**Mission Statement**

Newbridge Youth Training and Development Centre under the direction of the Board of Management, strives to create a caring, supportive and inclusive environment, providing education and training opportunities and supporting the development of all involved in the centre.

**Aims:**

1. To have in place a Board of Management who is committed to the implementation of the Mission Statement, Aims, Objectives and Vision of the centre and who have the collective experience, skills and passion to see this through.
2. The Board will follow a code of good practice when it comes to how the centre is run and will design and implement policies and procedures’ ensuring the centre runs effectively.
3. To provide a learner centred approach to early school leavers that is designed to meet their educational, personal and social needs.
4. To provide a caring, supportive and stimulating environment for staff and learners.
5. To provide a range of certified and non-certified programmes of learning.
6. To provide learners with a well-planned career path, relevant work experience and supported progression.
7. **Objectives**

To lead the centre in adherence with its core purpose and values while developing, resourcing and monitoring centre progress to ensure the achievement of its stated purpose while supporting and holding to account all who act on its behalf.

* 1. Compliance with all relevant legal and regulatory requirements while continuing to monitor, update and adhere to both National and Centre policies.
  2. Ensuring appropriate internal financial and management controls, identification of major risks to the centre and actions required to manage those risks.
  3. Transparency and accountability in the identification of those who have a legitimate interest in the work of the centre; maintain regular and effective communication with interested parties and respond to questions and / or views about the mission, vision and / or operation of the centre.
  4. To exercise collective responsibility through the board of management establishing efficient, effective and productive rules and regulations for meetings and ensuring that individual board members, committees, staff and volunteers understand their role and duties while maintaining suitable board recruitment, development and retirement processes.
  5. To act with integrity and conviction in an honest, fair and independent manner; managing conflicts of interest and conflicts of loyalties; protecting and promoting our centre’s mission, vision and reputation.

1. **Learner Quality of Life & Education**
   1. To respect all learners regardless of background, identity, ability and aptitude.
   2. To establish and maintain an interview and selection process; providing an open and transparent process; adhering to pre established National Guidelines.
   3. To provide an integrated approach to Language, Literacy and Numeracy and Digital Literacy in the delivery of all centre programmes.
   4. To ensure that the teaching and development of soft skills is integrated into all aspects of the centre’s programmes.
   5. To carry out a fully comprehensive induction process with all learners which includes the development of Individual Learning & Development Plans and timetables for all learners while including an ongoing review and adaptation process for Individual Learning & Development Plan’s in co-ordination with learners and the advocate.
   6. To assign two key workers to each learner for the duration of their time in the centre.
   7. To perform case conferencing reviews on a monthly basis at minimum and if deemed necessary to increase that number until a satisfactory level of reviews has been reached.
   8. To ensure that all learners engage with the advocate for career path planning while ensuring that learners source and / or are provided with opportunities to participate in work experience programmes which are suited to their goals, talents, abilities and chosen career paths.
   9. To provide regular opportunities for ‘out of centre’ learning experiences through trips, workshops, open days and work experience for learners.
   10. To work in partnership with local Leader Partnerships to offer additional programmes that are advantageous to learners.
   11. To plan for and create opportunities to expand progression options through College Open days, Career exhibitions, Guest speakers from various work related industries speaking on a variety of topics related to the Centre mission and vision.
   12. To provide a range of supports for learners, on a 1-1 support basis as required, helping to provide a more holistic response to their individual needs and maximising their ability to engage in their programmes more effectively.
   13. To establish and develop links with Employers, Centres of Further Education & Training, 3rd Level Institutions and other relevant agencies in order to establish achievable and realistic transfer and progression routes for Centre learners.
   14. To carry out exit interviews with all learners on completion of their programmes to evaluate their experience and the achievements of their agreed goals.
   15. To ensure that support material is available and provided to learners when leaving the Centre (e.g. awards, relevant contact numbers, letters from employers).
   16. To track and support learners for a minimum of 6 months after they leave.
2. **Behaviour, Child Protection and Supports**
   1. To establish a child protection policy ensuring coherence and coordination with current government legislation.
   2. To ensure that staff are aware of and follow the National Child Protection Guidelines while ensuring that the Child Protection Policy, procedures and guidelines are monitored annually by the full staff team.
   3. To provide and ensure that Information and training in relation to the Child Protection Policy is available to all staff.
   4. To have in place a robust Critical Incident Plan and team in order to respond to incidents that require their attention.
   5. To ensure that all staff are aware of and have trained in GDPR practices.
   6. To implement a Code of Behaviour in a fair and consistent manner while maintaining a consistent team approach to the Code of Behaviour and reviewing the Code of Behaviour rules and regulations annually.
   7. To promote health and wellbeing among staff and learners by ensuring that both staff and learner support systems are in place, providing ongoing encouragement to learners who have progressed and staff by having an open door policy in the centre.
   8. To ensure that staff support occurs on a regular basis in the centre and in a structured external format should it be required.
   9. To have procedures in place for staff to make recommendations for training support and the achievement of additional qualifications if deemed appropriate and constructive in line with the mission and vision of the centre.
   10. To ensure that induction is carried out with all new staff and that they are supported through this period.
   11. To ensure that time and resources are allocated on an annual basis for staff development.
   12. To hold monthly staff meetings.
   13. To participate in training days and social outings to foster team building, both group and individual socialisation and establishing social supports amongst staff.
3. **Educational**
   1. To offer nationally recognized programmes of learning leading to certification on NFQ at levels 3 and 4.
   2. To offer Major Awards at levels 3 and 4 on NFQ relevant to the labour market.
   3. To offer non-certified programmes relevant to the development and general wellbeing of learners in the centre.
   4. To review centre programmes at regular intervals with staff in conjunction with learner feedback and team meetings to keep centre programmes relevant and suitable.
4. **Parents & Local Community** 
   1. To hold parent / guardian meetings as required.
   2. To attend networking meetings with agencies in the local community.
   3. To promote the work of the centre in the local community, and nationally, as deemed appropriate by centre management.