



## **Class & Classroom Allocation Policy**

### **St Brendans BNS**

#### **Introductory Statement**

This policy was formulated as a result of a processing of collaboration between Principal and Staff. It evolved over the year and was recently redrafted during a staff meeting as a result of recommendations made by inspectorate during the whole school evaluation.

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

St. Brendans B.N.S., is committed to enabling children grow and develop into confident, mature adults with high self-esteem. We also strive to ensure children maximize their academic and social potential and 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. To this end a rotation policy which covers a three year time span will operate from Sept. 2009 in order to meet recommendations of the WSE inspectorate. This will be reviewed in Sept. 2012.

#### **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 exposure to different age groups and curricula
- To maximize the learning opportunities of the children through prudent class allocation, which utilizes to the optimum, the range of individual teaching skills within the staff

### **POLICY CONTENT**

#### **Class Allocation**

The allocation of teaching duties within the school is a matter for the Principal. However, it is the policy of the school to reach collective agreement and consensus when distributing teaching duties. 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.

- St. Brendan's B.N.S. has mainstream classes from 2<sup>nd</sup> to 6<sup>th</sup>. It is school policy to rotate classes where possible. At the end of the year, all teaching staff complete a form in which they list the 3 classes they would like to be assigned to for the coming year in order of preference.
- The Special Education Team have the option of returning to mainstream after 3 years, should they indicate such a preference. Alternatively, they may wish to remain in Special Education for a further 3 years. Should a mainstream teacher indicate a desire to join the Special Education team, this wish may be facilitated if a Special Education teacher has asked for a move in the opposite direction. If not, collective agreement is sought with options such as deferring a move for a year being put on the table. Courses completed in Special Education will also have a significant bearing on allocation.
- The Principal will allocate classes according to the class preference form completed by the teaching staff. The principal will also take other factors into account when making these decisions such as
  - Experience
  - Contribution to overall school policy development in relation to teaching and learning
  - Range of classes already taught/not taught
  - Motivation
  - Personality
  - Domestic and social situations
  - Special talents
  - Opportunities for development such as Special Education shared teaching etc.
- Some teachers may have larger classes than colleagues. This normally 'evens itself out' over a number of years, so that an equitable workload is achieved.
- Class allocation relies heavily on compromise and consensus. If this is not possible the Principal will make an informed decision based on suitability, experience whether a particular teacher had the class before, special talents, courses taken and what is in the best interests of the children concerned.
- Class allocation is completed in May of every year where possible. There is no special exemption for teachers in relation to First Communion and Confirmation classes. Special arrangements are not put in place if a teacher's religious beliefs preclude preparing children for religious ceremonies.

### **Classroom Allocation**

- It is not the policy of the school to move classes from specific rooms unless in exceptional circumstances such as teachers request, physical damage to room or health and safety issues
- The design of the school allows for ease of access to the Learning Support/Resource room, Library and hall for all classrooms.
- Mainstream classrooms numbers 1-8 are of equal dimensions as are rooms 9-10 and 11-12.

### **Roles & Responsibilities**

All staff, under the guidance of the Principal participate in and contribute to the implementation of an effective and suitable Class Allocation Policy. Grievances are dealt with at a Principal/teacher level and will only transfer to the Board if a compromise cannot be reached.

**Success Criteria**

The school evaluates the success of the policy through

1. Participation of all staff in the policy
2. Smooth hand over of classes
3. Feedback from all staff
4. Staff satisfaction
5. Parental satisfaction

**Timetable for Review**

A review will be conducted based on the success criteria outlined, or where consensus and compromise is not achieved.

**Ratification and Implementation**

This policy was originally ratified by the Board in September 2006

**References**

**Education Act 1998 – Sections 22 and 23**  
**Circular 16/73**  
**CPSMA Board Members handbook p.234**