

**Cullina National School**

**January 2019**

## **Staff Deployment Policy**

### **Introductory Statement:**

This policy was formulated as a result of a collaborative approach between the Principal and Staff. Discussions around the policy were initiated in May 2019 as the time for Class Allocation approached.

### **Link to School Ethos:**

Cullina NS is committed to enabling children grow and develop into confident well rounded adults. Through Staff rotation, we can offer all our pupils exposure to a variety of teaching methodologies and styles.

### **Rationale:**

This policy ensures that teachers get the opportunity to expand their skills through teaching a range of different age groups and the opportunity to work with children with varying needs, whilst also building up expertise and knowledge in specialised settings

### **Aims and Objectives:**

- To facilitate the smooth, efficient running of the school
- To allow the teaching staff to gain exposure to different age groups and curricula
- To maximise the learning opportunities of the children through prudent class allocation
- To develop experience and knowledge in Support Settings

### **Class Allocation:**

The allocation of teaching duties within the school is a matter for the Principal. The Principal facilitates this process in a fair and equitable way. *"The Principal is 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 the teachers".* (Education Act – Section 23)

- Cullina National School has 7 mainstream classes. It is school policy to rotate teachers after 5 years **insofar as is possible**. Each year all teaching staff complete a form in which they list the 3 classes/special settings that they would like to be assigned to for the coming year in order of preference

The Principal when allocating classes/special settings will take preferences into consideration as well as the following factors -

- The children in the class and the range of need
  - Experience particularly in support settings
  - Additional qualifications / relevant courses
  - Range of classes already taught / not taught
  - Personal situations
  - Teaching Council registration (Full/Restricted recognition)
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- It is endeavoured to avoid whole scale changes in any one year in Support Settings. It is important to have experienced teachers mentor those who are new to the setting. The Board provide extensive opportunity for SEN CPD and it is important to get maximum benefit from the CPD
  - Class teachers will be supported by a member of the Special Education Team in terms of in class support and collaborative planning and assessment
  - Class allocation is completed by the end of May.
  - Special arrangements are put in place if a teacher's religious beliefs preclude preparing children for religious ceremonies.

### **Classroom Allocation:**

- The larger classes are allocated the larger rooms
- It is hoped that a teacher would not have to move rooms in two consecutive years but this is dependent on the incoming class size

**Roles & Responsibilities:**

All teachers have a role to play in ensuring the success of the policy. The Principal will try to accommodate requests but ultimately class allocation is the responsibility of the Principal

**Success Criteria:**

The school evaluates the success of the policy through;

- a) Smooth hand over of classes
- b) Feedback from all staff
- c) Parental satisfaction

**Ratification and Implementation:**

This policy was ratified by the Board in January 2019 and will be reviewed in three years

\_\_\_\_\_ (Chairperson)

29/1/2019