



Circular 0014/2019

Education and Training Boards

**APPROVED ALLOCATION OF TEACHING POSTS
2019/20 SCHOOL YEAR**

1 Authorised allocation of teaching posts for the 2019/20 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 2019/20 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 2018.

1.2 Redeployment

1.2.1 Redeployment of teachers in ETBs with staffing in excess of approved allocation

For the purposes of the redeployment scheme an excess teacher situation arises when an ETB has in its employment on 31 December 2018 one or more teachers in excess of its allocation for the 2019/20 school year subject to that surplus position representing more than 1% of the overall allocation of that ETB.

1.2.2 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** can be redeployed 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 ETB 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 ETB and where the ETB has provision within its allocation, the ETB may retain both teachers in the ETB.

(b) A teacher who has acquired a CID under the reduced qualification period of continuous employment can be nominated for 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 curricular needs in the subject(s), and
- the school/ETB concludes that this mismatch may be wholly or partially addressed by the redeployment of a teacher(s) covered by this scheme.

In this instance, the ETB may allow other 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 identify individual surplus teacher(s) under **Circular 0024/2015** on **Part B Section 4 of Form CC 19-20** and to submit **Form RD1 19-20** for each teacher. Schools are also required to submit **Form RD 2 19-20** in each instance.

1.2.3 Pilot Voluntary Redeployment Scheme

A Pilot Voluntary Redeployment Scheme will operate in 2019 in counties Carlow, Kilkenny, Wexford, Waterford, Galway and Roscommon.

Details are outlined in [Pilot Voluntary Redeployment Scheme 2019](#).

1.2.4 Redeployment process

Two independent Directors of Redeployment are engaged by the Department to operate the redeployment schemes at post primary level. The assignments made by the Directors will be binding on all parties.

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.

Information on the redeployment schemes is available in the Frequently Asked Questions (FAQ) documents on the [Department's website](#).

1.3 Notification of vacancies up to 31 May 2019

1.3.1 ETBs are required to notify the Directors of Redeployment of all teaching vacancies on **Part B Section 4 of Form CC 19-20** by **19 March 2019**. **A separate form is required for each school.**

1.3.2 Additional vacancies that the ETB become aware of on or before 31 May 2019 must also be separately notified to the Directors on **Part B Section 4 of Form CC 19-20** within 5 working days of the vacancy becoming known to the school.

1.3.3 It is a condition of the filling of a vacancy that becomes known on or before 31 May 2019 that it is notified to the Directors as soon as it arises and as part of the redeployment process.

1.3.4 During the redeployment process, ETBs may carry out a recruitment process up to and including the interview stage but **are not permitted to appoint a teacher** to fill a vacancy for the 2019/20 school year until the Department has confirmed that the redeployment process is completed.

1.4 Notification of vacancies after 31 May 2019

1.4.1 Permanent vacancies that become known after 31 May 2019 must be notified to Allocations Section by email to allocations@education.gov.ie within 5 working days of the vacancy becoming known to the school.

1.4.2 All permanent vacancies which become known after 31 May 2019 may only be filled on a temporary basis for the 2019/20 school year. This arrangement does not apply to Principal or Deputy Principal posts which are filled in the normal manner.

NOTE: Where it is found that the vacancy was not notified to the Directors, the ETB will only be permitted to appoint a teacher on a temporary basis for the 2019/20 school year.

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:

Each school receives an allocation in respect of Guidance Provision. It is calculated by reference to the approved enrolment, including PLC students, as follows:

School Category	Guidance allocation is the difference between:	
	Actual PTR	Reduced PTR
Free Education Scheme – Non DEIS	19:1	18.50
Free Education Scheme – DEIS	19:1	17.75
Fee Charging*	19:1	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:

Schools receive an 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. 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 **Circular 0079/2018**.

The allocation is provided in two parts as follows:

1 – Part B of staffing schedule

An allocation is calculated by reference to the approved enrolment, excluding PLC students:

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

2 – Part C of staffing schedule

Schools also receive 22 hours (40 minutes per week) professional time in respect of each wholetime equivalent (wte) Special Education Needs and Special Class post.

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 2019/20 school year (other than where schools may receive additional allocations for exceptional circumstances over the course of the 2019/20 school year). Full details of the allocation model are outlined in **Circular 0008/2019**.

Schools that are newly established in the 2019/20 school year will have their Special Education allocation calculated by the Educational Research Centre.

2.2.5 Junior Certificate School Programme (JCSP):

An additional 0.25 wte post 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 Certificate Applied (LCA):

An allocation of 0.50 wte post is granted on receipt of confirmation on **Part A 1 of CC 19-20** from a school that the LCA programme will be provided in the 2019/20 school year.

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 Special Education Needs allocation contains provision for all schools to be able to provide additional teaching support for literacy issues arising from English as an Additional Language (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 2019/20.

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 Appeals Board for additional resources by submitting **Form AP 19-20**.

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 2019/20.

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 2019/20.

2.2.13 Co-Educational single catchment area:

Schools in a single catchment area were allocated an additional 0.5 wte post in the 2010/11 school year to enable them to maximise the range of subject choice available to their pupils. These schools will continue to receive this allocation in 2019/20.

2.2.14 School Co-Operation:

A small number of schools were granted an allocation in the 2010/11 school year to enable them to join together with other local post primary schools to increase subject choice in an area. These schools will continue to receive this allocation in 2019/20.

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 the current Post of Responsibility circular**. The teaching hours will be allocated as follows:

No of Pupils in Programmes	WTE allocation
1-59	0.09
60-99	0.14
100-139	0.18
140+	0.27

2.2.16 Chaplain:

Community and Comprehensive schools whose patron includes a religious authority are allocated a Chaplain post. The Chaplain should be clearly identified on the **Form CP1**.

2.2.17 Small Schools Posts:

A number of ETBs receive an allocation under this heading. This allocation will continue in 2019/20.

2.2.18 Island School Posts :

A number of ETBs receive an allocation under this heading. This allocation will continue in 2019/20.

2.2.19 Adult Education Programme:

Where a school runs a Self-Financing Part Time Adult Education programme(s), an allocation of teaching hours may be provided in accordance with the terms of **Circulars 46/00 and 16/05**.

2.2.20 Gaeltacht Recognition Scheme:

Schools in Gaeltacht language-planning areas who are participating in the Gaeltacht School Recognition Scheme will receive an allocation under the terms of Circular 0010/2019.

2.2.21 Substitution:

All schools will receive an allocation in September 2019 under the terms of **Circular 0050/2014** for the provision of substitute cover for teacher absences arising from official school business.

3 Accuracy of data on initial schedule

Every effort has been made to ensure that the base data used to produce the initial staffing 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 additional teacher allocation

Applications for an additional allocation for projected increased enrolment and/or curricular concessions may be made **on or before 19 March 2019.**

Please note that such allocations will be filled, where possible, through redeployment.

4.1 Projected increase in enrolment:

Schools that project an increase in enrolment which cannot be served within the approved allocation may apply for an additional allocation. Applications (on **Part A Section 1 of Form CC 19-20**) will be considered on the basis of the projected total enrolment.

Schools will receive provisional approval of the additional allocation in respect of the projected increase in enrolment. The school authority must submit the **Form PE 19-20** after the school opens for the 2019/20 school year to confirm the enrolment in September 2019.

No contracts should be entered into with teachers in respect of increased enrolment until the additional allocation has been provided on the staffing schedule.

Enrolments confirmed to P-POD in October will be verified against the enrolment submitted in September in Form PE 19/20.

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 Curricular Concessions:

A school affected by an unexpected skills shortfall in specific subject areas 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.

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

Note: Provisionally approved projected enrolment posts are taken into consideration when processing an application for curricular concessions.

5 Contracts of Indefinite Duration (CID)

An ETB will identify teachers in the scheme who are deemed to be eligible for the award of a CID in the 2019/20 school year.

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 0011/2009. In such cases, the CID may be increased to 22 hours.

Where applicable, schools are required to submit the **Form H22** to the Head Office of the ETB marked for the attention of the HR Department.

6 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 an ETB in regard to teacher allocations for the 2019/20 school year under the following criteria:

- The Department's decision on an 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 19-20** and the Board's decision is final.

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

February 2019

Appendix 1
List of Forms and Closing Dates – 2019/20

Form	Purpose of each form	Closing Date for receipt of completed form(s) in the Department
<u>RD1 19-20</u>	Application from a Permanent/CID teacher for redeployment in accordance with the post primary redeployment schemes <ul style="list-style-type: none"> • nominated for compulsory redeployment • applying for voluntary redeployment 	8 March 2019
<u>RD2 19-20</u>	Declaration by a school where a teacher was awarded a CID under Circular 0024/2015 and: <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) 	8 March 2019
<u>RD10 19-20</u>	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	8 March 2019
<u>Pilot Vol RD1 19-20</u>	Application for redeployment under the terms of the Pilot Voluntary Redeployment Scheme 2019/20	8 March 2019
<u>CC 19-20</u>	Part A Section 1 - Confirmation of projected enrolment for the 2019/20 school year Section 2 - Application for Curricular Concessions Part B Section 3 - Information to assist with notification of vacancies Section 4 - Confirmation of all vacancies for the 2019/20 school year Section 5 - For completion where a teacher is nominated for compulsory redeployment Part C – Certification by school authority	19 March 2019
<u>H22 19-20</u>	Application for full salary for a teacher with a CID for 18 hours or more	19 March 2019
<u>AP 19-20</u>	Application 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) 	10 May 2019
<u>PE 19-20</u>	Application for allocation in the 2019/20 school year in respect of increased enrolment to be returned to the ETB for submission to Allocations by the CE	30 September 2019

Appendix 2

Guidelines for applications for Curricular Concessions

1. Purpose of Curricular Concessions

Each school management is required to organise its curriculum, teaching timetable and subject options having regard to pupils' needs within the limits of the approved normal staffing allocation.

A school may encounter a sudden and unanticipated difficulty in meeting essential curricular commitments for students to be able to continue the study of a particular subject to the end of their programme.

Where a school authority is not in a position to immediately resolve the issue within the normal staffing allocation through its school planning and management processes, an application may be made for curricular concession(s) as a short-term support.

IMPORTANT

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
- to facilitate the sanction of an application from a teacher for approved leave of absence, i.e. jobshare, career break or secondment.

2. 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 if the school will be eligible for an additional allocation in respect of projected increase in enrolment in the 2019/20 school year. This allocation is taken into consideration when deciding an application for curricular concessions.
- d) Consider the options of inter-school co-operation at local level in the sharing of existing teaching staff and resources, especially with regard to minority subjects in order to provide efficient and effective educational services to the locality.

3. 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 19/20**.

Only one curricular concession application per school may be made each year.

Schools are requested to submit two typed copies to Post Primary Teacher Allocations Section by 19 March 2019.

School authorities should retain proof of postage. Late applications will only be accepted in exceptional circumstances.

Applications should clearly state:

- (a) how the school authority has engaged in effective school planning and staff deployment to address the shortfall
- (b) the period for which short-term support is needed to enable the school authority to respond to identified curricular problems (normally for 1 school year, but not exceeding 3 school years)
- (c) any particular requirements of small stand-alone schools
- (d) potential for curricular needs to be met through inter school co-operation arrangements with neighbouring schools
- (e) exceptional factors that the school authority considers to be relevant

The Department will notify decisions on Curricular Concession applications to school authorities in April 2019.

4. Appeals Procedure

If a school authority is not satisfied with the decision of the Department in regard to its application for a curricular concession, an appeal may be submitted to the independent Appeals Board on **Form AP 19-20** – see Section 7.

The Department will notify decisions on Appeal applications to school authorities in May 2019.

Appendix 3

Guidance Provision in Post Primary Schools

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 following publications should prove useful to Boards in determining the optimum use of the improved teacher allocation:

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

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>

NCGE School Guidance Handbook <http://www.schoolguidancehandbook.ncge.ie/>

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”***