



“ Our **Mission Statement** underlines our philosophy of fostering **self-esteem**, a **positive attitude** towards learning, the promotion of **responsible** behaviour and the **encouragement of dignity** and **respect** in all our endeavours. We consider each student to be **unique** in personality and in spirit. ”

Whole School Guidance Plan 2025/2026


**Review
Dates**

Dates

Draft/Review/Ratified

Staff	25 th August 2025	
Parents	19 th September 2025	
Student Council	22 nd September 2025	
BOM	22 nd September 2025	

Signed: 
Chairperson of Board of Management
Date: 22nd September 2025

Signed: 
Principal/Secretary to the Board of Management
Date: 22nd September 2025

Amended and ratified by the BOM on 22/09/2025

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
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
OIDE	National Support Service for Teachers
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

Enfield Community College was established in 2020 and is community 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. Currently and timely the schools' SSE themes for 2024/25/26 are focused on strengthening student wellbeing and promoting student voice in all possible decision and policy making work that affects all members of the school community.

In 2025, Enfield Community College staff received training for the Bi Céineálta programme, this is now fully implemented and strengthens the SSE wellbeing theme and ensures student wellbeing in the promotion and prevention of bullying behaviours in the school community.

This Guidance plan forms part of the whole school plan, it is not a rigid template, and it will be evaluated, reviewed and updated routinely to meet the evolving needs of the Enfield Community College population.

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.

Counselling offered within a guidance context is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Counselling has as its objective the empowerment of students so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing. Counselling may include personal counselling, educational counselling, career counselling or combinations of these.

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 Enfield Community College guidance provision has Two fully qualified Guidance Counsellors in two part time positions.
- ✓ Circular 0011/2017, "Community & Community College 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
- ✓ '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.
- ✓ Information Note 001/2024, 'Information Note in Relation to Whole School Guidance'.
- ✓ Circular 0009/2024, "Community & Community College 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

1.3 Scope

This plan applies to the entire community of Enfield Community College. Its interventions and supports apply particularly to junior, senior, further education/future career paths, minority, special educational or personal needs 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 Enfield Community College 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 College 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's mission, ethos and culture."



“
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underlines our philosophy
of fostering **self-esteem**, a
positive attitude towards
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We consider each student
to be **unique** in personality
and in spirit.
”

Formulated by the Students, Parents, Staff and Management of Enfield Community College, Partners in Education, April 2006. Ratified by the Board of Management, May 2021.

1.5 Rationale for a Whole School Guidance Plan

The DES (2005) guidelines state that schools should

"...develop a community 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 will enable students to 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.
- To adopt the new Child protection Guidelines expected in 2026 or when available.

2. The model of provision

2.1 A continuum of Support

A continuum of support model is applied to the Enfield Community College 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 counsellors 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 and LCVP).
 - B) Guidance For Some** – provided to specific groups of students to support personal & social, educational and career development and transition making. Examples of such groups of students are, 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 counsellors working in collaboration with the pastoral care team, SPHE teacher, SEN coordinator, year heads, tutors and the wellbeing coordinators .
 - 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 counsellors, 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 counsellors 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 counsellors 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 counsellors as the specialist plays a central role in the design and delivery of the whole school guidance programme.

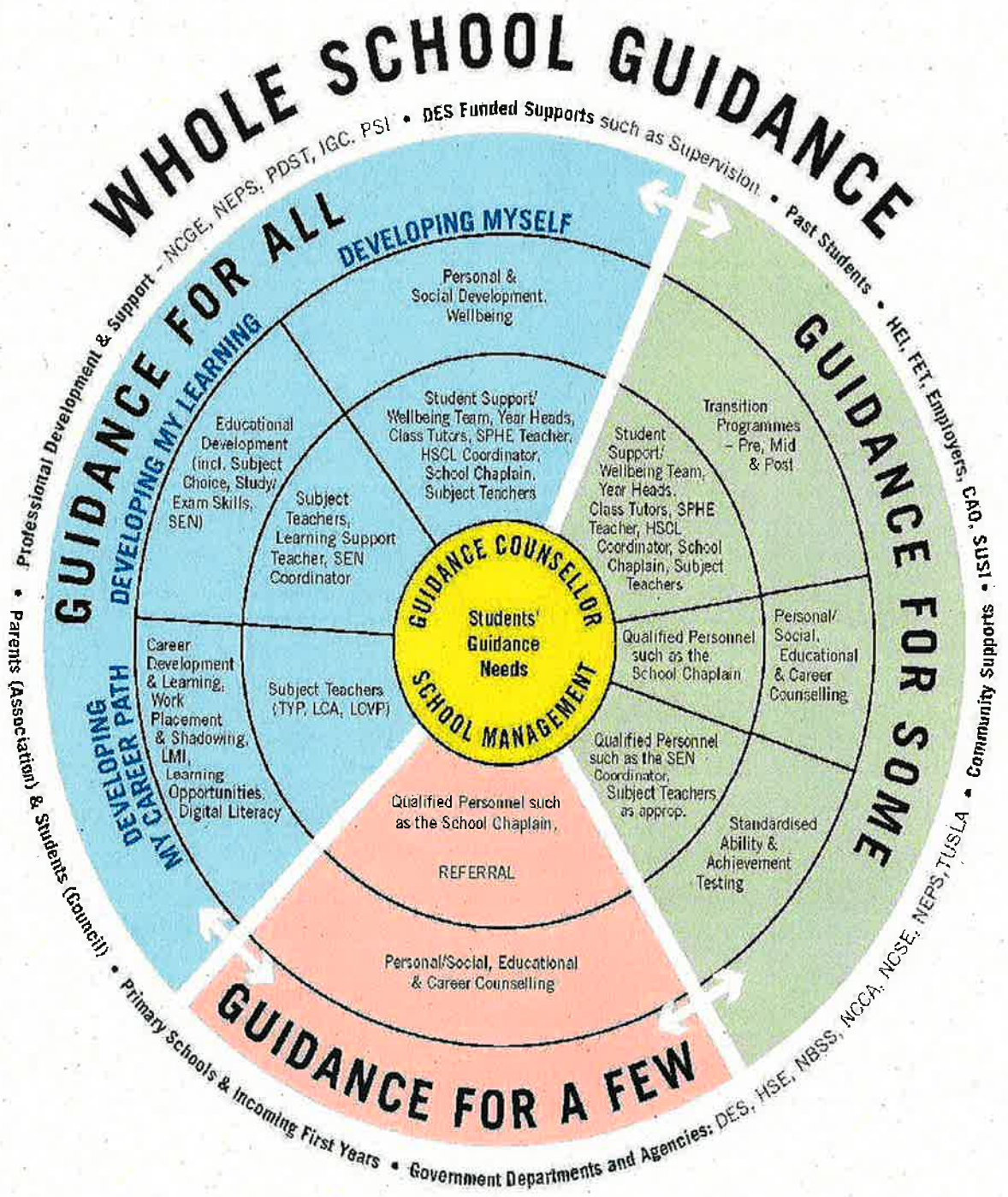


Figure 1

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 Enfield Community College 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.

Areas of Learning

Competences



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 counsellors have 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 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 counsellors have an important role in supporting planning for and delivery of the learning outcomes associated with wellbeing indicators.

Senior Cycle - At senior cycle (including LC & 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 Enfield Community College 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. Junior Cycle SPHE comprises the following strands: Understanding Myself and Others, Making Healthy Choices, Relationships and Sexuality and Emotional Wellbeing. At Senior Cycle the 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 wellbeing coordinators in each year group, which replace the traditional "Year Head" roles in Enfield CC. The peer mentor initiative assures a support system whereby trained senior cycle students assist with the integration of new students into the school system. Every opportunity is used in Enfield Community College 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 Enfield Community College educational guidance begins at the students' entry in 1st year by empowering students in the area of subject choice. An information evening with all incoming students is held in February of their final year in primary school, outlining subject content information to assist with their subject choice decisions. A similar process is carried out 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.

In September 2025 all classes will have access to the Classroom Guidance resource ebook and website for guidance classes available on the free book scheme in the school.

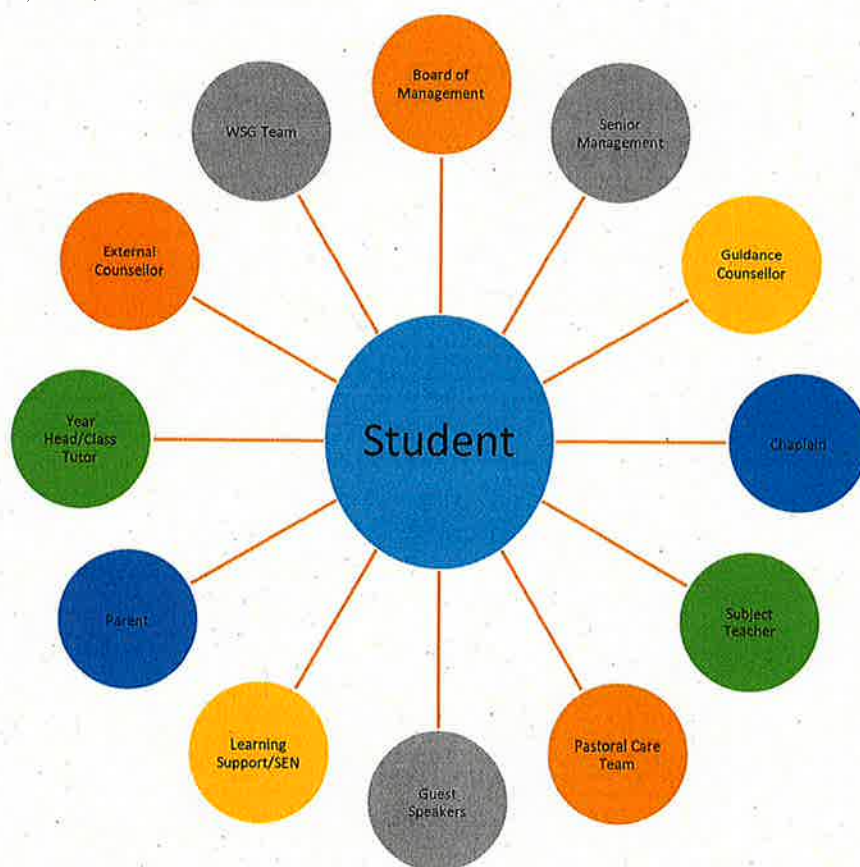
C. **Career Guidance** – Career development and investigation is vocational in nature and while it is mainly concentrated at senior cycle, it is also delivered at Junior Cycle in modules during SPHE classes. It involves empowering students to recognise their talents and abilities so as to enable them to make informed choices and take responsibility for their own futures. Programmes such as TY, (LCA available in 2024/25) 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, when the first cohort of Leaving Cert students will exist in Enfield CC, will be directed to pathways of further education including third level course/career progression with CAO, PLC

and apprentice applications to the fore. 5th year students have attended career exhibitions and open days in 2025 with guidance counsellors.

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 counsellors 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 Community Colleges. 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 counsellors, school staff and other school partners such as parents.

(C) Guidance Counsellors

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 parents the work of the guidance counsellors and the guidance counsellors 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, tutors and class teachers 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 counsellors will also address a meeting of parents on the same topic. In addition, the guidance counsellors have 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 counsellors work collaboratively with all staff members and management. They meet regularly with the principal and deputy principal. The guidance counsellors have strong links with outside supportive agencies and are members of the student support team and critical incident teams. The guidance counsellors are involved in testing pupils and assist in the accommodation of pupils with learning difficulties at examination time. The guidance counsellors are involved in delivering the guidance modules for LCA and TY.

The guidance counsellors 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 counsellors create and maintains a 'safe space' for the student. In all personal and social guidance counselling, the guidance counsellors operate within professional guidelines including child protection procedures. This WSG plan includes specified time allocation for the 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 (Circular 0002/2023, Circular 0003/2023, Circular 004/2023).

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

The guidance counsellors collaborate 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. They actively engage with wellbeing coordinators and all members of the student support team and outside supportive agencies. They are members of

the student support and critical incident team. They manage the referrals to external agencies as appropriate and liaise with the individual students and their parents or guardians. They coordinate their work with wellbeing coordinators and tutors. The guidance counsellors have a specific mission toward the holistic, pastoral care and personal development of the entire student community.

(D) Whole School Guidance Team (WSGT)

As WSG in Enfield Community College is extensive and encompasses many elements of school life, its planning, and practice is not left as 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, guidance counsellors, SPHE, SSE and wellbeing 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.
- 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.

(E) Student Support Team (SST)

The SST is made up of management, guidance counsellors, SEN coordinator and wellbeing coordinators. The team meets weekly to review the needs of students. The meeting has a specific agenda and minutes are recorded. 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.

(F) 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 he 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 counsellors, year heads, subject teachers and principal.

(G) 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 counsellors on the needs of an individual student and/or refer the student to the guidance counsellors or SEN coordinator when specialist competence is required with due regard to confidentiality.

(H) 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 wellbeing coordinator in ensuring the students observance of the school rules.

- **Year Group Wellbeing Coordinators (In lieu of traditional “Year Heads”)**

The wellbeing coordinator has general responsibility for the welfare of a year group. The wellbeing coordinator oversees the student’s attendance, punctuality, academic performance and behaviour and liaises with the parents/guardians of the year group. The wellbeing coordinator works closely with the subject teachers, class teachers, guidance counsellors, deputy principal and principal. The wellbeing coordinator also links with outside agencies in conjunction with the above.

- **Guest Speakers**

Guest Speakers are engaged by School personnel with regard to LMETB protocols and guidelines for visitors to schools, 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.

(I) Parents/Guardian

This Plan adopts the legal definition of parent as set down in the Education Act, 1998. The plan recognises that parents/guardians play a pivotal role in developing, promoting and supporting the growth of their child both at home and within the school. Parents/guardians 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/guardians 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 in hosting seminars, builds the personal capacity of parents. Parents can also participate in the guidance process through:

- (i) Consultation with the guidance counsellors 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.
- (iv) Providing personal assistance to the school guidance programme.

(J) 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 Enfield Community College. 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, Wellbeing 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 ECC 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, wellbeing coordinator, guidance counsellors, 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 counsellors and adopted frequently for restorative practice meetings. 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 counsellors and by the allocation of the principal. The guidance counsellors remain 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 counsellors 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 order to meet this requirement to implement one-to-one and small group guidance and counselling as ex-curricular i.e., outside the structured subject timetable, table 2 in Appendix 2 identifies how this ex-curricular time for the guidance counsellors is calculated. In addition, the guidance provision for whole class and year group intervention is also identified.

Guidance at Junior Cycle in Enfield Community College is linked to SPHE and Wellbeing. TY have a dedicated weekly guidance class. While senior cycle guidance is aligned to LCVP.

4.3 Junior and Senior Cycles Guidance Programme

The schools vision is to supply an effective and community 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 0028/2023. There are two means by which classroom guidance related learning is included on the school timetable at Junior Cycle:

(i) Wellbeing hours: ECC 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 Enfield Community College 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 <i>See index</i>			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 Counsellors	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 Counsellors	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	
• 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 onwa
• Personal Statements		✓		• Describe personal strengths & resources which can be used during times of change & transition			Guidance Counsellors 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 Counsellors Teachers	Classroom Guidance One to One	TY/LC/
• Aptitude, Interest, Values and Personality tests.	✓			• Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour.			Guidance Counsellors /SEN Co Ordinators	Psychometric Testing on Classroom Guidance One to One	TY/LC/6 th class
• 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	1Y/LC/
• 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 • Choose subjects (& levels) & educational options in line with further/higher education/ training & chosen career path & abilities	Guidance Counsellors	One to One	ALL
• Vocational Subject Choice	✓			• Demonstrate how educational options & achievements relate to life & work goals	Management	Staff Timetabling	ALL
• Early School Leavers Provision			✓	• Avail of opportunities & career experiences to develop one's potential • Develop effective coping strategies for dealing with change & transition	Management Guidance Counsellors	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 Counsellors	IT's Universities Enterprise Whole Group	TY/LC/
• Open Days	✓			• Explore the education requirements for further study & career interests	Guidance Counsellors	IT's Universities Whole Group	LC2
• Participation in the BT Young Scientist & Student Enterprise Programmes.		✓		• Recognise the link between subjects (&levels), extracurricular activities & different career paths	Teachers	Facilities Outside Organizations	TY
• Local Business Partnership LCVP – Visitors in, Visits out		✓		• Utilise networks to enhance career development opportunities	Teachers	Outside Organizations	TY/LCVI
• Work Experience		✓		• Evaluate work experience to-date & identify learning arising from this work experience	Management Teachers	Outside Organizations	TY/ LCA/LCV
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 Counsellors 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 <i>See index</i>			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 Counsellors	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 TYs	✓						Teachers	Facilities Staff	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 Teachers	Differentiated Teaching	ALL
• Subject Field Trips	✓			• Plan & participate in work opportunities in line with their career goals & aspirations			Subject Departments	Whole Group	TY/LC1/LC
• Focus Weeks e.g. Science Week, Maths Week, Wellbeing Week	✓			• Identify transferable skills & identify career areas that these apply to			Subject Departments	Whole Group	ALL
• Programme Choice – TY, Leaving Certificate, LCVP Programme.	✓			• Making educational choices in line with career aspirations			Management Program Coordinator	Facilities Whole Group	JC3/TY

• Induction days for TY and 1 st year 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	JC1/TY
• Parent & Student Teacher meetings at senior cycle.		✓		• Reflect on their learning style & attitudes towards learning	Management Teachers	One to One	LC1/LC2
• Delay decisions/recommendations 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 Counsellors /SEN Coordinator	Psychometric Testing	Sixth Class
• Qualifax /Careersportal/classroom guidance	✓				Guidance Counsellors Teachers	Classroom resources	TY/LC2/ LCA2
• WRAT 4		✓			Guidance Counsellors Teachers/ SEN Team	Outside Agencies	JC1
•							
• Analysis of State Exam results - subject department meetings, subject teacher and management meetings, staff meetings.	✓				Subject Departments	SEC Compass	JC3/LC2
• Term exams & reports	✓				Teachers	Compass	ALL
• Pre Exams & reports	✓				Teachers	Outside Agencies Mock Papers	JC3/LC2
• Assessment for learning	✓				ALL	Whole Group	ALL
• ICT exams e.g. ICDL		✓			ICT Teachers	ICT Facilities	TY

- 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

• Classroom Based Assessments	✓				Teachers	Whole Group	JC
• Assessment Tasks	✓				Teachers	Whole Group	ALL
• Oral Exams		✓			Teachers	One to One	JC3/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/LCV
• State Exams Junior Cycle, Leaving Certificate, Leaving Certificate Applied	✓				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	ALL
• School Journals – tracking graphs	✓			• Recognise the importance of learning for achieving	Class Teachers	Whole Group One to One	ALL
• Study skill seminar for all students	✓			• Develop effective study skills & habits	Guidance Counsellors/Class Teachers	Whole Group	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	Wellbeing Coordinators	Compass Whole Group	ALL
• Attendance Strategy	✓			• Adopt behaviours & attitudes that will help realise education & career goals	Management	Whole Group Compass	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
• Compass– all exam reports updated	✓			• Evaluate study habits & exam taking skills & identify ways in which one can improve skills	Teachers	Whole Group	ALL
•							
LITERACY & NUMERACY STRATEGY AND SCHOOL IMPROVEMENT PLAN	✓				ALL	ALL	ALL
• School library upgraded-books to suit pupils reading ability. Planned for new school opening in 2026	✓			• Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour	Library Coordinator	Whole Group Library	ALL
• Numeracy & Literacy Boards	✓			• Demonstrate problem solving strategies	Literacy & Numeracy Coordinator Teachers	Whole Group Literacy & Numeracy Boards	ALL
• Keyword display & notebooks		✓		• Explain how self-esteem & self-concept can influence goal setting & decision making	Subject Departments Teachers	Whole Group Literacy & Numeracy Boards	ALL
• Parent/Student & Staff reading initiatives	✓			• Identify effective social skills & behaviour	Literacy & Numeracy Coordinator	Whole Group One to One	ALL
• Table quizzes/games	✓			• Explain how their behaviour & attitudes can influence the feelings & behaviour of others	Literacy & Numeracy Coordinator	One to One	ALL
• Drop everything and read	✓			• Describe how others' attitudes, expectations & behaviour affect them.	Literacy & Numeracy Coordinator	Whole Group	ALL
• Whole school approach	✓			• Express feelings appropriately with others	ALL	Whole Group	ALL
				• 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			

• Maths week	✓					Subject Department	Whole Group	ALL
• World book day	✓					ALL	Whole Group	ALL
• Parental links e.g. surveys		✓				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	✓					SEN Team	Whole Group	ALL
• Student Support Files			✓		• Identify and describe personal qualities, strengths, interests, attitudes & values, feelings & emotions and how they influence behaviour	SEN Team	One to One Differentiation	ALL
• Teacher Awareness – Compass SEN	✓				• Explore external influences on feelings, behaviour & attitudes	Staff	Compass ICT Facilities	ALL
• Compass	✓				• Explain how self-esteem & self-concept can influence goal setting & decision making	SEN Coordin.	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	Management	Whole Group	ALL
• Individual CPD		✓			• Develop effective coping strategies for dealing with change & transition	Teachers	One to One	ALL
• SNAs			✓		• Employ effective problem solving & decision making strategies	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		✓			• Evaluate study habits & exam taking skills & identify ways in which one can improve skills	Teachers	Differentiated Learning	ALL
• Part time withdrawal			✓		• Analyse the knowledge & skills one is acquiring from taking specific subjects & extra-curricular activities	Teachers	Differentiated Learning	ALL
• EAL support			✓		• Implement a study plan	SEN Coordinator	Differentiated Learning	ALL
			✓		• Plan for taking exams			

• 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			✓		SEN Team	ICT Facilities	ALL
• Read Write Gold			✓	• Develop their learning strategies & study habits	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 <i>See index</i>	LEARNING IN THIS AREA IS SUPPORTED BY		
	All	Some	Few		Personnel Responsible*	Methodologies / Resources	Curriculum
				Developing Myself	Developing my Learning	Developing my career path	
CURRICULAR/CO-CURRICULAR	✓			• Developing & maintaining self-esteem & a positive self-concept			ALL
• SPHE classes	✓			• Interact effectively with peers & teachers to build positive relationships in life			Teachers
• RSE	✓			• Develop effective coping strategies for dealing with change & transition			Teachers
• Fundraising Projects	✓			• Reflect on their networks & how these can be utilised			Fundraising Coordinator Teachers
• Restorative Practice Programme	✓			• Explain how their behaviour & attitudes can influence the feelings & behaviour of others			SPHE Department
• Religion	✓			• Describe how others' attitudes, expectations & behaviours impact on their feelings & behaviours			RE Teachers
• PE	✓			• Participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development			PE Teachers
• Guidance Classes	✓			• Explore differences between career areas & requirements (including educational options) for working in different fields			Guidance Counsellors
• 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
• TY/ Induction Days		✓		• Demonstrate effective social skills when cooperating & collaborating			Program Coordinator

• TY Programme e.g. Enterprise Programme, School Educational Trips		✓		• 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	SOME
• Science Week	✓			<ul style="list-style-type: none"> 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 Explore volunteering for personal /career development purposes Demonstrate problem solving strategies Employ decision making strategies to make Explore external influences on feelings, behaviour & attitudes 	Science Teachers	Supporting Organizations	ALL
• Maths Week	✓				Match Teachers	Supporting Organizations	ALL
• World Book Day	✓				Literacy & Numeracy Coordinator	Supporting Organizations Whole Group	ALL
• Poetry Aloud		✓			English Teachers	Supporting Organizations	ALL
• Green Schools		✓			Green Schools Coordinator	Supporting Businesses/Benefactors Websites	ALL
• College Awareness Week	✓				Guidance	Local business CFE Universities	ALL
• Wellbeing Week (Healthy/Active School's Week)	✓				ALL	Supporting Organizations	ALL
• Inclusion Week	✓						
• Stand Up Awareness Week	✓						
Sports: e.g. Football, Basketball, Hurling etc.		✓		<ul style="list-style-type: none"> 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 	Teachers	Sporting Bodies e.g. GAA Local Facilities	ALL
Arts: e.g. Choir, Musicals, Talent Shows Book Clubs, Art Club etc.		✓			Teachers	Facilities Excursions One to One	ALL
Other: History Club, First Year Board Games, Walking Club etc.		✓			Teachers	Excursions Whole Group	ALL
STUDENT SUPPORTS	✓			• Assess the knowledge, skills & attitudes that meet life & work goals	ALL	ALL	ALL

1. Counselling <ul style="list-style-type: none"> • NEPS • NCSE • Guidance Counsellors • Management 	✓			<ul style="list-style-type: none"> • 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 G.C.	External Counsellors One to One	ALL
2. Assemblies and Pastoral Care System <ul style="list-style-type: none"> • (meeting with Wellbeing Coordinators, Class Tutor, G.C., Management) 	✓			<ul style="list-style-type: none"> • Adopt behaviours & attitudes that will help realise education & career goals • Adapt behaviour to enhance interactions with others • Accept one's own limitations 	Wellbeing coordinators; Class Tutor; Management	One to One Pastoral Care Policy External Counsellors	ALL
3. Agencies			✓	<ul style="list-style-type: none"> • Build relationships with employers/learning providers 	Management Guidance counsellors	GPs; NEPS; Pieta, CHAMS JIGSAW	ALL
<ul style="list-style-type: none"> • Liaise with; <ul style="list-style-type: none"> i) Educational Supports ii) Health & Welfare Supports 				<ul style="list-style-type: none"> • 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 		Family Support Services; CAMHS; Gardaí; Túsla	
4. LINK			✓	<ul style="list-style-type: none"> • Develop effective coping strategies for dealing with change & transition 	LINK Personnel	LINK Personnel	ALL
5. Personal Development Programmes <ul style="list-style-type: none"> i) Mentoring Programme <ul style="list-style-type: none"> • First Year Students • International Students • Fifth Year (LC1) Students • Sixth Year Students 2026 	✓			<ul style="list-style-type: none"> • 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. Teachers	TUSLA Guest Speakers	ALL
6. Programme Induction Days <ul style="list-style-type: none"> • Induction Day • Transition Year • Open Night (incoming 1st years) • Transition Meeting for incoming 1st years 		✓		<ul style="list-style-type: none"> • 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 Programs Coordinator	Guest Speakers	Sixth Class TY

7. SEN <ul style="list-style-type: none"> • Learning support • Early reading intervention • Social skills • Behavioural skills • Organisational skills • Self-management classes • Team Teaching • EAL 			✓	<ul style="list-style-type: none"> • 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; TUSLA.	ALL
8. Facilities	✓			<ul style="list-style-type: none"> • Use facilities & resources to inform career decision making. 	Management	Library; Assigned Toilets; Lockers; Canteen; water fountain; etc.	ALL
9. Community Support & Links	✓			<ul style="list-style-type: none"> • Build relationships with employers/learning providers • Avail of opportunities & career experiences to develop one's potential 	Management	Shoebox Appeal; Supervalu; TY Coordinator	ALL

						Awards Night Sponsorship	
SOCIAL AWARENESS	✓			<ul style="list-style-type: none"> • 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 	ALL	Local Gardai Seamus Whitty Addiction Counsellors Psychologist – Imelda Garvey Charities e.g. RSA	ALL
• Internet Safety presentation	✓				eLearning Coordinator		ALL
• Life Skills Presentation Meath Life Education		✓			SPHE Team	Rape Crisis Centre Pieta House Local Nursing Homes HSE	LC1
• Social Awareness : Shoe Box, Daffodil Day, Vincent de Paul, Rape Crisis, local nursing home, Jigsaw, Meath food bank, Pieta House	✓				ALL		ALL

• Stress Management Workshop	✓			• Evaluate strategies one employs when resolving conflict with others	SPHE Team	EPA	LC2
• Addiction Programme	✓			• Reflect on the benefits & limitations of communicating online	SPHE Team	Whole Group	LC1
• Anti-bullying presentation	✓			• Evaluate the effectiveness of social/other networks that one is a member of	SPHE Team	One to One ICT	ALL
• Road safety presentation		✓		• Reflect on one's tolerance, respect & openness towards others with different abilities & from diverse backgrounds & cultures	Coordinating Teachers	VLE	TY/
• 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	✓						
• Active Schools Flag		✓		• Developing & maintaining self-esteem & a positive self-concept			
• Comhairle na nOg		✓		• Interacting effectively with others (face-to-face & online)			
• Gaisce		✓		• Developing & growing throughout life			
• Green Schools		✓		• Demonstrate effective social skills when cooperating, collaborating & negotiating with peers, teachers & employers	Management	Staff	
• Health Promoting School	✓			• Join networks to enhance their own personal, educational & career opportunities	Coordinating Teachers	External Agencies	ALL
• Prefect		✓		• Demonstrate social/other networking skills			
• Magazine Committee		✓		• Adapt behaviour to enhance interactions with others			
• Peer Mentoring		✓		• Adapt behaviour to a variety of contexts			
• Paired Reading			✓	• Encourage inclusive behaviours & attitudes in others			
				• Employ effective problem solving & decision making strategies			

<ul style="list-style-type: none"> • Sporting Coaches 		✓					
<ul style="list-style-type: none"> • Student Ambassador 		✓					
<ul style="list-style-type: none"> • Student Council 		✓					
HOME-SCHOOL PARTNERSHIPS	✓			<ul style="list-style-type: none"> • Interacting effectively with others (face-to-face & online) 	ALL	ALL	ALL
1. Informative parent evenings; <ul style="list-style-type: none"> • 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. 	✓			<ul style="list-style-type: none"> • 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 Counsellors	Whole Group Facilities Staff Outside Speakers Mentors	ALL
2. Keep Parents informed via: <ul style="list-style-type: none"> • Parent Teacher Meetings • School Newsletter • Compass • School Website • Parents Association • Student Council • Parent Representative on BOM 	✓			<ul style="list-style-type: none"> • 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 education • 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	VLE Website Compass BOM	ALL
3. Encourage parental involvement <ul style="list-style-type: none"> • Signing journal • Surveys • Book club • TY foreign trip • Talent show • Musical • Bingo • Fundraising • Paired reading program 	✓			<ul style="list-style-type: none"> • 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 SEN Team	Local Facilities Library Outside Agencies Whole Group One to One	ALL

4. Financial Supports for Parents			✓	<ul style="list-style-type: none"> Identify barriers to equality & inclusion & strategies for addressing these barriers 	Management	One to One Pastoral Care Policy	ALL
5. Attendance Strategy	✓			<ul style="list-style-type: none"> Demonstrate the employability skills necessary to secure & stay in work 	Management Teachers	Attendance Policy Compass Absence Slips	ALL

All supported by a number of School Policies; Admission, Bi Céineálta, Restorative Practice, 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	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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)	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 & a ability to interact with diverse groups 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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

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, learning support teacher, subject teachers

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, learning support teacher, TY/ LCA/ LCVP & subject teachers

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:
Employing effective personal learning & exam strategies	<ul style="list-style-type: none"> - Identify their learning styles & study habits - Develop effective study skills & habits - Recognise the importance of learning for achieving educational & career goals 	<ul style="list-style-type: none"> - Implement a study plan - Plan for taking exams - Employ effective assessment techniques when taking exams (time & stress management) 	<ul style="list-style-type: none"> - Reflect on their learning style & attitudes towards learning - Evaluate study habits & exam taking skills & identify ways in which one can improve skills 	<ul style="list-style-type: none"> - Develop their learning strategies & study habits - Plan their learning path in line with career goals & aspirations
Making educational choices in line with career aspirations	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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

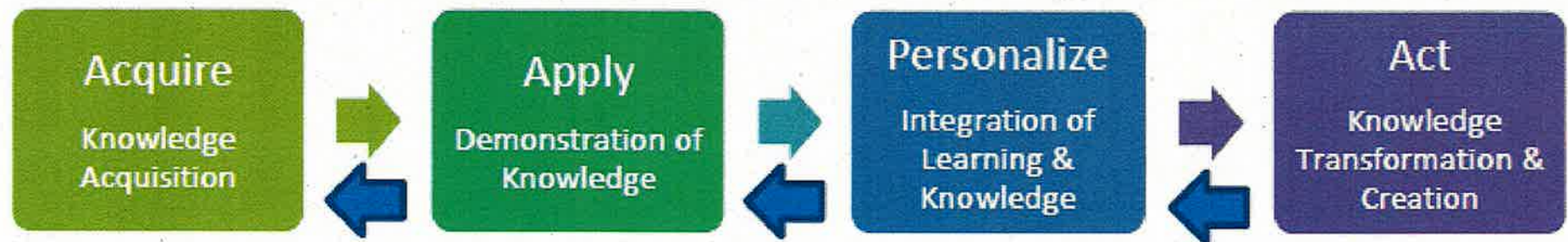
Act
Knowledge Transformation & Creation

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)	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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: <u>Junior Cycle (JC):</u> JC Curriculum including the Wellbeing programme, Framework key skills and statements of learning <u>Staff:</u> guidance counsellor, student support/wellbeing team, subject teachers, guest speakers <u>Methodologies:</u> whole class learning, group-work, one-to-one, ICT		Learning in this area is supported by: <u>Curriculum:</u> TYP, LCA, LCVP <u>Staff:</u> guidance counsellor, TY/LCA/LCVP & subject teachers <u>Methodologies:</u> 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 Managing career development & decision making	Students will be able to: - Understand the career decision making process & the importance of making informed decisions - Describe how attitudes & motivation can affect career planning & decision making	Students will be able to: - 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	Students will be able to: - 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	Students will be able to: - 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 Enfield Community College is divided into classes of mixed ability. Each class group has a tutor who has a pastoral role and takes particular care of their class. They look after their personal and social health and welfare, and monitor student journals at regular intervals. A wellbeing coordinator is also assigned to each year group. The wellbeing coordinator looks after the welfare of their relevant year group and remains in constant contact with their tutor as well as parents throughout the year. The wellbeing coordinator also has a supportive role with regards to student engagement within the school structure. Weekly wellbeing coordinator 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, wellbeing coordinators 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 school counselling service for personal or career counselling are provided with an appointment slip (or have their presence indicated with a note on Compass). The student must provide their relevant teacher with this appointment slip. 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 counsellors) by telephoning the school office or emailing the relevant person. 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. wellbeing coordinator, 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 counselling service in Enfield Community College. The guidance counsellors will take reasonable care to ensure that consultations with students, parents and other professionals will take place in an appropriately private environment. 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. (Child protection policy)
- When a student discloses an intention to commit a crime.
- When the counsellor suspects abuse or neglect.
- When a court orders counsellors to make records available.
- When a student discloses abuse (Child Protection Guidelines)

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. School management (designated liaison person) and/or parents are informed if the student is posing a danger to themselves and/or to others.

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 Enfield Community College 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 Shane Foley or Mr Gordon Mc Donnell) 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 counsellors will have access to the records kept by the outgoing guidance counsellors, provided both parties are employees of the school.

5.4 Ethical considerations and Accountability

The guidance counsellors are constantly aware of their responsibility to the student, to the school, to their own profession, to themselves and to the implementation of this policy. The guidance counsellors will take part in professional peer supervision, which will provide support and feedback for their professional welfare. The guidance counsellors also abide by the Institute of Guidance Counsellors' Code of Ethics. Equally they abide 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 counsellors like all other members of staff in the school are entrusted with the care of their students in "loco parentis" and accept the responsibilities of this position, keeping the students welfare to the forefront at all times.

5.5 Reporting and Referral Procedures

Reporting

Confidentiality is respected in both personal counselling and career guidance interviews. However, there are specific circumstances where information may be shared:

Risk of harm: If it is believed that a student may be a danger to themselves or others.
Legal obligations: Where disclosure is required by law.

At the beginning of each session, students are informed about these limits to confidentiality. Where it is considered to be in the student's best interests to involve a teacher, parent, or guardian, this is done with the student's knowledge and, wherever possible, with their agreement. In certain cases, the advice or direction of the duty care social worker may be sought, in line with the School Safeguarding Statement. Where such referrals occur, they 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:

- 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. A school referral form is available in the deputy principal's office and staff are encouraged to complete this form with as much detail as possible to expedite the work with the student of concern.
- 2) **Notify concern:** The staff member notifies this concern to any of the following: guidance counsellors, wellbeing coordinator 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. 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 deputy 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 wellbeing

coordinator and/or guidance counsellors 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 Meath Adolescent Counselling Service, Teen Counselling, and Meath Diocesan Youth Service.

Referrals In - Student (self-referral) /class teacher /wellbeing coordinators/ guidance counsellors/ management/ parents /staff /caretakers /secretaries /other students /curriculum /email and emergencies.

Referrals Out - External counsellors /Trim family resource centre/ CAMHS (Child and Adolescent Mental Health Services)/ Social services /NEPS/ SENO /Doctors /TUSLA /Garda Síochána/ 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, keep counselling record, contact parents by phone and/or email and issue parental consent form if necessary.

5.6 Record-Keeping Procedures

Record keeping is an integral part of the administration of the guidance and counselling service in Enfield Community College. 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 of same, as well as their rights. As such, Enfield Community College 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 records of careers and vocational guidance interviews.
2. Summary reference records of personal counselling sessions.

Record keeping involves:

- To ensure accuracy the Counsellors 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 counsellors will have access to the records kept by the outgoing guidance counsellors, 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
- Colleges/Admission Officers and Access Officers
- Solas
- Defence Forces
- Garda
- Department of Education (RACE)
- State Examinations Commission (SEC)
- CAO, PLC, "HEAR", "DARE", ETB and UCAS
- Trim Family Resource Centre
- CAMHS Child and Adolescent Mental Health Services
- Meath Opportunities for Learning
- National Learning Network
- TUSLA
- Oide
- Department of Education Inspectorate
- HSE

5.8 Testing and Assessment

All our assessment procedures will be dictated by the above principles. 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 counsellors 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 Enfield Community College 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 incoming 5th Years

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 CAT4 is used with incoming 5th years to aid with target setting for the Leaving Certificate examinations.

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.

- Post-Primary Assessment & Diagnosis – English (PPAD-E) Standardisation

The PPAD-E has been developed by NEPS in direct response to needs identified by schools. 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, and the guidance counsellors will liaise with parents, support services and disability/access officers etc. to best assist these students.

Within Enfield Community College testing and assessment is administered by the SEN department and the guidance counsellors. The school has a separate SEN policy that guides the process.

5.9 Bereavement Support

The principal, deputy principal, guidance counsellors, 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 wellbeing coordinator and class tutor.
- Attend removal and funeral.
- Principal and wellbeing coordinators 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 their family should the need arise.
- Students attendance at funerals if appropriate.
- The Critical Incident Management Plan guides school procedures in the event of a sudden loss of a student or teacher.

5.10 Resources and staffing

Enfield Community College is committed to promoting and providing appropriate guidance services within the context of department funding and as sanctioned by LMETB.

Teacher allocations are approved annually in accordance with established rules based on recognised pupil enrolment. LMETB provides staffing resources to Enfield Community College. 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.

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, Classroom Guidance) to maximise 'the use of their available resources for the provision of guidance.' (Section 4.3). Enfield Community College, through its various and multiple ICT resources, enables such student engagement with ICT and the acquiring of appropriate ICT knowledge and skills.

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 ECC 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. Guidance counsellors work with the SPHE department, programme 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.

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 firsthand 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, and internal e.g. learning support) as outlined also assist in identifying guidance needs.

The prominence of guidance around the school be it through regular intercom announcements or workshops in class, attendance at school-based shows, attendance at fund-raising events, 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 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 counsellors liaise include colleges, career fair organisers, feeder schools and parents prior to entry.

5.14 CPD

The guidance counsellors 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 counsellors 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 counsellors, the principal and the board of management. A community 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 years.

The school guidance plan will undergo constant appraisal by the guidance counsellors and will be fully reviewed periodically or as directed by the board of management.

7. Guidance Department Goals 2025 - 2026

- Provide a holistic guidance service to our first ever cohort of leaving certificate students in Enfield Community College.
- Yearly review of Critical Incident Plan.
- Review, evaluate and fully integrate Guidance into the Wellbeing Programme at Junior Cycle.
- Develop a digital target where TY students will create a student online career file & portfolio. This portfolio will follow students throughout the senior cycle to assist in areas such as subject choice, career planning, self-awareness and career development.
- Review the current referral system.
- Increase the visibility of the guidance department in the school.

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 counsellors – coordinates guidance and counselling activities within the school.
- 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, wellbeing coordinators, class tutors and subject teachers
- School secretary – cares for pupils arriving in the office for various reasons.
- Wellbeing coordinators – The guidance counsellors communicate regularly with wellbeing coordinators. General information regarding students is exchanged at these meetings. The guidance counsellors keep the wellbeing coordinator informed regarding upcoming guidance talks and events. The wellbeing coordinators also liaises and communicates the need for care and compassion of subject teachers should students be experiencing periods of personal crisis.
- Programme coordinator - informs third years about transition year. Along with a core group of teachers important planning decisions are made at regular meetings. Coordinates work experience for TY, LCVP and LCA programmes.
- Tutors – work with class groups under the general heading of pastoral care. Informal meetings take place between individual class teachers and the guidance counsellors. Issues usually relate to concern for individual students - either academic or personal.
- SEN Teachers – deals with pupils identified with special academic or behavioural needs and liaises with the guidance counsellors 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 counsellors on an ongoing basis regarding educational and personal issues affecting students.
- Parents – play an integral part in the personal, social, educational and career decisions of school pupils.
- Students – identify their own needs within the guidance programme.

Appendix 2

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

The Framework for Considering Provision of Guidance Post-Primary Schools issued in 2012 by ACCS, ETBI, JMB and NAPD has been recently revised in the light of the DES move to gradually restore time for guidance in the approved allocation. The revised 2017 version has been issued after consultation with the Institute of Guidance Counsellors.

In the past guidance provision was offered through an ex-quota model. However now guidance has been gradually restored by way of a change to the PTR (pupil teacher ratio). Table 1 below from circular 0008/2018 sets out the basis for calculation of the separate guidance allocation by reference to the approved enrolment.

Category	PTR reduction to restore Guidance Provision					
	2012	2016	2017	2018	Total reduction	PTR 19:1 less reduction
Free Education Scheme - Non DEIS		0.3	0.1	0.1	0.5	18.5
Free Education Scheme - DEIS	0.75	0.3	0.1	0.1	1.25	17.75
Fee Charging*			0.2	0.1	0.3	18.7

*The PTR reduction for Guidance Provision is by reference to the PTR of 19:1.

Table 1

The 2024/25 guidance allocation for Enfield Community College represents .91 (20 hours 02 minutes)

Circular 009/2024 confirms that each school receives an allocation in respect of guidance provision. The allocation is calculated by reference to the approved enrolment numbers. It is the difference between the PTR of 19:1 and a reduced PTR (Table 2):

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

Table 2

This allocation acknowledges the pivotal role the qualified guidance counsellors play in the implementation of the whole school guidance plan. The guidance counsellors also require time for individual pupil appointments, necessary to meet the needs of pupils under the Continuum of Support model, for guidance lessons, work with the SST, as well as general guidance related work within the context of the whole school guidance plan.

In order to meet this requirement to implement one-to-one and small group guidance and counselling as ex-curricular i.e. outside the structured subject timetable, the following (Table 3)

identifies how this ex-curricular time for the guidance counsellors is calculated to meet students on a one-to-one or small group basis within the latest DE allocation for guidance in Enfield Community College. In addition the guidance provision for whole class and year group intervention is also identified. Guidance at junior cycle in ECC is linked to SPHE and Wellbeing. TY have a dedicated weekly guidance class. While senior cycle guidance is aligned to LCVP.

Approved Guidance Allocation 2024-25

Approved guidance allocation = .91 (20 hours 02 minutes). However the school has augmented this allocation to 22 hours. Table 3 below outlines its allocation.

<u>Year group 2024/25</u>	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 student per school year
1 st year	102	20	34
2 nd year	98	20	32.5
3 rd year	89	30	44.5
TY	68	30	34
LC1 & 1	89	30	44.5
LC2 & 2	89	60	89
Total Students	535		
Total hours for 1 to 1 guidance counselling per school YEAR			278.5
Total hours for 1 to 1 guidance counselling per school WEEK (33.5 weeks)			8.3
Total hours on Guidance Counsellors's timetable for small group and classroom guidance counselling per school WEEK (incl. TY, , LCVP, SPHE, etc.)			8 hours (varying*) *LCVP & SPHE module not weekly
Student Support Team meeting (weekly)			1 hour
SENCO Assistance (incoming student assessment etc.) & Secretary of the SST (digital minutes)			1 hour
Unexpected counselling needs		Critical Incident Team (If applicable)	(Incorporated into class contact timetable hours when small group and classroom modules are completed in SPHE etc.)
Total WTE for planned 1 to 1, small group & classroom guidance counselling per week in Enfield Community College			18.3
Staff support, Management meetings, Cross curricular links			1 hour
Parental contact/meetings, Record keeping & maintenance of SST files			2 hours
JC Professional time (SPHE)			40 minutes (.6)
<u>Grand Total</u>			<u>22 hours</u>

Table 3

Appendix 3
Yearly Plan
2024-25

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 and meet the specific needs of our school.	i. Develop and devise accessible infographics that provide visual summaries of key concepts from the WSG Plan, 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 journals, student led assemblies or parents information evenings. iv. Assess the specific needs of our school through consultation with shareholder and devise ways to ensure that the WSG plan is meeting these needs. Assess success of initiatives through surveys at the beginning and end of the year.	<ul style="list-style-type: none"> ● WSG team ● Student council ● T&L team ● Guidance counsellors

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.	<p>i. Design interactive lessons accessible to students, delivered through guidance, providing information about the <i>Neart</i> initiative, its benefits and how it operates.</p> <p>ii. Identify opportunities in the 5th Year Peer 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.</p> <p>iii. Create informational materials such as graphics, videos and social media campaigns, emphasising the existing role of supportive teachers in ECC student wellbeing and academic achievement.</p>	<ul style="list-style-type: none"> • WSG Team • Peer mentorship programme coordinator • Programme coordinator • Guidance counsellors • Wellbeing Coordinators
C) TY Digital Target for Guidance	3. TY students will create a Student Online Career File & Portfolio. This portfolio will follow students through senior cycle to assist in areas such as subject choice, career planning, self-awareness and career development.	<p>i. TY students will create an online Guidance Portfolio</p> <p>ii. It will include sections on goal setting, study timetables, building a CV, subject choice, career choice and guidance self-assessment.</p>	<ul style="list-style-type: none"> • Guidance counsellors • LCVP teachers • Programme coordinator
D) Enhanced visibility and visual representation of guidance counsellors.	4. Increase visible presence of the guidance service in the school across school communications and environments.	<p>i. Create a poster to be displayed in tutor rooms and around the school to advertise the guidance service and signpost students on how to access the service.</p> <p>ii. Guidance counsellors will visit classes more often to deliver specific lessons (such as study skills) but also to be a visible presence in the school.</p>	<ul style="list-style-type: none"> • Guidance counsellors • Tutors

Appendix 4

Information Gathering.


In order to develop a continuum of support for the academic year 2025/2026. Several groups of students were surveyed. The intention is to carry out the survey again at the end of the year to see if we have improved our delivery of whole school guidance.

Junior Cycle Students Survey



Whole School Guidance Junior Cycle

The purpose of this questionnaire is to help us understand your current Guidance needs. The information collected will be used to support the development of the *Whole School Guidance Plan*. Your responses will be reviewed by the Guidance Counsellors and the Whole School Guidance Team. All data will be analysed in an anonymised format, and summary statistics will be shared with the team to guide future planning. This survey will assist us in tailoring Guidance supports to meet your needs, both this year and in the future. The questionnaire should take approximately 5 minutes to complete. Thank you for your time and participation.

1. What year are you in? 


☐ 1st Year

☐ 2nd Year

☐ 3rd Year


Guidance in school



2. I know who my Guidance Counsellor (s) is/are 


☐ Agree

☐ Disagree

3. I have had a guidance lesson this year with a Guidance Counsellor or with another teacher delivering the guidance lesson. 

☐ Agree

☐ Disagree

4. I know how to make an appointment with my Guidance Counsellor 


☐ Agree

☐ Disagree

Back


Next

Developing my Learning

5. I have developed useful study skills and habits 

☐ Agree

☐ Disagree

6. I have a plan for my homework and study 

☐ Agree

☐ Disagree

7. I am good at sticking to plans 

☐ Agree

☐ Disagree

8. I feel I can achieve good grades when I work at it 

☐ Agree

☐ Disagree

Back

Next

Developing myself



9. I know what my personal strengths/qualities/interests and beliefs are

- ☐ Agree
- ☐ Disagree

10. I can manage how I feel and behave

- ☐ Agree
- ☐ Disagree

11. I can express how I feel to other people in a respectful way

- ☐ Agree
- ☐ Disagree

12. I know how to take care of my wellbeing

- ☐ Agree
- ☐ Disagree

13. I can work well with people from different backgrounds to my own

- ☐ Agree
- ☐ Disagree

14. I can ask for help when I need it

- ☐ Agree
- ☐ Disagree

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Next

Developing my career




15. I know where to find careers related information. 

- ☐ Agree
- ☐ Disagree

16. I am aware that school can help me to get and do the things I want in life 

- ☐ Agree
- ☐ Disagree

17. I would like to speak to my Guidance Counsellor in the future 

- ☐ Agree
- ☐ Disagree

Back

Next

Wellbeing



18. I have someone to talk to when I need. 

- ☐ Agree
- ☐ Disagree

Communication



19. I know I can talk to my class teacher, tutor, Wellbeing Coordinator if I feel I have an issue

☐ Agree

☐ Disagree

20. Any other comments in relation to Whole School Guidance

Enter your answer

Back

Submit

Junior Cycle Students Survey Results and Analysis

1. What year are you in?

20 first years

20 second years

15 third years

were surveyed on 28/5/25

The students were chosen at random and advised that the survey was anonymous.

*One student in 1st year selected the 2nd year option.

● 1st Year 19

● 2nd Year 21

● 3rd Year 15

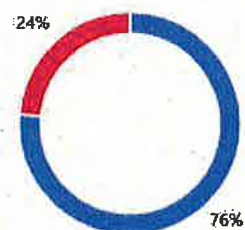
Guidance in school section

2. I know who my Guidance Counsellor(s) is/are

[More details](#)

● Agree 42

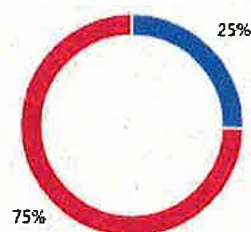
● Disagree 13



3. I have had a guidance lesson this year with a Guidance Counsellor or with another teacher delivering the guidance lesson.

[More details](#)

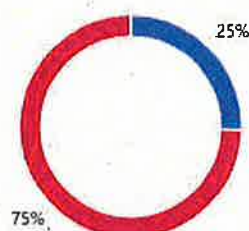
● Agree 14
● Disagree 41



4. I know how to make an appointment with my Guidance Counsellor

[More details](#)

● Agree 14
● Disagree 41



The results of question 2 show that we have some work to do regarding advertising the guidance service in the school. This links to the results of question 4 which shows that we need to work on a guidance referral system that is more student centred and clear.

Students in 1st year have weekly wellbeing, SPHE and CSPE lessons covering varying topics such as Friendship, mindfulness, anti-bullying, organisation, careers to name a few.

1st year students also had a lesson on Study Skills and Organisation delivered at the start and end of the year.

Students in 2nd year have weekly SPHE and CSPE lessons covering varying topics such as dignity and respect, friendship, social skills, anger and emotional regulation to name a few.

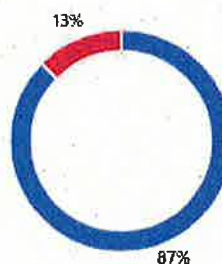
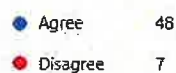
Students in 3rd year have weekly SPHE and CSPE lessons covering varying topics such as study skills, organisation, wellbeing and mindfulness, subject choice, relationship and sexuality education to name a few. 3rd year students also had extra lessons on study skills and organisation delivered by the guidance counsellors.

The results of this question show that we need to be very clear, across the curriculum, about what is guidance related learning.

Developing my learning section

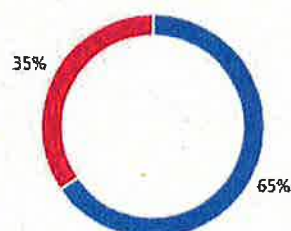
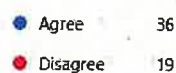
5. I have developed useful study skills and habits

[More details](#)



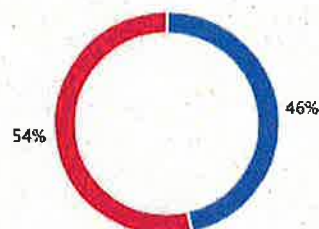
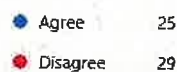
6. I have a plan for my homework and study

[More details](#)



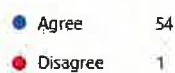
7. I am good at sticking to plans

[More details](#)



8. I feel I can achieve good grades when I work at it

[More details](#)

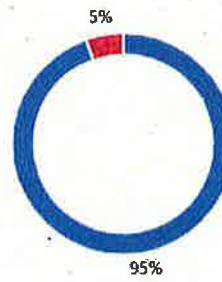
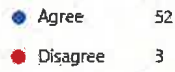


The results in this section are quite positive and can be improved on in the next academic year. We can target goal setting and working with plans.

Developing myself section

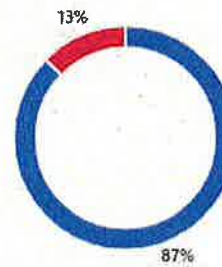
9. I know what my personal strengths/qualities/interests and beliefs are

[More details](#)



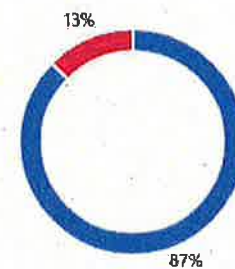
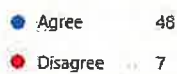
10. I can manage how I feel and behave

[More details](#)



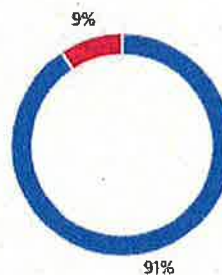
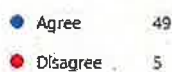
11. I can express how I feel to other people in a respectful way

[More details](#)



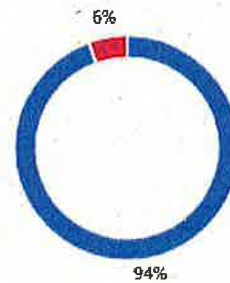
12. I know how to take care of my wellbeing

[More details](#)



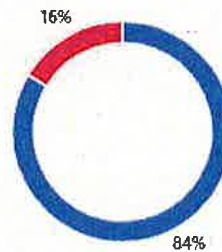
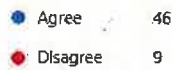
13. I can work well with people from different backgrounds to my own

[More details](#)



14. I can ask for help when I need it

[More details](#)

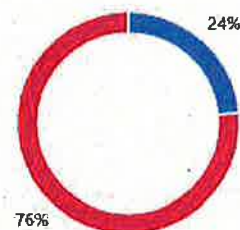
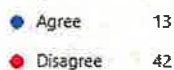


The results from this section show that we can focus on developing a positive self-image in our students. Particularly with question 14 "I can ask for help when I need it". 16% of students surveyed said that they disagree with that statement. Perhaps if linked with our other goal of making the guidance service more student centred and accessible, it will help students to ask for help when they need it.

Developing my career section

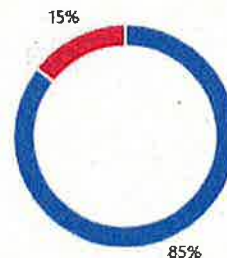
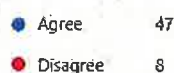
15. I know where to find careers related information

[More details](#)



16. I am aware that school can help me to get and do the things I want in life

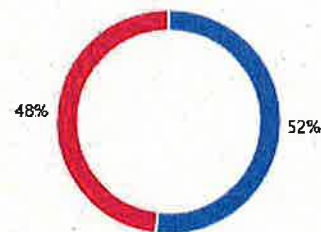
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17. I would like to speak to my Guidance Counsellor in the future

[More details](#)

● Agree 28
● Disagree 26



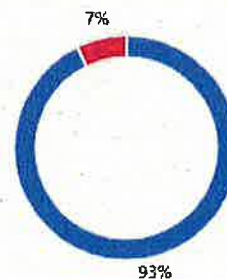
The results of this section show that we have a way to go in delivering career guidance to our junior students. We tend to focus on our senior cycle students but events like college awareness week can help us to target our junior students.

Wellbeing section

18. I have someone to talk to when I need

[More details](#)

● Agree 51
● Disagree 4



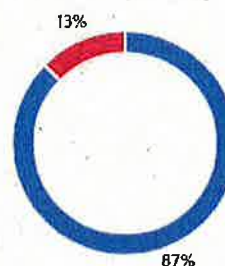
While it is very positive that 93% of the students surveyed agree that they have someone to talk to when they need it. We should work on advertising outside services along with improving our referral system in school. Childline, for instance, could be a good link for the 7% that do not have someone to talk to.

Communication section

19. I know I can talk to my class teacher, tutor, Wellbeing Coordinator if I feel I have an issue

[More details](#)

● Agree 48
● Disagree 7



The results of this question will take more investigating to discover why 13% of the students surveyed feel they cannot talk to their teacher, tutor or wellbeing coordinator if they have an issue. The majority who answered disagree to this question are in 3rd year. We will investigate the relationships between teachers and students with this cohort when they are in transition year in 2025/2026.

The last question was any other comments related to whole school guidance. Most students left it blank but one student gave feedback stating "make it easier to know there are guidance

counsellors and like how to talk to them". This links in with our aforementioned goals to improve the visibility of the guidance service and the transparency of the referral system.

Teacher Survey

The following survey was circulated to our staff at the end of the academic year 2024/2025. The intention is to survey the teachers again at the end of the academic year 2025/2026:



Whole School Guidance Teachers Survey

This survey has been drafted to include teacher voice in the creation of the Whole School Guidance Plan for Enfield Community College. "Whole School Guidance means that all school personnel (including but not limited to the guidance counsellors) have an important role and responsibility to support students with their personal, social, educational and career choices." Circular 0001/2025.


As such, all school personnel should be engaging with Guidance topics and/or delivering Guidance-Related Learning (e.g., through SPHE, CSPE, Wellbeing, etc.) The likelihood is that you are actively engaging in Whole School Guidance without realising, the purpose of this survey is to ensure we are successfully achieving this aim.

1. What year groups do you teach. Select all that apply

- ☐ 1st Year
- ☐ 2nd Year
- ☐ 3rd Year
- ☐ Transition Year
- ☐ 5th Year
- ☐ 5th Year LCA

2. As part of your regular interactions with students (teaching, one to one work, building relationships etc) how often would you discuss Guidance related issues.

- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

3. Whole School Guidance at Senior Cycle includes all of the following areas. Which in your opinion is the most important area to be covered? Please move what you feel are the most important options to the top of the list using the arrows beside the option. 

Subject choice/Subject options

Study skills

Awareness about future options after school

Wellbeing

Friendship


Work Experience

Opportunities in Europe (including UK)

Application support (HEAR/DARE/SUSI/CAO/UCAS)

Exam support

Career pathways including PLC and apprenticeships

4. Whole school guidance at Junior Cycle includes all of the following areas. Which in your opinion is the most important area to be covered? Please move what you feel are the most important options to the top of the list using the arrows beside the option. 

Subject Choice/Subject Options

Study skills

Awareness about future options for senior cycle/after school (Ireland, UK and Europe)

Wellbeing

Friendships

Support for transition to Post Primary

Social support

Student personal values and identity

Exam support

Goal setting

5. Please list below any Guidance Related Learning you undertake in class or as extra-curriculars. Please give details where necessary. (E.g. how extra-curriculars may relate to Guidance) * 

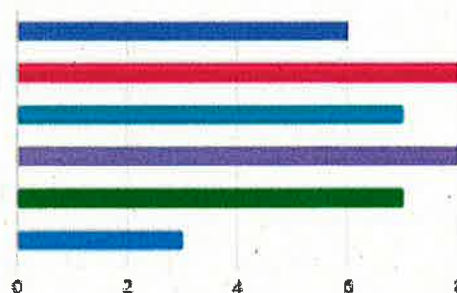
Enter your answer

Teacher Survey Results and Analysis

1. What year groups do you teach. Select all that apply

[More details](#)

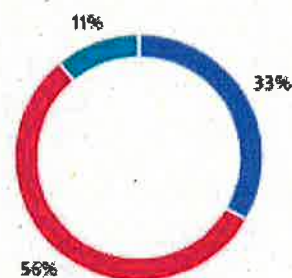
1st Year	6
2nd Year	8
3rd Year	7
Transition Year	8
5th Year	7
5th Year LCA	3



9 teachers replied to the survey. They represent teachers of all year groups.

2. As part of your regular interactions with students (teaching, one to one work, building relationships etc) how often would you discuss Guidance related issues.

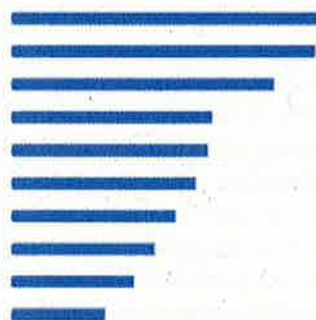
Often	3
Sometimes	5
Rarely	1
Never	0



3. Whole School Guidance at Senior Cycle includes all of the following areas. Which in your opinion is the most important area to be covered? Please move what you feel are the most important options to the top of the list using the arrows beside the option.

[More details](#)

- Subject choice/Subject options
- Awareness about future options after school
- Wellbeing
- Exam support
- Career pathways including PLC and apprenticeships
- Study skills
- Application support (HEAR/DARE/SUSI/CAO/UCAS)
- Friendship
- Work Experience
- Opportunities in Europe (including UK)



4. Whole school guidance at Junior Cycle includes all of the following areas. Which in your opinion is the most important area to be covered? Please move what you feel are the most important options to the top of the list using the arrows [More c](#) beside the option.

- 1 Wellbeing
- 2 Subject Choice/Subject Options
- 3 Social support
- 4 Study skills
- 5 Goal setting
- 6 Friendships
- 7 Student personal values and identity
- 8 Awareness about future options for senior cycle/after school (Ireland, UK and Europe)
- 9 Support for transition to Post Primary
- 10 Exam support



The teachers highlighted wellbeing as one of the most important areas in their opinion at both junior and senior cycle whole school guidance. Also highlighted were subject choice, further options after school. This links with our goal to develop an online career portfolio in transition year guidance.