



ST COLUMB'S COLLEGE
DERRY

TEACHING APPOINTMENTS

NOTES TO APPLICANTS
(MARCH 2017)

Contents	Page
Introduction	3
Aims and Objectives.....	4
Curriculum.. ..	4
Subjects of the Curriculum.. ..	5
Information Regarding Examinations.. ..	7
Homework Policy.. ..	8
Information Regarding Safeguarding Child Protection.. ..	8
Provision of Religious Education.. ..	10
Information Regarding Special Needs.. ..	10
Responsibilities of Subject Leaders.. ..	11
Responsibilities of Class Teachers.. ..	11
Responsibilities of the Form Tutor.. ..	12
Advice and Information for Teachers.. ..	13
Home-School Links and Pastoral Care.. ..	13
St Columb’s College, Pupil Code of Conduct.. ..	15

ST COLUMB'S COLLEGE

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Chairperson: Mr Patrick Kelly, B.A.

Voluntary
Grammar School
Boys Age Range 11 – 18

Roll: 1438

ADMISSIONS NO. 220

ENROLMENT NO. 1540

Founded in 1879, St Columb's College, Derry's oldest and largest Catholic grammar school, has a proud tradition of scholarship and the unique distinction in Ireland of being the alma mater of two Nobel Laureates. The College is located in the Pennyburn area of the city on a spacious campus comprising modern school buildings and 40 acres of superbly appointed grounds for games and recreation. The classrooms, laboratories, workshops and specialist rooms, all finished to a very high standard, are comfortable and well-equipped. The construction of a specialist Drama Suite will shortly begin, for first use in September 2017. The school boasts a modern communications network with the most up-to-date ICT and Multimedia facilities.

In January 2005 St Columb's was awarded the BECTA ICT in Practice (Collaboration) UK Runner-up Award. In 2007 we received the BECTA ICT Charter Mark and a National Training Award for Staff Development in ICT. In 2008 St Columb's jointly won Best Whole School Award in Northern Ireland at the ICT Excellence Awards and achieved Best Practice Public Sector Award for developments in ICT. In June 2012, we were again awarded the prestigious ICT Charter Mark. In September 2016 St Columb's College was awarded the ICT Charter Mark for the third time. The award recognised our success in developing the strategic use of ICT in administration and across the curriculum. It recognised us as being at the forefront of modern technological advances in learning, teaching and leadership. This achievement was not surprising given that - by September 2016 - all Key Stage 3 pupils had their own iPads, thus enabling them to enhance their teaching and learning experience. Then, in December 2016 St Columb's was awarded 'Runner Up' in the Capita ICT Excellence Awards in the category of Improving Teaching and Learning through Technology.

The aim of St Columb's is to enable its pupils to realise their full moral, social, intellectual, physical and aesthetic potential. The College works towards increasing pupils' self-discipline and, above all, at deepening their Christian faith and affirming them in its practice. As a Catholic school, St Columb's aims to bring pupils to an awareness that faith in Jesus Christ is the centre point of all the pupil's personal and intellectual development. The Oratory, situated close to the Foyer, is at the very heart of the College.

Curriculum

St Columb's College, as a member of the Foyle Learning Community, offers an extensive and varied curriculum. Currently nineteen different subjects are timetabled at Key Stage 3 Level, twenty-three different subjects are delivered to GCSE-level or equivalent and in 6th Form pupils are undertaking AS, A-level, and other equivalent courses from a range of thirty two delivered subjects. Lists of subjects are available in the school's Prospectus or can be obtained by contacting the office.

The school's pastoral system promotes a close working relationship and friendly personal contact between parents/guardians, pupils and teachers. A comprehensive programme of Personal and Social Education is delivered to all year groups. Curriculum enrichment courses in Year 13 are an integral part of Post-16 education. All pupils participate in the careers education programme.

Sports facilities within the College grounds include soccer, Gaelic and rugby pitches as well as tennis and basketball courts, athletics fields, a 3G pitch, a multi-gym and three halls for indoor games. A new, state-of-the-art Sports Hall is currently under construction and will be ready for September 2017. A number of activities make use of facilities at the Templemore Leisure Complex, the Foyle Golf Centre and at other local venues. The school is proud of its strong tradition in music and drama and there are many activities and clubs in which pupils can develop personal interests and talents.

It is the firm policy of the school to maintain the best possible teacher/pupil ratio.

General Information

The school uniform consists of: Black blazer with College crest, black trousers of conventional cut (no cords or jeans), grey or white shirt, the appropriate Key Stage tie and Year Badge, grey v-necked pullover (if worn), and any conventional style of black shoe or boot.

The College seeks a Parental Contribution of £45.00 per family which is used to enhance and enrich pupils' educational experience through activities that otherwise could not be financed from the school budget. . For the Year 8 intake 2017-2018 this contribution will be included in the iPad scheme.

AIMS AND OBJECTIVES

PRIMARY AIM

To promote in each pupil, through Catholic education, the fullest Christian human development of which he is capable.

SUBSIDIARY AIMS AND OBJECTIVES

- 1. Religious Development**
To strengthen pupils' understanding; to provide instruction and the opportunity for religious experience; to give practical examples of service, gentleness, forgiveness and humility.
- 2. Moral Education**
To teach, by precept and example, Christian responsibility for others, self and environment; to show respect for others and their rights; to practise self-discipline, honesty, truthfulness, reliability and healthy living; to stress the obligation of being conscientious in one's work; to promote altruism as opposed to self-interest.
- 3. Social Education**
To develop in pupils a sense of belonging and of obligation to the various groups of which they are members; to foster secure home-school relationships, a sense of historical identity, an understanding of human interdependence and a co-operative spirit; to develop a Christian tolerance towards other identities, cultures and marginal groups; to inculcate sensitivity, sympathy, adaptability, social skills and modest self-confidence.
- 4. Intellectual Development**
To promote oral and linguistic, mathematical, scientific, humanistic, technological and study skills.
- 5. Aesthetic Development**
To encourage sensitivity to beauty and quality in the artistic, intellectual, physical, moral and spiritual domains; to impart knowledge and skills enhancing such sensitivity; to develop powers of critical judgement.

- 6. Creativity**
To nurture inventive thinking and making, the ability to innovate, the making of personal responses, initiative, the use of the imagination and feeling and sensibility.
- 7. Problem-solving Ability**
To promote a positive attitude towards tackling the difficulties of a situation, the learning of decision-making and self-reliance.
- 8. Public Examination Success**
To provide an environment wherein boys will achieve grades commensurate with their ability.
- 9. Preparation for Adult Life**
To underline the need for hard work and perseverance in face of failure; to develop initiative, interest, commitment, realistic independence and motivation, by means of guidance and positive assessment.
- 10. Physical Development**
To develop agility, strength and physical co-ordination, confidence in and through physical activity and the ability to express feeling through movement; to welcome participation in a variety of sports.
- 11. Enjoyment of Life Now**
To provide opportunities to experience success, extra-curricular participation, good teacher-pupil and pupil-pupil relationships; to express optimism based on faith in life as God's gift.

CURRICULUM

The school is concerned with the child as an individual and recognises the uniqueness of each individual in his personality and talents. Consequently, the school's policy will be to develop this personality and these talents to the fullest by providing appropriate experiences and allowing the freest possible choice of academic subjects within the constraints imposed by the requirements of the Northern Ireland Curriculum, the school's availability of appropriate teaching staff and the maintenance of viable class sizes.

CURRICULUM POLICY (SUMMARY)

The Governors see the curriculum as the principal instrument through which the school attempts to achieve its aims and view the curriculum as all those intended experiences to which a pupil is exposed while attending the school. Because the aims of the school refer to a much wider development than academic progression, the school's Curriculum Policy is concerned with more than a list of subjects and deals also with the intended method of delivery of these subjects.

Our Curriculum Policy recognises that St Columb's is a Catholic school which aims, through the totality of experiences in the school and through its religious education programme, to bring pupils to an awareness that faith in

* *Mathematics* *Physical Education (non-exam)*
Religious Studies *Science (Double Award)*
 (The possibility of offering individual Science subjects is kept under continuous review)

one from:

French *German*
Irish *Spanish*

and a selection of two others from:

<i>Applied Business Studies (Single Award)</i>	<i>Art and Design</i>	<i>Business Studies</i>
<i>Engineering</i>	<i>French</i>	<i>Geography</i>
<i>German</i>	<i>History</i>	<i>Information and Communications Technology</i>
<i>Irish</i>	<i>Moving Image Arts</i>	<i>Music</i>
<i>Physical Education (GCSE)</i>	<i>Spanish</i>	<i>Technology and Design</i>
<i>Journalism (CCEA)</i> (Twilight Class)		

*All students study English Language and Literature in Year 11. Pupils who have shown appropriate ability and commitment will be advised to study Further Mathematics and/or English Literature to GCSE-level.

Pupils selected for a tailored curriculum will be offered a GCSE in Learning for Life and Work instead of a Modern Language and will study Single Award Science. They will also undertake extra lessons in Mathematics and English.

Choice in these subjects is guided by the Pastoral Team, CEIAG staff and relevant subject teachers. The number of pupils selected may be restricted by the school's ability to provide appropriate teaching staff and by the need to maintain viable class sizes. Pupils who have demonstrated appropriate ability and commitment to study will be allowed to take Further Mathematics from the beginning of Year 11.

The organisation of pupils within Form Groups is mixed ability and the composition of teaching groups is dictated by subject choice. Pupils are entered for external qualifications in all subjects studied. Advice on the most appropriate level of entry is taken from the subject teacher in consultation with the Subject Leader.

CEIAG is incorporated into the Pastoral programme and Subject delivery and Employability in Key Stage 4. Pupils in Year 12 will also have one timetabled period of CEIAG per week.

(All the above subjects were available for Year 11 and 12 pupils in the 2015-2016 school year. Pupils and parents will be notified of any change for the 2016-2017 school year.)

**LEVEL THREE
 YEARS 13 AND 14**

In Years 13 and 14 subjects are chosen from the following:

ADVANCED LEVEL (A-LEVEL)

<i>Art and Design</i>	<i>Biology</i>	<i>Business Studies</i>
<i>Chemistry</i>	<i>Design and Technology</i>	<i>English Literature</i>
<i>French</i>	<i>Further Mathematics</i>	<i>Geography</i>
<i>German</i>	<i>Government and Politics</i>	<i>ICT/Digital Technology(from Sept. 2016)</i>
<i>History</i>	<i>Irish</i>	<i>Mathematics</i>
<i>Moving Image Arts (Single Award)</i>	<i>Music</i>	<i>Psychology</i>
<i>Physical Education/Sports Studies</i>	<i>Physics</i>	<i>Religious Education</i>
<i>Spanish</i>		

APPLIED ADVANCED LEVEL

ICT (Single Award)
Business Studies (Single Award)
Business Studies (Double Award)
Applied Science (Double Award)/Life and Health Science (Double Award)(from Sept. 2016)

BTEC NATIONAL CERTIFICATE

Construction (12 units)
Engineering (6 units)

ADVANCED SUBSIDIARY LEVEL (AS-LEVEL)

AS-levels are offered in all A-level subjects.

Pupils may also access a range of Post-16 subjects in other schools through the FLC. 52 students currently undertake a subject that is delivered through collaboration between St Columb's and another school in the FLC.

Subjects are chosen after consultation with parents, Form Tutors, CEIAG staff, subject teachers and pupils.

It is school policy to encourage Year 12 pupils to consider continuing in full-time education for a further two years in the school where this is considered to be appropriate for the individual pupil.

The present Entry Criteria to Sixth Form are set out in the school's Admissions Criteria for Year 13 and Year 14 and may be inspected at the Office or downloaded from the school website.

Pupils from other schools who have suitable qualifications are welcome into Sixth Form, as are pupils in the FLC who wish to study a subject not available in their own school. Pupils from St Columb's may, if circumstances permit, study a subject not offered on our curriculum, in another educational centre. Subjects currently undertaken by pupils in Years 13 or 14 include Catering, Health and Social Care, Journalism, Psychology and Software Systems Development.

The school recognises that different teaching and learning styles may be appropriate for different pupils and so has a policy of offering courses leading to Advanced Subsidiary Levels, Advanced Levels and Applied Advanced Levels.

Pupils may study four subjects at AS-level in Year 13. Criteria have been introduced in order to do so. A student will be required to study four AS-levels if he gains 14 points over five subjects {A* = 4 points; A = 3 points; B = 2 points; and C = 1 point}. (Double Award is the equivalent of 2 x AS-levels). In some circumstances a pupil may be advised to study three subjects at AS-level in Year 13 if it is considered that this will maximise his level of achievement.

In Year 14 pupils may decide to continue to study four subjects to A-level or to study three, having gained an AS qualification in the fourth. It is also acceptable for a student to study a new subject to AS-level in Year 14.

Our programmes of study in Sixth Form are tailored to give pupils the opportunity to study as wide a curriculum as possible and to ensure that an element of choice remains to the end of Year 13.

Two periods of Personal Religious and Social Education are included in the timetable in Year 13 and Year 14, along with three periods of Curriculum Enrichment in Year 13 and one period of Careers Education. In Year 14 CEIAG will be delivered through PRSE.

All pupils in Year 13 undertake Curriculum Enrichment where they may undertake a range of courses such as Cooking for University, Community Work or Certified Courses such as the PE Coaching qualification.

ABOUT OUR EXAMINATIONS POLICY

Pupils are prepared for GCSE examinations which they sit, in most subjects, at the end of Year 12. CCEA is the examination board currently used for GCSE subjects in Years 12, except for German and Physical Education. Modular GCSEs are undertaken in some subjects where students will sit approximately 50% of their exam in Year 11. Controlled Assessment is undertaken in a number of subjects and all pupils are provided with a calendar outlining schedules for the timing of Controlled Assessment and Modules in their various subjects.

Entries are generally made at higher level. If it is considered advisable to enter a pupil at any other level in a particular subject, his parents will be advised when a decision is reached.

In Sixth Form pupils are prepared for A-level and AS-level examinations and Applied AS/A-level qualifications. The majority of subject entries are made through CCEA. Details of other boards currently used at this level are as follow:

A-level

Design & Technology

Psychology

English

Sport & Physical Education

Edexcel

Assessment and Qualifications Alliance

Assessment and Qualifications Alliance

WJEC

BTEC

BTEC Level 3 Diploma in Construction (Double Award)Edexcel

It is the policy of the school to enter pupils for all subjects for which they have been prepared at GCSE, AS-level and A-level.

It should be noted that since examination syllabuses are continuously changing, it is possible that in the future a Subject Leader may decide to enter students with a different board to the one currently used.

St Columb's College has drawn up internal appeal procedures relating to internal assessment decisions. These procedures relate to internal assessments conducted by St Columb's College and submitted to an Awarding Body to contribute to GCSE, GCE, Applied A-level and BTEC awards. A full copy of these procedures is available to any pupil or parent at the school office.

HOMEWORK POLICY

The purposes of homework are:

- (a) to encourage a self-disciplined and self-motivating attitude to study;
 - (b) to consolidate and complement work begun with teachers in class;
 - (c) to develop good work habits and independent study skills;
 - (d) to encourage revision of work covered;
 - (e) to encourage and develop home-school links.
1. While a homework timetable is not considered to be appropriate, teachers need to take care to avoid overloading pupils.
 2. Departments will decide on the required number of homeworks per week - which should be related to the number of teaching periods. If a project or major homework is given to pupils over a week or more, then help should be given to assist pupils to structure the work.
 3. Homework will arise out of the demands of the course and may take the form of learning notes/diagrams, writing or preparing essays, preparing for class tests, practice in/revision of mathematical and scientific problems, completing classwork, projects, creative or descriptive writing or other forms of study relevant to the curriculum.
(See School Assessment Policy)
 4. Teachers will ensure that every pupil understands the work set and allow ample time to note it in his Planner/Daybook.
 5. The class teacher will ensure that everyone completes homework on time and in the correct book. He/she will request that such work be signed and dated by a parent where he/she thinks appropriate.
 6. Teachers, while not ignoring mistakes, omissions or poor quality work, will comment positively on homeworks and provide encouraging comments. Common errors will be highlighted and revised.
 7. Work will be returned to pupils as soon as possible and within a time specified by departments and the class teacher will keep an accurate record of key marks and grades. Homework grades for reports will be related to a defined departmental procedure (which might include common homeworks with marking schemes). Standardisation and moderation within departments will be carried out on a regular basis.
 8. Provision is made for pupils to use the library resources, before class begins, after the end of the school day and during the lunch break to carry out research for homework assignments.
 9. A Year 8 Planner/Daybook will be given to all pupils. This should be kept neat and tidy and used to record all homework. Pupils will tick off all completed work. Form teachers will make regular checks on individual and class homework set and the use of the Planner/Daybook. They will check homework presentation, detect pupils unable to cope, promote work through the form period and report serious problems to the Year Head who will, if necessary, contact parents. Subject teachers and Department Heads and members of the Management Team will also make spot checks on Planners/Daybooks.
 10. A synopsis of the key guidelines for teachers, pupils and parents relating to homework is included as a sub-section. These guidelines permit flexibility to allow for the incorporation of subject specific material.

SAFEGUARDING AND CHILD PROTECTION

St Columb's College has a primary responsibility for the care, welfare and safety of the pupils in our charge. Pupils learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and acquire the confidence and skills they need to keep themselves safe. All our staff and volunteers who will come into contact with children are subject to appropriate background checks. Staff have a Code of Practice for behaviour towards pupils. A full copy of the Child Protection Policy is available from the office.

Procedures for reporting suspected (or disclosed) child abuse

- 1 **The designated teacher for Safeguarding and Child Protection is Mrs Marie-Louise O'Kane. Her assistants are Mrs Ann-Louise Kirby, Mr Martin McIlveen, Mr Michael McLaughlin, Mrs Noleen Barr and Mr Brian Keys. In their absence, Mr FJM Madden will**

assume responsibility for Child Protection matters.

- 2 If a child makes a disclosure to a teacher or other member of staff which gives rise to concern about possible abuse, or if a member of staff has concerns about a child, **the member of staff will act promptly.**
- 3 **He/she will not investigate** - this is a matter for the Social Services - but will report these concerns immediately to the designated teacher, discuss the matter with him/her, and make a **'Note of Concern'** using Appendix 5b of the Child Protection Policy.
- 4 The designated teacher will discuss the matter with the Principal, as a matter of urgency, to plan a course of action, and ensure that a written record is made.
- 5 The Principal, in consultation with the designated teacher, will decide whether, in the best interests of the child, the matter needs to be referred to Social Services. **If there are concerns that the child may be at risk, the school is obliged to make a referral.** Unless there are concerns that a parent may be the possible abuser, the parents will be informed immediately.
- 6 The Principal may seek clarification or advice and consult with the Child Protection Support Service for Schools (CPSSS) or the Senior Social Worker before a referral is made. No decision to refer a case to Social Services will be made without the fullest consideration and or appropriate advice. **The safety of the child is our first priority.**
- 7 Where there are concerns about possible abuse, the designated teachers will inform:
Social Services; the Education and Library Board's Designated Officer for Child Protection (**This will be done in an envelope marked 'CONFIDENTIAL - CHILD PROTECTION'**).
- 8 If a complaint about possible child abuse is made against a member of staff, the Principal (or the designated teacher, if the Principal is not available) will be informed immediately. The above procedures will apply (unless the complaint is about the designated teacher). Where the matter is referred to Social Services, the member of staff will be removed from duties involving direct contact with pupils, and may be suspended from duty as a precautionary measure pending investigation by Social Services. The Chairman of the Board of Governors will be informed immediately.
- 9 If a complaint is made against the Principal, the designated teacher (or his/her deputy, if he/she is not available) will be informed immediately. He/she will inform the Chairman of the Board of Governors and together they will ensure that the necessary action is taken.
- 10 If any member of staff feels unsure about what to do if he/she has concerns about a child, or is unsure about being able to recognise the signs or symptoms of possible abuse, he/she should speak to the designated teacher.
- 11 It should be noted that information given to members of staff about possible child abuse cannot be held 'in confidence'. In the interests of the child, staff may need to share this information with other professionals. However, only those who need to know will be told.

Note:

During the school year there are occasions when the successes/achievements of pupils are recognised by the use of images/photographs which are displayed either in the school building, in the school publications in the local newspapers, in the school website.

The use of pupil images by the school is intended to enhance pupil achievement and contribute to a positive school ethos. However, respectful of the right to privacy, and in accordance with our Child Protection Policy and the UN Convention on the Rights of the Child, the school wishes to make parents aware that the consent of parents, and of pupils who have reached the age of 16, is required for the use of such images. Consent is sought at the registration stage for incoming pupils. Should a parent/pupil over the age of 16 wish to withdraw their consent for either the use of digital images/website they should do so in writing to the Principal or the Child Protection Officer.

PROVISION OF RELIGIOUS EDUCATION

In St Columb's the Religious Education of the pupils is accomplished in two equally important and complementary ways:

- (i) *through the totality of experiences in the College, and*
- (ii) *through the religious education programme.*

The 'totality of experiences' in our school includes such important elements as:

- *the commitment and personal lives of the teachers and pupils in an active Christian community;*
- *explicit reference to and respect for religious faith in all aspects of life in the school;*
- *frequent and meaningful liturgies;*
- *a high level of social concern through working for justice and peace;*
- *the existence of healthy links between school, family and parish.*
- *the provision of retreats at the end of each Key Stage.*

In the teaching programme, every pupil in Key Stage 3 attends at least three periods of Religious Education each week. Those following the GCSE syllabus have four periods per week and those following the AS/A2 syllabus in Religious Studies have eight periods per week.

Once a week, each Year Group comes together for collective worship; on the other four days each Form Group says prayers with the Form Tutor before Registration.

The school's Religious Studies Department supports the work of the Chaplaincy Team through the development of the spiritual life of our pupils.

The celebration of the Eucharist or Morning Prayer of the Church takes place every morning before registration at 8.40 a.m. in the school Oratory. All pupils and staff are invited to participate. In the second week of September Special Assemblies are held for each Year Group, to mark the beginning of the academic year. In mid-September the parents of Year 8 pupils are invited to the school for a Service of Commitment to ask for God's blessing on their sons' time in St Columb's. Parents are also invited to attend the Year 8 Mass during October.

Year 14 pupils begin the year with a Directed Retreat at Dromantine Retreat Centre in Newry. Retreat programmes are also provided for all other year groups throughout the year.

ABOUT OUR SPECIAL NEEDS POLICY

Mrs Sinéad McGonigle is Special Needs Co-ordinator; she is assisted by Mrs Siobhan Tohill, in her role as Assistant SENCO and Mr Brian Keys, Vice-Principal. All teachers, though training provided at INSET, were made familiar with the Code of Practice, pupils' IEPs and procedures for SEN referral. Each teacher was made aware of their responsibility - at subject level - to deal with students who have a special educational need. There was also greater involvement of Subject Leaders in the dissemination of SEN practices, during Department meetings. The SENCO provided regular feedback to the Pastoral Team during its monthly meetings.

The SENCO Team consisted of the Special Needs Co-ordinator, the Assistant SENCO, Mrs Bernadette McLaughlin, and 8 classroom assistants. Classroom assistants had responsibility for assigned pupils and also assisted in Learning Support. The designated area for SEN/Learning Support within the school is very well resourced and pupils can be tutored there on a one-to-one basis. Short term programmes in areas such as Self-esteem, Organisational Skills and Anger Management were also delivered by the SEN Department. Pupils also had access to IT facilities in the Learning Support Unit.

Our External Agency support included the Education Authority SEN Department, Educational Psychology Service, the Autistic Spectrum Advisory Support Service, SEBD Advisory Support and the EOTAS Programme.

RESPONSIBILITIES OF SUBJECT LEADERS

Core Purpose of the Subject Leader

In the context of the ethos, aims and mission of St Columb's College, to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

A: Strategic Direction and Development of the Subject

Subject leaders develop a strategic view within the context of the school's aims and policies, which guides subject policies, plans, targets and practices. They are responsible for:

- Reporting to Governors and to parents in accordance with school policy and practice.

- Developing and monitoring policies, plans, practices and targets for the subject which reflect the school aims and its commitment to high achievement and effective teaching and learning.
- Creating a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.

B: Teaching and Learning

- Planning, preparing and evaluating programmes of study to ensure curriculum coverage, continuity and progression in the subject for all pupils including those of high ability and those who need specific support - e.g. pupils who are clearly underachieving or have Special Educational Needs.
- Establishing and implementing clear policies and practices for assessing, recording and reporting on pupil achievement.
- Organising the setting and correction of internal examinations, including the production of mark schemes. Managing and moderating coursework.
- Setting expectations and targets for pupils and teachers in relation to standards of achievement and quality of teaching.
- Evaluating teaching and learning methods within the subject and providing guidance on appropriate matters to meet the needs of the subject and its pupils.
- Supporting subject staff in dealing with problem pupils.
- Ensuring where appropriate, through the subject, the effective development of the key transferable skills and educational themes as identified within the school's Curriculum Policy.
- Developing effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.

C: Leading and Managing Staff

- Leading and managing subject staff to establish clear expectations and constructive working relationships with one another and with pupils, to lead professional development of staff through example and support, and through effective subject meetings.
- Evaluating the effectiveness of subject staff as required by the Principal. Supporting subject staff through Early and Continuing Professional Development. Ensure that trainee staff and substitute teachers are appropriately monitored and supported.
- Providing opportunities for staff development through the provision of school based INSET and the attendance at externally provided courses and subsequent feedback.
- Delegating tasks within the subject as appropriate, to ensure a fair distribution of workload and to provide the opportunity for appropriate staff development.
- Working with the SENCO, pastoral and other staff to ensure that the needs of all pupils are being met within the school.

D: Efficient and Effective Deployment of Staff Resources

- Ensuring the effective and efficient management and organisation of learning resources. Ensuring that they are used efficiently, effectively and safely.
- Supervising the rooms designated to the subject and ensuring an effective and stimulating environment for the teaching and learning of the subject.
- Advising the Principal on the recruitment and deployment of staff.
- Ensuring that there is a safe working and learning environment.

E: Other professional requirements and Whole School Issues

- Establishing and maintaining effective working relationships with professional colleagues and parents.
- Participating as required in meetings with professional colleagues and parents in respect of duties and responsibilities of the post.
- Being aware of the need to take responsibility for one's own professional development.
- Making an important contribution, as a member of school management, to whole-school issues such as the maintenance of general school discipline and promoting reliability and punctuality by precept and example.

RESPONSIBILITIES OF CLASS TEACHERS

Core Purpose of the Class Teacher

In the context of the ethos, aims and mission of St Columb's College, to provide a high quality educational experience for all pupils.

A: Knowledge and Understanding

- Have knowledge and keep up-to-date with one's subject specialism(s) and with wider curriculum developments that are relevant to one's work as a teacher.
- Understand the factors which influence teaching and learning, and make good use of ICT and other skills for classroom and management support.
- Be familiar with the school's current systems and structures as outlined in school policy documents.

B: Planning, Teaching, Assessing and Class Management

- Attend class punctually and in doing so set an example to pupils.
- Work with the subject leader in planning courses according to the school's Aims and Curriculum Policy.
- Plan lessons and sequences of lessons to meet pupils' individual educational and learning needs.
- Ensure effective teaching of whole classes, groups and individuals, establishing high expectations of behaviour and attainment, so that teaching and learning objectives are met and that pupils achieve in a manner consistent with school and subject targets.
- Establish a positive and purposeful learning environment, setting and communicating with pupils realistic but challenging targets for improvement.
- Use a range of appropriate learning and teaching strategies and resources which take account of formative assessment information about pupils' learning styles and previous learning.
- Set and mark pupils' work, including homework in accordance with subject and school policies.
- Assess, record and report as required on pupils' progress and attainments and on their educational, social and personal needs.
- Maintain good order and discipline among pupils both in class and in the school generally, and safeguard their safety and health.
- Promote the general progress and well-being of individual pupils and of any form or group assigned to him/her, including the duties of a Form Tutor.

C: Other Professional Requirements and Whole School Issues

- Establish and maintain effective working relationships with professional colleagues and parents
- Cover for colleagues who may be absent.
- Participate in administrative and organisational tasks related to his/her duties.
- Advise and co-operate with colleagues on teaching materials and methods, programmes of study, assessment techniques, pastoral arrangements etc.
- Participate as required in meetings with professional colleagues and parents for curricular, administrative, organisational or pastoral purposes.
- Take responsibility for own professional development through professional self-review and appropriate in-service training by attending courses organised within the school or by other agencies.
- Use the outcomes of professional development to improve teaching and learning.
- Make an active contribution to the ethos, policies, aspirations and extra-curricular life of the school.

RESPONSIBILITIES OF THE FORM TUTOR

Core Purpose of the Form Tutor

In the context of the ethos, aims and mission of St Columb's College, the Form Tutor carries responsibility for the fullest possible development of the pupils in his/her care by co-ordinating the efforts of teachers, parents and Year Head for the benefit of the pupil.

The Tutor carries particular responsibility:

- To monitor all matters concerning the welfare, personal development and discipline of his/her pupils, with special reference to Assessment, Records of Achievement and special educational needs.
- To develop a trusting and caring relationship with pupils.
- To assist the Year Head in creating a positive spirit in the Year Group and in developing pride in pupils' achievements as individuals and as members of the school community.
- To be available to individual pupils in order to discuss matters of concern.
- To liaise with the Year Head and to consult with him/her regarding any problems of a serious nature.
- To contact parent(s)/guardian(s) when necessary.
- To keep accurate records of incidents or concerns regarding pupils and of any particular support offered.
- To promote awareness and understanding of the St Columb's College Code of Conduct.
- To encourage good punctuality and regular attendance.
- To take the pupil register and ensure the prompt explanation of pupil absence.
- To plan and efficiently use the daily registration period and the weekly tutorial period and in doing so to deliver the school's pastoral programme and to implement the registration checklist viz:
 - (a) Morning Prayer;
 - (b) Roll Call;
 - (c) Checking of homeworks, Daybooks/Planners;
 - (d) Reading of school notices;

- (e) Inspection of school uniform;
- (f) Addressing any issues which may affect the welfare of his/her form class.
- To monitor the academic progress of each pupil through regular discussion and target-setting with pupils, checking of Daybooks/Planners and through liaison with classroom teachers and parents.
- To contribute to the compilation of a full and accurate Record of Achievement for each pupil.
- To deliver the school's pastoral programme and relevant elements of the school's careers education programme as required.
- To report on their students in the required style and format.
- To participate in school target-setting at the appropriate times.
- To keep full and accurate records of pupil performance and behaviour.
- To assist their class in preparing for Assembly and in reinforcing announcements made at Assembly.
- To attend Assembly on the appointed day.
- To check on the provision and condition of pupils' text books and other resources.
- To encourage respect for school fabric.

ADVICE AND INFORMATION FOR TEACHERS

Teacher absent from school:

- 1 If absent because of illness or urgent reason, a teacher should notify Mr J Broderick (if possible, by telephone, to his home - Tel 71352318 before 7.55 a.m., or as early as possible to Buncrana Road - Tel 71285000).
The teacher should also notify the Principal by phone on the first day of absence and indicate the nature of the illness and the possible duration. If the Principal is unavailable, the Vice-Principal or other designated member of staff should be informed.
If a second day of absence is necessary, Mr Broderick should be informed for reasons of cover on the evening before. On return to school the teacher should report to the Principal and complete the Absence Declaration Form in accordance with the College Management of Attendance Policy.
- 2 Application for leave of absence for any other reason should be made to the Principal as early as possible. For in-service courses, approval of Subject Leader should be sought first.
- 3 Cover for absent teachers should be arranged as far as possible in advance. When necessary, temporary staff will be employed.

There is a Reserve Rota to replace absent teachers or to be responsible for a third study centre when necessary.

Morning Prayer: In the Registration Period, Morning Prayer should begin when the Second Bell rings, even if all the pupils are not yet present. Teachers should be present from the First Bell.

Assembly: The Year Head and Form Tutors organise and are present at Assembly.

Roll-call: Statutory Registration is taken during the Registration Period and Period 8 by the designated teacher.

Teachers withdrawing pupils from class for any reason should, in courtesy, seek the permission of the other teacher involved.

Discipline: Teachers are *in loco parentis*. Since welfare and discipline are two aspects of the same aim, they should encourage, advise and get to know their pupils, but should not allow over-familiarity. It is desirable that teachers use pupils' first names but not vice-versa. On the other hand, even when correction is necessary, the pupil should still be treated with respect. Criticism of other teachers by pupils should be firmly discouraged. In general, discipline should be both based upon and contribute to respect between pupils, teachers and other members of staff. It should be firm but not nagging or vindictive and need not exclude warmth or humour. No pupil should be referred to higher authority without prior communication and discussion. Merely mechanical writing of lines should not be imposed. Whole-class sanctions (including whole-class detention after school) are unacceptable. The Year Head should be consulted if a teacher is in doubt about acceptable sanctions. Teachers should become completely familiar with the procedures contained within the School Discipline/Positive Behaviour Management Policy Handbook.

Accidents: If necessary, the Year Head should be sent for, as well as a member of the First Aid Team. In the event of an accident a teacher should report at once to the Office and ensure that the accident is logged in the Accident Book.

Safety: Safety is the responsibility of every teacher in the school. Any potential danger should be drawn to the attention of Ms Fidelma Hegarty (HR & Finance Manager).

HOME-SCHOOL LINKS AND PASTORAL CARE

Home-School Links

The primary aim of St Columb's College is to promote in each pupil, through Catholic education, the fullest Christian human development of which he is capable. In order to meet this aim, we seek to create a dynamic interaction between home and school, recognising that education is a collaborative task shared by home, school and parish.

Parents are the first teachers of their children. The school and the parish build upon and extend this crucial role. There is a variety of links between home and school – both formal and informal. We firmly believe that an effective home-school partnership is vital to school and pupil improvement.

Staff regard the support and contribution of parents as key elements in the success of the school. The College undertakes to provide information regarding the educational progress of pupils to those who have parental responsibility. The College welcomes close contact with parent(s)/guardian(s) and wishes them to feel free to contact the school at any time. Our principle is one of openness of information at all times except where this might compromise the legitimate privacy of an individual pupil, parent or member of staff, or would compromise a statutory obligation of a school employee.

Parents receive clear information about the aims, organisation and day-to-day life and work of the school. Through the school Prospectus, Governors' Report to Parents, Introduction Booklets for Year 8 and Year 13, website and regular policy updates (usually posted to parents with the pupil reports), the College aims to keep parents fully informed of all school policies and procedures. A full list of school policies is available for inspection at the school office. Copies of school information or policies can be made available to parents on request (see also Publication Scheme on information available under the Freedom of Information Act 2000). The College welcomes pupil and parent views in the formulation, evaluation and review of all school policies. The Friends of St Columb's plays a valuable role in this regard. Information and Discussion Evenings are held with parents each year as well as special events to assist parents and pupils at important times of subject choice/careers planning.

Through the Year 8 Daybook, parents and teachers are able to keep open a strong positive line of communication regarding e.g. homework, academic achievement and progress, attendance, punctuality and conduct. Parents may be invited to the school to discuss particular aspects of pupil progress/conduct with the classroom teacher, Form Tutor, Year Head, Senior Teacher, Vice-Principal or Principal. Parents may make an appointment with any of these people by contacting the school office. The staff ensure that parental enquiries or concerns are dealt with sympathetically, promptly and effectively.

It is our belief that teachers are in partnership with parents in the process of teaching and learning. Parent-Teacher Meetings are held annually for each Year Group in order to give parents an opportunity to review with classroom teachers the formal school reports and educational progress of their sons. The school welcomes the co-operation and help of parents in the teaching and learning work of the school.

Parents are encouraged to support school events, e.g. Prizegiving Ceremonies, important sports events, school musicals or plays, Open Days, Year Group Masses etc. An invitation to events will normally be sent in advance.

Pastoral Care

The Primary Aim of St Columb's College is to promote in each pupil, through Catholic education, the fullest Christian human development of which he is capable. Towards achieving this aim, we have a comprehensive and highly structured programme of Pastoral Care. Each Form Group meets with its Form Tutor for a 15 minute registration period at the start of every school day. This ensures the successful monitoring of attendance, punctuality, standards of dress and behaviour, homework and overall progress. In every classroom we prominently display a poster promoting the core values that we expect to be fostered by all pupils, i.e:

1. I will show respect for myself, for others and for my school;
2. I will work to the best of my ability at all times;
3. I will be properly prepared for all my lessons and activities;
4. I will co-operate fully and contribute positively in all of my classes;
5. I will take responsibility for my words and actions.

During Years 10-14, Form Tutors are allocated one period per week with their Form Group. Year 8 and Year 9 pupils meet with their Tutors for two periods each week. At this time Form Tutors follow the programme of Pastoral Care prepared by Tutors, Year Heads and Senior Teachers. This is an effective element in our pastoral provision.

Each Year Head oversees the implementation of the programme relevant to his/her own Year Group; he/she meets regularly with the Form Tutors of his/her Year to ensure uniformity of interpretation and delivery of the programme, and to discuss any issues that may arise.

Year 8 pupils are accompanied to the school by their parents on Induction Day. Parents are encouraged to take an active interest in, and be supportive of, the work of the school. Many opportunities are provided for them to do so.

ST COLUMB'S COLLEGE CODE OF CONDUCT

RATIONALE AND EXPECTATIONS

The **Primary Aim** of St Columb's College is to promote in each pupil, through Catholic education, the fullest Christian human development of which he is capable.

- We seek to create a climate based on Christ's teaching where individuals will acquire a sense of responsibility to themselves, to each other and to our College.
- We believe that all members of the College community have a right to be valued and respected, so that teaching and learning can take place in a secure, welcoming and caring environment where pupils' abilities and talents are nurtured and developed to their full potential.
- We believe that good relationships between teachers, pupils and parent(s)/guardian(s) are essential if we are to attain our Primary Aim.
- We wish to encourage good behaviour amongst all our pupils believing that an atmosphere of mutual respect is conducive to learning and essential for the social and personal development of all members of our College community.
- We believe that teachers, parent(s)/guardian(s) and pupils share a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported and followed up.

We expect everyone in St Columb's College to:

- prepare well for school;
- work to the best of their ability at home and in school;
- show respect for themselves and others, adhering to the accepted conventions of courtesy and good manners;
- care for the school and community environment;
- show consideration for the health and safety of themselves and others.

Moral, disciplined and courteous behaviour is expected, not only in the classrooms and corridors of the College, but also in the community, on school buses, and at all College activities or functions, whether on or off the campus. In keeping with the philosophy of the College, that a school is as good as the reputation of its students, disciplinary action may be implemented in response to any off-campus behaviour that contravenes this Code of Conduct.

Parents may contact the school – by phone or in writing – to obtain copies of the school's Bullying Prevention, Child Protection, Drugs and Special Educational Needs Policies. Any concerns about a child's safety should be reported directly to the Designated Teachers. The designated teacher for Child Protection is Mrs Marie-Louise O'Kane. Her assistants are Mrs Ann-Louise Kirby, Mr Martin McIlveen and Mr Brian Keys. In their absence Mr FJM Madden will assume responsibility for Child Protection matters.

ST COLUMB'S COLLEGE RULES

The pupils of St Columb's College are required:

- to act with common sense and responsibility, showing respect, courtesy and consideration for others;
- to conduct themselves in a befitting manner on the way to and from school and whilst dressed in school uniform;
- to respect the authority of all the teaching and support staff as well as that of school transport workers and prefects;
- to observe the discipline that is proper to each part of the College or to particular activities within the College;
- to respect the health and safety of themselves and others at all times;
- to attend school regularly and arrive punctually for school and all classes;
- to remain on the College premises from 8.30 a.m. until 3.30 p.m. and attend all the requisite classes unless excused from so doing by the relevant authority;
- to provide a written explanation of any absence, immediately upon return, signed by a parent or guardian;
- to refrain from making appointments during school time when possible and to provide a written note in the daybook in advance explaining the details of any appointments.
- to complete all class assignments, homework and coursework on time and to the best of their ability;
- to maintain a neat and tidy appearance, wearing the correct College uniform and accepting the College standards regarding appearance;
- to respect the property of fellow pupils, the school and the community;
- to use all school equipment in accordance with established guidelines;
- to represent the College in any activity, if so requested, and to prepare properly to represent it worthily (unless it is decided otherwise by the College after consultation with a parent/guardian);
- to avoid the use of harmful substances including tobacco, e-cigarettes, alcohol, solvents and illicit drugs;

- to refrain from any unauthorised selling or buying of merchandise;
- to use only the designated areas and designated times for eating and drinking.

Students should be aware that progression from year to year is dependent on the following three criteria being fulfilled:

1. A positive behaviour report;
2. A good record of attendance and punctuality;
3. Evidence of a sustained academic endeavour.

IMPORTANT INFORMATION REGARDING PUPIL CONDUCT AND RESPONSIBILITIES

Security and the School Day

All visitors to the College should report immediately to Reception and 'sign-in'. Staff and pupils are asked to be alert for any intruders in the College grounds and buildings at any time, and to notify the General Office immediately if they have any concerns.

The College officially opens for pupils at 8.30 a.m. At 9.00 a.m. pupils are asked to proceed to Registration rooms. Teachers take AM Registration at 9.10 a.m. and PM Registration at 1.45 p.m. Class ends at 3.30 p.m. After-school activities begin at 3.30 p.m. A late bus leaves the College grounds at 4.45 p.m. The school officially closes for pupils at 5.00 p.m. After this time, any pupils found in the building are asked to move immediately to the main foyer area. Evening/night/weekend activities or meetings are arranged formally with the HR and Finance Manager.

Attendance

Pupils may not leave the College grounds from 8.30 a.m. until 3.30 p.m. without showing an Authorised Absence Pass (AAP) at Reception. Form Tutors should complete an AAP, during registration upon, receiving the permission of a parent/guardian (normally in the form of a signed note in the pupil's Daybook). The College accepts no responsibility for pupils who leave school, with or without permission. Pupils should report to their Form Tutor to be sign in if they arrive after 9.10 a.m.

Parent(s)/guardian(s) and pupils are advised not to make dental, medical or other types of appointments for pupils during school hours or to arrange family holidays during term time.

Health and Safety

- Pupils should not run or become involved in horseplay on the corridors at any time and should walk on the right hand side of corridors and stairwells to avoid congestion.
- When faced with any possible congestion, pupils should seek the nearest alternative route. Pupils should keep good order when arriving at and departing from Assemblies and all other large gatherings.
- Pupils are to carry bags in a safe manner, and should not abandon bags or leave bags at their feet when lining up on busy corridors. In the interests of health and safety, abandoned bags may be removed.
- When inside classrooms or other class areas, pupils should not be standing around but should be seated on chairs. They may not sit on window sills, classroom tables or benches. Pupils are reminded that they should not become involved in horseplay at any time. They must not interfere with blinds, school equipment (e.g. computers, audio equipment or classroom displays etc.). They must conduct themselves as they would be expected to when a teacher is in the room.
- Pupils are not to congregate in any prohibited area at any time (these include the areas at the side of/behind the school building from the Canteen round to the outside basketball court/the area between the PE changing rooms and the Sports Hall).
- Pupils should use the litter bins provided throughout the College buildings and grounds.
- Bullying of any kind will be viewed most seriously and dealt with in accordance with the school Bullying Prevention Policy.
- Physical or verbal assault will be viewed most seriously.
- Pupils must not be in possession of a knife or any other offensive weapon.
- Pupils must not bring cigarettes, e-cigarettes, lighters or matches to school. They must not smoke nor be in the company of a pupil who is smoking or drinking alcohol, either at school or on the way to and from school.
- Pupils must not bring alcohol, solvents or drugs into the school at any time. Possession of, use of or trafficking in illegal drugs will be viewed most seriously in accordance with the school Policy on Drugs.
- Tampering with security equipment, fire alarms, fire equipment or other safety equipment is strictly forbidden.

- A pupil who becomes concerned about the safety or well-being of a fellow pupil should let a member of staff know immediately.

The school's designated teacher for Child Protection issues is Mrs Marie-Louise O'Kane. Her assistants are Mrs Ann-Louise Kirby, Mr Martin McIlveen and Mr Michael McLaughlin (or Mr Brian Keys in their absence).

School Uniform

The school uniform consists of:

- Black blazer with College crest. The blazer must be worn at all times on the school corridors;
- Black trousers of conventional cut (no cords or jeans). Trousers must be worn in a conventional manner at the waist;
- Grey or white shirt, fully tucked in, with the top button fastened and with the appropriate Key Stage tie worn to the top;
- The appropriate Year badge which must be visible at all times. This badge remains the property of the school and must be replaced immediately if lost or mislaid;
- Grey v-necked pullover (if worn);
- Any **conventional** style of shoe or boot which must be wholly black (trainers are not acceptable).

In addition:

- Badges or emblems which are not school-related are not permitted on school clothing;
- Belts (if worn) must be wholly black and with a conventional buckle;
- Pupils are expected to be clean shaven. Any student not clean shaven will be given the opportunity to shave in school. If this opportunity is not availed of the student will be placed in the Study;
- Outlandish hairstyles or colours are not permitted - hair must be neat and presentable, and in keeping with the standards expected by the Principal. For health and safety reasons long hair must be tied back at all times;
- Ear-rings, studs or other visible piercings etc. must not be worn (Sixth Form students are permitted to wear a ring on one finger);
- Only the approved school uniform should be worn inside the school building between 9.10 a.m. and 3.30 p.m. This means that hooded tops and outside coats must be removed on entering the school building.

P.E. Uniform

Key Stage 3 pupils are requested to equip themselves with the official school rig-out. The official College playing colours for athletic and sporting activities are:

- Football jersey (royal blue/gold band and gold collar and cuffs);
- Socks (royal blue);
- Shorts (royal blue with band).

Books and Equipment

School books/equipment must be returned in good condition at the end of the school year.

The school computer system or other specialist equipment must be used in accordance with school guidelines.

Each pupil is expected to be in possession of his own Smartcard, for purposes of identification. This Smartcard remains the property of the school and must not be defaced or tampered with in any way. The Smartcard must be replaced immediately if defaced, tampered with, lost or mislaid.

Valuables (Mobile Phones/Personal Music Players etc.)

Pupils are advised not to bring valuables (personal music players, mobile phones, other electronic devices not required for school work) to school. St Columb's College will not be responsible for the loss of cash or valuables belonging to pupils.

Pupils are not permitted to use mobile phones **at any time** on the school premises or grounds or during any school activity. It is forbidden to bring mobile phones or any other unauthorised electronic device into examination centres. A pupil found to be using his mobile phone will have it confiscated for the duration of the school day. If it is being confiscated for the first time, the phone can be retrieved at 3.30 p.m. from the Year Heads' Office on production of a Smartcard. If a pupil has his mobile phone confiscated on more than one occasion, his parent(s)/guardian(s) will have to come to the school to collect the phone.

Pupils are not permitted to use personal music players during any class or other organised activity in the school. Personal music players may not at any time be used on the school corridors or be plugged into school computers/equipment except on the explicit instruction of a teacher to complete an activity relating to the lesson.

Car and Bicycle Parking

If bringing a bicycle to school, pupils must park and secure it at the bicycle port. If bringing a car or a motor bike, pupils must park same in the designated area for students, after completing the necessary forms. Pupils are not to park cars in the staff car park or loiter in that area. Cars, motor bikes and bicycles are parked in the school grounds at the owner's risk.

Eating/Drinking

Designated Areas:

- Canteen and Sixth Form Dining Area;
- Link Area;
- Science window benches during break time only;
- Seating areas in the Senior Building;
- Classrooms during break time only;
- Outside the College buildings (apart from the steps area along the main front/visitors' entrance to the College).

Designated Times: Break time and lunch time, before 9.10 a.m. or after 3.30 p.m.

Eating and drinking is forbidden on the College corridors at any time. *All rubbish should be disposed of in a litter bin. Pupils should not take food or drink out of the canteen to consume elsewhere.*

Locker Areas

Locker areas are out of bounds except at the following permitted times. A pupil may go to his own locker:

- Before Registration Period;
- During morning breaktime;
- At the start and end of the lunch period;
- Before and after P.E.;
- After last period.

It is a condition of enrolment to St Columb's College that parent(s)/guardian(s) and pupils agree to our Code of Conduct and to the interpretation placed upon it by the school Principal. Pupils who contravene the Code of Conduct will be subject to the school's disciplinary procedures.