calculated by reference to the School's recognised enrolment and the pupil-teacher ratio (PTR) arrangements set out in the annual staffing circular.

School Category	Reduced PTR
Free Education Scheme – Non DEIS	18.4
Free Education Scheme – DEIS	17.65
Free Education Scheme – DEIS PLUS	17.36
Fee-Charging	18.60

In accordance with Guidance Circular 0072/2026, this allocation is deployed in a structured and transparent manner to support defined guidance activities across students' personal/social, educational and career development. The allocation is planned to provide an appropriate balance between individual student appointments, group work, classroom guidance and other defined guidance-related activities.

Circular 0072/2026 provides that one-third of the Guidance Counsellor's allocated time, or as close to that as is practical, should be spent teaching classroom guidance. The remaining two-thirds is

available for group work, one-to-one guidance counselling and other components of the Guidance Counsellor's role, including participation in the Student Support Team.

The WSG allocation is not used for general administration, routine organisational tasks or broad student-support duties falling outside defined guidance provision, nor is it used to double-count provision separately resourced through SPHE, Wellbeing or other curricular or programme allocations.

Approved Guidance Allocation 2026-27

For 2026-27, Tarbert Comprehensive School has an approved Whole School Guidance allocation of 0.94 WTE as notified by the Department of Education under the staffing arrangements for Community and Comprehensive Schools for the 2026-27 school year (Circular 0027/2026). The School augments this allocation to provide 1.0 WTE, equivalent to 22 hours per week, for Whole School Guidance and Guidance Counselling.

Year group 2026/27	**Number of students per year group* (approx.)**	**Time in MINUTES for 1 to 1 guidance counselling per student for the school year**	**Total time in HOURS for 1 to 1 guidance counselling per year group per school year**
1st year	94	15	23.5
2nd year	94	15	23.5
3rd year	108	25	45
TY	71	25	29.6
LC1 & LCA1	89	30	44.5
LC2 & LCA2	88	60	88
Total Students	544		
Total hours for 1 to 1 guidance counselling per school YEAR			254.1 hours
Total hours for 1 to 1 guidance counselling per school WEEK (33.5 weeks)			7.6 hours
Total hours on Guidance Counsellor's timetable for classroom and small-group Guidance per school WEEK			7 hours 20 minutes approx. (annualised*)
Student Support Team meeting (weekly)			1 hour
Other defined Guidance activities, including assessment of incoming students, Guidance-related liaison and follow-up			1 hour
Unexpected counselling needs		Critical Incident Team (If applicable)	Accommodated within the Guidance Counsellor's allocated hours, as required
Total planned weekly provision for one-to-one, small-group and classroom Guidance and Guidance Counselling, including SST and other defined Guidance activities			16.9 hours
Guidance-related staff liaison, management liaison and cross-curricular links			1.0 hour
Parent/guardian contact and meetings; Guidance Counselling record-keeping and associated records, SSt files stc			2.0 hours
JC Professional time (SPHE)			40 minutes (.6)
Additional Guidance-related planning, liaison, referral and follow-up			1.5 hours
Grand Total			***22 hours***

**Classroom Guidance includes 5 fixed weekly hours (TY – 3 hours; LCA1 – 1 hour; LCA2 – 1 hour), together with modular/rotational Guidance interventions across other year groups at relevant stages of the school year. This includes, in*

particular, 3rd Year Guidance provision during December and January in preparation for Senior Cycle programme and subject choices. The figure shown is an annualised planning figure.

Appendix 3

Yearly Plan
2026-27

Needs Analysis Mechanism	Identified Guidance Need/Priority	Actions to be taken	Actions led by
A) Student, Parent and Teacher surveys	1. Make the WSG Plan more accessible to assist learners of various needs	i. Develop and devise accessible infographics that provide visual summaries of key concepts from the WSG Plan and SSE surveys and activities, incorporating easy-to-understand visuals and concise explanations to cater to diverse learning styles and abilities. ii. Identify what concepts from the WSG plan require such visual summaries and build upon them yearly. iii. Identify methods and settings to present i. & ii. above to students and parents such as in School	● WSG Team ● Student Council ● T&L Team

		journals, student led assemblies, parents' information evenings and the screen in A corridor / Library.	
B) Wellbeing Review (SSE)	2. Through WSG, raise awareness of a School initiative that promotes positive students and staff relations while also acting as a method of student support for all.	I. Design interactive lessons accessible to students, delivered through Lifeskills providing information about the *One Good Teacher* initiative, its benefits and how it operates. ii. Identify opportunities in the 1st Year Mentoring Programme (where senior students serve as mentors to 1st Year peers), promoting the importance of supportive teacher-student interactions and encouraging a culture of mutual support within the student body. iii. Create informational materials such as graphics, videos and social media campaigns, emphasising the existing role of supportive teachers in Tarbert CS student wellbeing and academic achievement.	● WSG Team ● CG Counsellor ● Chaplain ● Wellbeing Coordinator
C) TY Digital Target for Guidance	3. To support TY students in developing self-awareness, career awareness and career management skills through the Careers Portal Reach+ programme, enabling them to develop and maintain a digital career portfolio which encourages ongoing exploration of their interests, strengths and future pathways, and supports informed decisions regarding work experience, subject choice, further education and future career opportunities throughout Senior Cycle.	i. TY students will create an online Guidance Portfolio via the Reach + portal ii. It will include sections on Goal Setting, Study Timetables, Building a CV, Subject Choice, Career choice and Guidance Self-Assessment iii. Use the portfolio to support self-awareness, career exploration, work experience, subject choice and future education and career planning.	● CG Counsellor