



Roll No: 11894I

Policy on the Allocation of Teachers to Classes

Introductory Statement

This policy was formulated as a result of a collaborative approach between the Principal and Teaching Staff. It evolved over the years and has been recently redrafted due to the growth of the school, which has resulted in split classes and more Special Education teachers. It has been completed over a number of Teachers' Meetings.

Link to School Ethos

Scoil Mhuire is committed to enabling children grow and develop into confident, mature adults with high self-esteem. We also strive to ensure children maximise their academic and social potential. This policy is geared towards those aims through offering all children exposure to a variety of teaching methodologies and skills.

Rationale

This policy ensures that teachers get the opportunity to expand their skills through teaching a range of different ages and topics. It also offers the teaching staff and children flexibility within the system and there is provision in the policy for children to have access to teachers with specific skills in particular subjects.

Aims and Objectives

The policy also facilitates the allocation of rooms suitable to the needs of the children;

- To facilitate the smooth, efficient running of the school
- To enable the teaching staff to professionally develop themselves through exposure to different age groups and curricula
- To maximise the learning opportunities of the children through prudent class allocation which utilises to the optimum, the range of individual teaching skills within the staff - To alternate teachers working in a mainstream, split or special education teaching role.

Class Allocation

The allocation of teaching duties within the school is a matter for the Principal. However, it is the policy of the school to reach collective agreement and consensus when distributing teaching duties. The Principal facilitates this process in a fair and equitable way. *“The Principal is responsible for the creation, together with the Board, parents of students and the teachers, of a school environment which is supportive of learning among the students and which promotes the professional development of the teachers”.* (Education Act – Section 23)

We have five Bands :-

- Junior and Senior Infants
- First and Second Classes
- Third and Fourth Classes
- Fifth and Sixth Classes
- Special Education - Set, Eal, Autism Class

Mainstream Education

Scoil Mhuire has 11 mainstream classes and consequently there are different arrangements each year regarding split classes.

Teachers have *the right* to be moved from a particular mainstream Band after 3 years and the Principal may also move a Teacher from a mainstream band after 3 years. It is not envisioned that every teacher has a right to teach every class but has the right to be moved from a Mainstream band after 3 years.

Special Education

Teachers in Special Education have the option of spending 5 years in SE pending suitability after the first year, and a further option of 5 years should they indicate such a preference. At least 3 years would be expected in Special Education.

- After 10 years it would be envisioned that the SE teacher would return to a Mainstream post unless the Principal does not have an experienced SE teacher to manage the SE team.
- The Special Education Team teacher has the option of returning to mainstream after 5 years.
- Teachers are encouraged to apply for all bands in Scoil Mhuire, including Special Education. If a mainstream teacher indicates a desire to join the Special Education Team, this wish may be facilitated if in line with current policy.
 - Courses completed or to be completed in Special Education will also have a significant bearing on allocation
 - If not, collective agreement is sought and consultation between the teachers and the Principal will be the first step and if this is not satisfactory, then consultation with the Chairperson of the Board of Management will follow.
- Each year the Principal issues a Preference Form to teachers (around Easter)

- The Principal will endeavour, when possible, to facilitate teachers' choices
- The Principal must take other factors into account when making these decisions such as:
 - Experience
 - Range of classes already taught
 - Range of classes not taught
 - Contribution to overall school policy development in relation to teaching and learning
 - Special talents
 - Opportunities for development
- Class allocation relies heavily on compromise and consensus. If this is not possible to reach, the Principal will make an informed decision based on suitability, experience (whether a particular teacher has had the class before), special talents, courses taken and what is in the best interests of the children concerned. An interview is not held.

Roles & Responsibilities

All staff, under the guidance of the Principal participate in and contribute to the implementation of an effective and equitable class allocation policy.

Grievances are dealt with at a Principal/teacher level, i.e.- informal level, and will only escalate to the Board if a compromise cannot be reached.

Success Criteria:

The school evaluates the success of the policy through;

- a) Participation of all staff in the policy
- b) Smooth hand over of classes
- c) Feedback from all staff
- d) Staff satisfaction
- e) Parental satisfaction

Ratification and Review

The original policy was ratified by the Board of Management in 2009. It was reviewed and ratified by the Board in February 2022.

It will be reviewed every 4 years and/or as changes arise that suggest the need for review.

Signed: 

Josephine Henry, Chairperson

Date: 16/2/2022