



Clocha Rince NS

**Class and Classroom
Allocation Policy**

January 2011

Introductory Statement

This policy was developed by teaching staff at a staff meeting on Monday 14th March 2011.

It was further developed by the Board of Management and sanctioned at a meeting of the Board of Management on Tuesday 5th July 2011.

It was further reviewed in October 2012 to include a maximum time period in which a teacher could spend with a particular class group.

Background

The allocation of teaching duties within a school is a matter for the principal.

The **Education Act (1998) Section 22 (2) (d) (i)** states that ... subject to the terms of any applicable collective agreement and their contract of employment [teachers shall] carry out those duties that ... are assigned to them by or at the discretion of the principal...

Circular 16/73:

13. ...he/she should arrange a fair distribution of teaching duties among the staff, taking into account the needs of the pupils and the abilities, experience, personality and preference of each teacher. She/he should utilise the services of staff with special qualifications or aptitudes in an organising or advisory capacity (CPSMA Management Board Members Handbook, 2007)

Education Act (1998) Section 23

The Principal shall...

(c) be responsible for the creation, together with the board, parents of students and the teachers, of a school environment which is supportive of learning among the students and which promotes the professional development of teachers,

Link to School Ethos

Clocha Rince NS is committed to enabling children grow and develop into confident, mature adults with high self esteem. We also strive to ensure children maximise their academic and social potential. This policy is geared towards those aims through offering all children exposure to a variety of teaching methodologies and skills.

Rationale:

This policy ensures that teachers get the opportunity to expand their skills through teaching a range of different ages and topics. It also offers the teaching staff and children flexibility within the system and there is provision in the policy for children to have access to teachers with specific skills in particular subjects.

Aims and Objectives:

The policy also facilitates the allocation of rooms suitable to the needs of the children;

- To facilitate the smooth, efficient running of the school
- To enable the teaching staff to professionally develop themselves through the exposure to different age groups and curricula
- To maximise the learning opportunities of the children through prudent class allocation which utilise to the optimum, the range of individual teaching skills within the staff.

Class Allocation

Class Clusters

The Principal teacher is responsible for the allocation and/or (if applicable) the splitting of classes for each academic year. This will occur after consultation with teaching staff.

The Principal will decide, when applicable, the cluster of classes based on the following criteria;

- The pupil numbers in each class
- The DES pupil-teacher ratio
- Classroom suitability/size
- Curriculum Implementation
- Individual Learning Needs of a particular pupil/pupils.

Splitting classes

The allocation of classes may require the splitting of classes. Split classes are viewed as two distinct class groups. Each class group will follow the same curriculum. The Principal may transfer a pupil from one classroom to another classroom within the same class group if deemed necessary for curricular, educational and/or administrative reasons. The school shall not consider requests by a parent/guardian to transfer a pupil between split classes.

Teacher Allocation

The issue of teacher allocation will be discussed at a staff meeting during the school year in which a new allocation is required. Teaching staff will be consulted regarding their own individual preference of class. Teachers will be allocated classes after consideration of;

- The school's Vision/Mission Statement/Ethos
- Teacher's own preference
- Length of time spent teaching a particular class group – Ideally a teacher will spend a minimum of two years and a maximum of 4 years with a particular class before requesting a new placement. The maximum period may be extended in the event of a teacher's continuing professional development requiring his/her placement in learning support or at the discretion of the principal teacher.
- Teacher's expertise/talents/character
- Teacher's motivation and contribution to learning in the school.
- Teacher's record of professional development. All staff should make the Principal aware of their own record of professional development and should update this record on an ongoing basis.
- Special circumstances in relation to a particular teacher; requirements for diploma, requirements for Scrúdú Cáilíochta, notification of maternity/paternity leave etc.

It is school policy to review teacher allocation every year. Ideally a teacher should spend a minimum of two years with a particular class group before requesting a new placement. Teachers will be given the opportunity to select their top 3 placement preferences. The Principal will try reaching a consensus with teaching staff on the placements. If this is not possible, the Principal will make an informed decision based on the criteria listed above.

Classroom Allocation

The allocation of classrooms will be considered in the context of the allocation of classes and teacher allocation. Every effort will be made to keep the same class group in the same classroom, which will ensure a more efficient transition each year.

Roles and Responsibilities

All staff, under the leadership of the Principal participates in and contributes to the implementation of an effective and equitable class allocation policy.

Notifying Parents

Where feasible, parents will be notified of the next year's class/teacher allocation before the end of the academic year. **All decisions made in respect of class/teacher allocation may be subject to change at any stage before and during the school year.**

Success Criteria

The school evaluates the success of the policy through;

- a) Participation of all staff in the policy
- b) Smooth transition of classes
- c) Feedback from all staff
- d) Staff satisfaction

Ratification & Communication

This policy was sanctioned at a meeting of the Board of Management on Thursday 18th October 2012.