



Circular 0007/2018

VOLUNTARY SECONDARY SCHOOLS

APPROVED ALLOCATION OF TEACHING POSTS 2018/19 SCHOOL YEAR

1 Authorised allocation of teaching posts for the 2018/19 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 2018/19 school year is calculated in accordance with the rules outlined in this circular and is based on recognised pupil enrolment on approved courses on 30 September 2017.

1.2 Budget 2018

Improvements in resource provision for the Whole School Guidance Plan – Further restoration of resources removed in Budget 2012

Budget 2018 provided for the restoration of the equivalent of a further 100 posts. With effect from September 2018, 500 of the 600 guidance posts withdrawn from schools in Budget 2012 will have been restored.

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 on 31 December 2017 one or more permanent/CID teachers in excess of its allocation for the 2018/19 school year. Schools which fall into this category were notified of same in January 2018 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 teacher(s) on **Part B Section 4 of Form CC 18/19**.

All schools are now required to notify the Director of Redeployment of all teaching vacancies on Part B Section 3 of Form CC 18/19. Additional vacancies that the school

authority becomes aware of on or before 31 May 2018 must also be separately notified to the Director on Part B Section 3 of **Form CC 18-19** within 5 working days of the vacancy becoming known to the school.

It is a condition of the subsequent filling of such a vacancy that it is notified to the Director as soon as it arises and as part of the redeployment process.

It is an objective of the redeployment scheme that in any given year it will be finalised by 31 May to facilitate the filling of vacancies.

Any permanent vacancies that become known after 31 May 2018 must be notified to the Allocations Section of the Department by email to allocations@education.gov.ie. These vacancies must be filled on a temporary basis for the 2018/19 school year.

Boards of Management may carry out a recruitment process but **are not permitted to appoint a teacher** to fill a vacancy for the 2018/19 school year until the Department is satisfied that vacant positions are not required for the redeployment of surplus permanent/CID teachers.

(ii) Redeployment of teachers who qualified for a CID in accordance with Part A of Circular 0024/2015

Teachers who qualify for a CID in accordance with Part A of Circular 0024/2015 will be liable for redeployment in the following circumstances:

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

In this instance, the school management may allow the teacher returning from career break/secondment the opportunity to apply for voluntary redeployment. A voluntary applicant may, subject to certain conditions, be redeployed instead of a compulsory nominee.

In such cases, if it is required to meet the curricular needs of the school and where a school has provision within its allocation, the school management may retain both teachers in the school.

(b) A teacher who has acquired a CID under the reduced qualification period of continuous employment **OR** as a result of covering for a teacher on career break or secondment 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, the school management may allow teachers of the mismatch subject the opportunity to apply for voluntary redeployment, subject to the curricular needs of the school. A voluntary applicant may be redeployed instead of a compulsory nominee where a suitable vacancy is available and accepted by the applicant.

Schools are required to submit **Form RD2 18-19** in each instance.

(iii) Pilot Voluntary Redeployment Scheme

A Pilot Voluntary Redeployment Scheme will operate in 2018 in counties Galway, Roscommon, Donegal, Cavan, Monaghan, Louth and Meath.

Details are outlined in [Pilot Voluntary Redeployment Scheme 2018-19](#)

2 Approved Teaching Posts on staffing schedule

2.1 Principal/Deputy Principal:

2.1.1 Principal:

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

2.1.2 Deputy Principal:

Deputy Principal posts are allocated to each recognised school as follows:

Pupil Enrolment (including PLC)	Deputy Principal Allocation (wtes)
1-150	0.25
151-300	0.50
301-400	0.75
401-699	1
700-899	2
900+	3

2.2 Enrolment Based Allocation:

2.2.1 Ordinary Enrolment:

The allocation for Ordinary Enrolment is in respect of the approved enrolment excluding PLC enrolment.

A ratio of 19:1 is applied in respect of such pupils in all free scheme post primary schools.

A ratio of 23:1 is applied in respect of such pupils in all recognised schools outside the free education system.

2.2.2 Guidance Provision:

The table below sets out the basis for calculation of the separate guidance allocation by reference to the approved enrolment, including PLC students.

Category	PTR reduction to restore Guidance Provision					
	2012	2016	2017	2018	Total reduction	PTR 19:1 less reduction
Free Education Scheme - Non DEIS		0.3	0.1	0.1	0.5	18.5
Free Education Scheme - DEIS	0.75	0.3	0.1	0.1	1.25	17.75
Fee Charging*			0.2	0.1	0.3	18.7

*The PTR reduction for Guidance Provision is by reference to the PTR of 19:1.

Refer to **Appendix 3** of this circular for further information on Guidance Provision.

2.2.3 Junior Cycle Reform:

The allocation to support Junior Cycle Reform through the provision of individual professional time to allow teachers engage in professional collaborative activities to support teaching, learning and assessment is equivalent to the additional allocation which would be provided by a reduction in the PTR of 0.53. It is calculated by reference to the approved enrolment excluding PLC students as follows:

School Category	Junior Cycle Reform allocation is the difference between:	
	Actual PTR	PTR reduced by 0.53
Free Education Scheme	19:1	18.47
Fee Charging	23:1	22.47

In addition to this allocation, schools will also receive 22 hours (40 minutes per week) professional time in respect of each wholetime equivalent (wte) Special Education Needs and Special Class post.

The allocation of posts for professional time is not intended to cover 40 minutes per week professional time for all full-time teachers (with pro-rata allocations for part-time teachers). School management should allocate their overall provision of teaching hours (including the additional posts allocated for professional time, as set out above) in such a manner as to ensure that all teachers involved in the delivery of Junior Cycle can avail of professional time in accordance with Circulars [0015/2017](#) and [0029/2017](#).

2.2.4 Special Education Needs:

The allocation of Special Education Needs posts issued to each school in the initial staffing schedule represents 100% of the school's allocation for the 2018/19 school year (other than where schools may receive additional allocations for exceptional circumstances over the course of the 2018/19 school year). Full details of the new allocation model are outlined in [Circular 0014/2017](#).

2.2.5 Junior Certificate School Programme (JCSP):

An additional 0.25 wte post allocation is granted for each group of up to and including 45 recognised pupils participating in the Junior Certificate School Programme (JCSP) 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.

2.2.6 Leaving Cert Applied (LCA):

Schools running the Leaving Cert Applied (LCA) programme are allocated 0.50 wte post.

2.2.7 Recognised pupils on Post Leaving Certificate (PLC) Programme:

A ratio of 19:1 is applied in respect of pupils enrolled in a PLC programme, subject to a maximum of the approved PLC enrolment.

2.2.8 Irish Language:

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

2.2.9 Home School Community Liaison:

The Home School Community Liaison (HSCL) Scheme is a school-based intervention provided to DEIS schools to address the needs of pupils/families in disadvantaged areas through acknowledging and developing the role of the parent as prime

educator. This is achieved through targeting the families of pupils at risk of educational failure and putting in place a range of appropriate support interventions. HSCL Coordinator posts are full time posts allocated to DEIS (urban primary and post primary) schools. Some HSCL posts are allocated on a shared basis between DEIS schools (in cluster groups) and can be shared across primary and post primary schools.

While operational responsibility for the HSCL scheme rests with the Educational Welfare Service (EWS) of Tusla, the Department is responsible for the allocation and funding of teachers performing the role of HSCL Coordinator in participating DEIS schools, and accordingly has an ongoing engagement with the EWS to ensure the efficacy of the scheme.

Queries relating to the HSCL post should be forwarded to social_inclusion@education.gov.ie

2.2.10 Language Support (EAL):

The Learning/Language Support allocation for post primary schools, since 2012/13, has contained an element of provision for all schools to be able to provide additional teaching support for literacy issues arising from English as an Additional Language (EAL) needs.

The new Special Education Needs allocation retains and reflects this provision and provides that all schools will have a basic allocation to assist pupils who have learning and literacy difficulties, including those arising from EAL needs.

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 2018/19.

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 make an appeal to the Independent Post Primary Teachers Appeals Board for additional resources by submitting **Form AP 18-19**.

2.2.11 Resource:

These posts were allocated in previous years to some schools to support special classes/groups with identified special needs. This allocation will continue in 2018/19.

2.2.12 Learning Language Support (Travellers):

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 2018/19.

2.2.13 Co-Educational single catchment area:

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 2018/19.

2.2.14 School Co-Operation:

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 an area. These schools will continue to receive this allocation in 2018/19.

2.2.15 Programme Coordinator:

Where a school has students enrolled in a JCSP, Transition Year, LCVP or LCA programme, school authorities will receive an allocation of teaching hours based on the total enrolment in all programmes and in accordance with the terms of [Circular 0003/2018](#). The teaching hours will be allocated as follows:

No of Pupils	WTE allocation
1-59	0.09
60-99	0.14
100-139	0.18
>139	0.27

2.2.16 Adult Education Programme:

Where a school runs a Self Financing Part Time Adult Education programme(s), school authorities may receive an allocation of teaching hours in accordance with the terms of **Circular Letters [46/00](#) and [16/05](#)**.

3 Accuracy of data on initial schedule:

Every effort has been made to ensure that the base data used to produce this allocation is accurate.

On receipt of the initial schedule, the school authority should satisfy itself that the data is correct and reflects the returns already made by the school in respect of its students and teachers.

Inaccuracies in the enrolment and allocation details are to be notified **immediately** to:

Enrolment - p_podhelpdesk@education.gov.ie

Allocation - allocations@education.gov.ie

Adjustments to the enrolment or allocation records as a result of revised information received will be notified to schools in April with the Curricular Concession decisions.

4 Requests for adjustment to the teacher allocation

Requests for adjustment to the teacher allocation for projected increased enrolment and/or curricular concessions will be considered by the Department. Any such requests should be made **on or before Friday 9 March 2018**. Please note that the allocation of hours/posts under these circumstances will be filled, where possible, through redeployment.

4.1 Projected increase in enrolment which cannot be served within the approved allocation:

Applications (on **Part A Section 1 of Form CC 18-19**) will be considered on the basis of 95% of the projected total enrolment.

Schools will receive provisional approval in April of the additional allocation that may be due in respect of the projected increase in enrolment.

This allocation will not be sanctioned until schools submit the **Form PE 18-19** to provide confirmation of the enrolment in September 2018 and to apply for the sanction of the additional allocation in respect of the increase in enrolment. The **Form PE 18-19** must be submitted by **Friday 5 October 2018**.

No contracts should be entered into with teachers in respect of projected enrolment until such time as the school authority submits the Form PE 18-19 after the school opens for the 2018/19 school year and the additional allocation has been provided on the staffing schedule. The allocation will be granted based on 95% of the total actual September 2018 enrolment.

Any deliberate overstatement of student numbers for the purpose of claiming additional resources from the Department will be referred to An Garda Síochána and may result in criminal prosecution.

4.2 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 of **Part A Section 2 of Form CC 18-19**.

Guidelines in respect of any such applications are set out in **Appendix 2** of this circular.

5. Completion of Forms CP1

It is necessary to clearly establish the school's teaching staff appointments position for the 2018/19 school year. A standard **Form CP1** has been issued to all schools which shows the current appointments position.

Schools are required to identify on Form CP1 teachers who, in the 2018/19 school year, will:

- resign/retire (confirm date)
- commence, continue or end career break, jobsharing or secondment arrangement
- qualify for CID (confirm hours)

The completed form must be returned to the Department **on or before Friday 9 March 2018**.

6. 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 for the award of a CID in the 2018/19 school year. Applications for the award of a first or further CID must be made on **Form CID 18/19**.

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 up to 22 hours in accordance with [Circular 0048/2007](#). In such cases, the CID may be increased to 22 hours.

The Form H22 is to be submitted, where applicable, with the CID application on **Form CID 18-19**.

7. Appeals against decisions by the Department regarding initial or additional allocations

The Post Primary Appeals Board, which operates independently of the Minister and the Department, will consider appeals from a school/ETB in regard to teacher allocations for the 2018/19 school year under the following criteria:

- The Department's decision on the school/ETB's application for curricular concessions;
- The allocation for language support (EAL) pupils with less than B1 (Level 3 proficiency).

The Board will only consider appeals made by the relevant school management authority on **Form AP 18-19** and the Board's decision is final.

Applications must be submitted on **Form AP 18-19** by **Wednesday 2 May 2018** to:

**The Secretary
Independent Appeals Board
c/o Post Primary Teacher Allocations Section
Department of Education and Skills
Cornamaddy
Athlone
Co. Westmeath
N37 X659**

8. 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 2018

Appendix 1

List of Forms and Closing Dates – 2018/19

Form	Purpose of each form	Closing Date for receipt of completed form(s) in the Department
CP1	<p>School appointments position at date of initial allocation i.e. list of teachers currently on Department payroll.</p> <p>Schools to state in the comment column if a teacher is retiring, resigning, on secondment, availing of career break, job sharing or qualifying for a CID.</p> <p>Where a teacher is qualifying for a CID, state number of hours.</p> <p>Where a teacher will be on career break or secondment, state the number of years, ie “Career Break, Year 3”</p>	Friday 9 March 2018
<u>CC 18-19</u>	<p>Part A Section 1 - Confirmation of projected enrolment for the 2018/19 school year Section 2 - Application for additional teaching support for essential Curriculum Needs (Curricular Concessions)</p> <p>Part B Section 3– Confirmation of all vacancies for the 2018/19 school year Section 4- For completion by schools where a surplus teacher is nominated for compulsory redeployment Section 5 – For completion by schools where a teacher is nominated for redeployment in accordance with Circular 0024/2015</p> <p>Part C – Certification by School Authority</p>	Friday 9 March 2018
<u>RD1 18-19</u>	<p>Application from a Permanent/CID teacher for redeployment in accordance with the post primary redeployment schemes</p> <ul style="list-style-type: none"> • nominated for compulsory redeployment • applying for voluntary redeployment 	Friday 9 March 2018
<u>RD2 18-19</u>	<p>Declaration by a school where a teacher was awarded a CID under Circular 0024/2015 and:</p> <ul style="list-style-type: none"> • the teacher s/he was replacing is returning from career break or secondment, <u>or</u> • a curricular mismatch exists in his/her subject(s) 	Friday 9 March 2018
<u>RD10</u>	<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 9 March 2018

<u>Pilot Vol RD1 18-19</u>	Application for redeployment under the terms of the Pilot voluntary redeployment scheme 2018/19	Friday 9 March 2018
<u>CID 18-19</u>	Application for the award to a teacher of a first or further Contract of Indefinite Duration (CID)	Friday 9 March 2018
<u>H22</u>	Application for full salary for a teacher with a CID for 18 hours or more (to be submitted, where applicable, with Form CID 18-19)	Friday 9 March 2018
<u>AE 18-19</u>	Application for allocation in respect of reduction in hours in the 2018/19 school year in respect of Self Financing Adult Education programme	Friday 9 March 2018
<u>AP 18-19</u>	Application, by School/ETB, to the Independent Appeals Board to appeal: <ul style="list-style-type: none"> • The Department's decision on curricular concessions • The allocation for language support (EAL) pupils with less than B1 (Level 3 proficiency) 	Wednesday 2 May 2018
<u>PE 18-19</u>	Application for additional allocation in the 2018/19 school year in respect of increased enrolment	Friday 5 October 2018

Appendix 2

Additional Teaching Support for essential curriculum needs (Curricular Concessions)

Guidelines

1. Introduction

Each school management 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.

2. Purpose of Curricular Concessions

A school may occasionally encounter a sudden and unanticipated difficulty within the normal staffing allocation (which it is not in a position to immediately resolve through its school planning and management processes) in meeting essential curricular commitments for students to be able to continue the study of a particular subject to the end of their programme. In such circumstances, a school authority may submit an application for curricular concession(s) as a short-term support. It is expected that, other than in exceptional circumstances, this will only arise where a school is in a developing or declining enrolment situation.

Applications cannot be made in respect of additional allocations other than for curricular concessions. Curricular concessions may not be sought to enable schools to retain or develop a curricular provision that cannot be sustained within enrolments, staffing entitlements and school plans.

3. School Management Review – Prior to submitting an application for a Curricular Concession

Before deciding to apply for a curricular concession(s) a school must first:

- a) Conduct a comprehensive review of curricular planning and staff deployment (curricular audit) to ascertain if the curricular needs of the school can be met within the normal staffing allocation from 2019/20 onwards.
- b) Ensure that all approved teaching posts are fully utilised and timetabled.
- c) Consider the options of inter-school co-operation at local level in the sharing of existing teaching staff and resources, especially in regard to minority subjects in order to provide efficient and effective educational services to the locality.
- d) Consider if the school will be eligible for an additional allocation in respect of projected increase in enrolment in the 2018/19 school year. This allocation is taken into account when deciding an application for curricular concessions.

4. Application for Curricular Concession(s)

If, following a School Management review, a school deems it necessary to apply for

curricular concessions, an application may be made by completing **Part A Section 2 of Form CC 18-19**.

Only one curricular concession application per school may be made for the 2018/19 school year.

Schools are requested to submit two typed copies to: Post Primary Teacher Allocations Section, Department of Education and Skills, Cornamaddy, Athlone, Co. Westmeath, N37 X659.

The closing date for receipt of applications is Friday 9 March 2018. School authorities should retain proof of postage. Late applications will only be accepted in exceptional circumstances.

Applications should clearly:

- (a) Demonstrate how the management authority has engaged in effective school planning and staff deployment.
- (b) State that short-term support is needed - normally for 1 school year, but not exceeding 2 – 3 school years, to enable a school authority respond to identified curricular problems.
- (c) Outline, if applicable, any particular requirements of small stand-alone schools, potential for curricular needs to be met through inter school co-operation arrangements with neighbouring schools and exceptional factors, such as temporary accommodation difficulties.

The Department will notify decisions to School Authorities in April 2018.

5. Appeals Procedure

If a school authority is not satisfied with the decision of the Department in regard to its application for a curricular concession, it may submit an appeal to the independent Appeals Board on **Form AP 18-19** – see Section 7.

Appendix 3

Guidance Provision in Post Primary Schools

The findings of the 2013 *Review of Guidance Counselling Provision in Second Level Schools 2012-2013* carried out by the National Centre for Guidance in Education (NCGE), and a later National Audit conducted by the Institute of Guidance Counsellors (IGC), revealed that overall weekly mean practice hours for guidance were reduced by over 25%, with the reduction particularly experienced in one-to-one guidance counselling hours. This implies that overall on average, schools maintained just under 75% of practice hours. School principals achieved this essentially through a reduction in the range of subjects provided by schools for students and/or by increasing class sizes.

Inter school differences in restoration

While on average the loss for guidance provision is indicated at over 25%, schools have differing deficits to address to bring provision for guidance back to its original level. Schools that sustained a high percentage of provision for guidance throughout recent years should be in a better position to have complete restoration earlier than schools that had to make greater reductions in guidance provision on foot of Budget 2012. Schools that have restored guidance provision should be able to provide redress for some of the impact of the Budget 2012 measure on subject choice or class size, as well as providing for one-to-one guidance counselling and a time allocation for the role in supporting the Student Support Team required under the Action Plan for Education 2017.

Whole School Guidance Plan

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

Schools should consider how best to align resource allocation with the objectives of the Guidance Plan. The Board of Management should exercise oversight by reviewing and updating the Plan at regular intervals. 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 publications *Framework for Considering Provision of Guidance in Post-Primary Schools 2012* (Issued by ACCS, IVEA, JMB and NAPD) http://www.ncge.ie/uploads/Guidance_Framework_document_May_1st_2012.pdf, the

2013 Wellbeing Guidelines for Post-Primary Schools

<https://www.education.ie/en/Schools-Colleges/Information/Resources-Guidance/Well-Being-in-Post-Primary-Schools-Guidelines-for-Mental-Health-Promotion-and-Suicide-Prevention-2013.pdf>

and the **NCGE School Guidance Handbook**

<http://www.schoolguidancehandbook.ncge.ie/> should prove useful to Boards in determining the optimum use of the improved teacher allocation.

Time for individual students

The Minister through this circular requires schools to adjust their Guidance Plans to meet Action 9.1 in ***Action Plan for Education 2017*** which states that the Guidance Plan should “***include specified time allocation for guidance counsellors to be available for one-to-one guidance counselling and time allocation for the role in supporting the organisation and work of the Student Support Team***”