Transition Year Programme Plan
2026/27

Moyle Park College

Coordinator's Welcome:

Transition Year in Moyle Park College is a vibrant, dynamic and student-centred programme that provides a unique opportunity for young people to grow, develop and mature as they transition into Senior Cycle. It is designed as a distinct and meaningful educational experience, offering students the time, space and flexibility to engage in learning that is both enjoyable and purposeful.

Our programme aims to nurture the development of the whole student. Alongside a strong core of academic learning, students are given opportunities to explore a wide range of subjects, modules and experiences that extend beyond the traditional curriculum. Through creative, physical, social and experiential learning, students are encouraged to discover their strengths, develop new skills and build confidence in their own abilities.

Transition Year at Moyle Park College places a strong emphasis on developing key competencies across knowledge, skills, values and dispositions. Students are supported in becoming more independent learners, taking greater responsibility for their own learning, engaging with new ways of thinking and reflecting on their progress. They are encouraged to embrace challenges, learn from experience and develop resilience as they navigate new opportunities.

A central feature of the programme is the opportunity for students to engage with the wider world. Through work experience and a wide range of extracurricular and co-curricular activities, students develop a deeper awareness of society, explore future pathways and begin to see themselves as active and responsible citizens at a local, national and global level.

Equally important is the focus on personal growth. Students are supported in developing important life skills such as communication, collaboration, leadership and self-management. They are encouraged to build positive relationships, show initiative and develop a strong sense of identity, wellbeing and belonging within the school community.

Our Transition Year programme is continually evolving. Through ongoing reflection, evaluation and collaboration between students, staff, parents and the wider community, we strive to ensure that the programme remains relevant, inclusive and responsive to the needs of our students.

We are very proud of the Transition Year experience we offer in Moyle Park College. From the outset, students are encouraged to step outside their comfort zones, embrace new challenges and fully engage with the opportunities presented to them. Each day, we aim to support and guide our students as they grow in confidence, maturity and independence, preparing them not only for Senior Cycle, but for life beyond school.

Mr. Luke O Mara
Transition Year Coordinator

School Mission Statement:

Moyle Park College is committed to the holistic development of every student. As a school community, comprising management, staff, parents and students, we aim to:

- Enable all students to fulfil their academic, intellectual, moral, spiritual, social, cultural and physical potential
- Foster personal responsibility, independence and self-awareness
- Promote a culture of mutual respect, inclusion and collaboration
- Support ongoing professional development and reflective practice among staff

This whole-school approach underpins the design and delivery of the Transition Year programme.

Transition Year at Moyle Park College:

'Embrace every challenge, explore every opportunity and make TY your year to grow'.

Transition Year in Moyle Park College is a transformative and student-centred programme that provides space and opportunity for meaningful learning experiences. Students are encouraged to step beyond their comfort zones, engage fully in school life and take increasing responsibility for their own learning and development. The programme supports students in becoming more confident, adaptable and reflective individuals, while fostering curiosity, creativity and a willingness to engage with new challenges and experiences.

Programme Context:

The Transition Year programme in Moyle Park College reflects a long-standing commitment to innovation, collaboration and responsiveness to student needs. Since its establishment, the programme has evolved through ongoing reflection, evaluation and consultation with students, staff, parents and the wider community. As a dynamic and flexible programme, Transition Year continues to adapt annually to ensure it remains relevant, inclusive and aligned with the changing educational, social and economic landscape.

Aims of Transition Year:

In line with national policy, the Transition Year programme aims to support the development of the whole student and to prepare them for their role as active, responsible and engaged members of society.

The Transition Year programme in Moyle Park College aims to:

- Support students in the transition from Junior Cycle to Senior Cycle through a broad and balanced curriculum.
- Promote personal growth, wellbeing and social development
- Develop key competencies including communication, collaboration, critical thinking, creativity and self-management.
- Foster independent, self-directed and reflective learning.
- Provide opportunities for students to explore a wide range of subjects, interests and learning experiences.
- Develop students' awareness of their role in society through civic, community and sustainable engagement.
- Support informed decision-making in relation to future education and career pathways through work experience and career exploration.
- Encourage initiative, leadership and active participation in school and community life.
- Recognise and celebrate student achievement across academic and non-academic areas.

By the end of Transition Year, students are supported to become more mature, confident and self-aware young people. They are better prepared for the challenges of Senior Cycle and equipped with the skills, competencies and experiences necessary for further education, training, employment and active participation in society.

The Transition Year programme in Moyle Park College supports the development of the Senior Cycle Key Competencies by providing students with opportunities to become effective communicators, collaborative learners, creative thinkers, and responsible, active citizens through a broad range of experiential and reflective learning activities.

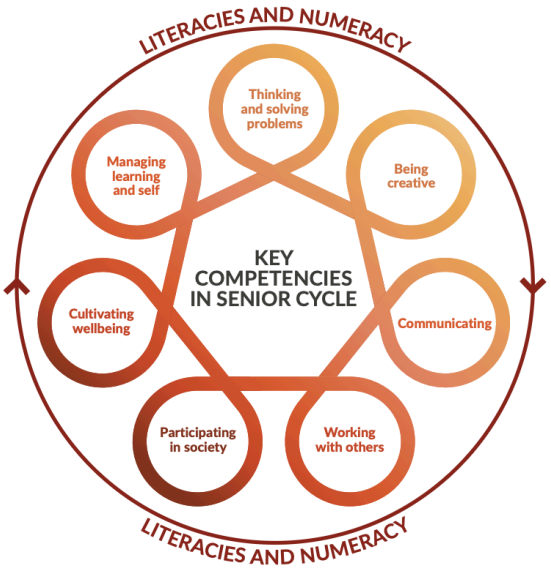


Figure 2: Overview of key competencies in senior cycle.

Promotion and Marketing of Transition Year:

Transition Year in Moyle Park College is promoted through a whole-school approach that reflects the value and impact of the programme within the wider school community. A clear and accessible understanding of TY is communicated to students, parents and staff to encourage participation and sustained engagement.

Promotion of TY includes:

- The school website and app- providing an overview of the programme and its key features.
- A dedicated TY noticeboard highlighting student activities, achievements and opportunities.
- A weekly whole school update email sent to the school community highlighting events, achievements and publicising the TY programme.
- Use of digital displays within the school to promote events, initiatives and student work.
- Open evenings, where prospective students and parents gain insight into the TY experience.
- Information sessions and materials for Third Year students and parents at Parent/Teacher meetings.
- Presentations delivered to Third Year groups by the TY team, outlining the structure, expectations and benefits of the programme.
- Involvement of current TY students in sharing their experiences and perspectives.

This approach ensures that students and parents are well-informed about the purpose and benefits of Transition Year, supporting informed decision-making and encouraging active participation in the programme.

Transition Year Enrolment Policy:

The Transition Year enrolment process in Moyle Park College is designed to be clear, inclusive and supportive, enabling students and parents to make informed decisions about participation in the programme. The TY induction process begins in November of Third Year. The TY team visits Third Year classes to provide an overview of the programme, including its structure, learning experiences and calendar of events.

Further information is provided at a TY information evening in January for students and parents. This session outlines the aims and expectations of the programme and includes contributions from current TY students, supporting engagement and informed decision-making. Students apply for the Transition Year programme as a whole rather than selecting individual subjects. The programme offers a broad and balanced curriculum aligned with national guidelines and designed to support student development across a range of experiences.

Application Process:

We strive to offer all students the opportunity to engage with the TY programme in Moyle Park College, yet where the number of applications for TY exceeds the number of places available to make viable classes, applicants will be placed on a waiting list. Places will be filled in line with the application criteria outlined below. Places on the programme will then be offered in accordance with each student's position on this waiting list.

Admission to TY is based on a structured application process that considers each student's readiness to engage with the programme. Selection is informed by:

- Personal Statement -Students outline their motivation for TY, what they hope to gain and how they will contribute to the programme. (50%)
- Attendance and Engagement -A student's attendance record and participation in school life (25%).
- Overall demonstration of responsibility, respect and positive engagement. (25%)

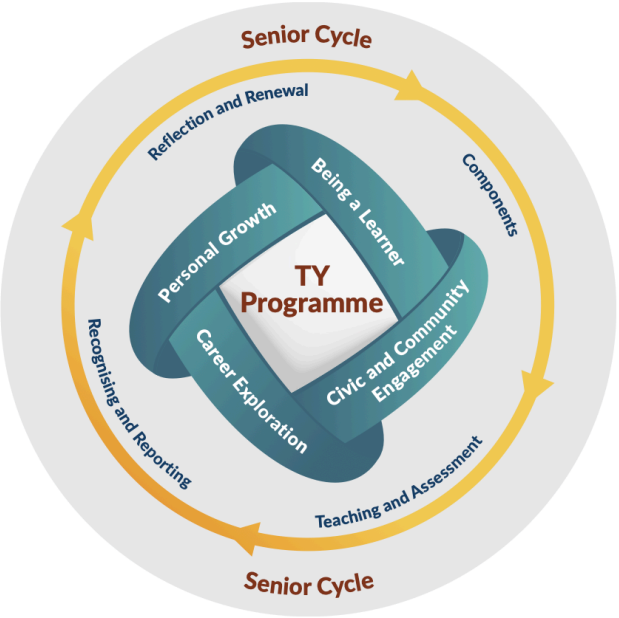
Applications are submitted via a TY application form, issued through Google Classroom in January. All applications must be completed and submitted by the specified deadline.The TY team consults with subject teachers, form tutors, Year Head and Guidance Counsellors to ensure a holistic and fair review of each application. Following acceptance, students and parents receive further information regarding key elements of the programme, including work experience arrangements. A formal induction for incoming TY students takes place at the beginning of the school year.

Programme Planning for Subjects:

The Transition Year programme in Moyle Park College is a flexible and evolving programme, designed to meet the needs, interests and abilities of each cohort of students. It is not bound by a fixed syllabus, allowing for innovation, responsiveness and continuous development through reflection and review.

The curriculum provides a broad range of meaningful and enjoyable learning experiences, combining experiential and traditional approaches where appropriate. Students are given opportunities to explore new areas of learning, develop confidence and self-awareness, and engage with a variety of academic, creative, physical and vocational experiences. These experiences support the development of key competencies, promote wellbeing, strengthen community links and support informed decision-making about future pathways.

The parameters to support schools in developing their TY programme are described through Student Dimensions and Curriculum Dimensions. This section opens by presenting the four Student Dimensions as the foundation for the development of a TY programme. The four Curriculum Dimensions provide the scaffolding to realise the ambition of the Student Dimensions.



Teaching and Learning Approaches:

Teaching and learning in Transition Year are characterised by student-centred, active and collaborative approaches that support engagement, creativity and independence. Teachers act as facilitators of learning, creating opportunities for students to take ownership of their learning and participate meaningfully in a wide range of experiences.

Methodologies include:

- Active and learner-focused strategies.
- Collaborative and group-based learning.
- Project work, investigations and presentations.
- Experiential learning, including fieldwork and out-of-school activities.
- Use of visiting speakers and external expertise.
- Role-play, simulations and discussion-based learning.
- Practical and skills-based activities.
- Opportunities for student voice and negotiated learning.

These approaches support the development of independent, reflective learners and align with the aims of Transition Year as a distinct and innovative programme within Senior Cycle.

Use of Digital Platforms and Resource Sharing:

Google Workspace is used across the Transition Year programme as the central platform for the organisation, storage and sharing of teaching, learning and assessment materials. All subjects provide a scheme of work for TY, accompanied by relevant resources (e.g. presentations, worksheets, digital content and assessment materials), which are maintained and updated on the TY Teachers Shared Drive.

This shared digital approach supports collaboration among staff, ensures consistency in programme delivery and provides a transparent and accessible record of planning and practice within the TY programme.

Programme Content:
Students will study the core subjects along with a sampling of a range of senior cycle subjects thus allowing a more informed subject choice at senior cycle and encouraging students to be more 'educationally adventurous'. These subject areas along with TY specific activities are listed below.

Core subjects:
- English
- Irish
- Maths
- European Language (French or Spanish)
- Physical Education
- Religion
- Beginners Chinese

Practical Subjects:
- World of Science
- Art
- Music
- Construction Studies, Design And Communications Technology, Engineering

Humanities:
- Music Performance
- Political Education
- Environmental Studies

Social, Personal & Vocational:
- Community Engagement - Vocational Preparation
- Work Experience - Vocational Preparation
- Career Guidance
- Digital Portfolio Class
- Enterprise/ VPG
- Leadership Skills
- SPHE

Sample of other activities/ initiatives:

- Bridge 21 (Trinity College Workshop)
- Tenderfoot - (Drama workshop linked to Civic Theatre Tallaght)
- Garda Workshops
- Visits to outside events (plays, cinema etc)
- Gaisce
- Guest Speakers
- Charity Fundraisers (e.g. Pink Day,Autism Ireland, Pieta House Darkness into Light)
- Fighting Words- Poetry Workshops
- ThinkLanguages Day/ Events
- World Skills Day in the RDS
- Student Enterprise Programme
- Army workshops
- Street Law Programme
- Trinity College Law Society Outreach Programme
- Clondalkin Tidy Towns Tree Planting
- UCD Geoscience Project
- Delphi Activity Center Trip
- Barbering Workshops
- First Aid training
- GAA Future leaders Programme
- LIFT Leadership Programme
- Forensic Science Workshops
- TA21 Programmes (Culture Works Week, Journalism Week, Art Works Week etc)

Transition Year Programme Statement:

The Transition Year programme in Moyle Park College is designed to provide a broad, balanced and meaningful range of learning experiences. All elements of the programme are planned to support student development across four key Student Dimensions:

Student Dimensions

The four Student Dimensions are the key foundations upon which TY programmes are designed. They describe how students can develop in TY and the experiences that can support this development. The Student Dimensions are described in Table 1.

Table 1: Student Dimensions.

Student Dimension	Description
Personal Growth	Students mature socially and emotionally over the course of the year, developing in areas that include health and wellbeing, autonomy, identity, empathy and leadership.
Being a Learner	Building on their previous experiences, students begin to develop as senior cycle students, embracing opportunities and strategies for learning that work best for the student now and into the future.
Civic and Community Engagement	Students make a positive difference in their schools, communities and society. They learn to act on their responsibilities and exercise their rights as local, national and global citizens in ethical and sustainable ways.
Career Exploration	Students explore diverse future pathways in a guided and coordinated manner, gaining first-hand workplace experience, and developing career-related competencies.

Each component of the TY programme in Moyle Park College contributes to one or more of these dimensions, ensuring a cohesive and student-centred experience.

1. **Personal Growth:**

Students are supported in developing as confident, self-aware and resilient individuals. The programme provides opportunities for students to build wellbeing, leadership, independence and interpersonal skills.

Key programme elements include:

- SPHE and Wellbeing initiatives
- Physical Education
- Life Skills modules
- Leadership Skills classes
- Extracurricular activities (e.g. school events, performances, trips)
- TY induction programme
- Student voice initiatives (surveys, feedback, leadership opportunities)

Through these experiences, students are encouraged to:

- Build confidence and self-belief
- Develop empathy and positive relationships
- Take initiative and leadership roles
- Reflect on their personal growth and wellbeing

2. **Being a Learner:**

Students develop as independent, motivated and reflective learners. The programme builds on Junior Cycle while preparing students for the demands of Senior Cycle.

Key programme elements include:

- Core subjects: English, Irish, Maths
- Language learning (French/Spanish/Chinese Studies)
- Sampling of senior cycle subjects (e.g. Engineering, Art, Music, Science)
- Information Technology
- Project-based learning
- Digital portfolio development

Teaching and learning approaches include:

- Active and student-centred methodologies
- Collaborative and group-based learning
- Project work and presentations
- Use of digital technologies

Students are supported to:

- Take ownership of their learning
- Develop effective study and research skills
- Engage with feedback and reflect on progress
- Explore different learning strategies

3. **Civic and Community Engagement:**

Students are encouraged to become active, responsible and informed citizens who contribute positively to their school and wider community.

Key programme elements include:

- Community Engagement class
- Environmental Studies
- History class- local tours
- Charity and fundraising initiatives
- School-based leadership and mentoring roles
- Participation in cultural and social awareness activities

Students are provided with opportunities to:

- Engage with local and wider communities
- Develop empathy and social awareness
- Understand issues such as sustainability and social justice
- Work collaboratively towards shared goals

This dimension reflects the school's strong commitment to wellbeing, inclusion and community partnership.

4. **Career Exploration:**

Students explore a wide range of future pathways and develop an understanding of the world of work.

Key programme elements include:

- Work Experience (two separate blocks)
- Career Guidance classes
- Vocational Preparation modules
- Guest speakers and workshops
- Participation in external programmes (e.g. college access initiatives, enterprise programmes)
- Exposure to apprenticeships, further education and higher education pathways

Students are supported to:

- Reflect on their interests, strengths and values
- Develop workplace skills and behaviours
- Make informed subject and career choices
- Understand the link between education and future opportunities

Additional Programme Experiences:

A key strength of the TY programme in Moyle Park College is the wide range of additional learning experiences, which support all four Student Dimensions.

These include:

- Educational trips and tours
- Workshops and visiting speakers
- Participation in national programmes and competitions
- Creative and performance-based activities
- School-based initiatives and themed events

These experiences are flexible and may vary from year to year, ensuring the programme remains dynamic, relevant and responsive to student needs.

Work Experience:

Work Experience is a core component of the Transition Year programme and is supported through the Vocational Preparation Guidance module on the TY timetable. This module prepares students for the expectations of the workplace and supports the development of key skills for adult and working life.

Students complete four weeks of work experience across the school year (two weeks in October and two weeks in February). Dates are outlined in the TY Calendar. Students and parents are informed in advance. Work experience provides students with meaningful opportunities to engage with the world of work and supports the aims of the TY Programme Statement:

- Personal Growth through the development of confidence, independence and responsibility
- Being a Learner through reflective and experiential learning
- Career Exploration through direct engagement with workplaces and career pathways

Students are responsible for sourcing their own placements, which must be approved by the school. Placement details and contact information are submitted via a shared platform.

Each student is provided with a Work Experience Pack, which includes:

- Employer letter
- Employer evaluation form
- School insurance documentation
- Student diary/ reflection log

Students are required to complete their diary daily and use this to reflect on their learning. This forms part of their digital portfolio and contributes to TY assessment. Employers provide feedback on student attendance, engagement and performance. Students are expected to maintain regular attendance and communicate appropriately with both the employer and the school in the event of absence. The school may contact employers or conduct visits to monitor student progress and support learning.

Assessment and Certification in TY:

Assessment in Transition Year in Moyle Park College is an integral part of the learning process. It is designed to support student development, recognise achievement and provide meaningful feedback across all aspects of the programme.

Assessment reflects the broad aims of Transition Year and captures student progress across the four Student Dimensions: Personal Growth, Being a Learner, Civic and Community Engagement and Career Exploration.

Assessment in TY is varied, continuous and student-centred. It focuses on supporting learning rather than solely measuring outcomes and provides students with opportunities to demonstrate their learning in a range of ways. This includes ongoing formative assessment, summative assessment at key points in the year, and opportunities for self-assessment and peer assessment to support reflection and independence.

A wide range of assessment methods are used across the programme, including project work, presentations, practical and skills-based tasks, written assignments, participation in activities, and feedback from work experience and community placement. These approaches support active engagement and allow students to demonstrate a broad range of skills and competencies.

The digital portfolio is a central element of assessment and reporting in Transition Year. It provides evidence of student learning, reflection and development throughout the year and supports both formative assessment and end-of-year reflection. Students formally present their digital portfolio twice during the year to the TY team and school management. These presentations provide students with the opportunity to articulate their learning, reflect on their progress and showcase their development across the programme.

Transition Year in Moyle Park College operates a structured credit-based system which recognises student engagement, participation and achievement. Students can achieve up to 130 credits per session (August–December and January–May), with credits awarded for subject work, portfolio completion, work experience, community placement, attendance, punctuality and participation in school activities.

Final certification is awarded based on the total number of credits achieved:

- Distinction: 200- 260 credits
- Higher Merit: 130–199 credits
- Merit: 80-129
- Pass: 40–79 credits
- Unsuccessful: less than 40 credits

Student progress is reported through ongoing teacher feedback, Christmas and Summer reports, digital portfolio development, reflection activities and input from work experience providers. Reporting provides a broad picture of student learning and development and recognises achievement across all areas of the programme.

Assessment in Transition Year is closely aligned with the four Student Dimensions. Through a wide range of assessment approaches, students are supported in their personal growth, development as learners, engagement with their community and exploration of future pathways. The digital portfolio and reflective practices enable students to make their learning visible across these areas, ensuring that assessment captures not only academic progress but also the broader development of the student as a confident, capable and engaged young person.

Digital Portfolio:

A central and integral feature of the Transition Year programme in Moyle Park College is the student digital portfolio. The portfolio provides a structured and meaningful way for students to document, reflect on and evaluate their learning and development throughout the year.

Students are supported in developing their portfolio on an ongoing basis and are guided in how to use it as a tool for reflection, self-assessment and personal growth. The portfolio captures a broad range of learning experiences across all aspects of the programme and reflects the uniqueness of each student's TY journey.

Through the digital portfolio, students are supported to:

- Document and organise their learning experiences across subjects, modules and activities.
- Reflect critically on key experiences, identifying what they have learned and how they have developed.
- Track their progress across the four Student Dimensions: Personal Growth, Being a Learner, Civic and Community Engagement and Career Exploration.
- Set personal and learning goals and review these regularly over the course of the year.
- Showcase achievements, skills development and key milestones.
- Develop digital, communication and presentation skills.

The portfolio is embedded within teaching and learning and is supported through dedicated class time and guidance from teachers. It encourages students to take ownership of their learning and to become more reflective and self-directed learners.

The digital portfolio plays a key role in assessment and reporting in Transition Year. It provides evidence of student engagement, progress and achievement and forms part of ongoing formative assessment. It also supports end-of-year reflection, where students have the opportunity to present or discuss their learning and development. TY students formally present their digital portfolios to the TY and School Leadership Team twice a year to showcase their continued learning and growth.

Overall, the digital portfolio supports a broader understanding of student achievement, recognising learning across academic, personal and experiential domains, in line with the aims of the Transition Year programme.

Celebration of Learning:

The Transition Year programme culminates in an end-of-year graduation ceremony, attended by students, parents, staff and school management. This event provides students with an opportunity to showcase their learning, reflect on their experiences and celebrate their achievements.

Students play an active role in organising the event, demonstrating initiative, collaboration and leadership. Each student receives a TY Certificate of Achievement (Pass, Merit or Distinction), along with recognition for participation in a range of programme activities. Student achievement is further acknowledged through awards, including TY Student of the Year.

Programme Evaluation:

Evaluation is an integral and ongoing feature of the Transition Year programme in Moyle Park College. It supports continuous improvement and ensures the programme remains relevant, responsive and aligned with student needs. A range of stakeholders contribute to the evaluation process, including students, teachers and parents. Feedback is gathered through student surveys (two per academic year), discussions and informal reflection on subject modules, activities, speakers and overall programme experiences. Past students and parents are also invited to provide feedback. This evidence is used to inform planning, review and ongoing development of the programme.

Teachers regularly monitor and reflect on student engagement, attitudes and participation, allowing for responsive adjustments to teaching and learning throughout the year. Student progress is formally reported through Christmas and Summer reports, which provide a broad overview of development across areas such as performance, engagement, initiative, participation, attitude, assignments, knowledge and attendance. This supports a holistic understanding of each student's experience in Transition Year.

Reporting

There are three elements to reporting in TY, as shown in Figure 4. They are:

- the student's TY portfolio
- student reflection
- school reporting.

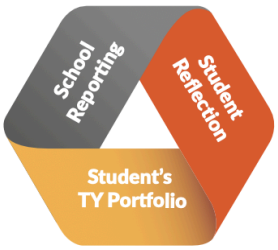


Figure 4: Three Elements to reporting

Inclusion and AEN:

The Transition Year programme is underpinned by the school's commitment to inclusion, ensuring that all students are supported to participate fully in a broad and balanced educational experience. In line with the TY Programme Statement, the programme is designed to nurture each student's personal growth, learning development, wellbeing, and future pathways.

Students with additional educational needs, including those with learning, emotional, behavioural, physical, sensory or exceptional abilities, are supported through a whole-school, student-centred approach. The programme promotes equality of access, participation and achievement for all students.

Our approach aims to:

- support students in developing confidence, independence and self-esteem (Personal Growth).
- foster engagement in learning through varied, experiential and differentiated teaching approaches (Being a Learner).
- encourage participation in all aspects of school life, including co-curricular and community-based activities (Civic and Community Engagement).
- support informed decision-making in relation to subject choice and future pathways (Career Exploration).

Identification of student needs is informed by a range of measures including liaison with primary schools, standardised testing, ongoing assessment and collaboration with parents, teachers and support teams.

An inclusive curriculum is central to TY. Students are provided with opportunities to experience a wide range of subjects and learning contexts, supporting informed subject choices for senior cycle. Mixed-ability settings, access to digital learning, and differentiated supports ensure all students can engage meaningfully with the programme. Students with additional needs are supported to access the curriculum and participate fully in TY activities, in line with school policy and Department of Education guidelines.

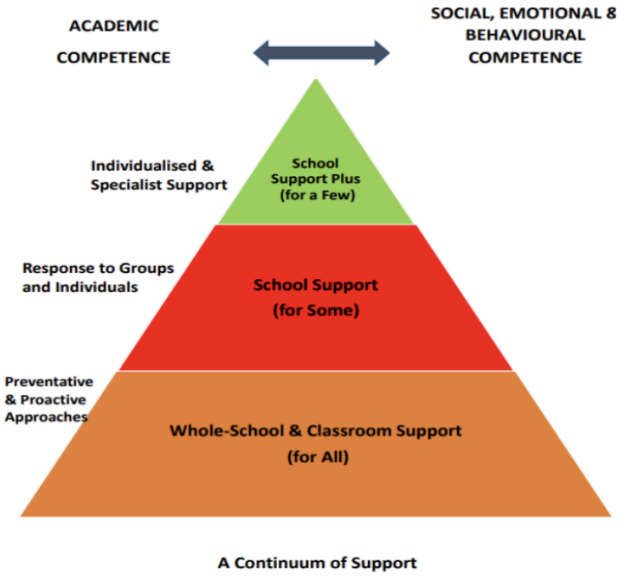
Model of Additional Education Teaching Support:

Additional Education Teaching Support in Moyle Park College is organised in line with the NEPS 'A Continuum of Support for Post-Primary Schools' (DES, 2007) model. According to this model, support is organised at three different levels:

- Support for ALL students,
- School Support (for some students)
- School Support Plus (for a few students)

The Department has set out the Continuum of Support framework to assist schools in identifying and responding to students' needs. This framework recognises that additional educational needs occur along a continuum, ranging from mild to severe, and from transient to long term, and that students require different levels of support

depending on their identified educational needs. Using this framework helps to ensure that interventions are incremental, moving from class-based interventions to more intensive and individualised support, and that they are informed by careful monitoring of progress. School Inclusion Model Pilot Frontloaded Allocation of Special Needs Assistant Support for Students in Primary and Post Primary Mainstream Classes (2020) p.4.)



Please see a link to Moyle Park College's Inclusion Policy:

2026 Inclusion Policy

Transition Year Tours Policy:

The Transition Year programme includes a range of tours, trips and off-site learning experiences designed to enhance student learning and support the aims of the TY Programme Statement. These experiences form an integral part of TY and contribute to students' personal, social and educational development. Students and parents sign a general permission slip at the start of the academic year acting as a cover for all TY trips.

TY tours provide valuable opportunities for experiential learning beyond the classroom. They support the development of independence, teamwork, resilience

and social awareness, while also enriching subject learning and broadening students' horizons.

In line with the TY Programme Statement, tours and trips contribute to:

- Personal Growth through the development of confidence, independence and wellbeing.
- Being a Learner through active, experiential and reflective learning.
- Civic and Community Engagement through exposure to wider social, cultural and environmental contexts.
- Career Exploration through engagement with real-world settings and experiences.

The trips may include:

- Educational visits (e.g. museums, cultural institutions, third-level institutions).
- Outdoor and team-building experiences (e.g. adventure centres such as Delphi).
- Cultural and language-based trips.
- Careers and further education visits.
- One-day and multi-day trips.

All tours are planned in advance and are subject to approval by school management. Organisation of tours will:

- align with the educational aims of the TY programme.
- ensure value for money and accessibility for all students.
- follow school policies in relation to health and safety, risk assessment and child protection.

Every effort is made to ensure that tours are accessible to all students. Costs are kept as reasonable as possible and are supported, where appropriate, through the TY fee.

Students are expected to represent the school positively at all times while on tours. Participation is conditional on:

- appropriate behaviour and adherence to the school's Code of Behaviour.
- engagement with the educational purpose of the trip.
- respect for staff, peers and members of the public.

Failure to meet these expectations may result in withdrawal from a future tour.

Tours and trips are reviewed as part of the ongoing evaluation of the TY programme. Student voice and feedback are considered in planning future experiences, in line with whole-school self-evaluation practices. See school tours policy for further details.

Roles & Responsibilities:

Roles and Responsibilities of School Management:

The senior leadership team provides strategic leadership and oversight of the Transition Year programme. They ensure that TY is embedded within the school's curriculum and aligned with School Self-Evaluation priorities, the school wellbeing policy and the TY Programme Statement.

School management supports the effective planning, implementation and ongoing evaluation of the programme. This includes overseeing programme structure, timetabling, staffing and resource allocation, and ensuring that TY maintains a high-quality, student-centred and experiential approach to learning.

Management works collaboratively with the TY Coordinator and teaching team to support innovation, promote best practice and respond to the evolving needs of students. They also ensure that appropriate systems are in place for monitoring student progress, wellbeing and engagement.

The leadership of school management ensures that the TY programme operates in line with all relevant Department of Education requirements, including child protection, health and safety, and school policy.

Roles and Responsibilities of the TY Coordinator:

The Transition Year Coordinator is responsible for the overall leadership, development and effective implementation of the TY programme in line with the TY Programme Statement, School Self-Evaluation priorities and the school's wellbeing policy. The role is both strategic and operational, ensuring a high-quality, student-centred programme that supports all learners.

Programme Leadership and Development

- Design and oversee the overall TY programme structure
- Develop and manage the annual TY calendar
- Align TY with SSE priorities and the school wellbeing policy
- Lead the annual review and evaluation of the TY programme
- Develop and refine TY modules and cross-curricular initiatives
- Contribute to whole-school policy development and improvement planning in relation to TY

Teaching and Learning

- Design and manage the TY credit and assessment framework
- Oversee TY digital portfolios and assessment practices
- Liaise with subject teachers regarding student engagement and progress
- Monitor academic progress and identify students at risk of disengagement

Team Leadership and Coordination

- Lead and coordinate the TY core team

- Chair meetings, set agendas and maintain shared documentation
- Induct and support staff involved in TY
- Promote engagement in CPD and share best practice

Programme Organisation and Delivery

- Plan and deliver TY induction programmes
- Source and coordinate external workshops, speakers and experiential learning
- Organise major TY events, trips and cultural experiences
- Coordinate and monitor work experience and other programme elements
- Oversee student participation in leadership and award programmes
- Promote and develop TY culture and identity within the school

Student Support and Wellbeing

- Monitor attendance, punctuality and behaviour in line with school policy
- Conduct restorative and disciplinary meetings where required
- Identify and respond to student wellbeing concerns
- Refer and liaise with Guidance, SEN, SCP and the Core Care Team
- Communicate and meet with parents regarding student progress, behaviour and wellbeing
- Maintain accurate records of interventions and communications
- Ensure all safeguarding concerns are reported in line with DLP procedures

Communication and Administration

- Draft and distribute TY communications to parents, staff and students
- Publish weekly TY updates and promote TY activities
- Maintain accurate administrative systems, records and documentation
- Liaise with senior leadership regarding timetabling and programme development
- Manage the TY budget and oversee financial tracking
- Liaise with external agencies, employers and third-level institutions

Quality Assurance and Compliance

- Coordinate preparation for TY inspections and lead programme review processes
- Embed and act upon student voice structures
- Oversee recognition, celebration and award events
- Prepare reports for senior leadership

Roles and Responsibilities of TY Form Teachers:

TY Form Teachers play a key role in supporting students' day-to-day experience of the Transition Year programme, with a particular focus on student wellbeing, engagement and progress.

Form Teachers:

- build positive relationships with students and create a supportive, inclusive classroom environment

- monitor attendance, punctuality and behaviour in line with the school's Code of Behaviour
- support students in engaging with all aspects of the TY programme, including subject modules, initiatives and experiential learning opportunities
- assist students in managing their workload, keeping up to date with assignments and preparing for key TY milestones
- communicate regularly with parents/guardians regarding student progress, attendance and wellbeing
- liaise with the TY Coordinator, subject teachers and support teams (Guidance, SEN, SCP, Core Care Team) as required
- identify and respond to student wellbeing needs and refer concerns in line with school procedures
- contribute to the promotion of a positive TY culture within the year group

Roles and Responsibilities of Classroom Teachers:

Classroom teachers play a central role in delivering a high-quality, engaging and student-centred TY programme.

Classroom teachers are expected to:

- deliver TY modules and subject experiences that reflect the principles of the TY Programme Statement, with an emphasis on active, experiential and student-centred learning
- support and facilitate TY initiatives, cross-curricular activities and programme events
- provide clear learning intentions and success criteria to support student progress and effective feedback
- assess and monitor student learning in line with the TY credit and assessment framework
- support students in developing their digital portfolios through the inclusion of work samples and reflective practice
- affirm and celebrate student effort, achievement and participation
- engage with TY resources, CPD opportunities and collaborative planning to enhance teaching and learning
- liaise with the TY Coordinator, form teachers and relevant support staff regarding student engagement and progress

Through their practice, classroom teachers support the development of students in line with the TY Programme Statement:

- Personal Growth
- Being a Learner
- Civic and Community Engagement
- Career Exploration

Roles and Responsibilities of TY Students

Students are expected to actively engage with all aspects of the Transition Year programme, including subject modules, initiatives, experiential learning opportunities and reflective practices such as digital portfolios and profiling.

Students should:

- participate fully in all classes, activities and TY initiatives, demonstrating commitment and a positive attitude to learning
- take responsibility for their own learning by keeping up to date with classwork, assignments and digital portfolio requirements, particularly following absence at trips/ events.
- maintain and organise their TY materials, including subject materials, certificates and records of achievement etc.
- engage in reflective practice, using their digital portfolio to document, review and showcase their learning across the year
- contribute positively to the TY experience, including participation in events, celebrations and whole-school activities
- demonstrate respect for staff, peers and the wider community, both in school and during external activities

Through active participation and engagement, students are supported in developing independence, responsibility and key skills in line with the TY Programme Statement:

- Personal Growth
- Being a Learner
- Civic and Community Engagement
- Career Exploration

Roles and Responsibilities of Parents / Guardians

Parents/guardians play an important role in supporting the success of the Transition Year programme and their child's engagement with it.

Parents/guardians are encouraged to:

- attend TY-related events where possible, including information evenings, celebrations, performances and award ceremonies
- support and encourage their child to participate fully in all aspects of the programme, including school-based and extracurricular activities
- engage positively with the school and maintain open communication with the TY Coordinator and relevant staff
- support their child in managing commitments, including work experience, assignments and digital portfolio development
- uphold and support the school's TY policy and Code of Behaviour

Through active partnership, parents/guardians contribute to students' personal development, wellbeing and overall TY experience.