



Newsletter

No. 69 May 2022

Message from General Secretary

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I would like to welcome all schools back for the final term of the 2021/22 school year.

We all continue to be shocked at the harrowing stories and images emerging from Ukraine and the devastation being wreaked on people's lives. Many Ukrainian families have travelled to Ireland and their children are currently being enrolled in our primary and secondary schools.

CPSMA have published a short podcast on this issue, which includes the experience of one Ukrainian teacher, Iryna Britanova-Listratenko, on her journey to Ireland with her daughter. It is a stark reminder, if one was needed, of the courage and stoicism of all those who have had to flee their country at short notice. Further supports for schools are also detailed in this Newsletter.

The Staffing Schedule has been published and its contents will be relevant to all schools. I am cognisant of acting and newly appointed principals who are engaging with this Circular for the first time. Reading 18 documents, spread over 138 pages, is a daunting task and so we have detailed the main requirements for schools in this Newsletter as well as providing all the sections [in one place](#), alongside [two short podcasts](#) on this topic. We hope they will be of some assistance.

Although schools are hoping to operate as normally as possible this term, COVID-19 is still very present in our communities. I have included a link to a recent [HSE Poster](#), which may be useful to send as a reminder to parents at this time.

I wish you all an enjoyable and safe term at school.

Regards.



Key points to note in Staffing Schedule

Monday 9th May 2022 is the key date for schools to:

- Notify relevant Panel Operator of any permanent or fixed term vacancy
- Return Main Redeployment Panel Application Form (Appendix E) for surplus permanent/CID holding teachers to the Department's Primary Teacher Allocations Section
- Return Form S.E.T. Cluster 2022/23 (Appendix D) to the Department's Primary Teachers Allocations Section to notify new Special Education Teacher cluster arrangements
- Return "CID Declaration Form 22" (Appendix G) in respect of all teachers awarded a CID in or before the 2021/22 school year and a Main Panel Application Form, if applicable, to the Department's Primary Teacher Allocations Section
- Submit completed Staffing Appeals Form (Appendix F) for the May meeting of the Primary Staffing Appeals Board to the Department's Primary Teacher Allocations Section

All existing Special Education cluster posts cease at the end of 2021/22 school year and schools should recluster part-time SET hours into fulltime shared posts.

The Main Redeployment Panels will be published in early June for schools to appoint teachers from the panels to vacancies



Staffing Circular 0025/2022

[Circular 25/2022](#), which informs all primary school management and staff of the staffing arrangements for all primary schools for the next school year, 2022-2023 has now been published. To assist with this, all the documents relating to this Circular are available in one place at www.cpsma.ie in the Latest News section at the top of the home page. The following are some of the key points for schools to be aware of.

Appendix A: Schedule of Enrolment

[Appendix A](#) outlines the number of mainstream posts, or mainstream class teachers that your school is entitled to in September 2022.

The first table refers to the appointment and retention figures for mainstream classroom teachers in Ordinary Schools, Gaelscoileanna and Gaeltacht schools. You'll notice that the figure for the appointment of an additional teaching post is always higher than the figure that you need to retain a post. The numbers referenced in Appendix A are the valid enrolments on the 30th September 2021, as per your October 2021 Primary Online Database (POD) returns to the Department of Education and are based on a pupil teacher ratio of 24:1.

Page 2 of Appendix A contains a table which gives the appointment and retention figures for mainstream classroom teachers in DEIS Urban Band 1 National Schools for the 2022/23 school year.

These figures are based on a reduced pupil teacher ratio of 18:1 for schools with Junior classes only, 22:1 for schools with Senior Classes only, and 20:1 for vertical DEIS Urban Band 1 schools and again have been reduced by one pupil from last year.

These are perhaps the most important tables relating to the annual staffing in your school. P stands for principal and P+1 up to P+6 assumes that the principal is also a mainstream class teacher. So P+2 means three mainstream classes in a school.

There can be some confusion if the principal is not a mainstream teacher. For example, if the Principal is in a SET position or if the principal in a small school is in an administrative role because of the school having two special classes. If you need advice on your allocation for the coming school year, please contact our office.

Appendix C: Special Educational Teacher Allocation

[Appendix C](#) of Circular 0025/2022 contains the NCSE Special Education Teaching or SET Allocation for fulltime/shared and part time posts. Allocations have changed for the first time in a number of years. Your school's allocation of SET hours may have increased, remained the same or reduced. This allocation will remain in place for the next two school years.

The number of base posts in your school is stated, along with a possible allocation of part-time hours. These part-time hours must be clustered with the part-time hours in other schools to create full-time posts of 25 hours. All current clusters will cease to exist from the end of this school year and new clusters must be formed. Each cluster must reach 25 hours in total.

A full time SET post can be created if your school has part-time SET hours. A full-time post is 25 hours, so using Appendix C, you should check the allocation of schools in your area to see which schools may have additional hours or are interested in forming a cluster to make up a 25 hour cluster



post. This may necessitate contact with other schools to agree the clustering arrangement and to decide on which school is the base post. Once agreed, the schools then decide which school is the base post. That school arranges for the completion of [Appendix D](#) in Circular 0025/2022.

Appendix D must be returned to the DE by the **9th of May 2022**. If approved by the Department, this becomes a permanent post as part of the base school's teaching allocation. If your school cannot arrange to cluster hours to a total of 25 hours, you should contact primaryallocations@education.gov.ie for further guidance.

Gaining an additional permanent post

There are a number of ways that your school may gain a permanent teaching post and have a permanent teaching appointment to make for the 2022-2023 school year.

1. You might have an increase in pupil numbers. In addition to this you may gain a teaching post if you are considered to be a rapidly developing school. The details of this projected enrolment post are laid out in Section 1.3 of Circular 0025/2022.
2. You might have an increase in your school's SET allocation, as outlined in [Appendix C](#) of Circular 0025/2022.
3. You might attain principal or deputy principal administrative status. The criteria for this appointment is laid out in [Appendix B](#) of Circular 25/2022.
4. Your school may be appointing an additional teacher, if you are opening a special class. A special class may only be authorised by sanction of the NCSE and does not relate to the Staffing Circular. However, we have received confirmation from the Department of Education that principal administrative status is granted to a school on the day a second special class is opened, whether this is at the start of a school year or during the school year.
5. Staff member(s) may have written to the board stating that they wish to retire from their positions at the start of the coming school year. In this case, your school will have an additional teaching vacancy also.

If you have permanent appointments to make arising from the categories above, you must notify your Diocesan secretary to advise him/her of all vacancies both permanent and fixed term (e.g. secondment, job share or career break) in your school. You should send this notification to your panel operator within 5 working days of the vacancy becoming known to the school.

From September 2022, all Deputy Principal vacancies in schools must be filled through open competition and the redeployment panel does not apply to filling these vacancies. You will find information on this process in Chapter 4 of Circular 0044/2019.

Contracts of Indefinite Duration (CIDs)

Before filling a teaching vacancy, schools have to consider whether there is a teacher in the school who has a Contract of Indefinite Duration or who may have an entitlement to a Contract of Indefinite Duration. A Contract of Indefinite Duration (C.I.D.) affords an employee the same rights as a permanent member of staff.

A teacher may have an entitlement to a C.I.D. if they have completed two years of continuous service in the same school and a viable post is available for the following school year. If you think a teacher



may have an entitlement here, we have created a short 10 minute podcast to help you make sense of CIDs. You can find it [here](#) or through the [Staffing Supports](#) page at the top of the www.cpsma.ie homepage.

There are two tasks relating to CIDs as part of Circular 0025/2022.

1. If you believe that a teacher may have an entitlement to a CID, your school should facilitate an application by completing [Appendix H](#) of Circular 0025/2022 and returning it to the Allocations section of the Department of Education as soon as possible.
2. The Department of Education also requires all schools who have teachers with CIDs awarded before this school year to notify the Department about them. [Appendix G](#) of the Circular should be completed for each such teacher and forwarded to the Department by the **9th of May 2022**. This does not apply to CID holding teachers who have since taken up permanent positions in your school.

Losing a permanent teaching post

You may lose a permanent teaching post in your school, be it either a mainstream class teacher or a special education teacher, because of a reduction in pupil numbers or a reduction in your SET allocation. As mentioned previously, this will be as a result of a change in your staffing schedule ([Appendix A](#)) or, as a result of your new SET allocation, ([Appendix C](#) of Circular 0025/2022).

Each school should have a seniority list for teachers, which states the order of seniority of the teachers in the school, based on the date that they became permanent or attained a CID in that school. If your school is losing a post, the Principal/Chairperson needs to advise the most junior permanent or CID holding teacher, that he or she cannot be retained in the school next year. It is important to handle this conversation with sensitivity.

The Main Panel Form (MPF) at [Appendix E](#) of Circular 0025/2022 should then be completed and returned to the Department's Primary Teacher Allocations Section by **9th May 2022**. This facilitates this teacher being placed on the panel and redeployed into another school for the forthcoming school year.

Forwarding the names of such teachers to Primary Allocations enables the Department to compile lists for each of the Main Redeployment Panels, which will in turn be released to the Panel Operators in each Diocese.

Engaging with the Main Panel

When the Main Panel issues, the Panel Operators will see how many teachers are listed on the Main Panels and how many vacancies there are in each Diocese. It's important therefore, that even if you get a late notification of a retirement or resignation, you should notify your Panel Operator within 5 days, to ensure that the system is fully informed and up to date.

Where a school has notified the Diocese that it has permanent vacancies, it is then forwarded a list of the names of the teachers on that Main Panel who are available for redeployment to their school.

The school then has three options for filling the permanent vacancy:

1. A teacher can be selected directly from the Main Panel, without an interview process.



2. Some or all of the teachers on the Main Panel can be invited to interview by email. A teacher must respond to an invitation to interview within three calendar days. The school is required to fill the post from the cohort of teachers called to interview.
3. Schools also have the option of using a website (educationposts.ie or staffroom.ie) as a way of engaging with the Main Redeployment Panel for the 2022/23 school year. There is specific wording for such advertisement.

If using option 3 above, schools are restricted to their own Panel/Diocese and teachers may only respond to expressions of interest from within their own relevant panel area. Teachers are given 5 days to express interest.

In addition to any teacher that expresses an interest in the post, the school may also consider teachers remaining on the Main Panel who had not responded with an expression of interest.

The filling of the post in this manner may be done with or without an interview process, but Boards have the prerogative to interview if they so wish.

If no teachers on the relevant Main Panel express an interest in the post, the school is required to extend the period of time for seeking expressions of interest, by an additional 2 calendar days.

If at that stage there are still no teachers who have expressed interest in the post, then the school should inform the Panel Operator.

The above information is set out in the [Redeployment Arrangements at Primary Level for Surplus Permanent and CID Holding Teachers](#). If this is your first time engaging with the Main Panel, or if you have any queries in relation to Panels, please ring us to discuss your queries.

Filling a vacancy after the Main Panel has cleared

When the Main Panel has cleared, the Supplementary Panel in each Diocese will come into operation in respect of permanent vacancies. Teachers on the Supplementary Panel will get preference for any remaining permanent positions in the Diocese, through a similar process to the Main Panel. However, the Supplementary Panel may **not** be used to fill fixed term vacancies.

When the Panel Operator is satisfied that there are enough positions available to redeploy all teachers on the main panel, schools will be informed that they can proceed to advertise any fixed term position which has been notified to the Diocese.

Appealing the loss of a permanent post

The Staffing Schedule also includes an appeals mechanism (under certain criteria) for schools, to an independent Appeals Board on behalf of the Department of Education. Details of the appeal process and application form are available in [Appendix F](#) of Circular 0025/2022.

Appendix F outlines the seven categories that a school may utilise to seek an appeal of its staffing allocation for the forthcoming year. In brief the categories are as follows:

Criterion A – Exceptional Accommodation Difficulties

The school must demonstrate to the Appeals Board's satisfaction that an additional teaching post is warranted to meet the exceptional accommodation difficulty.



Criterion B – Additional Enrolments in October 2021

The school must satisfy the Appeals Board that on the basis of verifiable evidence, the required pupil numbers were enrolled in the school in September or October 2021, but due to circumstances outside the control of the school, they were not enrolled on the 30th September 2021.

Criterion C – Developing Post based on Additional Enrolments after 30th September 2022 (For October 2022 Appeals Board Meeting Only)

This criterion applies only to schools provisionally sanctioned for a developing post(s) which did not reach sufficient enrolments on 30th September 2021 to retain the teaching post. As this criterion relates to verification of actual enrolment on 30th September 2022, the Appeals Board can only consider appeals under this criterion at the October Appeals Board meeting.

Criterion D – English as an Additional Language (EAL) Teaching Posts

This is where at least 20% of the total enrolment of the school is made up of pupils who require English as an additional language support. The school may lodge an appeal for a review of the proposed allocation for pupils requiring EAL support.

Criterion E – Small Schools

The appeals criterion is set out in detail in the circular.

Criterion F – School losing 3 or more Posts

Where a school is losing 3 or more permanent posts, an application can be made to the Appeals Board with a view to seeking to have a portion of the loss in posts deferred to the 2023/24 school year, on the basis that it is impacting in a particularly adverse manner, on a school's overall allocation.

Criterion G – Alleviating some of the pressure on class sizes at infants level

This permits an appeal which would alleviate some of the pressure on class sizes at infants level, for schools that make a significant contribution by absorbing demographic growth.

The staffing appeals board meets in May and October, so schools wishing for their appeals to be heard for the May meeting should have all necessary paperwork verified and submitted in full to the Primary Staffing Appeals Board in the Department of Education, Cornamaddy by **9th of May 2022**.

Principal release time posts – Circular 0026/2022

One additional area of recruitment which is not covered by redeployment panels, but which has been published simultaneously, is [Circular 0026/2022](#) relating to posts to facilitate release time for principals.

As each school with a teaching principal is entitled to 37 release days in the 2022-23 school year, or one day a week, schools can combine their release days to form a full-time fixed term position. In this case, one school is designated as the base school and is responsible for the recruitment of the teacher. [Appendix A](#) of Circular 0026/2022 should be completed and returned to the Allocations Section by the **9th of May 2022**. This is a fixed-term position for the year and the vacancy should be notified to your Diocesan office in the manner previously outlined.

Please contact our advisors at 01-629 2462 or info@cpsma.ie with any queries you may have in relation to any of the areas referred to above.



Supporting Pupils from Ukraine in our Schools

Since last month, many Ukrainians have come to our shores seeking refuge and schools across the country are beginning to see Ukrainian children enrol in their schools. CPSMA has prepared a short [podcast](#) for schools which contains helpful advice from NEPS on how to talk in school about what is going on in Ukraine and in particular, how to address this with the children from Ukraine. NEPS has also issued guidance to schools and parents in this regard: [Supporting the Wellbeing of Children from Ukraine in your School](#) and [Supporting Children and Young People in a time of War](#).

The Department has written to schools outlining details of the supports available to schools. In summary, the Department is asking that if you have capacity to enrol Ukrainian children, that you do so. [The letters](#) mention the importance of keeping your POD database updated, which will help with the redeployment of resources. Schools may apply for additional EAL hours depending on the number of enrolments. Schools can access a form [here](#) to apply for these resources.

There are also some [additional resources](#) for schools available from Scoilnet that may be of assistance.

Regional Education and Language Teams (REALT)

Regional Education and Language Teams (REALT) are hosted by the 16 regional education and training boards around Ireland and staffed by regionally based education support personnel.

The primary role of the REALT is to build on existing regional education support structures and the initial focus will be on assisting families in securing school places. REALT will also support schools in the area to meet the needs of these children as they emerge, will advise and support the Department of Education in developing new capacity where required, and will co-ordinate the provision of education services to schools and families across their defined area.

These teams will ensure that clear, accessible information flows are in place between schools, local education support services and national support structures in relation to people arriving from Ukraine.

See [here](#) for email and phone contact details for REALT in the 16 ETBs and ETBI.

Autism Good Practice Guidance for Schools

[Autism Good Practice Guidance for Schools Supporting Children and Young People](#) and its companion [Autism Good Practice Guidance for Schools: Indicators of Effective Practice](#) have been developed by the Department of Education as a resource for schools and others. The guidance is designed to help support the wellbeing, learning and participation of children and young people with autism in education.

It aims to assist school staff to understand the varied nature of students' strengths and needs, as well as to identify whole-school and individualised approaches to supports for students. It can be used by staff supporting students with autism across a range of educational environments including mainstream, special class and special school settings.

The guidelines have been developed for students with autism, but many of the strategies can be adapted for those with other special educational needs (for example: learning, social or behavioural needs).



The guidance provides information and support across the following EIGHT domains or key 'areas of practice', to enhance the wellbeing, learning and participation of autistic students: Learning Environment, Language and Communication Development, Social Development, Emotional Development, Sensory Processing, Functional Skills for Daily Living, Academic Development, and Behavioural Development.

Students with autism may have different types of needs. The guidelines recommend that the eight domains of support are used in a holistic and inter-connected way when identifying students' strengths and responding to their needs. The guidance also covers supporting students with anxiety, transitions, relationships and sexuality education, digital learning and assistive technology, as well as teacher professional learning (TPL).

DEIS Identification 2022: Appeals process for schools

From September 2022, the DEIS programme will be extended to additional schools who were identified using the refined DEIS identification model as having the highest levels of educational disadvantage. [Circular 0019/2022](#) sets out the appeals process for schools who, following the application of the refined DEIS identification model to their student enrolment data, were not identified for inclusion in the programme or identified for reclassification to DEIS urban band 1 and wish to have that outcome reviewed.

Say Yes to Languages

[Circular 0028/2022](#) provides information on the "Say Yes to Languages" – Language Sampler Module for recognised English and Irish medium primary schools including special schools for the 2022/23 school year. The module is for senior classes (3rd, 4th, 5th and 6th class) in primary schools and in 2022/23 it will run for 8 weeks. The school will select the language of choice depending on its demographic and school context. Funding is provided depending on the number of classes participating. The classes will take place within the normal school timetable, for a total of 8 hours per classroom, over a period of 8 weeks.

Schools interested in participating in the module in the 2022/23 school year should apply [here](#). The closing date for receipt of applications is 5pm on **11 May 2022** and no applications will be considered after this date.

Circular on Standardised Testing, Curriculum and Other Matters

Schools should note that sections 1 and 2 of [Circular 0018/2022](#) set out important information for schools regarding Standardised Testing returns in respect of the 2021/2022 academic year. Sections 3 to 13 provide updates on a number of curriculum and other matters which are relevant to primary schools and special schools.

Aistear Update

The National Council for Curriculum and Assessment (NCCA) published the Aistear framework for 0-6 year olds in 2009. The Aistear framework is currently being updated and CPSMA recently made a submission in relation to the updating of the Aistear framework which is available to be read here: [Aistear Update – CPSMA Submission](#).



NCSE SET Allocation Appeals Process

The NCSE has published the guidelines for schools who wish to appeal their Special Education Teaching (SET) allocation. There are three mechanisms by which appeals can be lodged with varying deadlines in each instance. The guidelines can be found [here](#).

Coiste Gaeilge CPSMA

Teastaíonn ón gCoiste Gaeilge CPSMA a chur in iúl go mbeidh leagan Gaeilge de na conarthaí eagsúla ar fáil ar shuíomh greasáin CPSMA. Freisin tá CPSMA ag earcú Comhairleoir Bainistíochta Scoile. Beidh ar an té a cheapfar seirbhís agus tacaíocht a sholáthar tré mhéan na Gaeilge do na Gaelscoileanna, scoileanna sa Ghaeltacht, nó aon Phríomh Oide nó Cathaoirleach gur mian leis/leí labhairt linn as Gaeilge.

Relevant Circulars

- [0031/2022](#) Recruitment of Special Needs Assistants (SNAs) - Supplementary Assignment Arrangements for the 2022/2023 school year
- [0029/2022](#) Arrangements for Inspectorate Engagement with Primary and Special Schools April to June 2022
- [0012/2022](#) Policy on Gaeltacht Education 2017-2022: Invitation to Primary schools in Gaeltacht language-planning areas to consider joining the Gaeltacht School Recognition Scheme (March 2022 - August 2023)
- [0010/2022](#) Policy on Gaeltacht Education 2017-2022: Primary schools and special schools in Gaeltacht language-planning areas participating in the Gaeltacht school recognition scheme: Ongoing Implementation of the Scheme (2022-2024)
- [0028/2022](#) "Say Yes to Languages" – Language Sampler Module 2022/23
- [0027/2022](#) Grant Scheme for ICT Infrastructure – 2021/2022 School Year
- [0026/2022](#) Release Time for Principals in Primary Schools for the 2022/23 School Year
- [0025/2022](#) Staffing arrangements in Primary Schools for the 2022/23 school year
- [0020/2022](#) Special Education Teaching Allocation 2022/23 (primary)
- [0019/2022](#) DEIS identification 2022: Appeals process for schools
- [0018/2022](#) Information in relation to Standardised Testing and Other Matters – Academic Year 2021/22 and Subsequent Years
- [0017/2022](#) Implementation of Sectoral Bargaining in the Primary Sector with effect from 01 February 2022
- [0016/2022](#) Employment of 3rd and 4th Year Undergraduate Student Teachers and application of the '5 Day Rule'
- [0009/2022](#) Update for the Requirements for Appropriation Accounts 2021

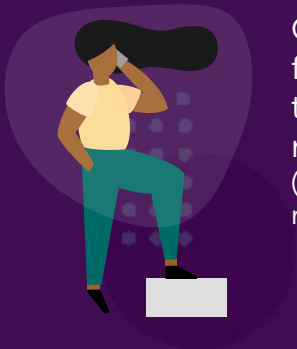


Your Employee Assistance Service In The Moment Support

Your EAS is available 24/7, 365 days a year and offers in the moment support to employees. Our team is always there to chat and provide immediate support for multiple concerns and difficulties - in the workplace or at home. EAS support is there for you to process how you are feeling and get advice in the moment, as you need it.



If you are experiencing a crisis or just want someone to talk to urgently, you can access your EAS at any time to speak freely with a Case Manager and they will provide support and guidance.



Calls are not limited in length or frequency. You are free to access this type of support for an unlimited number of times.
(scheduled sessions of counselling may be recommended if there is a recurring issue)



You can also call for advice on supporting another team member or colleague (all calls are confidential).



**You can reach your EAS Service to
speak to a Case Manager on:**

Freephone: 1800 411 057

SMS & WhatsApp:

Text 'Hi' to 087 369 0010