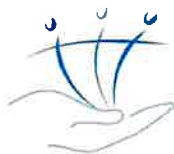


# CTI Clonmel



## Raheen College & Gaelcholáiste Chéitinn

**RAHEEN  
COLLEGE**



Date: May 2025

## Junior Certificate Schools Programme (JCSP) Statement



Riailtas na hÉireann  
Government of Ireland



Có-mhaoinithe ag an  
Aontas Eorpach

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## **CTI Clonmel Mission Statement**

The role of our school is to facilitate the students of Clonmel and its environs in the acquisition of general and specialised education. CTI Clonmel is under the patronage of Tipperary Education and Training Board. ETB schools are state, co-educational, multid denominational schools underpinned by the core values of:

- Excellence
- Care
- Equality
- Community
- Respect



CTI Clonmel provides students with equal opportunities for enrolment in line with the Education (Admissions to School) Act 2018. Once enrolled, our school strives to provide all students with equal opportunities to engage with the curriculum and school life. We strive to enable every student to realise their full potential regardless of any aspect of their identity or background. Our school

- provides a safe physical and social environment that reinforces a sense of belonging to the school community and wider society
- promotes a fully inclusive education that recognises the plurality of identities, beliefs and values held by students, parents and staff
- prepare open-minded, culturally sensitive and responsible citizens with a strong sense of shared values
- treats equally students of all religions and beliefs. The school environment and activities do not privilege any group over another whilst at the same time acknowledging and facilitating students of all religions and beliefs.

## **WHAT IS J.C.S.P.?**

The Junior Certificate School Programme is a national programme funded by the Department of Education and supported by the National Council for Curriculum and Assessment (N.C.C.A). The JCSP programme was set up as a measure under DEIS as a social inclusion programme to try and combat any educational disadvantage experienced by students. JCSP is designed to support students who experience difficulties transitioning from primary to post primary school or those who are at risk of not remaining in school to sit Junior Cycle examinations.

Students work is continuously monitored in classes to ensure that students engage with the curriculum and to achieve success at school. At the end of the junior cycle, students receive an official certificate of their achievements, validated by the Department of Education, in addition to their Junior Cycle Profile of Achievement.

## **J.C.S.P. RATIONALE**

The Junior Certificate School Programme is based on the concept that all young people are capable of real success in school and that they can have a positive experience of school if the conditions are favourable. The programme is a national Department of Education Programme within the Junior Cycle aimed at students who may leave school early. Every year, in Ireland, a small group of students leave school, some of them without attempting any of the state examinations. For many of these young people, their experience of school has been one of failure and alienation. The J.C.S.P. has been designed to ensure that these young people can benefit from their time in school and enjoy the experience of improvement and success. Students cannot fail J.C.S.P. The Programme is about success. Achievable statements are carefully chosen. Students get an opportunity to complete a series of statements and build their own success profile; a profile listing all the things they can do.

## J.C.S.P AIMS

The Junior Certificate School Programme attempts to help those students who are struggling to cope with school or are potential early school leavers by providing a curriculum and assessment framework suitable to their needs. On completion of the programme students receive a profile which is an official record of their achievements from the Department of Education.

The JCSP programme in CTI aims to target improvement in the following areas:

Attendance	Numeracy	Social skills
Attainment success	Involvement from home	Self esteem
Literacy	Communication skills	Behaviour

JCSP is about supporting the whole student in all areas of their development. Targets can be set under any of the themes above. Targets are set for students based on the professional discussion of teachers, members of SEN and management who have identified the difficulties faced by individual students. When a student reaches a target, he/she will receive completed statements. This will be evidenced with some examples of quality work and filed in the student's folder. The student folder is then a running record of achievement and can be shown at parent teacher days and celebrations. Students are very proud of this folder as it represents achievement and quality.

Every year a small number of students leave school without qualification – this can be because of their disadvantage but sometimes is because of the culture of schooling – school organisation and the learning experience. JCSP is aimed at students identified as at risk of leaving school early. The JCSP promotes active teaching and learning approaches, differentiated methodologies and a cross curricular approach where possible– this helps students with the difficult transition from primary school to second level. Annually, transition from primary school becomes a problem for a small number of students who do not make the transition well within

the first few months and so fail to engage at second level and reach their potential. These students are at risk of early school leaving and benefit from the JCSP programme. The JCSP programme not only looks at academic attainment, it also prioritises development of social skills and personal skills.

## **IMPLEMENTATION OF JCSP**

The implementation of the JCSP in CTI Clonmel reflects our mission statement to provide a more rounded and complete education for our students. The JCSP Team determines the statements that they will cover with their students based on the student need and skill level from the Student Profile Handbook/Online Statements. Teachers will give formative feedback to students on a regular basis and will monitor and award statements when 80% of the learning targets are achieved by the student. Students' completed statements will be entered onto the student profile and celebrations will be regularly held to mark student achievement.

Applications can be made for additional initiatives each September that support the achievement of the JCSP targets. These initiatives are governed by the existing DEIS or SSE targets. They are evaluated in May of the year of the initiative, with relevant assessment data submitted to support the initiative.

## **SELECTION CRITERIA**

JCSP identifies through profiling, at an early stage, the strengths and weaknesses of the individual students, their skills, knowledge and achievements, and prioritises the learning targets for each individual student. The selection of students for JCSP is conducted by the Principal, Deputy Principal, JCSP Coordinator and staff members of the core JCSP team. Consultation may also occur with the class tutor, subject teachers, HSCL, Guidance counsellor, learning support

teacher, parents, resource teacher, SCP coordinator and others where appropriate. Factors influencing the inclusion of students in the JCSP programme include:

- Low academic performance and repeated experiences of failure in learning in primary school
- Extreme maladaptive/disruptive behaviour in the primary school
- Poor results in the assessment tests, which are administered on-entry to CTI Clonmel and evaluated by the SEN and flagged if appropriate.
- Lack of confidence and low self-esteem
- Extreme difficulties with social interaction, not only with teachers but also with peers
- Serious deficits with basic skills, including literacy and numeracy, which interfere with their ability to cope with the normal demands of school and everyday life
- A record of high absenteeism from primary school/previous post primary school which has resulted in the intervention of outside agencies.
- Interview with parents / guardian/student
- Other issues/valid reasons raised by staff

Adding students to the original selection of JCSP students can be done at any time over the three years of the students Junior Cycle. Students who have fallen behind or who are beginning to show/experience difficulties from the list mentioned above will be monitored and included in the JCSP programme upon review. Students who have shown improvement and an ability to work on par with his/her peers not in the JCSP programme may be removed from the programme at any period within its 3-year cycle. However, the record of completed statements must be kept on record and entered in the final year of the programme to receive the awarded statements from JCSP.

## **ORGANISATION OF JCSP**

The core JCSP team meet to review the progress of students, select appropriate initiatives, review initiatives and maintain the progress charts of all students. Relevant information is passed on to staff informally or formally depending on subject matter.

### **Role of Coordinator**

The co-ordinator ensures that:

- All forms etc. for initiative application and evaluation are checked and submitted online
- That all profiles are entered online
- Profiles compiled by staff are maintained within the school and that appropriate timeframes for this to be done are set aside.
- Works with others on the selection of JCSP students
- Makes staff aware of any in-service or training days available
- JCSP resources are available to core staff and school staff as needed
- Minutes of all meetings are kept
- Dates are set for profile entry, celebrations and initiatives.
- Induction of new teachers to the JCSP core team.
- Links with parents maintained.

### **Core Team**

Co-Ordinator: Michelle Condon

Programme co-ordinator: Mairead Bergin

Representatives of teaching staff to include Numeracy, literacy and HSCL. (Personnel may change from year to year).



## DEVELOPMENT OF PROGRAMME

### Subjects taught to JCSP students in Junior Cert

Following a review of the subjects on offer and the needs of the JCSP students historically in the school, the JCSP team decided on the core subjects available. This list is subject to alteration depending on the needs of the students attending, availability of staff, availability of appropriate resources, timetable considerations etc. These subjects are taken by JCSP students in the Junior Cycle examinations and English, Irish and Maths are mandatory subjects for entrants.

Subjects may include:	
English	History
Irish	Computer Studies
Maths	SPHE
Applied Technology	Wood Technology
Home Economics	Visual Art
Engineering	Short Courses

This decision also aligns itself with the JCSP framework which posits the view that a successful programme should focus on a small cohort of staff, since this helps the student to identify with the programme more readily.

### JCSP Resources & Professional Development

There is a wide selection of JCSP resources from the storage area available to all staff. All teacher training and in-service provided by the JCSP are advertised on staff noticeboards by the JCSP co-ordinator.

## AWARDING STATEMENTS

Any teacher on the JCSP team, who has worked through a statement with a student, can recommend the awarding of that statement to the student. An important element in awarding statements is the teacher's professional judgement. The JCSP team considers this

recommendation at a profile meeting and collectively decides on the awarding of the statement. In general, a student can be awarded a statement when he or she has completed at least 80% of the learning targets and has displayed competence in the following four areas:

- **frequency** – almost always carries out the given task: (on 80 % plus of occasions)
- **accuracy** – accurate enough for a given purpose
- **independence** – can carry out the task almost totally independently
- **sustainability** – retains the knowledge or skill for about a month

The following assessment modes are used to assess the attainment of specific learning targets:

- oral assessment
- class work
- continuous assessment
- homework
- recall and retention of material
- completion of assignments
- project work
- end-of- topic tests
- oral revision activities
- group discussions
- standardised attainment tests
- student self-assessment
- peer assessment
- teacher observation

## **Recording Student Progress**

Having experimented with numerous methods of recording student progress, the core JCSP team decided to use a summary sheet to record the completed work of each student in each subject. This sheet is updated during the JCSP profile meetings throughout the year. Students currently receive their JCSP certificates at the end of third year.

## **FINANCES**

All JCSP funds for Initiatives are recorded and logged in the JCSP Co-Ordinators folder. Funds for JCSP Initiatives are allocated to the lead teacher to use appropriately, with all monies spent in accordance with Tipperary ETB regulations. All receipts are given to the JCSP Co-Ordinator. Unused funding must be recorded in the Initiative report when filled out by the Initiative leading teacher and as per directives, the JCSP offices are contacted at this point.

## **REVIEW OF THE PROGRAMME**

The JCSP will be reviewed and assessed at the end of each academic year. The review is carried out by the core JCSP team with ideas and points of interest from other staff members welcomed. This review allows the continual development of the programme within the school.

## **CROSS CURRICULAR APPROACH**

The JCSP Programme offers a more flexible approach than traditional subject based curriculum, as it encourages cross curricular links between all subjects on the curriculum. The aim of cross-curricular work is to provide students with an active, enquiring education which is grounded in the issues of everyday life. Cross-curricular work fosters learning through first-hand experience and active participation of students in planning, decision-making and in evaluating their work.

## PARENTAL INVOLVEMENT

Parental involvement is encouraged and welcomed in JCSP. The school frequently contacts parents/guardians with emphasis on passing on "good news". Parents are invited to become actively involved in their children's education by working with the school in encouraging good attendance, punctuality and homework and by praising progress made. The programme recognises the importance of regular feedback to parents and asks teachers to facilitate this communication through the following:

- Participation in the schools open night
- JCSP postcards sent home to recognise success
- Invitation to parents to attend JCSP celebrations

This policy was adopted by the Board of Management on 10<sup>th</sup> September 25 [date]

Signed: [Signature]  
Chairperson of the Board of Management

Signed: [Signature]  
Principal

Date: 10/9/25

Date of next review: \_\_\_\_\_