



Circular 0009/2012

To: The Managerial Authorities of Secondary, Community and
Comprehensive Schools and
The Chief Executive Officers of Vocational Education Committees

Staffing arrangements in post-primary schools for the 2012/13 school year

1. Introduction

The purpose of this circular is to inform all post primary school management and staff of the staffing arrangements for post primary schools for the 2012/13 school year including, in particular, the requirement to manage guidance from within the standard allocation.

It includes an overview of the timeframe for the commencement and operation of the teacher allocation process and also the redeployment process.

The circular should be read in conjunction with the recently published reforms to the teacher allocation process that are available on the Department's website.

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. VECs and Boards of Management will not be permitted to commence a recruitment process to fill a teaching vacancy for 2012/13 school year until the Department is satisfied that vacant positions are not required for the redeployment of surplus permanent or CID holding teachers.

2. Key dates

VECs/schools should note the following indicative key dates for the commencement and operation of the teacher allocation process and the redeployment process. While every effort will be made to operate as close as possible to these indicative dates schools should be aware that they may be subject to change.

January	<p>w/c 23 January - Schools that have surplus permanent teachers have been contacted directly by the Department. This enables them to commence the process of identifying and nominating surplus permanent teacher(s) for redeployment.</p> <p>w/c 30 January: Initial staffing allocations issued to all schools.</p>
March	<p>05 March – Closing date for receipt of the following from VECs/schools:</p> <ul style="list-style-type: none"> • Form CC 12/13 which includes <ul style="list-style-type: none"> ○ List of vacancies ○ Applications for curricular concessions ○ Names of nominees for redeployment ○ Applications for posts for projected enrolments for September 2012 • Form RD 1 setting out detailed information on nominee(s) for redeployment from surplus schools • Form RD 10 to be completed in respect of a surplus teacher who considers that nomination process for redeployment was not done in accordance with redeployment procedures • Form CID 8 in respect of CIDs granted by the school authority
April	<p>w/c 23 April – Notification to VECs/schools of outcome of applications for curricular concessions.</p> <p>w/c 30 April – Commencement of redeployment process in respect of teachers from surplus schools who have volunteered to be redeployed to vacancies in other schools .</p>
May	<p>w/c 7 May – Closing date for appeals to Staffing Appeals Board in relation to outcome of applications for curricular concessions.</p> <p>w/c 14 May – Commencement of redeployment process in respect of teachers from surplus schools who will be compulsorily redeployed to vacancies in other schools.</p> <p>w/c 28 May – Notification to VECs/schools of decisions by independent Staffing Appeals Board.</p>

3. Summary table on staffing arrangements for 2012/13 school year

The table below gives a summary of the main elements of the staffing arrangements for post-primary schools for the 2012/13 school year.

These staffing arrangements are effective from 1 September, 2012. The initial staffing allocations for the 2012/13 school year that have recently issued to all VECs/schools set out these staffing arrangements in more detail.

<p>Standard staffing allocation</p> <p>(from September 2012 schools must manage guidance provision from within their standard staffing allocation)</p>	<p>18.25:1 for all DEIS post-primary schools</p> <p>19:1 for non-fee charging schools</p> <p>21:1 for fee-charging schools</p>
<p>Merging Learning Support and Language Support into a single allocation process</p>	<p>Schools with enrolment of less than 600 pupils will receive an allocation of 0.9 of a post.</p> <p>Schools with enrolment of 600 pupils or more receive an allocation of 1.4 posts.</p>
<p>Additional support for schools with significant concentration of pupils that require language support</p>	<p>Schools that currently have 2 temporary language support posts in the 2011/12 school year will be automatically allocated 1 permanent language support post for the 2012/13 school year</p> <p>Schools that currently have 1 temporary language support post in the 2011/12 school year will be automatically allocated 0.5 of a permanent language support post for the 2012/13 school year</p> <p>Further additional temporary support may be provided to these or other schools that have significant concentration of pupils that require language support on the basis of appeal to the independent Staffing Appeal Board.</p>
<p>NCSE resource hours</p>	<p>The initial allocation for all schools for the 2012/13 school year will include 70% of their NCSE approved resource hours allocation as at 31 December, 2011.</p> <p>The balance of each school's approved resource hours for the 2012/13 school year will be allocated later when the NCSE process is done.</p>
<p>Leaving Certificate Applied Programme (LCA)</p>	<p>All schools that operate the LCA programme will be given an allocation of 0.5 of a post. This is a fixed allocation that does not vary with annual changes in the number of LCA pupils in the school.</p>

4. Guidance provision

As part of the budget measures guidance posts at post-primary level will no longer be allocated to any post-primary school on an ex-quota basis (i.e. the additional allocations for guidance provision will cease from September 2012). With effect from September 2012, guidance provision is to be managed by schools from within their standard staffing schedule allocation. This circular supersedes all previous circulars in relation to the provision of guidance counselling hours in second level schools.

4.1 Functions of a School - Guidance

The provision of guidance continues to remain a statutory requirement for schools under the Education Act 1998.

Section 9 of the Act sets out a wide range of functions for schools and requires schools to use its available resources to discharge those functions. Subsection (c) of Section 9 relates specifically to guidance:

“ensure that students have access to appropriate guidance to assist them in their educational and career choices”

4.2 Autonomy at school level

The Programme for Government contains a commitment to provide greater freedom and autonomy to school Principals and boards by devolving more responsibility locally, including greater freedom to allocate and manage staff.

Schools currently have autonomy in relation to how they use their standard staffing allocation for the provision of subjects to their students. This autonomy is extended as a result of the budget measure whereby the standard staffing allocation must, from September 2012, also be used for the provision of guidance to students.

4.3 Whole school approach to the provision of guidance

It is established policy that guidance is a whole school activity and under existing arrangements each school develops collaboratively a school guidance plan as a means of supporting the needs of its students. While the school's guidance planning should involve the guidance counsellor(s) in the first instance, other members of school staff and management also have key roles to play. A clear record of roles, responsibilities and practices is a core feature of good guidance planning. Parents and students must be seen as an essential part of the process. Through this process schools can, for example, consider the following options for maximising the use of their available resources for the provision of guidance:

- Optimise the delivery of personal, educational, career and vocational guidance in class group settings,

- Enable students to use directly the extensive range of guidance tools available through the internet from relevant websites (e.g. Qualifax, Careers Portal)
- Enable some of the curriculum elements of the planned guidance programme to be delivered through other teachers such as SPHE staff,
- Maximise the role of the student support or pastoral care team in schools, and,
- Ensure that the guidance counsellor has 1:1 time towards meeting the counselling needs of students experiencing difficulties or crisis.

The support of the whole school community, parents and the relevant external agencies such as NEWB and NEPS are key to the provision of guidance in schools.

4.4 Existing Department published documentation on provision of guidance

The Department has previously published documentation on the provision of guidance in schools and these documents are available on the Department's website. It should be noted that these documents were published at a time when a separate additional allocation was given for guidance. Therefore they should be read in the context of the further autonomy being provided to schools relating to the allocation of resources and some elements may need to be adjusted depending on the approach adopted at individual school level. School authorities should nonetheless continue to find the documentation a useful reference guide and resource to be used, as appropriate, and in particular in the preparation of school guidance plans:

- [*Guidelines for Second-Level Schools on the Implications of Section 9\(c\) of the Education Act 1998, Relating to Students' Access to Appropriate Guidance \(DES, 2005\)*](#)
- Inspectorate publication in 2009 "[*Looking at Guidance*](#)"

4.5 Guidance Counsellors

Department Circular 0031/2011 sets out the requirements in relation to teacher recruitment, registration and qualifications. Notwithstanding the budget measure, it remains the case that a person being assigned as guidance counsellor must be a qualified second-level teacher and, in addition, hold the relevant recognised qualification for school guidance work.

5. Withdrawal of historical disadvantaged posts

Some DEIS post-primary schools have teaching posts arising from a legacy disadvantaged programme prior to the introduction of the DEIS initiative in 2005. As part of the budget measures these posts are being withdrawn from September 2012. The relevant individual VECs/schools will be notified directly by the Department's Social Inclusion Unit.

6. Limited phasing arrangements

Some limited phasing arrangements will be put in place for VECs/schools where the combination of budget and reform measures impact in a particularly adverse manner on the VECs/schools overall allocation. As part of the curricular concessions process such VECs/schools will have an opportunity to set out how they were particularly adversely impacted. This will then be taken into account, as appropriate, in the Department's consideration of such applications for curricular concessions.

The Department's assessment of all applications for curricular concessions will also take into account the efforts made by a VEC/school to maximise what can be achieved with its teaching resources through local cooperation arrangements with other neighbouring schools including, where possible, through the use of modern technology.

7. Queries:

Queries in relation to the teacher allocation process should be sent to the following email address:- Allocations@education.gov.ie

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Teacher Allocations Section

February 2012