



Circular 0033/2026

**To: The Managerial Authorities of Recognised Primary, Secondary,
Community and Comprehensive Schools
and
the Chief Executives of Education and Training Boards**

**Rural DEIS and non-DEIS home school community liaison pilot:
assignment of home school community liaison coordinators in
some Rural DEIS and Non-DEIS schools**

1. Executive summary

The home school community liaison (HSCL) scheme supports partnership between schools, families and communities. The scheme aims to improve educational outcomes for children and young people at risk of educational disadvantage. This is achieved by working closely with the parents or guardians of students who are experiencing, or are likely to experience, attendance difficulties and/or are at risk of early school leaving.

HSCL coordinators are qualified teachers assigned to work directly with parents/guardians, school staff and relevant community services to strengthen engagement between home, school and the wider community.

This circular provides for the implementation of a pilot initiative extending the HSCL scheme to some rural DEIS and non-DEIS schools. The pilot is intended to inform and evaluate the effectiveness of the HSCL model in a broader range of school settings.

The circular sets out the arrangements for the allocation of HSCL coordinator posts to participating schools, including provisions for full-time and shared (cluster) posts, and the process for assignment of teachers to these roles.

It also outlines the key responsibilities of HSCL coordinators, the supports available to schools, and the management and reporting arrangements associated with the operation of the scheme under this pilot initiative.

This initiative is being implemented on a pilot basis and will be subject to ongoing review and evaluation by the Department of Education and Youth. Participation in



the pilot does not confer any entitlement to the continuation or expansion of the scheme beyond the first three-year implementation plan of the DEIS Strategy to 2035. Such continuation or expansion is subject to sanction by the Department of Public Expenditure, Infrastructure, Public Service Reform and Digitisation (DPER).

2. Purpose of this circular

The purpose of this circular is to notify managerial authorities, teachers and principals of the procedures regarding the assignment of HSCL coordinators in DEIS rural and non-DEIS schools under the pilot initiative.

The procedures are to be implemented by each employer with effect from the date of this circular. All eligible teachers must adhere to the terms of this circular.

3. Dissemination of this circular

Please ensure that a copy of this circular is provided to all members of the board of management/education and training board (BOM/ETB). The circular should also be brought to the attention of all teachers in your employment including those on leave of absence.

This circular, and other guidance on the scheme (including Irish versions) can be accessed on the Department's website under www.gov.ie.

4. Compliance

The allocation of home school community liaison coordinator posts to rural DEIS and non-DEIS schools and the retention of these posts is contingent on schools complying with the contents of this circular and any additional guidance issued by the department from time to time.

Grainne Cullen
Principal Officer
Social Inclusion Unit
07 May 2026



Definitions

For the purposes of this circular the following terms shall have the meanings assigned to them here unless the context indicates otherwise:

HSCL – Home school community liaison

DEIS – Delivering equality of opportunity in schools

BOM – Board of management

ETB – Education and training board

Parent – in this document the term ‘parent’ also denotes ‘guardian’

Employer – an education and training board in the case of vocational schools/community colleges, community national schools and a board of management (BOM)/manager in the case of primary schools (excluding community national schools), voluntary secondary, community and comprehensive schools. The education and training board or board of management/manager may delegate, as appropriate, responsibility for matters set out in this circular

School year – the school year as defined by the Minister for Education and Youth from time to time currently beginning on 1 September and ending on 31 August in each year

The department – the Department of Education and Youth

TESS –Operational leadership and management of HSCL Scheme rests with Tusla Education Support Service (TESS). TESS comprises of three strands, that is, the Educational Welfare Service and the two school support services, the HSCL scheme and the School Completion Programme (SCP). Operational responsibility for the HSCL scheme is under the remit of a TESS national manager and supported by TESS integrated services managers (ISM)



Introduction

The purpose of this circular is:

- to inform all participating rural DEIS and non-DEIS primary and post-primary schools of the process for assigning teachers as HSCL coordinators;
- to inform school management and staff of the HSCL management and reporting arrangements for the HSCL role within participating schools;
- to outline the attributes required for the appointment to the HSCL post;
- to outline the role and responsibilities of the HSCL coordinator.

A copy of this circular should be provided to all members of the board of management/education and training board (BOM/ETB). The circular should also be brought to the attention of all teachers in your employment including those on leave of absence.

This circular and other guidance on the scheme (including Irish versions) can be accessed on the Department's website under www.gov.ie.



Contents of Circular

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

- Section One: HSCCL coordinator posts in rural DEIS and non-DEIS participating schools**
- Section Two: Assignment process for the HSCCL coordinator**
- Section Three: Conditions of service for the HSCCL coordinator post**
- Section Four: Assignment to the HSCCL coordinator post**
- Section Five: HSCCL – Management and reporting arrangements in rural DEIS and non-DEIS participating schools**
- Section Six: Guidelines on the use of the HSCCL grant**
- Appendix A: Sample advertisement for the post of HSCCL coordinator**
- Appendix B: Contact details**
- Appendix C: Sample letter of assignment for the HSCCL coordinator post**
- Appendix D: Assignment form for the HSCCL coordinator post**
- Appendix E: Attributes of the HSCCL coordinator**
- Appendix F: Job description and role of the HSCCL coordinator**
- Appendix G: Key Information regarding HSCCL posts**



Section One

HSCL coordinator posts in rural DEIS and non-DEIS schools

1. HSCL allocation to participating schools

This pilot initiative supports the allocation of HSCL coordinator posts to participating rural DEIS and non-DEIS primary and post-primary schools. The initiative is designed to explore the effectiveness of the HSCL model in strengthening links between schools, families and communities and in supporting children and young people's engagement, attendance and participation in education. The pilot is being delivered as part of the department's broader approach to addressing educational disadvantage under the DEIS Strategy to 2035.

HSCL coordinator posts under this pilot are full-time posts. Some HSCL posts are allocated on a shared basis between schools (for example, within cluster groups). Such shared arrangements may include participating rural DEIS, non-DEIS and DEIS schools and can be shared across the two sectors: primary and post-primary level where appropriate.

The person appointed to the HSCL role must be an existing member of the teaching staff in the school/one of the schools in the cluster. The HSCL responsibilities must be undertaken on a full-time basis only and cannot be combined with other teaching roles. This is to avoid any potential conflict of interest (which could arise) between the roles of teacher and HSCL coordinator in relation to the student.

The HSCL role also requires the flexibility to undertake the range of responsibilities required of the post, without the restriction of teaching.

2. Base school for the HSCL post

The base school for the HSCL coordinator post is automatically deemed to be the base school in which the successful applicant is currently teaching. Therefore, the base school or regional ETB (where relevant) is considered the employer of the HSCL coordinator.

3. Duration of assignment to the HSCL coordinator post

A teacher shall be assigned to the post of HSCL coordinator for a maximum of five years to be completed on the 31 August of the fifth year. All assignments are subject to the HSCL allocation to the school(s), by the department. This pilot initiative will be subject to ongoing review and evaluation by the Department of



Education and Youth. Participation in the pilot does not confer any entitlement to the continuation or expansion of the scheme beyond the first three-year implementation plan of the DEIS Strategy to 2035. Such continuation or expansion is subject to sanction by the Department of Public Expenditure, Infrastructure, Public Service Reform and Digitisation (DPER).

HSCCL coordinator posts are opened to application in order to provide eligible staff members with the opportunity to gain greater insight into educational disadvantage. Working as a HSCCL coordinator provides teaching staff with an understanding of the background, family and community life of the children they teach. HSCCL coordinators returning to a teaching position bring this experience to their teaching role.

Whilst serving in the role of HSCCL coordinator, teachers will continue to avail of appropriate in-career development and training to support their ongoing professional development and to facilitate their readiness to resume teaching responsibilities.

The cluster of schools served by the HSCCL coordinator and the HSCCL allocation to schools may be subject to change by the department during the period of this assignment.

Having served the maximum period of five years allowed in the post, the existing HSCCL coordinator may not re-apply immediately for the HSCCL coordinator position. A HSCCL coordinator must vacate the HSCCL position for a minimum period of three years before they are eligible to re-apply for the HSCCL post in the same school.

4. Appointment of a replacement teacher

Where a teacher is assigned to the post of HSCCL coordinator, the resulting teaching vacancy shall be filled in accordance with the relevant recruitment and appointment procedures for teachers.

The recruitment and appointment of a replacement teacher shall be carried out by the BOM/ETB in accordance with the provisions of the relevant department circulars governing the recruitment of teachers.

For information relating to Contract of Indefinite Duration (CID) entitlements see circular 0020/2026 and other relevant circulars, as amended from time to time



Section Two

Assignment process for the HSCL coordinator

1. Eligibility requirements

Applicants for the position of HSCL coordinator must:

- a. be a member of the teaching staff of the school(s) in the HSCL cluster;
- b. have a minimum of **two years'** teaching service recognised by the department/ETB for incremental credit purposes;
- c. be registered with the Teaching Council in accordance with the Teaching Council Acts 2001-2015 and the Teaching Council (Registration) Regulations, as amended from time to time;
- d. have satisfied all conditions of that registration as per Section 31 of the Teaching Council Act 2001¹.

A substitute teacher is not eligible to apply.

All permanent, fixed-term, full-time, part-time and job-sharing fully registered teachers in the participating school(s) are eligible to apply for the post of HSCL coordinator regardless of employment status. The Protection of Employees (Fixed-Term Work) Act 2003 and the Protection of Employees (Part-Time Work) Act 2001 refers. **Please note that the HSCL position is a full-time position only.**

Cognisant of the critical role of the principal and deputy principal in the overall management of a school:

- i. a principal shall not undertake the role and responsibilities of a HSCL coordinator and is not eligible to apply for the HSCL post;
- ii. a deputy principal may undertake the role and responsibilities of a HSCL coordinator provided they temporarily relinquish their post of responsibility allowance and an acting post holder may be appointed.

An assistant principal I and assistant principal II may apply for the post of HSCL coordinator whether shared or otherwise. However, before making such assignments, the employer must be satisfied that, in addition to fully undertaking the HSCL post, the HSCL coordinator can competently and efficiently discharge

¹ The registration of teachers is governed by Section 31 of the Teaching Council Acts 2001-2015. The Council registers teachers under the **Teaching Council [Registration] Regulations 2016** and **The Teaching Council [Registration] (Amendment) Regulations 2016**.



the post of responsibility roles and responsibilities. The employer must also be satisfied that the nature of the post of responsibility will not impinge on the ability of the HSCL coordinator to build positive relationships with parents. The teacher must be required to confirm their agreement to this in the manner set out in the letter of assignment (see sample letter of assignment at appendix C).

In the case of all applicants, the BOM/ETB of each school involved in a cluster must ensure that an applicant from their respective school satisfies the eligibility criteria before the teacher is permitted to progress to interview stage.

2. Advertisement of the HSCL post

The post of HSCL coordinator must always be advertised internally in all participating schools in the cluster as the HSCL coordinator is appointed from the staff of the participating school(s) in the HSCL cluster (see appendix A).

Where two or more schools share a HSCL coordinator post, the principals and BOM/ETB of each school in the cluster should agree in advance the initiation of the assignment process as outlined in this circular.

Notice of any vacant post shall be posted in a prominent position on the staff notice board(s) within the school(s) participating in the pilot. The notice shall specify the closing date for receipt of applications which should not be earlier than 10 school days after the initial date of posting of the notice in the school. The notice should remain on the notice board until the closing date for applications has passed.

Members of staff on approved paid or unpaid leave of absence or on secondment, are eligible to apply and, therefore, a copy of the advertisement for the vacant post shall be sent directly to the designated contact addresses or email addresses of such teachers.

The notice shall state:

- i. the latest date for receipt of letter of application; this date shall not be earlier than ten school days from the last date of the posting of the notice; the period of ten school days includes the last day of the posting of the notice;
- ii. the job description and roles and responsibilities attaching to the post (as contained in appendix F of this circular);
- iii. a curriculum vitae should be submitted;



- iv. whether reports or other documentary information are required

No details should be requested that might be construed as being discriminatory on any of the grounds prohibited by the Employment Equality Acts 1998-2015 (that is, gender, civil status, family status, sexual orientation, religious belief, age, race, disability or membership of the Traveller community).

Where no teacher(s) in the participating school(s) applies for the post or where there is a difficulty in attracting a staff member to the position, the school should immediately contact and enlist the support of the TESS integrated services manager, to facilitate and inform staff development on the issue, offer clarification, address concerns etc. (see appendix B for contact details).

3. The interview process

An interview for the post must be held even in the case of there being only one applicant. An interview board must be constituted for this purpose. As with any teaching assignment, relevant department circulars in terms of recruitment/redeployment should be observed in the assignment of a HSCL coordinator. Where the HSCL post is shared, the schools must agree on the recruitment process in accordance with the circular.

The eligibility of the applicant to apply for the post must be confirmed by their school in advance of the interview process.

Under no circumstances should a teacher be assigned to the HSCL role on a temporary basis pending the completion of the interview process for the filling of the HSCL coordinator post.

4. Interview board

While it is desirable that all schools in the clusters are represented on the interview board, it is advisable not to have more than three people.

Where the HSCL post is shared, the interview board should endeavour to have representation from each school involved in the cluster (that is, primary, post-primary, ETB, community and comprehensive), where appropriate. The make-up of the interview board shall be agreed by the BOM/ETB of all schools in the cluster.

The interview board should reflect gender representation in so far as possible.



The interview board shall conduct the selection process in a fair and transparent manner and in accordance with agreed procedures for the recruitment and selection of teachers.

It is suggested that the interview board could be comprised of a selection from:

- chairperson/s of BOM/ETB representative as appropriate;
- principal/s from relevant school/s;
- other appropriately experienced and knowledgeable individuals.

In advance of the interview process, criteria for assessment, having regard to the appropriate legislation and the requirements of the post of HSCL coordinator, must be established by the interview board and recorded in writing. Applicants should be notified of the criteria in advance of the interview by someone who is not a member of the interview board.

General functions of the interview board

The interview board:

- conducts the interviews;
- must ensure that all questions shall relate to the requirements of the post; no questions shall be asked nor information sought in any form from a candidate which might be construed as being discriminatory;
- must adhere to the provisions of the Employment Equality Acts 1998-2015 and Section 42 of the Irish Human Rights and Equality Commission Act 2014;
- must not give consideration or weighting to the sector or school in which the candidate is teaching.

5. Outcome of the interview process and notification to candidates

As soon as possible, once the recruitment process is complete, the successful candidate should be notified of their assignment and unsuccessful candidates notified accordingly. A sample letter of assignment for the successful candidate is included at appendix C.

Once the assignment has been accepted by the successful candidate, the assignment form for the HSCL coordinator post at appendix D must be completed by the base school principal and submitted to the Social Inclusion Unit, Department of Education and Youth at social_inclusion@education.gov.ie.



Section Three

Conditions of service for the HSCL coordinator post

1. Full-time teachers taking up the HSCL coordinator post

Notwithstanding the requirement for flexibility within HSCL, the teacher (with the exception of a deputy principal) assigned to the HSCL post will retain their conditions of service in the base school, that is, the conditions of their substantive post in the case of a permanent teacher and the fixed-term contract, in the case of a temporary teacher.

The teacher remains employed under their original contract of employment with an individual BOM/ETB for the duration of their role as a HSCL coordinator.

The only term or condition of the teacher's employment that changes on assignment to the HSCL coordinator role is the nature of their responsibilities which are now those of the HSCL coordinator as set out in appendix F of this circular.

2. Teachers, not currently working in a full-time capacity, taking up the HSCL coordinator post

In the case of teachers who are not currently working in a full-time capacity, the following changes occur for the duration of the assignment to the HSCL coordinator post:

- full-time HSCL responsibilities must be undertaken
- the nature of the teacher's responsibilities change to those of the HSCL coordinator post as set out in appendix F of this circular

3. Eligibility to apply for a post of responsibility in the base school while working as a HSCL coordinator

A HSCL coordinator is eligible to be appointed to or continue to hold an assistant principal I or an assistant principal II post in their school, subject to written confirmation from the employer and the teacher that they are satisfied that the role and responsibilities of the post can be fully discharged.

A HSCL coordinator is eligible to be appointed to the post of deputy principal, but they will be required to relinquish the deputy principal post (and associated allowance) temporarily, while in the post of HSCL coordinator or resign from HSCL responsibilities and take up the deputy principal post. Where a deputy



principal relinquishes their post temporarily, an acting deputy principal may be appointed in accordance with the relevant recruitment circulars (see www.gov.ie).



Section Four

Assignment to the HSCL coordinator post

1. Letter of Assignment

Before taking up the role of HSCL coordinator, a letter of assignment should be issued to the HSCL coordinator by the employer (BOM/ETB) (the base school).

The letter of assignment which should be signed by the Chairperson of the BOM/Chief Executive of the ETB, should include an acceptance slip, which must be signed and dated by the HSCL coordinator. It is a requirement that the signed acceptance slip is returned to the BOM/ETB before assignment to the HSCL coordinator post.

A copy of the letter of assignment and signed acceptance slip should be retained with school records and a copy issued to the HSCL coordinator. A sample letter of assignment is included at appendix C.

The letter of assignment should include the following:

- a. confirmation that the assignment to the HSCL role is for a period of a maximum of five years only
- b. confirmation that on the expiration of the HSCL assignment, the assigned teacher may, where warranted, return to teaching responsibilities within the participating school/ETB region (where relevant) in which the teacher was employed, or may have entitlements under re-deployment panels
- c. confirmation that the HSCL coordinator post is subject to the HSCL allocation to schools by the department
- d. job description and role of the HSCL coordinator (appendix F)

NOTE: The relevant TESS integrated services manager or the department's inspectorate may request to see a copy of the letter of assignment.



Section Five

HSCL – Management and reporting arrangements in participating schools

The arrangements described below should be clearly understood by the parties concerned.

Day to day management: The BOM/ETB of the base school, being the employer, has primary responsibility for application of the terms and conditions of the HSCL coordinator post. The BOM/ETB may delegate the day-to-day management and direction of the work of the HSCL coordinator to the principal of the base school.

Where a HSCL coordinator post is shared, it is the responsibility of the BOM(s)/ETB(s) of the schools to come to an arrangement regarding the sharing of the HSCL post. If schools encounter difficulties coming to an agreed arrangement, they should contact their relevant TESS integrated services manager.

The BOM/ETB of the base school has the primary responsibility for the assignment, however, the HSCL coordinator should maintain a close working relationship with the principal/BOM/ETB of the participating school(s) in the cluster relating to HSCL.

Accountability: The BOM/ETB in each school is accountable for the HSCL work carried out in their school. Where the post is shared, the principal(s) of the relevant school(s) coordinates the day-to-day work of the HSCL coordinator during the time allocated to their school.

Regional/National: It is acknowledged that the formal reporting relationship for the HSCL coordinator is with their principal and BOM/ETB.

TESS has the mandated responsibility for the management, development and direction of the HSCL scheme (and of the school completion programme), in line with department policy. In that context, the professional relationship between local HSCL coordinators and the relevant TESS integrated services manager is very important. The TESS integrated services manager mentors, guides and advises schools and HSCL clusters in their work. Contact details for the relevant TESS integrated service managers are available at appendix B.

The Social Inclusion Unit of the department has responsibility for the national allocation of HSCL coordinator posts in this pilot along with the allocation of HSCL funding. The contact email address is:
social_inclusion@education.gov.ie.



Section Six

Guidelines on the use of the HSCL grant (pilot initiative)

Funding is being provided under the pilot initiative to support the work of the HSCL coordinators in participating schools in the pilot. Each approved HSCL allocation will be accompanied by a grant of €5,000 per annum to support HSCL activities.

This funding is intended to support the development of collaboration and partnership between schools, parents and communities, with a particular focus on enhancing pupil engagement, attendance and participation.

Schools should ensure that HSCL coordinators have access to the grant and that all expenditure from the HSCL grant is appropriate, necessary and represents value for money. Funding should be used to support activities and resources that facilitate parental engagement and home, school and community collaboration.

The HSCL grant may be used for the following purposes:

- to establish and maintain a parents' room, excluding capital expenditure;
- to purchase appropriate resources and materials to support HSCL activities, subject to the approval of the school principal;
- to support initiatives and activities aimed at strengthening parental involvement and engagement;
- to pay travel expenses incurred by the HSCL coordinator in the discharge of their role and responsibilities for example: home visits, attendance at meetings, teacher professional learning (TPL), in line with relevant department circulars on travel.

Claims in respect of subsistence are not permitted.

Schools (other than ETB schools) in receipt of HSCL grant funding are required to maintain appropriate records of how the grant is used, including records of activities undertaken and accounts of income and expenditure related to the grant. Such records must be retained at school level and made available, on request, to officers of the Department of Education and Youth or to agents acting on behalf of the department.

Records and accounts in relation to income and expenditure in respect of ETB schools must be maintained by the ETB concerned in accordance with the requirements of section 51 of the Education and Training Boards Act, 2013.



Appendix A

Sample advertisement for the post of HSCL coordinator



Seirbhís Tacaíochta
Oideachais Tusla
Tusla Education Support Service

Date of notice: _____

The home school community liaison coordinator will work to strengthen partnerships between the school, parents/guardians and the wider community, with the aim of improving attendance, participation, retention and wellbeing. The role involves engaging directly with families, supporting parental involvement in education, and collaborating with school staff and relevant external agencies.

Applications are sought for assignment to home school community liaison coordinator on a shared basis to the following schools (if applicable):

1. _____

2. _____

3. _____

With effect from: _____

Letter of application including curriculum vitae shall be forwarded to:

Email: _____



NB: The BOM/ETB accepts applications by e-mail or hard copy (applications should be submitted by hard copy or e-mail, not both).

Closing date for applications is 5pm on: _____

The following relevant documentation is available on the department's website:

- Department of Education and Youth circular 0033/2026 "Rural DEIS and non-DEIS home school community liaison pilot: assignment of home school community liaison coordinators within Rural DEIS and Non-DEIS schools"
- Job description/role of HSCL coordinator (included in circular 0033/2026)



Appendix B

Contact Details

Social Inclusion Unit

Department of Education and Youth
Cornamaddy
Athlone
Co Westmeath

Responsibility for: administration and allocation of HSCL posts and HSCL grants to schools

Phone: 090 6484134/6484609

E-mail: social_inclusion@education.gov.ie

TESS Integrated Services Managers

Manager	Email	Phone
Karen Butler	karen.butler@tusla.ie	087 - 4342939
Niall Rabbitt	Niall.rabbitt@tusla.ie	087 - 1445308
Nickie Egan	Nickie.egan@tusla.ie	087 - 7975974
Deirdre McGinn	Deirdre.mcginn@tusla.ie	087 - 6074216
Eilish Kelly	Eilish.kelly@tusla.ie	087 - 3446576
Maryanne Lowney	maryanne.lowney@tusla.ie	087 - 3426577

Dublin West Education Centre (HSCL Administration Office)

Old Blessington Road
Tallaght Village
Dublin 24

Contact Persons:

Yvonne Fitzgibbon, HSCL Administrator

Phone: 087 9607103

E-mail: yfitzgibbon@dwec.ie

Pamela Keogh, HSCL Administrator

Phone: 01 4528000

E-mail: pkeogh@dwec.ie



Appendix C

Sample letter of assignment for the HSCL coordinator post (can be adapted to school's requirements)

Teacher Name: _____

School Name: _____ Roll No. _____

Dear _____,

The BOM/ETB agrees to assign you as a HSCL coordinator for a period of a maximum of five years, to undertake full-time responsibilities in the role of HSCL coordinator based in the above named school from the _____ day of _____ (month) 202X to the _____ day of _____ (month) 202X.

You shall perform your role and responsibilities in accordance with, the contents of the department's circular 0033/2026– "Rural DEIS and non-DEIS home school community liaison pilot: assignment of home school community liaison coordinators within Rural DEIS and Non-DEIS schools", the policies of the BOM/ETB and the rules for national schools.

The cluster of schools that will be served by you in your role as HSCL coordinator is as follows:

The schools served by you may be subject to change by the Department of Education and Youth during the period of this assignment.

The terms and conditions of your employment remain as they are except in relation to the nature of the role and responsibilities to be performed by you as HSCL coordinator (See Appendix F).



The BOM/ETB of the participating base school has the primary responsibility for this assignment, including its day-to-day management. However, where the HSCL coordinator post is shared, you will also have a close working relationship with the principal/BOM/ETB of the other school(s) in the cluster relating to HSCL.

The BOM/ETB reserves the right to terminate your assignment as HSCL coordinator, for misconduct or any other sufficient reasons, in accordance with the agreed procedures, if applicable. In the event of termination and subject to relevant statutory provisions, you shall not be entitled to return to any remuneration or compensation except in respect of remuneration due for work performed prior to termination.

Your assignment as HSCL coordinator may be terminated:

- if the HSCL allocation to schools is changed by the department or the pilot scheme is terminated;
- if a post is suppressed in the school and you are the most junior teacher in the school.

In such a case, (unless terminated or disciplined, pursuant to such details mentioned above) you may choose to revert to your substantive teaching post or be subject to redeployment arrangements in place, where applicable.

If you are serving in an assistant principal I or assistant principal II post, these roles and responsibilities must be discharged competently and efficiently while in the HSCL post.

SIGNED on behalf of the Employer/BOM/ETB of the School:

_____ Date: _____

ACCEPTANCE SLIP

Having read and noted the contents of the letter of assignment dated _____ and the contents of Circular 0033/2026 "Rural DEIS and non-DEIS home school community liaison pilot: assignment of home school community liaison coordinators within DEIS Rural and Non-DEIS schools", I _____ (name of HSCL coordinator) agree to the terms of the HSCL assignment.

SIGNED BY THE HSCL COORDINATOR:

DATE:



Name of Base School: _____

Roll No. of Base School: _____

Data Protection Privacy Statement

The main purpose for which the personal data provided by you is for the assignment of the HSCL coordinator post. **School needs to insert Privacy Statement here**

Appendix D

ASSIGNMENT FORM FOR THE HSCL COORDINATOR POST

Name and address of base school participating in the pilot	Roll No. of Base School	Where HSCL post is shared between a cluster of schools, please list names of other schools below

Name of newly assigned HSCL coordinator (Please state surname linked to Revenue records).	Please tick and initial box below confirming that “candidate has all eligibility requirements” as per page 7 of Circular 0033/2026	Duration of assignment i.e. date assigned to the HSCL post until end of assignment date	Name of HSCL coordinator that is being replaced	Where the new HSCL appointment is to cover sick/maternity leave etc., please provide details here
		Date assigned: <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p style="text-align: center;">Date/Month/Year</p> <p>From: / /</p> <p>To: / /</p> </div>		

Note: A teacher may be assigned to the post of HSCL coordinator for a maximum period of five years only.

I, the undersigned, confirm that the above-named assignee meets the requirements of the HSCL coordinator post:

Signature of school principal (base school): _____ **Date:** _____

Data Protection Privacy Statement

The main purpose for which the department requires the personal data provided by you is to allocate and manage the HSCL Scheme (Pilot rural DEIS and non-DEIS initiative). The personal data provided may be exchanged with TESS.

Full details of the department's data protection policy setting out how we will use your personal data as well as information regarding your rights as a data subject are available at <https://www.gov.ie/en/department-of-education/publications/department-of-education-privacy-notice/>. Details of this policy and privacy notice are also available in hard copy from the address below upon request.

Original completed form (by base school) should be sent, prior to the HSCL coordinator assignment date to: Social Inclusion Unit, Department of Education and Youth, Cornamaddy, Athlone, Co. Westmeath, N37 X659 or email a scanned copy to: social_inclusion@education.gov.ie



Appendix E

Attributes of the HSCL coordinator

“Among the salient characteristics of partnership are a shared sense of purpose; goal definition; communication; structures that are human and caring; task orientation; solidarity; joint accountability; empowerment; and transformation. These qualities, working in sequence or in tandem, can initiate change and growth, leading to an empowerment of groups and communities. This in turn facilitates transformation, which is the central tenet of partnership.” Extract from the document The Home School Community Liaison Scheme in Ireland – from vision to best practice.

HSCL coordinators shall:

- Have a commitment to supporting parents to enable children to develop to their full potential.
- Have a commitment to parents developing their potential as the primary educators of their children.
- Have the ability and willingness to forge positive professional relationships with parents, pupils, principal(s), staff and relevant stakeholders, in order to make a positive difference to a child’s experience of school.
- Remain up to date with evidence-based research on what works, in a given context, to help children attend, participate in learning and be retained in the system.
- Have the ability to understand the needs of, and difficulties faced by marginalised families and communities and be able to put plans in place to respond to those needs.
- Have the ability to work in an interagency and inter-disciplinary way.
- Have the ability to monitor the impact of the interventions put in place to support parents and children and to demonstrate improved outcomes.
- Have the ability to lead and build staff capacity



Appendix F

Job description and role of the HSCL coordinator

The HSCL coordinator shall:

- Encourage, support and facilitate partnership between parents and teachers to enhance the education of children.
- Spend a minimum of one third of their time on visiting the homes of pupils in order to:
 - i. build bonds of trust between home and school.
 - ii. Encourage parents to become involved in their child's education. Bring information about the school and about services available in the community.
 - iii. Seek out potential parent leaders, who are willing to participate in the HSCL scheme's activities and to be a resource to other parents.
 - iv. Monitor the effectiveness of interventions, which have been put in place.
- Work with staff to develop an understanding of educational disadvantage and promote innovative approaches and methodologies to address it.
- Actively develop and promote parental involvement as an integral part of the participating school's development.
- Establish structures to identify the needs of parents.
- Work with parents to prepare and support them as a resource to their own children and to the wider school community.
- Support the establishment and further development of links between early years' settings, parents, families, schools and communities to support children across the education continuum.
- Support measures to improve attendance, participation and retention of Travellers, Roma and other pupils at particular risk of poor engagement with education and early school leaving.
- Work collaboratively with the Tusla EWS and the School Completion Programme (SCP) to address issues which impinge on the school attendance, participation and retention of children at risk of educational disadvantage and early school leaving.
- Liaise with parents of pupils being considered for extra supports through SCP so that these parents understand the supports being offered, why they are being offered and to ensure that parental consent is given.
- Support successful transitions from early childhood care and education to primary, primary to post primary and post primary to further and higher



education. HSCL will play a key role in engaging with other key actors to support transitions and ensure pupils from disadvantaged backgrounds are fully supported.

- Facilitate the provision of leisure, curricular, parenting and personal development programmes for parents.
- Participate in, contribute to and support integrated services policy and practice of the TESS.
- Formally engage with adult and family literacy services and establish and maintain appropriate structures to facilitate the involvement of parents in their child's learning in school and in the home in areas such as literacy, numeracy, leisure/curricular courses, personal development, parenting, shared reading etc. Facilitate the training of parents as community leaders and as a support to other parents.
- Establish and maintain links with other schools and engage with local community development committees and children and young people services committees structures to build on existing structures and expertise, avoid duplication of provision and make linkages to help pupils and parents engage in community activities.
- Facilitate partnership with teachers, parents, pupils and community agencies in formulating school policies.
- Establish/maintain/participate in the local education committee which seeks to respond to school-related issues at community level, that impinge on learning, and to seek to address these issues, by working collaboratively with parents, pupils, voluntary and statutory agencies.
- Where appropriate, schools can initiate or engage in a 'Meitheal', the practice model for Tusla Family Support Service, in order to access additional support for children and families through collaboration with community agencies.
- Plan, monitor and evaluate HSCL interventions and programmes through:
 - a. Together with the school principal, producing an annual HSCL plan with specified targets and actions.
 - b. Together with the school principal, producing a weekly HSCL timetable
 - c. Recording all significant contact with families and prioritising home visitation.
 - d. Completing a HSCL return form in relation to (a) expenditure and (b) objectives, targets, activities and outcomes under the pilot.



Appendix G

Key Information regarding HSCL posts

Duration of assignment for the HSCL coordinator

A teacher shall be assigned to the post of HSCL coordinator for a maximum period of 5 years only. This pilot initiative will be subject to ongoing review and evaluation by the Department of Education and Youth. Participation in the pilot does not confer any entitlement to the continuation or expansion of the scheme beyond the first three-year implementation plan of the DEIS Strategy to 2035. Such continuation or expansion is subject to sanction by the Department of Public Expenditure, Infrastructure, Public Service Reform and Digitisation (DPER).

The HSCL is a full-time post only and job-sharing is not available.

As HSCL is a full-time post, HSCL coordinators must resign from the post of HSCL coordinator if they wish to job-share. A job-sharing or part-time teacher who wishes to take up the post of HSCL coordinator must resume duty on a full-time basis.

Application by a HSCL coordinator for a career break absence

HSCL coordinators may apply for a career break absence. However, when the HSCL post holder returns from career break they shall not return to the HSCL post but to their substantive post in the school, where the post is still warranted.

HSCL coordinator post may be filled on a temporary basis to cover maternity or other absences

When the HSCL coordinator is absent due to sick leave, maternity, carers leave etc, cover for the absence should be examined on a case-by-case basis taking into account the possible length of the absence.

Where it is determined that the post must be filled for the period of the absence, the HSCL post is advertised in the school or cluster of schools in line with the procedures contained in this circular. The base school for the HSCL coordinator post is automatically deemed to be the base school in which the successful applicant is currently teaching. Substitute cover is provided to cover the absence of the replacement HSCL coordinator in the classroom.

Where there is no suitably qualified teacher available to fill the HSCL post from within the cluster for such absences, the BOM/ETB should contact their EWS



integrated services manager for assistance. If following this no suitable candidate is available to fill the post, the BOM/ETB may, as an exceptional circumstance, allow a suitably qualified substitute teacher, registered with the Teaching Council with two years teaching experience, who is deemed an appropriate candidate, to fill the specialised post of HSCL coordinator.

Please note that time taken for an absence (including taking up another position on a temporary basis) is included as part of the five-year term.

A HSCL coordinator's participation in CPD does not create a substitutable absence.

The school cannot appoint a substitute teacher to replace a HSCL coordinator absent at CPD.

HSCL coordinator post – vacancy arising in the middle of a school year

If a HSCL vacancy arises during the school year, the post should be filled immediately, in line with the procedures contained in this circular. The filling of any consequential vacancy is subject to the recruitment/redeployment arrangements in place. The HSCL assignment will be for a maximum of five years, concluding on the 31 August of the fifth year.

This pilot initiative will be subject to ongoing review and evaluation by the Department of Education and Youth. Participation in the pilot does not confer any entitlement to the continuation or expansion of the scheme beyond the first three-year implementation plan of the DEIS Strategy to 2035. Such continuation or expansion is subject to sanction by the Department of Public Expenditure, Infrastructure, Public Service Reform and Digitisation (DPER).

Employer responsibility for HSCL working with one or more schools

The responsibility of the HSCL coordinator lies with the employer, that is, the BOM/ETB of the base school. For further details, see section five of this circular number 0033/2026

Arrangements for a HSCL post that shared between schools

It is the responsibility of the BOM(s)/ETB(s) of the schools to come to an arrangement regarding the sharing of the HSCL post. If schools encounter difficulties coming to an agreed arrangement, they should contact their relevant TESS integrated services manager. Contact details are at appendix B.



Arrangements for HSCL coordinators at the end of their assignment

At the end of the assignment the HSCL coordinator must return to a teaching post within the allocation for the school. Where a part-time teacher is successful in being awarded a full-time assignment as HSCL coordinator, at the completion of the assignment they must take up a part-time teaching post in the school, unless a full-time post is available within the school's allocation or in such case that the teacher has been awarded a CID.

Further enquiries should be e-mailed to the relevant regional TESS integrated services manager.