

**ANGUS COUNCIL**  
**EDUCATION COMMITTEE**  
**7 MARCH 2000**  
**GUIDANCE – DRAFT POLICY STATEMENT**  
**REPORT BY THE DIRECTOR OF EDUCATION**

**1 RECOMMENDATIONS**

It is recommended that the Education Committee:

- (i) approves the draft Guidance Policy Statement (Appendix) and authorises me to issue it to schools for implementation; and
- (ii) notes the national and local arrangements now in place to monitor and evaluate the effectiveness of provision in respect of Guidance and Pastoral Care in schools

**2 BACKGROUND**

- 2.1 At its meeting of 15 October 1996 (article 8 refers) the Education Committee approved proposals for enhanced Guidance complements in Angus Secondary Schools. These proposals were designed to enable schools to deal more effectively with the provision of personal, social, vocational and curricular advice and guidance to pupils.
- 2.2 A Guidance Steering Group which is now cross-sectoral in nature has been operating since November 1996. The main remit of the Steering Group is to support the co-ordination and development of Guidance and Pastoral Care initiatives in Angus schools.
- 2.3 The Steering Group has produced the enclosed draft Policy statement. I am pleased to endorse the contents of the statement and to acknowledge the considerable work which members of the group undertake on behalf of children and young people in Angus.
- 2.4 The Committee's approval of the contents of the enclosed draft and of its issue to Secondary Schools is now being sought; the Committee is also asked to note the relevance to the work of the Guidance Steering Group of the over-arching Education for Work policy framework which is the subject of a separate Report to the Education Committee.

**3 CONSULTATION**

In accordance with the Standing Orders of the Council, this report has been the subject of consultation with the Chief Executive, the Director of Law and Administration and the Director of Finance.

JIM ANDERSON  
Director of Education

**NOTE:** No background papers, as defined by Section 50D of the Local Government (Scotland) Act 1973 (other than any containing confidential or exempt information) were relied on to any material extent in preparing the above report.

**Appendix**



**DRAFT**  
**ANGUS COUNCIL**  
**EDUCATION DEPARTMENT**  
**GUIDANCE POLICY**  
**STATEMENT**

**February 2000**



DRAFT GUIDANCE POLICY STATEMENT

1 INTRODUCTION

- 1.1 While this policy statement focuses largely on the Guidance function in secondary schools, many of the issues have clear relevance in pre-5 and primary education.
- 1.2 Primary schools have long been aware of the importance of pastoral care in the educational process for their pupils. Key documents such as *The Heart of the Matter*, SCCC 1995, *Confidence to Learn*, HEBS 1998 and Tayside's Policy adopted by Angus Council, *Putting People First (1993)*, all contribute to promoting pastoral care in primary schools. Such documents are complemented by policy commitments in relation to Support for Learning, Education for Work, Equal Opportunities and Anti-bullying procedures.
- 1.3 Guidance/pastoral care is integral to the work of all schools. However, new developments in the primary sector may have to be addressed in the near future. At the time of writing, the GTC has established a task group to provide further advice in relation to pastoral care in primary schools.
- 1.4 For the purpose of this document the term **Guidance** is used to cover **Pastoral Care** in the widest sense.

2 RATIONALE

- 2.1 The rationale for Guidance in Scottish Secondary Schools is clearly stated in a number of major documents, in particular:  
*More than Feelings of Concern*, SCCC (1986)  
*Effective Learning and Teaching in Scottish Secondary Schools : Guidance SOEID (1996)*  
*Making the Difference - A GTC Report on the Professional Needs of Guidance Teachers GTC (1998)*
- 2.2 Angus Council endorses the statements made in these documents about the purpose of Guidance, all of which highlight the need to support holistically the personal educational and social development of pupils.
- 2.3 Guidance may be viewed as a continuing process in which pupils are continually challenged and supported to reach their potential in all aspects of their development.
- 2.4 The provision of Guidance is the shared responsibility of parents, school staff, support services and pupils themselves. This provision should take place within a supportive, caring climate where the views and values of all interested parties, not least individual pupils, are considered.

### 3 AIMS

3.1 Whole school policies, aims and programmes for Guidance should be developed in the context of a school's overall aims and values and should underpin the school's concern to support the holistic development of pupils.

3.2 In *More Than Feelings of Concern* (1986), a number of objectives were identified for schools to consider. These objectives remain relevant to both primary and secondary schools today and provide a foundation for the aims of Guidance.

#### 3.3 Aims of Guidance

- To ensure that each pupil knows and is known personally and in some depth by at least one member of the teaching staff.
- To promote and develop the pupils' personal, social and academic development.
- To monitor individual pupils' achievements and encourage pupils to review their progress and set realistic targets.
- To identify and respond to the specific needs of the individual.
- To systematise and make effective the recording and communication of information relevant to the educational progress and the welfare of individual pupils.
- To develop a positive relationship between the school and the home and to involve the home in all aspects of pupil development.
- To foster and make effective links with support services.
- To ensure effective support for pupils at times of transition and stages of transfer.

### 4 GUIDANCE ARRANGEMENTS AND STRUCTURES

4.1 Angus Council supports the view that Guidance is a whole school responsibility and that **all** staff have a professional commitment to the personal and social needs of their pupils. This should be embedded in the aims and values of the school.

Arrangements should be established which allow frequent contact between pupils and particular members of staff in order to establish positive relationships. In secondary schools, for example, a form teacher has daily contact with pupils. This allows for a consistent level of communication which should support and contribute to the work of a promoted Guidance teacher. The success of such a system depends on the understanding and commitment of **all staff** to their role in a whole school approach to Guidance.

4.2 A whole school approach to Guidance will have the following features:

- a shared understanding of the aims of Guidance and of the roles of promoted Guidance staff

- opportunities for regular and effective communication between staff
- continuity of pastoral responsibility for the same group of pupils as they progress through the school
- a commitment by senior management to on-going staff development in support of a whole school approach to Guidance.

4.3 There is a need for schools to consider how best they can organise and deliver Guidance functions as effectively as possible in order to fulfil the Guidance aims outlined in 3.3 above.

#### 4.4 **Guidance Structure**

4.4.1 All Angus Secondary Schools, which have a more generous allocation of Guidance staff than the national recommended levels, have adopted a vertical Guidance structure.

4.4.2 A vertical structure allows:

- continuity throughout a pupil's time in school in respect of form teacher and Guidance support
- sound relationships to develop by means of a manageable annual influx of new pupils
- the workload to be shared throughout the team and to be spread more evenly throughout the year
- Guidance staff to be involved in a wider and fuller range of Guidance experiences, giving them an opportunity to develop their expertise and gain a broader appreciation of whole school developments
- more flexible responses to a changing school roll.

4.4.3 In order to make most effective use of this structure the following support mechanisms should be in place:

- effective co-ordination and management since all Guidance staff are involved in all aspects of Guidance
- production of a Guidance calendar to establish and identify times of maximum pressure
- effective training programmes which take account of clearly identified needs
- a coherent approach to practice
- effective systems of communication

#### 4.5 **Promoted Guidance Staff**

4.5.1 The pattern of promoted Guidance posts and the time allowed for Guidance duties are determined by national guidelines as interpreted by local authorities. Allocations in Angus are more generous than nationally recommended levels.

Recent developments such as Higher Still and the need for more formal monitoring of pupil progress towards attainment targets have increased the demands on Guidance staff time.

In light of such developments and in order to ensure that the needs of schools are met, Angus Council is committed to keeping the time allocation and case-load provision under regular review in the context of whole school Guidance strategies.

- 4.5.2 Angus secondary schools have within a Guidance team both Principal and Assistant Principal Teachers of Guidance. (see appendix 1 for generic job descriptions).

Schools should make clear the distinction between the role of the Principal Teacher and Assistant Principal Teacher. In addition to their pastoral role Principal Teachers should carry responsibilities for whole school initiatives which are not part of the remit of an Assistant Principal Teacher. They also have a training/monitoring role in relation to Assistant Principal Teachers. As part of personal staff development, Assistant Principal Teachers will often be involved in whole school specific developments.

- 4.5.3 Whole school remits should be reviewed regularly and evaluation of these remits built into the school and the Guidance Development Plans. The production and regular review of a Guidance calendar will:

- ensure that agreed priority areas are supported appropriately
- avoid times when Guidance staff may become overstretched
- support the school Assessment and Reporting calendar
- identify if and when additional clerical support is required.

- 4.5.4 The effectiveness of support offered by promoted Guidance staff to their pupils depends in part on the quality and range of contacts which take place between pupils and Guidance teachers. Schools should, therefore, aim to ensure that Guidance teachers have regular contact with their Guidance group, for example, as Personal and Social Education or subject teachers and as regular visitors to registration groups.

- 4.5.5 The Guidance team has a particular responsibility for the development, implementation and management of programmes of Personal and Social Development including Health and Careers Education. Their teaching commitments within these programmes should as far as possible be with pupils in their own Guidance group. Where other staff opt to be involved in such programmes, the appropriate Guidance teacher should provide the support required.

#### 4.6 **Guidance and Support for Learning**

- 4.6.1 Close links between Guidance and Support for Learning staff are essential features of effective pupil support.



Desirable elements of such links include:

- a shared responsibility for primary/secondary transition with roles and responsibilities clearly defined
- a joint approach to providing pupil support including liaison with other agencies
- awareness of the day to day issues being addressed by both departments
- the same Senior Management link for both departments.
- effective procedures for shared pupil referral
- allocation of a key worker from either Support for Learning or Guidance for some pupils in order to avoid duplication of effort and to provide a better service.

## 5 ACCOMMODATION AND RESOURCES

5.1 The provision of accommodation for Guidance will vary between schools. Features of good Guidance accommodation include:

- accommodation which is welcoming and accessible to pupils, parents and staff
- a room or office where pupils and parents can discuss matters with Guidance staff in privacy
- direct telephone lines for confidential and speedy communication
- suitable storage facilities including lockable filing cabinets
- computer and network access
- classroom accommodation for PSE lessons which facilitate the use of a range of teaching strategies
- a Careers Library which is accessible to pupils outwith teaching times.

5.2 A designated Guidance budget will enable up to date resources to be purchased for both PSE and the Careers Library.

## 6 TRAINING

6.1 The changing demands which are placed on Guidance teams require opportunities to be made available for staff to undertake relevant training and staff development activities.

6.2 Angus Council will continue to provide a Basic Guidance Course and will facilitate opportunities for staff to take part in the Post-Graduate Certificate and Diploma courses in Guidance.

6.3 All staff should show a professional commitment to the personal and social needs of their pupils (See 4.1). In-service programmes should, therefore, make appropriate provision for **all** school staff as well as addressing the specific needs of specialist Guidance staff.

## 7 MONITORING AND EVALUATION

- 7.1 The HMI Report *Effective Learning and Teaching in Scottish Secondary Schools : Guidance* (SOEID 1996) encourages teachers and managers to evaluate the quality of Guidance provision in schools.
- 7.2 Each school should have a Guidance Policy which is regularly reviewed. Appropriate Performance Indicators from *How good is our school?* will assist with this process. "Fleshed out" PIs for Support for Pupils were produced during an authority led in-service, (see Appendix 2) and should be used in reviews of Guidance/Pastoral Care provision.

The Audit Unit's recent publication *Taking a Closer Look at Guidance* and the GTC Guidance report complement work already being done in Angus schools in evaluating the quality of support offered to pupils and parents. Both these documents offer invaluable advice in relation to school evaluations of pastoral care provision.

- 7.3 At Authority level, Guidance and Careers Standing Groups and Curriculum Advisory Groups play a significant role in monitoring and evaluating aspects of Guidance provision across all schools. These groups will continue to offer support and advice and contribute to the promotion of effective practice.

## 8 CONCLUSION

This policy will be reviewed every 3 years. Reviews will involve examining the practicalities of the policy and any issues which have arisen in the interim period. Particular attention will be paid to the changing context in which the policy requires to be implemented.

The aim of any review will be to ensure that advice addressed within the policy statement remains relevant and capable of informing effective "support for pupils" procedures in Angus schools.