



Circular 0002/2016

## EDUCATION AND TRAINING BOARDS

# APPROVED ALLOCATION OF TEACHING POSTS 2016/17 SCHOOL YEAR

## 1 Authorised allocation of teaching posts for the 2016/2017 school year

### 1.1 Education Act

For the purposes of section 24(2) of the Education Act 1998 (as amended by the Education (Amendment) Act, 2012), the allocation of teaching posts for the 2016/17 school year is calculated in accordance with the following rules and is based on recognised pupil enrolment on approved courses on 30 September 2015.

### 1.2 Budget 2016

#### (i) Additional allocation to support school leadership

The equivalent of 250 additional teaching posts are being provided to second level schools to enable Deputy Principals to be freed up from teaching time and be more fully available to assist the school principal with the leadership of the school. Up to now only schools with over 500 students received an allocation to free up the Deputy Principal. In future schools with over 400 students will receive an allocation that will bring those schools in line with the schools that have over 500 pupils where the Deputy Principal is fully freed up. A pro rata allocation of additional hours to support school leadership will be provided to the schools with 400 or fewer students enrolled.

#### (ii) Improved general allocation and Guidance

The allocation of a whole time equivalent of an additional 300 teaching posts brings the basis of allocation from 19:1 currently to 18.7:1 for the school year 2016/17. The delivery of these 300 posts through a change in the PTR allocation will allow each school to determine how best to allocate the additional resource it receives to complement existing resources in order to best meet the guidance needs of the school in line with the school's guidance plan.

It was widely claimed that schools in recent years used the greater flexibility provided by the integration of the provision for guidance into the general allocation in order to prioritise subject provision, where difficult choices had to be made. Accordingly the Department's expectation is that the 0.3 improvement for the 2016/17 school year should result in schools operating a bias

in favour of supporting guidance where the judgement of school management is that it would be appropriate to do so in the best educational interest of the students.

Guidance is a whole school activity where each school develops collaboratively a school guidance plan as a means of supporting the needs of its students. It is important that all groups that contribute to school life fully recognise and ensure that guidance permeates every aspect of school life. Guidance plans should outline the schools approach to guidance generally and how students can be supported and assisted in making choices and successful transitions in the personal, social, educational and career areas. The guidance plan should also distinguish between the competencies available within the school to support a student and situations where referral to the Health services or advising parents on the need to consider individual referral to a medical professional is warranted.

The improved allocation for the 2016/17 school year makes it timely for schools to consider how best to align resource allocation with the objectives of the guidance plan and for the Board of Management to exercise an oversight role by having the plan reviewed/redesigned accordingly. Specifically the Board should consider the plan and how it is resourced before it adopts the plan and makes it available to all staff, parents and students. The publication **Planning the School Guidance Programme** (National Centre for Guidance in Education 2004) and the September 2012 document **Framework for Considering Provision of Guidance in Post-Primary Schools**( Issued by ACCS, IVEA, JMB and NAPD) should prove useful to Boards in determining the optimum use of the improved teacher allocation.

### 1.3 Redeployment

#### (i) Redeployment of teachers in schools with staffing in excess of approved allocation.

For the purposes of the redeployment scheme an excess teacher situation arises when a school has in its employment one or more teachers in excess of its allocation. The allocation figure for this purpose is the allocation on 31 December 2015. Schools which fall into this category were notified of same on 4 January 2016 to enable these schools to start the planning process for the implementation of the redeployment scheme. These schools are now required to identify the individual surplus teachers for redeployment on Part 4 of Form CC 16/17.

As part of the allocation process, all schools are now required to notify the Director of Redeployment of all teaching vacancies on Part 3 of Form CC 16/17. Additional vacancies that the school authority becomes aware of on or before 31 May 2016 must also be separately notified to the Director on Part 3 of Form CC 16/17 within 5 working days of the vacancy becoming known to the school.

It is an objective of the redeployment scheme that in any given year it will be finalised by 31 May so as to facilitate the filling of vacancies. **It shall be a condition of the subsequent filling of such a vacancy that it was notified to the Director as soon as it arose and as part of this process. Any permanent vacancies that become known after 31 May 2016 may be filled only on a temporary basis for the 2016/17 school year.**

#### (ii) Redeployment of teachers who qualified for a CID in accordance with Circular 0024/2015 – Part A - Paragraph 1 and Paragraph 2

(a) Teachers who qualify for a CID in accordance with Circular 0024/2015 – Paragraph 1 and Paragraph 2 will be liable to redeployment in the following circumstances:

- A teacher who has acquired a CID as a result of covering for a teacher on career break or secondment can be nominated as a compulsory redeployment prior to the return of the teacher that s/he is covering for.

In this instance, the returning teacher will also have the opportunity to apply for voluntary redeployment.

(b) A teacher who has acquired a CID under the reduced qualification period of continuous employment in excess of two years can be nominated as a compulsory redeployment where:

- a subject mismatch exists in a school/ETB – i.e. when a school/ETB has more teaching resources in this teacher's subject(s) than is required to meet the curriculum needs in the subject(s) in a particular defined school year, **and**
- the school/ETB concludes that this mismatch may be wholly or partially addressed by the redeployment of a teacher or teachers covered by this scheme.

In this instance, other teachers of the mismatch subject within the school will also have the opportunity to apply for voluntary redeployment.

## **2. Criteria on which the approved teacher allocation is based:**

### **2.1 Pupil-Teacher Ratio**

A proportion of posts in the allocation are determined on prescribed ratios of recognised pupils to teachers on a range of approved programmes as follows:

#### **a) Recognised pupils on established Junior Certificate (incl. JCSP), Leaving Certificate, Repeat Leaving Certificate, Leaving Certificate Applied, Leaving Certificate Vocational (LCVP) and Transition Year Programme**

1. A ratio of 17.95:1 is applied in respect of such pupils in all DEIS schools.
2. A ratio of 23:1 is applied in respect of such pupils in all recognised schools outside the free education system.
3. A ratio of 18.70:1 is applied in respect of such pupils in all recognised schools not covered in 1&2 above.

#### **b) Recognised pupils on Post Leaving Certificate (PLC) Programmes**

A ratio of 18.70:1 is applied in respect of such pupils.

#### **c) Recognised pupils on the Junior Certificate School Programme (JCSP)**

An additional 0.25 teacher allocation is granted to each participating school for each group of up to and including 45 recognised pupils participating in the Junior Certificate School Programme subject to a maximum of 135 pupils.

A school is restricted to one group of a maximum 45 JCSP pupils in the year it commences JCSP and in the following two school years.

### **2.2 Ex quota**

In addition to teacher allocations based largely on pupil teacher ratios described in paragraph 2.1 above, a number of ex-quota allocations are made in accordance with the following criteria:-

#### **2.2.1a Principal:**

Each recognised school is allocated a post in respect of Principal.

### 2.2.1b Deputy Principal:

An ex-quota Deputy Principal post is allocated to each recognised school as follows.

Pupil Enrolment	Deputy Principal Allocation (wtes)
1-150	0.25
151-300	0.50
301-400	0.75
401-999*	1
1000+	2

\*DEIS schools with enrolments >900 are allocated 2 Deputy Principal posts.

### 2.2.2 Learning/Language Support

Each recognised school in the free education scheme or block grant scheme with an enrolment of less than 600 recognised pupils (excluding pupils on PLC Programmes) receives an allocation of 0.9 of a post. Recognised schools with an enrolment of 600 such pupils or more receive an allocation of 1.4 whole time equivalent (wtes) posts. Certain schools, which prior to 1989/90 had been allocated a permanent remedial teaching allocation in excess of the allocation determined by this formula, will be allowed to retain the higher allocation for 2016/17.

### 2.2.3 Language Support (EAL):

Alleviation measures were put in place in the 2012/13 school year for schools with a high concentration of language support (EAL) pupils. These schools will continue to receive this allocation in 2016/17.

Schools where a significant number of the total enrolment is made up of language support (EAL) pupils with less than B1 (Level 3) proficiency can lodge an appeal for a review of their proposed allocation by submitting Form AP 16/17. This also applies in schools where a significant number of language support (EAL) pupils are in third year or in senior cycle.

### 2.2.4 Home School Community Liaison:

All Urban Primary and Post Primary schools selected to participate in DEIS (Delivering Equality of Opportunity in Schools) have the services of a Home School Community Liaison (HSCL) Coordinator. HSCL Coordinators posts are allocated on a full time basis to a school or on a shared basis between a cluster of schools. In some cases, HSCL posts are shared across primary and post primary level to facilitate HSCL Coordinators working with the families of disadvantaged children. In the case of shared HSCL posts, 1 full post is allocated to the **base school** which is shared with the other school(s) in the cluster. The base school for the HSCL Coordinator post is the school where the Coordinator is currently employed as a teacher.

For further information on the HSCL scheme, please refer to Department Circular 0058/2013 "Assignment of Home School Community Liaison Coordinators with DEIS Schools" which is available at [www.education.gov.ie](http://www.education.gov.ie)

Any queries in relation to the HSCL Scheme should be e-mailed to [social\\_inclusion@education.gov.ie](mailto:social_inclusion@education.gov.ie) or telephone 090648 3764/3772/4127.

### 2.2.5 Irish Language:

An additional post is allocated in respect of each designated all-Irish school (School Classification 1).

#### 2.2.6 **Permanent Resource posts:**

These posts were allocated in previous years to some schools to support special classes/groups with identified special needs. This allocation will continue in 2016/17.

Schools requiring additional teaching resources for special classes/groups/pupils should submit an application under paragraph 3.5 below.

#### 2.2.7 **Traveller enrolments:**

Alleviation measures were put in place in the 2011/12 school year for schools with a high concentration of Traveller pupils. These schools will continue to receive this allocation in 2016/17.

#### 2.2.8 **Co-Educational schools in single post-primary catchment areas:**

These schools were allocated an additional 0.5 wte post in the 2010/11 school year to enable the schools to maximise the range of subject choice available to their pupils. These schools will continue to receive this allocation in 2016/17.

#### 2.2.9 **School Co-Operation posts:**

A small number of permanent posts were allocated in the 2010/11 school year to schools that joined together with other local post primary schools to increase subject choice in a town. These schools will continue to receive this allocation in 2016/17.

#### 2.2.10 **Leaving Cert Applied:**

All schools running the LCA program are allocated 0.50 wte post.

#### 2.2.11 **Chaplain:**

An ex-quota Chaplain post is allocated in respect of designated Community Colleges which is filled on the nomination of the relevant religious authority.

#### 2.2.12 **Small School Posts:**

A number of ETBs receive allocations under this heading. This allocation will continue in 2016-17.

### **3. Requests for adjustment to the teacher allocation:**

Requests for adjustment to the teacher allocation will be considered by the Department in the following areas. Any such requests should be made **on or before Friday 4 March 2016** except where otherwise indicated. Please note that the allocation of hours/posts under the headings listed below will be filled, where possible, through redeployment.

#### 3.1 **Errors in the calculation of the initial allocation:**

While every effort has been made to ensure that the base data used to produce this provisional allocation is accurate, the school authority should satisfy itself that the data is correct and reflects the returns already made by the school in respect of its pupils and teachers.

### 3.2 **Short term support (Curricular Concession) for teaching in specific curricular areas:**

A school affected by unexpected skills shortfalls which it has not been in a position to resolve through school planning and management processes may apply for additional staffing as a short term support.

Regulatory guidelines in respect of any such applications are set out in Appendix 2 attached.

### 3.3 **Projected increase in enrolment which cannot be served within the approved allocation:**

Applications (on Form CC16/17, Part 2) will be considered on the basis of 95% of the projected total enrolment. Schools will be notified in March/April if any additional allocation is warranted by the projected numbers but additional allocations will not be sanctioned until the actual enrolment is confirmed.

**No contracts should be entered into with teachers in respect of projected enrolment until such time as the school authority is satisfied that the increased enrolment has fully materialised.** Enrolment figures will be reviewed in September and the allocation granted based on 95% of the total actual September 2016 enrolment.

### 3.4 **Programme Coordinator:**

In accordance with the terms of [Circular Letter PPT 19/02](#) school authorities that are within their teacher allocation will be compensated by way of a curricular concession for loss of teaching hours as a result of the Programme Coordinator appointment.

### 3.5 **Special needs pupils:**

The National Council for Special Education (NCSE), through the local Special Educational Needs Organisers (SENO), process applications for additional teaching support for pupils with special educational needs. Application forms for additional teaching support issue directly from the NCSE.

Consideration is currently ongoing regarding proposals to develop a new Resource Teaching Allocation model for schools, which would incorporate the existing learning support and NCSE resource teaching allocations into a single allocation, based on the profiled need of a school, and a pilot of the new allocation model has been taking place during the 2015/16 school year.

In the interim, the allocation for special needs that is now being issued to each school in the initial staffing schedule is calculated in the same way as in recent years i.e. an allocation for learning and language support and a separate allocation for resource hours (which is equivalent to 70% of the NCSE allocation of resource hours in the 2015/16 school year). This will maintain most of a schools existing allocation, pending notification to schools of their final allocation for special needs.

The Department's Special Education Section and the NCSE are currently engaging in a consultation process on a new method for determining teacher allocations for special needs in relation to the implementation of the recommendations in the NCSE Report that was published in 2014. If any changes are made to the existing method for determining allocations for special needs for the 2016/17 school year, schools will be advised separately by the Department's Special Education Section/NCSE.

## 4. **Completion of Forms CP1**

It is necessary to clearly establish the school's current and projected teaching staff appointments position relative to its approved allocation for the 2016/17 school year. A standard Form CP1 has been issued to all schools which shows the current appointments position.

Please identify on Form CP1 teachers in the 2015/16 school year who will be leaving the school or teachers returning to the school for the 2016/17 school year. The completed form must be returned to the Department **on or before Friday 4 March 2016**.

## **5 Contracts of Indefinite Duration (CID)**

Schools are required to apply for Department sanction for the award of a Contract of Indefinite Duration (CID) in respect of a teacher who is deemed to be eligible to be awarded a CID in the 2016/17 school year. Refer to [Circular 0024/2015](#) for information regarding eligibility for a CID. Applications may be made on:

- Form CID 12A - For the award of a CID for the first time
- Form CID 12B - For the award of a further CID

### **Form H22 – Application for full salary for a teacher with a CID for 18 hours or more**

Where a teacher has a CID of 18 hours or more, s/he may apply to be timetabled for 22 hours in accordance with [Circular 0048/2007](#)

The Form H22 is to be submitted with the CID application form.

## **6. Appeals against decisions by the Department regarding initial or additional allocations**

The Appeals Board, which operates independently of the Minister and the Department, will consider appeals by school authorities against decisions of the Department of Education and Skills in regard to teaching staff allocations to Second Level Schools and to Education and Training Boards for the 2016/17 school year. The function of the Board is to consider whether the Department's decisions have properly applied the criteria as stipulated by the Minister.

The Board will not consider ab-initio requests by school authorities for additional teacher staffing. The Board will only consider appeals made by the relevant school management authority and its decisions are final.

The maximum number of additional teaching hours which may be allocated by the Appeals Board in respect of all appeals is determined by the Minister.

Applications should be submitted on **Form AP 16/17** to:

**The Secretary  
Independent Appeals Board  
c/o Post Primary Teacher Allocations Section  
Department of Education and Skills  
Cornamaddy  
Athlone  
Co Westmeath.**

## **7. Forms**

A list of the associated forms (with relevant links) and the relevant closing dates for receipt of application are set out at Appendix 1.

Paraic Joyce  
Principal Officer  
Post Primary Teacher Allocations Section

January 2016

## List of Forms and Closing Dates – 2016-17

Form	Explanation of purpose of each form	Closing Date for receipt of completed form in the Department
CP1	<p>School appointments position at date of initial allocation i.e. listing of teachers currently on Department payroll.</p> <p>Please state in the comment column if a teacher is retiring, resigning, on secondment, availing of career break, job sharing or on approved leave other than maternity leave or sick leave.</p> <p>Where a teacher is on career break or secondment, state the number of years, ie "Career Break, Year 3"</p>	Friday 4 March 2016
<a href="#">CC 16-17</a>	<p>Part 1 - Application for additional teaching support for essential Curriculum Needs (Curricular Concessions)</p> <p>Part 2 - Projected enrolment for the 2016/2017 school year</p> <p>Part 3 – Confirmation of all vacancies for the 2016/2017 school year</p> <p>Part 4 - Form for completion by schools where a teacher is nominated for compulsory redeployment</p> <p>Part 5 – Certification of School Authority</p>	Friday 4 March 2016
<a href="#">RD1 16-17</a>	<p>Application for redeployment to be completed in respect of each teacher in a school with teachers in excess of its approved allocation:</p> <ul style="list-style-type: none"> <li>• nominated for compulsory redeployment</li> <li>• applying for voluntary redeployment</li> </ul>	Friday 4 March 2016
<a href="#">RD2 16-17</a>	<p>Application for redeployment to be completed, in accordance with <a href="#">Circular 0024/2015</a>, in respect of each teacher</p> <ul style="list-style-type: none"> <li>• nominated for compulsory redeployment</li> <li>• applying for voluntary redeployment</li> </ul>	Friday 4 March 2016
<a href="#">RD3</a>	<p>Declaration by a school where a teacher is returning from a career break or secondment and another teacher has acquired a <a href="#">CID</a> for the first time under Circular 0024/2015</p>	Friday 4 March 2016
<a href="#">RD10</a>	<p>Form to be completed by a teacher nominated for redeployment where s/he considers that the process and procedures set out in the redeployment agreement were not complied with.</p>	Friday 4 March 2016
<a href="#">VOL RD1 16-17</a>	<p>Application for voluntary redeployment to be completed in respect of each teacher applying for redeployment under the <a href="#">Pilot Voluntary Redeployment Scheme 2016</a></p>	Friday 4 March 2016
<a href="#">CID 12A</a>	<p>Application for the award to a teacher of a Contract of Indefinite Duration (CID) for the first time</p>	Friday 4 March 2016
<a href="#">CID 12B</a>	<p>Application for the award to a teacher of a further Contract of Indefinite Duration (CID)</p>	Friday 4 March 2016
<a href="#">H22</a>	<p>Application for full salary for a teacher with a CID for 18 hours or more (to be submitted with Form CID 12A or CID 12B where applicable)</p>	Friday 4 March 2016
<a href="#">AP 16-17</a>	<p>Form to be completed if a school requires a review of:</p> <ul style="list-style-type: none"> <li>• curricular concessions granted by the Department</li> <li>• allocation for language support (EAL) pupils with less than B1 (Level 3) proficiency (<b>refer to paragraph 2.2.3 of Circular 0001/2016 - Approved Allocation of teaching posts 2016/17 school year in Community &amp; Comprehensive Schools</b>)</li> </ul>	Tuesday 26 April 2016



## Second Level Teacher Allocations 2016-17

### *Additional Teaching Support for essential curriculum needs (Curricular Concessions)*

#### **Regulatory Guidelines**

#### **1. Introduction**

Each school management authority is required to organise its curriculum, teaching timetable, subject options and guidance provision having regard to pupils' needs within the limits of the approved normal staffing allocation made in accordance with criteria and policies determined by the Minister for Education and Skills.

A school authority may occasionally encounter unanticipated difficulty (which it has not been in a position to immediately resolve through its school planning and management processes) in meeting essential curricular commitments to pupils within the normal staffing allocation. In such circumstances, the Department will, as an exceptional matter, consider requests by a school authority for a staffing concession as a short-term support.

#### **2. Application for short term support (Curricular Concession)**

Applications for curricular concession may be made by school authorities to the Post Primary Teacher Allocations Section, Department of Education and Skills, Cornamaddy, Athlone, Co. Westmeath.

Applications for curricular concessions must be on the approved standard application, **Form CC 16-17**.

Applications should clearly demonstrate how the management authority has engaged in effective school planning and inter-school co-operation, where appropriate, to ensure local needs are most effectively and efficiently met. A full school planning review must be carried out before the school authority submits an application for additional teaching support.

Relevant supporting information must be presented clearly and succinctly on the application form provided. It is the responsibility of school authorities to ensure that applications are clear, accurate, completed in full and submitted on time. As there is a short processing time for applications, the Department will have limited scope for communication with schools.

Applications on Form CC 16-17 should only relate to curricular concessions. Increased allocation will not be granted in respect of ex-quota allocations (including Principal, Deputy-Principals, Learning/Language Support, and Home School Community Liaison) other than in accordance with general policy.

Generally, only one application per school authority may be made for the 2016-17 school year. Schools are requested to **submit 2 typed versions of the application**.

**The closing date for receipt of applications is Friday 4 March 2016.** School authorities are advised to obtain proof of postage. Late applications will only be accepted in exceptional circumstances.

**The Department intends to notify decisions to School Authorities in April 2016.**

#### **3. Criteria on which applications will be considered**

Applications may be granted by the Department **where a school authority shows that sudden and unanticipated staff changes have resulted in pupils not being able to continue the study of a particular subject to the end of their programme**. It is expected that, other than in exceptional circumstances, this will only arise where a school is in a developing or declining enrolment situation.

#### **4. School Management Action**

A school management authority which decides that it is necessary to apply for a curricular concession will be expected to confirm and demonstrate in its application;-

- that school management has systems in place for conducting curricular audits, matching staffing complements to curriculum needs and supporting these systems with sound timetabling practice;
- that the application is made following a comprehensive review by the school of curricular planning and staff deployment at school level;

- that the options of inter-school co-operation at local level in the sharing of teaching staff and resources, especially in regard to minority subjects, has been considered;
- that school management has appropriate plans to operate within its normal allocation;
- that all approved teaching posts are fully utilised and timetabled.
- the curricular need cannot be met within the normal staffing allocation for 2016-17 by reference to the normal school planning and management processes.
- how school management will deal with the matter in the medium term (2017/18) through the normal school planning and management processes.

It will be a matter for school management authorities to clearly demonstrate the need for additional teaching resources.

## 5. Other conditions relating to curricular concessions

Short term support may be needed (normally for one year but not exceeding 2-3 school years) to enable the school authority to respond to an identified problem.

Curricular concessions may not be sought to enable schools to retain or develop a curriculum provision that cannot be sustained within enrolments, staffing entitlements and school plans.

The need for a curricular concession must be clearly established by the school authority by reference to the criteria outlined above.

Subject to the generality of the above, account may also be taken of the particular requirements of small stand-alone schools, potential for curricular needs to be met through co-operation arrangements with neighbouring schools and exceptional factors such as temporary accommodation difficulties.

Any staffing concessions will be operated in a way to encourage inter school co-operation in the provision of efficient and effective educational services to the locality served and to encourage and facilitate good school management and planning in schools.

In order to further encourage inter school co-operation, the Minister has directed that specific account should be taken where a request involves two or more neighbouring schools engaging in demonstrable co-operation arrangements, with an overall more efficient use of resources, in order to address on a collective basis the curricular needs of the schools concerned.

Account will be taken of the existing level of staffing, including in particular surplus staff. There will be provision for an agreed phased introduction of arrangements in the case of schools which have been impacted by large scale enrolment decline and which are implementing a plan to significantly reorganise its curriculum, timetable and staffing in the medium term.

## 6. Appeals Procedure

If a School Authority is not satisfied with the decision of the Department in regard to its application for a curricular concession, the Authority may submit an appeal to the independent Appeals Board on Form AP 16-17 – see No 6 of **Circular 0002/2016 - Approved Allocation of teaching posts 2016/17 school year in Education and Training Boards.**