



**TO BOARDS OF MANAGEMENT, PRINCIPAL TEACHERS AND
TEACHING STAFF IN PRIMARY SCHOOLS**

Staffing arrangements in Primary Schools for the 2012/13 school year

Introduction

The purpose of this circular is to inform all primary school management and staff of the staffing arrangements for primary schools for the 2012/13 school year.

The circular also outlines the arrangements in relation to how the recently published reforms to the allocation process will operate at individual school level. These published documents are available on the [Department's website](#) and should be read in conjunction with this circular.

It is important to note that a key aspect of the EU/IMF Programme of Support and Ireland's overall budgetary strategy is a requirement to reduce the public sector payroll. It remains the case that redeployment of surplus permanent or CID holding teachers is the mechanism used to fill teaching posts. Boards of Management will not be permitted to commence a recruitment process to fill a teaching vacancy until the Department is satisfied that vacant positions are not required for the redeployment of any remaining surplus permanent or CID holding teachers.

Contents of Circular:

This circular is structured as follows and contains the following information:

- Section 1: Overview of staffing arrangements for the 2012/13 school year
- Section 2: Redeployment arrangements at primary level
- Section 3: Background detail on the staffing arrangements for the 2012/13 school year
- Section 4: Primary Staffing Appeals Board

[Appendix A](#): Primary Staffing schedule tables for the 2012/13 school year

[Appendix B](#): Enrolment thresholds for Administrative Principal and Administrative Deputy Principal posts

[Appendix C](#): List of all schools showing the following allocations data for the 2012/13 school year:

- GAM/EAL allocation for each school
- Additional permanent allocation for schools with high concentration of pupils that require language support
- List of close to 1,700 base schools for full-time permanent resource posts

[Appendix D](#): Form GAcluster2012 - Notification of newly clustered GAM/EAL posts for 2012/13

[Appendix E](#): Application form for access to the Main Redeployment Panel for surplus permanent teachers

[Appendix F](#): Application form for appeals to Staffing Appeals Board

Further information/FAQs

The Department has a link on the front page of its website to its published information on both the teacher allocation process and also the operation of the redeployment process. Any additional information on the teacher allocation process and also regular updates on progress on clearing redeployment panels will be published on the Department's website and will be accessible through this link. The Department will, through this link, also be publishing a list of [Frequently Asked Questions \(FAQs\)](#) and updating them, as appropriate, on the operation of the teacher allocations and redeployment process.

Key dates for schools in relation to the teacher allocation and redeployment process

Key action	Date for action to be completed
<p>The staffing schedule enrolment tables in Appendix A enable(s) schools to check their mainstream staffing levels for the 2012/13 school year.</p> <p>The enrolment thresholds in Appendix B enables schools to check if they are entitled to Administrative Principal and/or Deputy Principal status</p>	Immediate
<p>Schools must notify their relevant panel operator (e.g. Diocesan Secretary etc) of any impending permanent and fixed term vacancy as a consequence of a) the staffing schedule or b) any other reason known at this stage i.e. retirement, etc.</p> <p>Subsequent permanent and fixed term vacancies must be notified within 5 working days of the vacancy becoming known to the Chairperson or Principal</p>	16 March 2012
<p>Schools should check their GAM/EAL allocation in Appendix C and then immediately commence the process of clustering GAM/EAL hours into full-time (25 hour) posts with nearby neighbouring schools.</p> <p>Base schools must notify the Department on Form GAcluster2012 (Appendix D) of the new clustering arrangements for GAM/EAL hours.</p>	Immediate 16 March, 2012
<p>Schools that have surplus permanent teachers should arrange for the completed Redeployment Panel Application Form(s) in Appendix E to be returned to the Department</p>	16 March, 2012
<p>The Staffing Appeals Board will be holding its meetings in April, June and October. The closing date for completed appeal forms for the April meeting is 23 March 2012.</p>	23 March 2012
<p>The Department is aiming to have the redeployment panels published shortly after schools return from their Easter holidays. The precise date will be communicated to schools via the Department's website. The Department website will also be used to keep schools updated on the progress on clearing redeployment panels.</p>	Mid to late April 2012
<p>Schools that are applying for developing posts on the basis of their projected enrolments for September 2012 should do so on or before Friday 4 May 2012. Schools are reminded of the importance of ensuring that enrolment projections are realistic.</p>	4 May 2012
<p>The NCSE expects to notify schools in May 2012 of their approved allocation of resource hours for 2012/13 school year. Some further allocations, will be made as required throughout the school year.</p> <p>The network of over 2,500 full-time pre-approved resource posts in close to 1,700 base schools is the main mechanism for delivering these resource hours at individual school level.</p> <p>Schools that are unable to access surplus teaching capacity in these full-time posts will be allocated mainly part-time temporary resource posts. Some further details on these arrangements are outlined in Section 1 of this Circular.</p> <p>Additional information will be published in due course on the Department's website.</p>	May, 2012 onwards

Queries

If, after reading this circular, you have queries in relation to the staffing allocation for your school you may e-mail the queries to primaryallocations@education.gov.ie.

Hubert Loftus
Principal Officer
Teacher Allocations Section

February, 2012

Section 1

Overview of staffing arrangements for 2012/13 school year

The following is an overview of the main elements of the staffing arrangements that will operate in primary schools for the 2012/13 school year:

1. Mainstream classroom teaching posts

The enrolment tables for the operation of the staffing schedule for the 2012/13 school year are listed at [**Appendix A**](#) of this Circular. This enables schools to now check their mainstream staffing levels for the 2012/13 school year.

There is no increase in the staffing schedule general average of 28:1 for the allocation of classroom teachers at primary level. However, there is a phased increase in the pupil threshold for the allocation of classroom teachers in small primary schools.

The enrolment tables at Appendix A includes the new staffing schedules that are being introduced for DEIS Urban Band 1 schools. This will replace the existing approach where the Department determines each year a “top-up” or additional allocation to the existing standard staffing schedule to support the DEIS requirements in relation to lower class sizes in junior classes in particular.

Posts allocated on the basis of the staffing schedule are specifically for mainstream classes and should be deployed accordingly. School authorities are requested to ensure that the number of pupils in any class is kept as low as possible, taking all relevant contextual factors into account (e.g. classroom accommodation, fluctuating enrolment etc.). However, school authorities should, where possible, use their autonomy under the staffing schedule to implement smaller class sizes for junior classes.

2. Administrative Principals and Administrative Deputy Principals

The criteria for the appointment of **Administrative Principals** will be solely based on pupil numbers rather than the current approach of mostly on pupil numbers but some also on teacher numbers. **Administrative Deputy Principal** posts will be determined on a similar basis where they arise.

The relevant enrolment thresholds for the appointment of Administrative Principals and Administrative Deputy Principals are outlined in [**Appendix B**](#) of this Circular.

To ease the transition to the entirely enrolment driven arrangements for Administrative Principals and Administrative Deputy Principals, schools that are adversely affected by the rule change can continue to keep their administrative status until there is a change of Principal or Deputy Principal, as appropriate, in the school providing they continue to satisfy the existing rule.

As an additional autonomy measure the prohibition on Teaching Principals working as Resource/Learning Support teachers will be removed from September 2012. Guidelines for the operation of these arrangements will be published by the Department's Special Education Section shortly.

3. Combining General Allocation Model (GAM) and EAL (Language Support)

The General Allocation Model of support to schools is being adjusted to combine general allocation and language support into a single and simplified allocation for all primary schools. Additional support will be provided for schools with high concentrations of pupils that require language support.

These arrangements supersede the allocation process set out in (Part 2) Section 6 and Appendix 2 of [Circular SP ED 02/05](#) for the General Allocation Model and in [Circular 0015/2009](#) for language support, respectively.

Schools will have autonomy on how to deploy the resource between language support and learning support depending on their specific needs. Schools should continue to use the language assessment kits for the accurate initial and on-going assessment of language proficiency of pupils that require language support (see for reference [Circular 0015/2009](#)).

Schools should also continue to refer to the guidance contained in [Circular 02/05](#) (Sections 3-5) with regard to pupils covered for learning support by the general allocation model, deployment of teaching resources for special educational needs, and planning in individual schools.

The single allocation process for GAM and language support involves the allocation of the equivalent of circa. 4,100 posts as follows:

School type	Allocation per mainstream classroom teaching post
All-boys school	5 hours per week (0.2 of a post)
Mixed school	5 hours per week (0.2 of a post)
All-girls school	4 hours per week (0.16 of a post)*

*rounded, up/down, to the nearest 0.2 of a post to facilitate clustering into full-time (25 hour) posts

The GAM/EAL allocation for all schools is listed in [Appendix C](#). It is based on the number of mainstream classroom posts in schools in the current (2011/12) school year.

The above allocations are designed to facilitate full-time GAM/EAL posts (25 hours per week in each full-time post) being created either in their own school or shared with another nearby neighbouring school. Given that the new allocations are in 5-hour blocks (equivalent to 1 school day) schools can, where possible, operate their sharing arrangements in a manner that enables a teacher who has to travel to a neighbouring school to do so from the start of the school day.

A differential in the GAM/EAL allocation for DEIS Band 1 schools will continue to be applied. This will operate as follows:

- Schools in DEIS Band 1 will be given an additional base allocation of 0.4 of a post if the school has 200 or more pupils or an additional 0.2 of a post if the school has less than 200 pupils.

The GAM allocations for schools in [Appendix C](#) reflects these additional base allocations for DEIS Band 1 schools.

Newly established schools and rapidly developing schools:

Schools that are newly established in the 2012/13 school year will have their GAM/EAL allocation based on their mainstream classroom posts for the 2012/13 school year.

Schools that are rapidly developing (i.e. approved for 2 or more developing posts for the 2012/13 school year) can also apply to have their GAM/EAL allocation for 2012/13 school year based on their number of mainstream classroom posts for the 2012/13 school year. Such schools should apply for their developing posts as soon as possible so as to facilitate their GAM clustering arrangements.

4. Additional allocations for schools with high concentrations of pupils that require language support

A permanent allocation of over 370 posts will be allocated to schools with high concentrations of pupils that require language support using the following criteria:

Current allocation of language support posts	Allocation of language support posts for 2012/13
2 temporary posts	1 permanent post
3 temporary posts	2 permanent posts
4 temporary posts	3 permanent posts
5 or 6 temporary posts	4 permanent posts

The list of the schools with these posts is set out in [Appendix C](#).

Where appropriate, junior and senior schools with a high concentration of pupils requiring language support may be considered jointly for the purposes of the allocation of these permanent posts.

The continued requirement for the above additional permanent language support posts will be reviewed on a regular basis by the Department having regard to enrolment trends and the number of pupils requiring language support.

Appeal Process:

Further additional temporary language support will also be provided, as necessary, to the schools referred to above and any other schools that will have high concentrations of pupils (20%, previously 25%) that require language support in the 2012/13 school. These allocations will be made on the basis of appeals by any of these schools to the Staffing Appeals Board (see Section 4). The DEIS status of a school will be taken into account in any appeal application.

The number of available language support posts for allocation through the appeals process will be adjusted down in future years in line with reductions announced in Budget 2010.

5. Resource posts

As part of the reforms to the teacher allocation process existing posts are being used to put in place a network of over 2,500 full-time resource posts in close to 1,700 base schools throughout the country. These posts will be allocated on a permanent basis and the teachers in them will undertake NCSE approved (low incidence) resource hours in the base schools or in neighbouring schools.

The base schools for these resource posts were identified using the criteria in the table below:

NCSE approved allocation in 2011/12 school year as at 31 December 2011	Number of permanent resource posts to be hosted in base school (25 hours capacity in each post)
Less than 15 hours per week	0 posts
15 to 38 hours per week	1 post
Over 38 hours and up to 70 hours per week	2 posts
Over 70 hours and up to 95 hours per week	3 posts
Over 95 hours and up to 120 hours per week	4 posts
Over 120 hours and up to 145 hours per week	5 posts
1 additional post for each extra 25 hours thereafter	

The full list of circa 1,700 base schools is published in [Appendix C](#) of this Circular. Base schools will be required to co-operate with their neighbouring schools to ensure that any surplus capacity in the (25 hour) resource posts is made available to neighbouring schools to meet their resource hours requirements. Failure to do so may result in the post being re-based in another neighbouring school instead.

The location of the base schools for the resource posts will be reviewed regularly to ensure, in particular, that it reflects the needs of newly established and rapidly developing schools.

The sharing arrangements in relation to these full-time resource posts can only be done after the NCSE notifies schools in May 2012 of their approved resource hours for

2012/13 school year. At that stage schools will be required to check with their neighbouring base schools that have these permanent resource posts for any surplus capacity before contacting the Department for mainly part-time temporary resource posts. This approach builds on the interim arrangements that operated in 2011 but in a much more structured and transparent manner. The Department will, at that stage, also consider joint applications from such schools for a full-time shared temporary resource post as an alternative to each school applying for separate part-time temporary resource posts. It should be noted that the Department will firstly be requiring any surplus capacity in the full-time permanent resource posts in neighbouring schools to be fully utilised before it approves any such applications.

Through his/her role in allocating resources the local SENO will have an oversight role in relation to the sharing arrangements between schools so that they can operate as efficiently as possible and any time loss due to travel between schools can be kept to a minimum.

The Department will be publishing further information on its website including the relevant application forms for part-time resource posts.

6. Clustering Arrangements for shared GAM/EAL posts

It is important to note that all existing cluster arrangements will automatically cease at the end of the 2011/12 school year.

As part of the increased autonomy to schools re-clustering of GAM/EAL hours into full-time posts will be operated at school level rather than the previous Department led approach.

Because of the later timeline for the allocation of resource hours by the NCSE, schools will not be permitted to combine GAM/EAL and NCSE approved resource hours together into full-time posts.

Schools are advised that once a GAM/EAL cluster has been established, any future changes to the cluster combination can only be made if:

1. There is a change in the GAM/EAL hours for any one of the schools in the cluster in a subsequent school year, or,
2. All schools in the cluster agree to end the cluster arrangement.

The GAM/EAL allocation set out in this circular is conditional on schools making all reasonable efforts to combine their GAM/EAL hours into full-time GAM/EAL posts through contact with neighbouring schools. The Department therefore strongly encourages all schools to make every effort to combine their GAM/EAL hours to achieve a full-time (25 hour) post through sharing arrangements with a neighbouring school(s).

Schools must notify the Department on Form GAcluster2012 in [**Appendix D**](#) of their new clustering arrangements for GAM/EAL hours for 2012/13. Completed forms

should be returned to Primary Allocations Section of the Department as soon as possible but no later than close of business on **Friday 16 March 2012**.

GAM/EAL hours that are clustered into full-time posts and received before this deadline will be automatically approved by the Department. Schools that do not return the completed form within the above timeframe or where all of a school's GAM/EAL hours are not clustered into full-time posts will be processed separately by the Department at a later stage. If necessary and where appropriate, the Department may use the opportunity to do a Department led clustering process of remaining GAM/EAL hours to facilitate the redeployment of any remaining surplus permanent teachers.

7. Why is the Department no longer permitting schools to cluster GAM and NCSE resource hours to make full-time posts in their own school?

While individual schools may have their own preferences the Department has to look at the overall national picture in relation to the operation of the new arrangements. This included factors such as:

- The need to update the GAM allocation for all schools given that for many it was based on their September 2003 enrolments. In order to do this, and also have a system that could in future be readily updated annually, it was necessary to deal with GAM separately. Allocations at individual school level are done in 5-hour blocks to facilitate as much of the hours as possible being in full-time (25 hour) posts. Of the total overall allocation of 4,100 wte posts about two thirds will be in full-time stand-alone posts in schools and the aim is that the vast bulk of the balance will be clustered into shared full-time GAM/EAL posts with nearby neighbouring schools. The new clusters are to be established by 16 March 2012 giving certainty in relation to those clustered posts.
- NCSE resource hours are allocated from May onwards each year. The later timeframe means that schools did not have certainty on their teaching posts until all the resulting clustering and re-clustering of these hours into full-time posts was done. This affected the smooth operation of the teacher allocation and redeployment process and meant that the process carried on throughout the summer and into the Autumn. It is very difficult to redeploy surplus permanent teachers in the Autumn and later in the school year when most vacancies are already filled. This is particularly important in a climate of a fixed budget and fixed ceiling on teacher numbers where it is no longer tenable for surplus teachers to remain within a school.
- The existing clustering arrangements included inherent inefficiencies whereby schools could retain full-time posts on less than 25 hours (could be as low as 19 hours in some cases). The new GAM arrangements operate in 5-hour blocks to facilitate, as appropriate, the day to day operation of GAM support between schools and also ensure that full-time GAM posts are fully utilised (25 hours in each post). The Department will also be requiring any surplus capacity in full-time resource posts to be fully utilised before it approves part-time resource posts for neighbouring schools.

8. Local arrangements in relation to teachers in shared posts

Because of the later timeline for the allocation of resource hours by the NCSE, schools **will not be permitted to combine GAM/EAL and NCSE approved resource hours** together into full-time posts.

However, the Department will be working with schools and the relevant education partners to ensure that the new arrangements operate as efficiently as possible so as to manage within the fixed ceilings on teacher numbers and also minimise any time lost as a result of travel between schools.

When the allocations and redeployment process is completed later in the Summer schools that have complied with the arrangements outlined in this Circular will be given some discretion to operate, where possible, their own **temporary local arrangements in relation to the day to day work arrangements of teachers in full-time shared posts.**

These temporary local arrangements could, for example, operate between schools along the following lines for the 2012/13 school year:

- School A is the base school for a full-time resource post. It also has 10 GAM/EAL hours to cluster with another school.
- School B is not a base school for a full-time resource post. It has 15 GAM/EAL hours to cluster with another school.
- Prior to 16 March 2012 School A and School B cluster their GAM/EAL hours into a full-time GAM/EAL post that is based in School B.
- The NCSE notifies schools in May of their approved resource hours for 2012/13 school year. This results in a resource hour allocation of 20 hours in School A. The remaining surplus capacity of 5 hours in the full-time resource post is utilised in a sharing arrangement with School B to help meet its resource hours requirements.
- School A and School B can subsequently agree to operate their own local sharing arrangements in relation to the teachers in the two full-time shared posts as a means to minimise travel between the two schools.

Other examples of these temporary local arrangements will be published on the Department's website in due course.

It is envisaged that the discretion to operate local sharing arrangements will be confined to those schools that:

Have all of their GAM/EAL hours clustered into full-time posts either in their own school or shared with neighbouring schools by 16 March 2012;

and

The 25 hour capacity in the full-time permanent resource posts that are based in their own school or in neighbouring schools is fully utilised. This will only be determined after the NCSE allocation process transacts and any surplus capacity in these posts is utilised in sharing arrangements for NCSE resource hours with neighbouring schools.

Any such temporary local arrangements between schools in relation to the day to day work arrangements for teachers in shared posts will automatically cease at the end of the 2012/13 school year and must not impact on the teacher allocation or redeployment process.

9. Legacy disadvantaged posts that pre-date DEIS initiative

Budget 2012 included provision for the phased withdrawal of legacy posts from those schools that were in earlier disadvantaged programmes/schemes that pre-dated the DEIS initiative that was introduced in 2005. The report, to examine the net effect in terms of posts on DEIS Band 1 and Band 2 urban primary schools that had retained additional posts allocated under these earlier schemes has now been completed and the Department's Social Inclusion Unit will now be writing to these and all DEIS schools separately in relation to their staffing allocations for 2012/13 school year.

10. Limited phasing arrangements

Limited phasing arrangements will be in place for schools where the combination of budget and reform measures impact in a particularly adverse manner on a school's overall allocation. This will be operated through the existing staffing appeals process. Schools that are due to lose 3 or more posts as a result of the combination of the budget and reform measures will be able to apply to the Staffing Appeals Board with a view to seeking to have a portion of the loss in posts deferred to the 2013/14 school year.

The application form for submitting an appeal to the Staffing Appeals Board is at [Appendix F](#) of this Circular.

Section 2

Redeployment arrangements at primary level

The following improvements to the existing redeployment arrangements (which are mainly based on what was in place for the 2011/12 school year) will become effective from the start of the 2012/13 school year.

Further details in relation to the operation of the panel arrangements will be published separately in the FAQ section of the Department's website.

The Department approach in relation to the operation of the residual arrangements outlined in B below will be to seek agreement through consensus. In this regard there will be on-going consultation with all the relevant stakeholders in relation to the operation of the redeployment process.

A: General Arrangements

1. Redeployment process for permanent and CID holding teachers

- (i) Each main panel is created for permanent and CID holding teachers in order to ensure that vacancies are offered in the first instance to these teachers.
- (ii) Teaching vacancies must be offered to permanent and CID holding teachers on a main panel in the following order of priority:
 - Permanent vacancies within the panel area (e.g. diocese)
 - Specified-purpose vacancies and fixed-term vacancies within the panel area (e.g. diocese) that are for the duration of the full school year or are sanctioned on or before the first working day of November and are for the duration of the remainder of the school year.
- (iii) Surplus permanent and CID holding teachers may opt to accept a post outside the 45km radius and this can help reduce the requirement for the operation of the contingency arrangements set out at No. 2 and No. 3 of this document:

2. Inter-diocesan redeployment

Where the arrangements outlined at No. 1 above do not bring about the redeployment of all surplus permanent and CID holding teachers on a diocesan panel then all posts remaining vacant in schools in adjoining dioceses must be available to those teachers, with the filling of those posts to be achieved through inter-diocesan co-operation.

B: Residual Arrangements

3. Redeployment arrangements for any residual surplus permanent and CID holding teachers

If there are any residual surplus permanent and CID holding teachers then additional arrangements will be required to facilitate their redeployment into vacancies in schools.

These additional arrangements will be used only in those cases where no viable alternative options are available for the redeployment of the remaining surplus permanent and CID holding teachers. The precise arrangements to be used will be determined on a case by case basis in discussions with the relevant education partners and the relevant Patron. The following principles will be used for the operation of these arrangements:

- (i) In the first instance the position will be examined on whether any flexibility in the Public Service Agreement 2010-2014 in relation to the 45km radius for redeployment can be appropriately applied as a means of redeploying the surplus permanent and CID holding teacher to a school of the same type of patronage.
- (ii) In the second instance the scope for the redeployment of the surplus permanent and CID holding teacher to be achieved on an elective basis will be examined through the teacher applying to be placed on a panel of a different type of patronage. It will be a matter for the relevant patron to consent to this application.
- (iii) If no other viable option is available then a temporary assignment to a vacancy in a school of a different type of patronage will be made. This temporary assignment will be for the duration of the relevant school year. Any teacher on a temporary assignment in this manner will retain their existing panel rights for the relevant redeployment panel for their original school. Such teachers will not acquire panel rights in respect of the redeployment panel associated with the school of temporary assignment. Such teachers will be required to adhere to the requirements of the Board of Management in relation to its obligation to uphold the ethos of the school, consistent with law.

C: Other

4. Redeployment panel for An Foras Patrúnachta

These improvements to the redeployment arrangements will enable the Department to approve a separate panel for schools under the patronage of An Foras Patrúnachta.

5. On-going consultation

Regular meetings will be held between the Department, the various management bodies and the INTO to monitor the implementation of the above improvements in the redeployment arrangements.

Section 3

1. Background detail in relation to staffing arrangements for the 2012/13 school year

- (i) **It is important for schools to note that permanent and fixed term teaching vacancies can be filled only by permanent or CID holding teachers from the relevant main redeployment panel.** Boards of Management are not permitted to commence a recruitment process to fill a permanent or fixed term teaching vacancy in any other manner until the Department is satisfied that vacant positions are not required for redeployment of any remaining permanent and CID holding teachers on a main panel. The timing of when teaching vacancies can be filled in any other manner will depend on how quickly permanent and CID holding teachers are redeployed into vacancies. The Department will publish regular panel updates on its website which will inform schools and teachers of progress being made on the redeployment of permanent and CID holding teachers.
- (ii) **The latest date for filling a permanent post on a permanent basis (and in accordance with the terms of this circular) is the first working day of November, 2012.** Thereafter, a permanent post may be filled only on a fixed-term basis (and in accordance with the terms of this circular) unless the appointee is a permanent or CID holding teacher from a redeployment panel. These arrangements do not apply to Principal posts which will continue to be filled in the normal manner on a permanent basis.

2. Notification to school authorities of retirement date.

While it is anticipated that the majority of voluntary retirements in the current school year will occur in February 2012 teaching staff that plan to retire later in 2012 should notify their Board of Management as early as possible of their intention to retire.

Attention is drawn to Circular 0045/2011 Minimum Notice Period for Retirement which sets out three month minimum notice period for retirement introduced for the Public Service.

3. Valid enrolments

The number of mainstream class teachers appropriate to a school shall be determined by reference to the school's valid enrolment on 30 September, 2011. The schedule of enrolment of pupils required for the appointment and retention of mainstream class teachers for the 2012/13 school year is attached at [Appendix A](#).

Only pupils who were **validly** enrolled on 30 September 2011 should be taken into account for the purpose of determining staff numbers. In this regard the terms of Department Circulars 24/02 - Determination of Valid Enrolment in Primary Schools and 32/03 – Retention of Pupils in Primary Schools must be adhered to. **Pupils retained on the school register on 30 September, 2011 for the purpose of compliance with the**

Education and Welfare Act, 2000 should not be counted towards valid enrolment for the purpose of determining staff numbers.

Boards of Management and Principal Teachers are reminded about the importance of ensuring the accuracy of enrolment returns to the Department. They have a responsibility to immediately notify the Department of any error or irregularity in their enrolment returns.

4. Developing School Criteria for the School Year 2012/13

4.1 A developing school is defined as a school where the enrolment on 30 September, 2012 is projected to exceed the enrolment on 30 September, 2011

i) by a minimum numerical increase

and

ii) by having a stipulated excess of 5 pupils above the required appointment figure

For primary schools with a Staffing of Principal plus 7 Mainstream Class Teachers or greater the minimum numerical increase referred to at i) above is 25 pupils.

For primary schools with a Staffing of Principal plus 6 Mainstream Class Teachers or fewer, the minimum numerical increase referred to at i) above is 15 pupils. An average class size in excess of 28 pupils must also apply to schools seeking a post under this criterion (see exceptions at 4.2 below). This is calculated by applying the number of mainstream posts anticipated for 2012/13 (excluding developing post) to the number of pupils projected to be enrolled in September 2012.

Schools must qualify under both criteria at i) & ii) above and in the case of such schools, an additional permanent post(s) may be sanctioned provisionally pending the confirmation of the valid enrolment on 30 September, 2012. The staffing will be adjusted in the light of the actual valid enrolments on 30 September, 2012.

4.2 Two exceptions exist:

a) School seeking the appointment of the 2nd mainstream class teacher.

In such instances, schools projecting a minimum numerical increase on 30 September 2012 of 15 pupils on 30 September 2011 enrolment are not required to meet either the stipulated excess number of 5 pupils on the appointment figure or the stipulated average class size. However, the minimum projected enrolment of 51 pupils must be achieved to secure a 2nd mainstream class teacher.

b) Schools seeking the appointment of more than one developing school post.

In such instances, schools must meet the requirement of minimum numerical increase and the stipulated excess number of 5 pupils on the appointment figure for the first developing school post. In the case of each post sought thereafter the stipulated excess number of 5 pupils on the appointment figure must be met.

4.3 Schools should submit their applications for an additional teaching post(s) on developing grounds to the Primary Allocations Section on or before Friday **4 May**

2012. While later applications will also be considered schools are encouraged to have their applications to the Department on or before 4 May 2012.

Schools are reminded that in the context of seeking additional resources from the Department on developing school grounds that it is very important that the projected enrolment is realistic.

5. Appointment of the 1st Mainstream Teacher in new schools

The enrolment required for the 2012/13 school year for the appointment of a Principal and 1 mainstream class teacher to a school opening in September, 2012 is 20 pupils. This enrolment must be achieved by 30 September, 2012.

6. Island schools

In the event that a reduction in the pupil numbers of an island school will result in the loss of the second or third mainstream teaching post in the school, the posts may be retained, subject to:

- in the case of the second mainstream post the total number of pupils in the school being 8 or above and the school being the only primary school remaining on the island or
- in the case of the third mainstream post the total number of pupils in the school being 45 or above

Section 4

Primary Staffing Appeals Board

1. Access to appeals process

The existing staffing appeals criteria have been extended to cater for the following:

- Access to small schools that are due to lose a classroom teaching post due to the budget measure and who are now projecting increased enrolments in September 2012 that would be sufficient to allow them to retain their existing classroom posts over the longer term.
- To enable limited phasing arrangements for schools where the combination of budget and reform measures impact in a particularly adverse manner on a school's overall allocation. Schools that are due to lose 3 or more posts as a result of the combination of the budget and reform measures will be able to apply to the Staffing Appeals Board with a view to seeking to have a portion of the loss in posts deferred to the 2013/14 school year.

2. Arrangements for 2012/13 school year

The Appeal Board, which operates independently of the Minister and the Department, will review appeals for the 2012/13 school year.

It is proposed that the first meeting of the Staffing Appeal Board to deal with appeals for the 2012/13 school year will be held in April, 2012. Further meetings will be held as required in June and October 2012.

The closing date for submission of staffing appeals for the initial meeting is **Friday 23, March 2012**.

The closing dates for submission of staffing appeals and dates of future meetings will be posted on the Department website in due course.

Please note that closing dates will be strictly adhered to and accordingly, appeals received after a particular closing date will not be considered by the Board at that meeting.

Appeals must be submitted to Primary Allocations Section, Schools Division, Department of Education and Skills, Athlone, on the standard application form, clearly stating the criterion under which the appeal is being made. Please mark the envelope "Staffing Appeal".

The standard application form is available at [**Appendix F**](#).

The DEIS status of a school will be taken into account in any appeal application.

3. A Board of Management may appeal only once in a particular case.

The Appeal Board's adjudication will be regarded as a final determination in relation to the post(s) and no further appeal in respect of the 2012/13 school year shall be considered.

4. Appeal Criteria:

The Appeal Board may determine that a departure from the staffing schedule is necessary in the circumstances outlined at (a) to (f) below

- a) Where a departure from the staffing schedule is warranted to meet exceptional accommodation difficulties such as schools operating on a split site for a period following amalgamation or prior to the provision of a permanent building. The school must demonstrate to the Board's satisfaction why an additional teaching post is warranted to meet the exceptional accommodation difficulty.
- b) Where the Appeal Board is satisfied, on the basis of verifiable evidence, that the required pupil numbers were enrolled in September* or October 2011, but due to circumstances outside the control of the school were not enrolled on the 30th September, 2011. However, for staffing purposes, a pupil can be included in the enrolment of only one school in any school year.**
- c) Where the Appeal Board considers that in relation to the granting of a post under the developing school criterion the projected pupil numbers required to retain the post were enrolled or are likely to be enrolled by December, 2012, but due to circumstances outside the control of the school, were not enrolled as expected on 30 September, 2012. A post allocated by the Appeal Board under this criterion will be sanctioned on a provisional basis subject to confirmation of the required enrolment being achieved before 31 December, 2012. As with (b) above, for staffing purposes, a pupil can be included in the enrolment of just one school in any school year. **

* A pupil who leaves the school before 30 September and does not return to the school in the school year will not be eligible for consideration under this criterion.

** In the event that the school in which the pupil was enrolled on 30 September can verify that the pupil did not need to be counted for the appointment or retention of a teacher in that school, the Appeal Board will consider allowing the pupil to be counted as part of the enrolment for staffing purposes in the school to which s/he has transferred.

- d) Where the Appeal Board is satisfied that having considered the circumstances outlined by a school where at least 20% (previously 25%) of their total enrolment is made up of pupils that require EAL support (pupils with less than B1 (Level 3) proficiency) and having regard to the high number of pupils requiring EAL support, an additional post(s) on a temporary basis may be approved to support the educational needs of such pupils.

- e) Where a school with four classroom teachers or less which is losing a mainstream classroom post as a result of the phased increase in the appointment and retention figures outlined for small schools in Appendix A provides supported evidence that their enrolments will increase sufficiently by 30 September, 2012 to retain the post for the subsequent (2013/14) school year, the Appeal Board can allow the school to retain the mainstream classroom post. The relevant thresholds are set out in Appendix A. For example to remain as a 2-classroom teacher non DEIS Band 1 school it must provide supported evidence that its 30 September 2012 enrolment will be at least 17 pupils. Schools should show how their enrolment increase will be maintained in the longer term.
- f) Where a school is losing 3 or more posts as a result of the combination of the budget and reform measures an application can be made to the Staffing Appeals Board with a view to seeking to have a portion of the loss in posts deferred to the 2013/14 school year on the basis that it is impacting in a particularly adverse manner on a school's overall allocation.