



## **Ballygiblin National School**

### **Class Allocation Policy**

#### **Introductory Statement**

This policy was developed by the Principal and staff of Ballygiblin National School to support fair and clear decision-making around class and classroom allocation. It reflects growing enrolment and evolving class structures, and it will be reviewed as school needs change.

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

Our aim is to create a positive learning environment where pupils thrive and staff feel valued. This policy supports that by making the best use of staff expertise and providing opportunities for professional development.

#### **Rationale**

Clear class and room allocation ensures fairness, promotes professional growth, and supports learning. It also offers guidance when creating split or mixed classes.

#### **Aims and Objectives**

- To ensure smooth and effective school operation
- To support professional growth through role rotation
- To match teacher strengths with pupil needs
- To provide consistency and clarity when forming mixed/split classes
- To ensure transparency in allocation decisions

#### **Class Allocation**

While the Principal has responsibility for class allocation, staff input is welcomed. Each year, teachers are invited to submit their preferences. Allocations are made based on:

- Teaching experience
- Range of classes taught
- Need for balanced staff development
- Subject expertise
- Contribution to school priorities
- Best interests of the pupils

Teachers may express interest in moving between mainstream and support roles, with qualifications and experience taken into account.

Large classes may be split when necessary to improve learning conditions. If no consensus is reached, the Principal will decide based on the above criteria.

## Class Allocation Guidelines

To ensure balance and opportunity for all staff:

1. **Special Education:** Teachers will not remain in Special Education for more than three consecutive years. *Rationale: To maintain teacher engagement with the full curriculum, including Gaeilge.*
2. **Autism Class:** Teachers will usually spend two years in this role. *Rationale: This allows for meaningful pupil connection while giving others access to this valuable experience.*
3. **Principal Release Post:** This will also rotate every two years. *Rationale: The variety of teaching contexts supports professional development.*

**Flexibility Clause:** In exceptional cases, these terms may be extended. This could include staffing constraints, pupil needs, or individual circumstances. Decisions will be made in the best interest of the pupils and school.

Additionally, in the event of an absence by the Autism Class teacher, staff members will rotate into the role, with a substitute covering their regular teaching duties. This approach provides valuable hands-on experience with the Autism Class for a wider group of teachers and promotes whole-school understanding and support.

## Splitting of Classes

When classes are split, groups will reflect mixed abilities, balanced gender, and social/emotional needs. Teachers will work together to create fair groupings.

Where appropriate, criteria such as alphabetical order or age may be used. Groupings will be clearly explained to parents.

## Supporting Mixed Classes

Support for mixed classes may include:

- Team teaching
- In-class support
- Small group or individual withdrawals
- Withdrawal of whole class grouping

Supports will be reviewed and planned annually.

## Classroom Allocation

Rooms generally remain consistent unless a health, safety, or accessibility reason requires change. All classrooms offer equal access to facilities.

## Communication with Parents

We aim to share class and teacher allocations with parents as early as possible before the summer break.

## Roles and Responsibilities

The Principal manages class and room allocation, with input from staff. Concerns or questions should be addressed directly with the principal.

### Success Criteria

- Smooth yearly transitions
- Staff satisfaction and opportunity
- Positive parent feedback
- Ongoing professional development

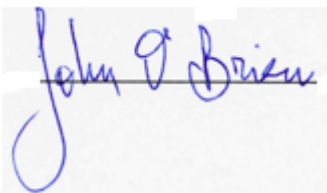

### Review

This policy will be reviewed every two years or as needed.

### Ratification

This policy was reviewed and ratified by the Board of Management on June 3<sup>rd</sup> 2025

### Signatures

	
<b><i>John O'Brien</i></b>	<b><i>David Hyland</i></b>
<b><i>Chairperson BOM</i></b>	<b><i>Principal</i></b>
<b><i>Date: 03/06/2025</i></b>	<b><i>Date: 03/06/2025</i></b>