



Circular 0008/2025

**To: The Managerial Authorities and Principals of Recognised
Community and Comprehensive Schools**

Staffing Arrangements in Community and Comprehensive Schools for the 2025/26 school year

- (a) For the purposes of section 24(2) of the Education Act 1998 (as amended by the Education (Amendment) Act, 2012), the allocation of teaching posts for the 2025/26 school year is calculated in accordance with the rules outlined in this circular and is based on recognised pupil enrolment on approved courses on 30th September 2024.

(b) Alignment of Enrolment with Capacity:

While national post primary enrolments are projected to peak in 2025, they are expected to subsequently decline by circa 70,000 pupils over the following decade. While there are regional and local variations to this national trend, it is nevertheless a very important consideration for the Department's Planning & Building Unit when assessing applications for additional accommodation for mainstream provision. It is therefore important for individual schools to be conscious of this when operating their own enrolment processes each year. It is important that enrolments be aligned with existing capacity across schools to the greatest extent possible.

The establishment of additional special classes at post-primary level is a key priority for the NCSE and the Department. All post-primary schools can, on average, expect to have around 4 special classes over the coming years. It is envisaged that the accommodation for same will be achieved through a combination of repurposing of existing accommodation and provision of additional accommodation through rollout of planned projects and, where necessary, modular accommodation. In this regard, the Department's Planning & Building Unit, together with relevant stakeholders, will be looking to maximise the opportunities for utilisation of existing accommodation and planned accommodation being delivered as part of school building projects in order to support the rollout of special classes. This approach is also relevant in the context of continuing to facilitate the enrolment of pupils arriving in Ireland, including from Ukraine and through the International Protection system.



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Section 1 – Approved teaching posts on the staffing schedule

Principal/Deputy Principal

1.1 Principal:

Each recognised school is allocated one post in respect of a Principal.

1.2 Deputy Principal:

Deputy Principal posts are allocated to each recognised school as follows:

Pupil Enrolment (including Post leaving Certificate (PLC) students)	Deputy Principal Allocation (WTEs)	
	Non DEIS Schools	DEIS Schools
1-150	0.25	0.25
151-300	0.5	0.5
301-400	0.75	0.75
401-599	1	1
600-699	1	2
700-899	2	2
900+	3	3

Enrolment Based Allocation

1.3 Ordinary Enrolment:

The allocation for Ordinary Enrolment is in respect of the approved mainstream enrolment.

A ratio of 19:1 is applied in respect of recognised pupils in Free Education Scheme post primary schools.

A ratio of 23:1 is applied in respect of recognised pupils in recognised schools outside the Free Education System.



1.4 Guidance Provision:

Each school receives an allocation in respect of guidance provision. The allocation is calculated by reference to the approved enrolment, including PLC pupils. It is the difference between the PTR of 19:1 and a reduced PTR:

School Category	Reduced PTR
Free Education Scheme – Non DEIS	18.4
Free Education Scheme – DEIS	17.65
Fee-Charging	18.60

In deploying the guidance allocation, schools are encouraged to give due consideration to the pivotal role the qualified guidance counsellor plays in the implementation of the whole school guidance plan. The guidance counsellor will require time for individual pupil appointments, for Guidance lessons, and general guidance related work within the context of the Whole School Guidance Plan.

Refer to **Appendix 3** of this circular for further information on guidance provision.

1.5 Junior Cycle Reform:

Schools receive an allocation to support Junior Cycle reform through the provision of individual professional time to allow teachers engage in professional collaborative activities to support teaching, learning and assessment. The annual circular letter issued to schools setting out arrangements for the implementation of the Framework for Junior Cycle provides further detail regarding these activities. These include attendance by teachers at Subject Learning and Assessment Review (SLAR) meetings.

Department circular letter 0028/2024, *Arrangements for the Implementation of the Framework for Junior Cycle with particular reference to school year 2023/24*, includes updated information for schools regarding the holding of SLAR meetings. The Department had earlier, in circular letter 17/2020, *Guidance on the Junior Cycle Subject Learning and Assessment Review Process*, presented schools with four options for the holding of SLAR meetings. The fourth of these options allowed for SLAR meetings to be held entirely during normal school tuition hours, but with a corresponding reduction in the teacher allocation for professional time. No school has chosen that option.

The remaining three options outlined in circular letter 17/2020, and set out most recently in circular letter 0028/2024, entail the scheduling by schools of SLAR meetings in a manner that does not impact on pupil tuition time and does not give rise to additional paid substitution or Supervision and Substitution costs (other than where a single teacher of a subject must travel to another school to participate in a SLAR meeting, in which instance additional paid substitution will



be made available). Under all of these options the teacher allocation for each school will be calculated on the basis of 22 hours of professional time per full-time teacher per year, with a pro-rata provision for part-time teachers.

Consequently, the allocation of teaching posts to individual schools, arising from this circular, includes a provisional allocation that is intended to support the provision by schools of 22 hours of professional time per full-time teacher of Junior Cycle per year, with a pro-rata provision for part-time teachers.

The use of teacher allocations, including professional time for SLAR meetings, may be subject to audit. In cases where the holding of SLAR meetings is found to have impinged on pupil tuition time and/or where it has resulted in unauthorised additional paid substitution costs or unauthorised use of Supervision and Substitution, the teacher allocation for the school for the following school year will be reduced.

The allocation of posts for professional time is not intended to cover 40 minutes per week professional time for all full-time teachers (with pro-rata allocations for part-time teachers). School management should allocate their overall provision of teaching hours (including the additional posts allocated for professional time, as set out above) in such a manner as to ensure as far as possible that teachers involved in the delivery of Junior Cycle can avail of professional time in accordance with the Junior Cycle Circular.

The allocation is provided in two parts as follows:

1 – Part B of staffing schedule

An allocation is calculated by reference to the approved enrolment, excluding PLC pupils. The allocation is the difference between the actual Pupil:teacher (PTR) and a reduced PTR:

School Category	Actual PTR	PTR reduced by 0.53
Free Education Scheme	19:1	18.47
Fee-Charging	23:1	22.47

2 – Part C of staffing schedule

Schools also receive 22 hours professional time in respect of each whole-time equivalent (WTE) Special Educational Needs and Special Class post.



1.6 Special Education Needs:

The Department of Education determines the allocation of Special Education Teaching posts for all schools. The allocation provided in the initial staffing schedule represents 100% of the school's allocation for the 2025/26 school year (other than where an additional allocation is sanctioned by the department

over the course of the 2025/26 school year). This allocation is provided on the staffing schedule in 2 parts – 50% in Part B and 50% in Part D.

Full details of the SET allocation model are outlined in **Circular 05/2025**. Schools that are newly established in the 2025/26 school year will have their Special Education Teaching allocation calculated by the Educational Research Centre.

1.7 Junior Certificate School Programme (JCSP):

An additional 0.25 WTE post is granted for each group of up to and including 45 recognised pupils participating in the Junior Certificate School Programme (JCSP) subject to a maximum of 135 pupils and a maximum allocation of 0.75 WTE posts.

A school is restricted to one group of a maximum 45 JCSP pupils in the year it commences JCSP and in the following two school years.

1.8 Leaving Certificate Applied (LCA):

An allocation of 0.50 WTE post is granted to schools providing the LCA programme. Schools are required to provide confirmation on **Section 1 of CC 25-26** that the LCA programme will be provided in the 2025/26 school year.

1.9 Post Leaving Certificate (PLC):

A ratio of 19:1 is applied in respect of recognised pupils enrolled in a PLC programme, subject to a maximum of the approved PLC enrolment.

1.10 All Irish School (Scoil Lán Gaeilge):

An additional post is allocated to each designated All-Irish school (School Classification 1).

1.11 Home School Community Liaison:

An allocation is provided to DEIS schools in respect of the Home School Community Liaison (HSCL) Coordinator in accordance with **Circular 0016/2019**. Schools in the DEIS programme will be allocated either a shared HSCL post or a full time HSCL post.



Queries relating to the HSCL post should be forwarded to social_inclusion@education.gov.ie

1.12 Language Support (EAL):

The Special Education Teaching (SET) allocation provides a unified allocation for special education support teaching needs to each school based on its educational profile. The SET allocation also encompasses an element of language support allocation. Under this SET model, schools are frontloaded with resources to provide support immediately to those pupils who need it without delay. Therefore schools should draw from their SET allocation to support pupils who have been identified as being in need of language support through the school's assessment processes.

Mainstream class teachers, subject teachers and any additional language support teachers all have roles in progressing the language learning needs of children for whom English is an Additional Language (EAL). These language needs involve two distinct language skills:

- a. Basic Interpersonal Communication Skills
Children and young people learning EAL best acquire language for everyday social interactions through immersion in the language of the school and of the wider environment. This language type is otherwise referred to as Basic Interpersonal Communication Skills or BICS. It is important that all pupils receive well-planned opportunities to develop these English language skills in mainstream classrooms with peers in a scaffolded, immersive environment.
- b. Cognitive Academic Language Proficiency
Cognitive Academic Language Proficiency or CALP refers to those language skills and abilities needed in order to understand and express curriculum concepts and ideas. These skills require appropriately tailored and responsive teaching and learning strategies.

Role of the class/subject teacher:

The class/subject teacher has primary responsibility for the education of all pupils in their classes. Accordingly, they should ensure that they prepare their lessons carefully to address the diverse language needs within the classroom. Consideration should be given to pupils' language needs in support of their overall classroom participation (or BICS needs) as well as the need to appropriately structure learning experiences to support pupils' understanding of curriculum concepts (CALP).

Role of the support teacher:

EAL language support teachers provide support and reinforcement to the pupil's language learning both in mainstream settings, through team teaching approaches or through support lessons, if required. They may find themselves



supporting the pupil's BICS/CALP to varying degrees depending on overall language progression and need. This may include shorter periods of focus primarily BICS and/or CALP needs as well as more sustained periods on CALP development in particular given its necessity for widespread curriculum access and understanding.

Alleviation measures in the form of a permanent EAL allocation were put in place in the 2012/13 school year for schools with a high concentration of language support (EAL) pupils. These schools will continue to receive this allocation in the 2025/26 school year. This allocation will be taken into account when considering an application for temporary EAL support.

An additional allocation may be provided for schools with New Entrant pupils that require language support (EAL) where this support cannot be provided from within the existing allocation. New Entrant pupils are defined as pupils that have entered the country in the past two years, require English as an additional Language (EAL) support and have received less than two years EAL support in schools in the Irish school system.

Additional temporary Language Support may also be provided, as deemed necessary, to schools that have a high concentration of New Entrant pupils or have pupils who have received less than three years EAL support and currently have attained less than B1 (level 3) proficiency in English.

Applications for additional temporary EAL support may be submitted on **Form PP EAL 25-26**.

Schools are required to notify the Department of fluctuations to enrolments of New Entrant pupils throughout the school year on **Form PP REV EAL 25-26**.

1.13 Resource:

An allocation was sanctioned in previous years to some schools to support special classes/groups with identified special educational needs. These schools will continue to receive this allocation in the 2025/26 school year.

1.14 Learning Language Support (Travellers):

Additional measures were put in place in the 2011/12 school year for schools with a high concentration of Traveller pupils. These schools will continue to receive this allocation in the 2025/26 school year.

1.15 Co-Educational single catchment area:

Co-educational schools in a single catchment area – i.e. a minimum of 15 km from the nearest school – were allocated an additional 0.5 WTE post in the 2010/11 school year to enable them to maximise the range of subject choice



available to their pupils. These schools will continue to receive this allocation in the 2025/26 school year.

1.16 School Co-Operation:

A small number of schools were previously granted an allocation to enable them to join together with other local post primary schools to increase subject choice in an area. Where cooperation is continuing, these schools will receive this allocation in the 2025/26 school year.

1.17 Programme Coordinator:

Where a school has pupils enrolled in a JCSP, Transition Year, LCVP or LCA programme, an allocation of teaching hours will be provided based on the total enrolment in all programmes and in accordance with published arrangements for posts of responsibility. The teaching hours will be allocated as follows:

No of Pupils in Programmes	WTE allocation
1-59	0.09
60-99	0.14
100-139	0.18
140+	0.27

1.18 Adult Education Programme:

Where a school runs a Self-Financing Part Time Adult Education programme(s), an allocation of teaching hours may be provided in accordance with the terms of **Circulars 46/00 and 16/05**.

This allocation will be included on the staffing schedule when the school confirms valid enrolment and hours for the 2023/24 School Year in **Form AE 25-26 - Self-Financing Part-Time Adult Education Programme provided in Secondary level Schools**.

1.19 Gaeltacht School Recognition Scheme

Schools in Gaeltacht language-planning areas that are participating in the Gaeltacht School Recognition Scheme will receive an additional allocation in line with published arrangements for the implementation of the Scheme.

Queries relating to this allocation should be forwarded to aog@education.gov.ie



1.20 Substitution:

All schools will receive an allocation in September 2025 under the terms of **Section 2.1 of Circular 0050/2014** for the provision of substitute cover for teacher absences arising from official school business.

1.21 Behaviour for Learning Programme:

The National Council for Special Education (NCSE) provides sanction to schools for the provision of the Behaviour for Learning Programme. Queries relating to the Behaviour for Learning Programme should be forwarded to cpd@ncse.ie

1.22 Droichead:

Droichead is an integrated professional induction framework for Newly Qualified Teachers (NQTs). Principals may apply to the Droichead Induction Division of Oide for the provision of an allocation to Professional Support Teams (PSTs) to support the school-based elements of the Droichead process.

Queries relating to the allocation model should be forwarded to droicheadinduction@oide.ie

1.23 Special Class:

The NCSE provides sanction to schools for the provision of a special class (es). An allocation of 1.5 posts is provided in respect of each special class.

1.24 Senior Cycle Redevelopment – Phase One Schools

A temporary additional allocation of 0.2 WTE post is granted to selected Phase One Schools who have confirmed they are introducing one of the new Leaving Certificate subjects (CASD or DFTS) in the 2025/26 school year. If a school is no longer in a position to offer the new subject, or if it finds itself withdrawing the subject the additional allocation shall cease to apply.

1.25 Chaplain:

Community and Comprehensive schools whose patron included a religious authority are allocated a Chaplain post. The Chaplain should be clearly identified on the **Form SP1**.

1.26 Accuracy of data on initial schedule:

Every effort has been made to ensure that the base data used to produce the initial staffing allocation is accurate.



On receipt of the initial schedule, the school authority should satisfy itself that the data is correct and reflects the returns already made by the school in respect of its pupils and teachers.

Inaccuracies in the enrolment and allocation details are to be notified **immediately** to:

Enrolment - ppodhelpdesk@education.gov.ie
Allocation - allocations@education.gov.ie

Adjustments to the enrolment or allocation records as a result of revised information received will be notified to schools in May with the Curricular Concession decisions.

Section 2 – Staff changes for the 2025/26 school year

2.1 Form SP1 (Form Staff Position 1) – Notification of Staff Changes for the 2025/26 school year

It is necessary to establish the school's current and projected teaching staff appointments position relative to its approved allocation for the 2025/26 school year.

Form SP1 issued with the initial staffing schedule. This form shows the current appointments position. Schools are required to identify on this form teachers who, in the 2025/26 school year, will:

- Resign/retire (confirm date)
- Commence, continue or end career break, job sharing or secondment arrangement
- Qualify for a CID (confirm hours).

The completed form must be submitted to Post Primary Teacher Allocations Section on or before **12 March 2025**.

Staff changes that become known after the **Form SP1** is submitted, including applications for job-sharing/career break/secondment/retirement that do not proceed, must be notified immediately to Post Primary Teacher Allocations Section.



In order to plan and prepare for processing the 2025 retirement applications Pensions Unit will be in contact with all schools to obtain information relating to those retiring in the current year.

Please note: The **Form SP1** is different to the **CP1 Form** which issues from Payroll Section of the Department later in the year.

2.2 Contracts of Indefinite Duration (CID)

Circular 0024/2015 outlines the terms and conditions for the award of a CID.

Schools are required to apply for Department sanction in respect of a teacher who is deemed to be eligible for the award of an initial or a further CID.

Applications for the award of an initial or further CID in the 2025/26 school year must be made on **Form CID 25-26**.

Where a teacher currently holds or becomes entitled in the 2025/26 school year to a CID of between 18 hours and 22 hours, s/he may apply to be timetabled for up to 22 hours in accordance with **Circular 0048/2007**. In such cases, the CID may be increased to 22 hours. Applications must be made on **Part 3 of Form CID 25-26**.

A Copy of the completed **Form CID 25-26** for the award of an initial or further CID at any time during the 2025/26 school year must be submitted to Post Primary Teacher Allocations Section on or before **12 March 2025**.

Section 3 – Redeployment

Post primary teachers are redeployed in accordance with **Appendix 2 of Circular 25/2011 – Redeployment scheme for teachers' surplus to requirements other than in situations of school closure**.

The Minister appoints Directors of the Redeployment Scheme who are charged with implementing the scheme in accordance with the terms of the agreement and having regard to practical implementation issues. Each management body and teacher union may appoint an advisor/advisors to the Directors. These advisors will be available to the Directors for consultation purposes at the Directors discretion and will assist in the identification of issues of a practical or logistical nature. (Paragraph 1 of **Appendix 2 of Circular 25/2011 – Redeployment scheme for teacher's surplus to requirements other than in situations of school closure**.)



3.1 Redeployment of teachers in schools with staffing in excess of approved allocation

An excess teacher situation arises when a school has in its employment on 31 December 2024 one or more permanent/CID teachers in excess of its allocation for the 2025/26 school year.

Schools which fall into this category have been notified and requested to nominate teachers for redeployment in accordance with the terms of the redeployment scheme.

Where a school is required to nominate a teacher for redeployment, the curriculum audit can assist in the identification of the teacher(s) to be nominated (see Paragraph 3.3).

These schools are required to identify the surplus teacher(s) on **Section 5 Form CC 25-26** and to submit a separate **Form RD1 25-26** for each teacher.

3.2 Redeployment of teachers who qualified for a CID in accordance with Circular 0024/2015

Teachers who qualify for a CID in accordance with **Part A of Circular 0024/2015** can be redeployed in the following circumstances:

- a teacher who has acquired a CID as a result of covering for a teacher on career break or secondment can be nominated for compulsory redeployment immediately prior to the return of the teacher that s/he is covering for.
- a teacher who has acquired a CID under the reduced qualification period of continuous employment can be nominated for compulsory redeployment where:
 - a subject mismatch exists in a school/ETB – i.e. when a school/ETB has more teaching resources in this teacher's subject(s) than is required to meet the curricular needs in the subject(s) and
 - the school/ETB concludes that this mismatch may be wholly or partially addressed by the redeployment of a teacher(s) covered by this scheme.

Schools are required to identify teacher(s) to be redeployed under the terms of **Circular 0024/2015** on **Section 5 of Form CC 25-26** and to submit for each teacher :

- **Form RD1 25-26**
- **Form RD3 25-26**



Applications must be submitted on or before **12 March 2025**. Late applications will not be processed.

3.3 Curriculum Audit

The curriculum audit is a school management tool used to pre-plan and organise the school's timetable. It is prepared by reference to the approved staffing allocation from the Department for the coming school year. It contains the assignment of subjects/curriculum to each class and the associated teachers, with the class periods given to each subject. Its primary purpose is to define how teaching and learning will be delivered in the most effective way in the school.

Where a teacher is nominated for redeployment, it is important that s/he is fully informed of the reason for their nomination. The curriculum audit can assist with this understanding and provide relevant information to inform the teacher in the event of an appeal. At the request of the nominated teacher, the Principal should discuss the curriculum audit with him/her.

If a teacher submits an appeal against his/her nomination for redeployment, the Directors of Redeployment will refer to the curriculum audit in the adjudication of the appeal.

The school's management body can assist the school authority in preparing the curriculum audit.

3.4 Pilot Voluntary Redeployment Scheme

A Pilot Voluntary Redeployment Scheme 2025 is available to permanent/CID teachers who are employed in a post primary school:

- in counties Kerry, Limerick and Tipperary who wish to be considered for redeployment to a school in any location.
- outside of Dublin and who wish to be considered for redeployment to a school in Dublin.

Refer to **Appendix 4** of this circular for more detailed information on the redeployment process for post primary teachers.

Section 4 – Notification of vacancies

In accordance with paragraph 2 of **Appendix 2 of Circular 25/2011 – Redeployment scheme for teacher's surplus to requirements other than in situations of school closure**, schools are required to notify all applicable vacancies in the school to the Directors of Redeployment.



Vacancies to be declared

1. Permanent vacancies – confirmed in letter issued with initial schedules
2. Fixed term vacancies – confirmed in letter issued with initial schedules
3. Other permanent vacancies arising from retirement or resignation
4. Other fixed term vacancies arising as a result of career break, secondment or job share

4.1 Notification of vacancies up to 31 May 2025

Schools are required to notify the Directors of Redeployment of all known teaching vacancies on **Section 3 of Form CC 25-26 by 12 March 2025**.

Additional vacancies that the school authority becomes aware of on or before 31 May 2025 must also be separately notified to the Directors on **Section 3 of Form CC 25-26** within 5 working days of the vacancy becoming known to the school.

It is a condition of the filling of a vacancy that becomes known on or before 31 May 2025 that it be notified to the Directors as soon as it arises and as part of the redeployment process.

NOTE: Boards of Management may carry out a recruitment process up to and including the interview stage but **are not permitted to appoint a teacher** to fill a vacancy for the 2025/26 school year until the Department has confirmed that the redeployment process is completed.

4.2 Notification of vacancies after 31 May 2025

Permanent vacancies that become known after 31 May 2025 must be notified to Post Primary Teacher Allocations Section by email to allocations@education.gov.ie within 5 working days of the vacancy becoming known to the school.

These vacancies may only be filled on a temporary basis for the 2025/26 school year. This arrangement does not apply to Principal or Deputy Principal posts which are filled in the normal manner.

NOTE: Where a school submits a form to the Department's Payroll area to appoint a teacher to a permanent position, the Payroll area will first confirm with

Post Primary Teacher Allocations Section that the vacancy was notified to the Directors of Redeployment before 31 May 2025. Where it is found that the vacancy was not notified to the Directors, the school will only be permitted to appoint a teacher on a temporary basis for the 2025/26 school year.



Section 5 – Applications for additional teacher allocation

Applications for an additional allocation for projected increased enrolment and/or curricular concessions may be made **on or before 12 March 2025.**

Please note that such allocations may be filled, where required, through redeployment.

5.1 Projected enrolment

Schools that project an increase in mainstream enrolment may apply for an additional allocation.

Applications (on **Section 1 of Form CC 25-26**) will be considered on the basis of the total projected enrolment. Schools will receive provisional approval in May of the projected increased enrolment allocation.

Before the allocation for projected enrolment can be provided on the staffing schedule, the school authority must submit the **Form PE 25-26** in September 2025 in order to confirm the school's enrolment.

No contracts should be entered into with teachers in respect of projected increased enrolment until the allocation has been provided on the staffing schedule.

Schools should refer to **Circular 38/2014** for information regarding the arrangements for submission of enrolment returns to the Department.

Enrolments confirmed to P-POD in October will be verified against the enrolment submitted in September on **Form PE 25-26**.

If it is confirmed that a school has received an excess allocation in the 2025/26 school year, the staffing allocation in the 2025/26 school year will be reduced accordingly.

Any deliberate overstatement of pupil numbers for the purpose of claiming additional resources from the Department will be referred to An Garda Síochána and may result in criminal prosecution.

5.2 Curricular Concessions

A school affected by an unexpected shortfall in specific subject areas which cannot be resolved through school planning and management processes may apply for curricular concessions as a short term support to address the issue.

Curricular concessions are a short-term support, generally for one school year but not exceeding three school years.



Applications must be made in **Section 4 of Form CC 25-26**.

Guidelines in respect of any such applications are set out in **Appendix 2** of this circular.

Section 6 – Appeals

The Post Primary Appeals Board operates independently of the Minister and the Department. The Board will consider appeals from a school/ETB regarding:

- the Department's decision on the school's/ETB's application for curricular concessions; and/or
- the allocation for language support (EAL) (see paragraph 1.12)

Appeals must be submitted on **Form AP 25-26** to Post Primary Teacher Allocations Section on or before **02 May2025**.

The decision of the Appeals Board is final.

Section 7 – Forms

A list of the associated forms and the relevant closing dates for receipt of application are set out at **Appendix 1**.

Paraic Joyce
Principal Officer
Teacher Allocations Section

February 2025

Appendix 1 – Forms and Closing Dates – 2025/26

All forms are available at: [gov.ie](http://www.gov.ie) - Allocation of teachers to schools (www.gov.ie)

Form	Purpose of form	Closing Date for receipt of completed form in the Department
SP1	Record of Permanent, CID and Fixed Term Teachers	12 March 2025
CID 25-26	<ul style="list-style-type: none"> • Application for the award to a teacher of a first or further Contract of Indefinite Duration (CID) • Application for full salary for a teacher with a CID for 18 hours or more (formally H22) 	12 March 2025
CC 25-26	Section 1 – Projected enrolment Section 2 – Information to assist with notification of vacancies Section 3 – All permanent and fixed term vacancies arising in the 2025/26 school year Section 4 – Application for curricular concessions Section 5 – Confirmation of teachers nominated for redeployment Section 6 – Certification by school authority	12 March 2025
EAL 25-26	Application for Language Support (EAL)	12 March 2025
AP CC 25-26	Application to the Independent Appeals Board to appeal the Department's decision on curricular concessions	02 May 2025
AP EAL 25-26	Application to the Independent Appeals Board to appeal the allocation for language support (EAL) pupils	02 May 2025
AE 25-26	Application for allocation for a reduction in hours in respect of Self Financing Adult Education programme	12 March 2025
PE 25-26	Application for allocation in respect of increased enrolment	10 October 2025
RD1 25-26	Application for redeployment in accordance with the post primary redeployment schemes from a Permanent/CID teacher: <ul style="list-style-type: none"> • nominated for compulsory redeployment, or • applying for voluntary redeployment 	12 March 2025
RD3 25-26	Declaration by a school where a teacher was awarded a CID under Circular 0024/2015 and is nominated for redeployment because: <ul style="list-style-type: none"> • the teacher s/he was replacing is returning from career break or secondment, <u>or</u> • a curricular mismatch exists in his/her subject(s) 	12 March 2025
RD10 25-26	Appeal form to be completed by a teacher nominated for redeployment where s/he considers that the process and procedures set out in the redeployment agreement were not complied with	12 March 2025
Pilot RD1 25-26	Application for redeployment under the terms of the Pilot Voluntary Redeployment Scheme 2025	12 March 2025

Appendix 2 – Guidelines for applications for Curricular Concessions

School Management review

Before deciding to apply for curricular concessions a school must:

1. Conduct a curriculum audit. A curriculum audit is a school management tool used to pre-plan and organise the school's timetable. It is prepared by reference to the approved staffing allocation from the Department for the coming school year. It contains the assignment of subjects/curriculum to each class and the associated teachers, with the class periods given to each subject it's primary purpose is to define how teaching and learning will be delivered in the most effective way in the school. The school's management body can assist the school authority in preparing the curriculum audit.
2. Consider if the school will be eligible for an additional allocation in respect of projected increase in enrolment in the 2025/26 school year. **This allocation is taken into account when deciding an application for curricular concessions.**
3. Consider the options of sharing teachers between recognised post primary schools as outlined in **Circular 0015/2019**.

Application for Curricular Concessions

If, on completion of the management review, a school is not in a position to meet essential curricular commitments for pupils and deems it necessary to apply for curricular concessions, an application may be made by completing **Section 4 of Form CC 25-26**.

Applications should clearly state:

- The period for which short-term support is needed to enable the school authority to respond to identified curricular problems (generally for 1 school year, but not exceeding 3 school years).
- Any particular requirements of small stand-alone schools.
- Exceptional factors that the school authority considers to be relevant.

IMPORTANT

Curricular concessions may not be sought:

- to facilitate the sanction of an application from a teacher for approved leave of absence, i.e. job share, career break or secondment.
- to enable schools to retain or develop a curricular provision that cannot be sustained within enrolments, staffing entitlements and school plans.
- to introduce a new subject.
- for Junior Cycle Reform Professional Time.
- for Guidance Provision.
- for PLC programmes.
- for additional Special Education Needs, Special classes, Resource, Behaviour for Learning posts – these posts are allocated by the National Council for Special Education (NCSE).
- for reduced teaching hours for an AP1 post holder.
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A typed copy of this form must be returned to the staff member who oversees your school's teacher allocation to: (forename_surname@education.gov.ie) on or before 12 March 2025.

Curricular Concession Decisions

Decisions on applications for curricular concessions will be notified to school authorities on 25 April 2025.

Appeals Procedure

If a school authority is not satisfied with the Department's decision on its application for curricular concessions, an appeal may be submitted to the independent Appeals Board on **Form AP 25-26** – see **Section 6** of this circular.

Decisions on appeals will be notified to school authorities on 23 May 2025.

Appendix 3 – Guidance provision in post primary schools

Whole school Guidance (WSG)

Circular [0001/2025](#) provides information to recognised schools pertaining to the implementation of whole-school guidance planning and practice. In addition, information notes [0001/2024](#): and [0009/2023](#): provide support to schools in relation to WSG in general, and WSG Junior Cycle, specifically.

Guidance is holistic, by definition: it encompasses the three separate, but interlinked, areas of personal and social development, educational guidance and career guidance.

Guidance is a whole school activity where each school forms a team, in which the guidance counsellor has a pivotal role, to collaboratively design and develop a whole-school guidance plan as a means of supporting the needs of all pupils, across all year groups (junior and senior cycle). It is important that all members of staff fully recognise and ensure that guidance permeates every aspect of school life and the whole school guidance plan is developed by a guidance team, in collaboration with teachers, pupils, parents, and the wider school community.

A whole school guidance plan is a comprehensive document that contains key information about how WSG operates in the school in order to meet the guidance needs of the students and their parents. Whole-school guidance plans should outline the school's approach to guidance generally using the continuum of support model (All, Some, Few) and describe how pupils will be supported and assisted in making choices and successful transitions in the personal and social, educational and career areas. The plan should demonstrate an appropriate balance between the time provided for individual pupil appointments, the provision of guidance lessons/modules, and other guidance-related activities. The whole school guidance plan should also distinguish between the competencies available within the school to support pupils and describe how the internal support structures and referrals to the Pupil Support Team or external referral to the health services and/or advising parents on the need to consider referral to a medical professional, will be managed.

As part of a whole school guidance programme, a guidance counsellor will undertake work with students in the classroom, in groups and through one-to-one sessions, as appropriate. A balanced approach to time management on behalf of the guidance counsellor will ensure that all guidance needs of students (personal, social, educational and careers) are met as effectively as possible. Guidance counsellors work within a continuum of support model and are part of a whole school approach to supporting wellbeing in schools. As noted in circular 0001/2025, it is recommended that one-third of a guidance counsellor's allocated time will be spent teaching classroom-guidance while two-thirds are made available for group work and one-to-one sessions. Guidance counsellors may need some assigned-time in order to meet with the Student Support Team and complete associated tasks.

Additional detailed information on whole school guidance planning and practice is available in [Information note 0001/2024](#) and other policy and publications relating to guidance can be found at www.education.gov.ie/guidance

The Guidance team in Oide supports schools in relation to whole school guidance planning and practice through professional learning experiences and bespoke school support. Bookings and

applications can be made through <https://oide.ie> .The guidance team can be contacted through info@oide.ie

Key terminology:

A clear recommendation emerging from the National Consultation on a Strategic Framework for Lifelong Guidance (DE, 2023) is that of confirming working definitions relating to Guidance in post primary schools.

- **Holistic Guidance:** Guidance is holistic by definition. It involves integrating the personal and social development of the individual into any education and career development and planning for informed and meaningful decisions. Where 'Guidance' is referred to in the school setting, it refers automatically to a holistic approach. Whole school guidance is provided by many personnel in the post-primary school context as noted above, and clarified within information notes [0001/2024](#) and [0009/2023](#)
- **Guidance counselling:** A specialised service provided by a guidance counsellor only, which aligns with their NFQ level 8/9 training in the specialist area.

Counselling in a guidance context: This involves the utilisation of counselling skills, within a guidance context. A clear understanding of the boundaries between guidance counselling and therapeutic counselling is vital. Guidance Counselling is a key part of the school guidance programme, offered on an individual or group basis as part of a developmental learning process and at moments of personal crisis. Guidance counselling has as its objective the empowerment of pupils so that they can make decisions, solve problems, address behavioural issues, develop coping strategies and resolve difficulties they may be experiencing

Role of the Board of Management

The Board of Management should exercise oversight by reviewing and updating the whole school guidance plan annually. Schools should consider how best to align resource allocation with the objectives of the plan by giving due consideration to the Education Act 1998 section 9 (c) which states that ***'a school shall use its available resources to... ensure that pupils have access to appropriate guidance to assist them in their educational and career choices'***. Specifically the board should consider the plan and how it is resourced before it adopts the plan and makes it available to all staff, parents and pupils.

Guidance Counsellor Qualifications

Department ***Circular 0031/2011*** sets out the requirements in relation to teacher recruitment, registration and qualifications. It remains the case that a person being assigned as a guidance counsellor must be a qualified and registered second-level teacher with the Teaching Council and, in addition, hold the relevant recognised qualification for school guidance work. Information on guidance counselling qualifications recognised by the Department can be found [here](#)

Policy Resources

Helpful policy-resources are available via www.gov.ie/guidance.

APPENDIX 4 – Redeployment process

Post primary teachers are redeployed in accordance with **Appendix 2 of Circular 25/2011 – Redeployment scheme for teacher’s surplus to requirements other than in situations of school closure** (referred to below as “the scheme”).

December The Department contacts schools that will have in their employment on 31 December one or more permanent/CID teachers in excess of the approved allocation for the next school year. The schools are requested to provide details of how the surplus number will be reduced.

In the event of a scheduled school closure, the Directors of Redeployment visit schools.

February Surplus schools are confirmed and requested to nominate a teacher(s) for redeployment.

March All schools submit to the Directors of Redeployment:

- all known vacancies (further vacancies to be declared as they become known)
- applications for redeployment (where applicable)
- appeals from teachers against their nomination for redeployment (where applicable)
- requests for reviews of redeployment in the previous school year (where applicable)

A panel of teachers to be redeployed is prepared. (paragraph 12 of the scheme)

April Schools receive provisional approval of allocation in respect of projected increased enrolment and are requested to provide details of the subjects they will use to fill these vacancies.

A database of all vacancies declared by schools is prepared.

March – May The Directors process the work as follows:

1. adjudicate on appeals from teachers against their nomination for compulsory redeployment (paragraph 10 of the scheme)
2. adjudicate on requests for a review of redeployment in the previous year (paragraph 23 of the scheme)
3. adjudicate on nominations for redeployment under **Circular 0024/2015**
4. assign teachers for redeployment to a suitable vacancy in conjunction with the Pilot Voluntary Redeployment Scheme.

It is an objective of the redeployment scheme that it will be finalised by 31 May to facilitate the filling of vacancies.

1 Redeployment of surplus teachers

a. Schools receive notification from the Department of surplus teachers in the next school year

The redeployment process commences with the identification of school closures and surplus schools.

In December, the Department contacts all schools that will have one or more teachers in excess of the approved allocation in the next school year. Schools are requested to provide details of anticipated staff changes that would result in a reduction in the number of excess teachers.

Schools are advised to inform all teachers, including those on approved leave of absence, that the school has surplus staff and may be required to nominate a teacher(s) for compulsory redeployment. Teachers should also be informed that information on the redeployment schemes, including Frequently Asked Questions, is available on the Department's website.

The number of surplus teachers in the next school year may be reduced where a school expects to have one or more of the following staff changes and where a replacement teacher is not to be appointed:

- retirements/resignations expected to occur up to the end of the current school year
- applications for job-sharing, career break or secondment in respect of the next school year
- anticipated increased enrolment in the next school year (not yet confirmed but expected to occur).

PLEASE NOTE – Where a teacher is retiring, resigning or will have an application approved by school management for job share, career break or secondment and a replacement teacher will be appointed, this will not result in a reduction in staff numbers.

On receipt of the expected staff changes, the staffing position of the schools will be adjusted and the schools will be informed in February if they are required to nominate a teacher(s) for redeployment.

It is important to note that where retirements, resignations or applications for job-share/career break/secondment are used to reduce the school's staff numbers:

- **an additional allocation through curricular concessions to replace these teachers will not be approved.**
- **schools must inform Post Primary Teacher Allocations Section immediately where these applications do not proceed. The school's staffing position will then be re-adjusted and, where applicable, the school will be required to nominate a teacher(s) as surplus in the next school year.**

b. Schools required to nominate a teacher(s) for redeployment

On receipt of information from a school as outlined in Part (a) above, the Department will review the staffing position and confirm if the school is required to nominate a teacher(s) for redeployment.

When a school receives notification from the Department that a teacher(s) must be nominated for compulsory redeployment, in the first instance, the school is required to:

1. inform all teachers in the school, including those on approved leave of absence, that the school is required to nominate a teacher(s) for compulsory redeployment and that it is open to all teachers to apply for voluntary redeployment, subject to certain conditions. (paragraph 6 of the scheme)
2. make available to all staff **Appendix 2 of Circular 25/2011 - *Redeployment scheme for teachers surplus to requirements other than in situations of school closure***
3. make available to all staff an up-to-date seniority list for all permanent/CID teachers, including year of appointment, subjects registered with the Teaching Council and other teaching subjects. (Teachers who are employed on an RPT contract are not to be included in the seniority list) Teachers will be nominated by reference to the seniority list
4. carry out a curriculum audit for the next school year. (see section 3.1 of this circular) Where a teacher is nominated for redeployment, it is important that s/he is fully informed of the reason for their nomination. The curriculum audit can assist with this understanding and provide relevant information to inform the teacher in the event of an appeal. At the request of the nominated teacher, the principal should discuss the curriculum audit with him/her.
5. identify the teacher(s) to be nominated for redeployment in accordance with paragraph 7 of the scheme. **Form RD7(a)** must be completed by the school management and retained as part of the minutes of the Board of Management meeting where the decision was made to nominate a teacher(s) for redeployment. It will be required by the Directors of Redeployment in the event of an appeal.

When informing teachers of their nomination for compulsory redeployment, the school must provide the teacher(s) with:

1. a list of all permanent/CID teachers in the school in order of seniority including year of appointment, subjects registered with the Teaching Council and other teaching subjects
2. **Form RD7(b)** – statement outlining why, given the curricular needs of the school, the school management has nominated him/her for redeployment (paragraph 7 of the scheme)
3. **Form RD1 25-26** – application for redeployment to be completed by the teacher and the school management.
4. **Form RD10** – appeal against nomination for redeployment. A teacher may submit an appeal within five days of the date of nomination. See Part 4 below.

Where a member of staff wishes to be considered for voluntary redeployment (paragraph 6 of the scheme):

1. the school may approve an application(s) for voluntary redeployment provided the curriculum can be delivered without the teacher(s)
2. for each voluntary applicant, the school must also nominate a teacher for compulsory redeployment
3. voluntary applicants and nominated teachers are required to submit **Form RD1 25-26**
4. a voluntary applicant may, subject to certain conditions, be redeployed instead of a compulsory nominee.

2 Redeployment in accordance with Circular 0024/2015

Teachers who qualify for a CID in accordance with **Part A of Circular 0024/2015** can be redeployed in accordance with the standard provisions of **Appendix 2 of Circular 25/2011 - Redeployment scheme for teachers surplus to requirements other than in situations of school closure** in the following circumstances:

- (a) a teacher who has acquired a CID as a result of covering for a teacher on career break or secondment can be nominated for compulsory redeployment immediately prior to the return of the teacher that s/he is covering for. There is no appeal process in these circumstances.

In this instance, the school management may allow the teacher returning from career break/secondment the opportunity to apply for voluntary redeployment. A voluntary applicant may, subject to certain conditions, be redeployed instead of a compulsory nominee.

In such cases, if it is required to meet the curricular needs of the school and where a school has provision within its allocation, the school management may retain both teachers in the school.

- (b) a teacher who has acquired a CID under the reduced qualification period of continuous employment can be nominated for compulsory redeployment where:
- a subject mismatch exists in a school/ETB – i.e. when a school/ETB has more teaching resources in this teacher's subject(s) than is required to meet the curricular needs in the subject(s) **and**
 - the school/ETB concludes that this mismatch may be wholly or partially addressed by the redeployment of a teacher(s) covered by this scheme.

The nominated teacher may submit an appeal within five days of the date of nomination. See Part 4 below.

In this instance, the school management may allow other teachers of the mismatch subject the opportunity to apply for voluntary redeployment, subject to the curricular needs of the school. A voluntary applicant may, subject to certain conditions, be redeployed instead of a compulsory nominee.

Where a school/ETB is comprehended by **Appendix 2 of Circular 25/2011 - Redeployment scheme for teachers surplus to requirements other than in situations of school closure**, the identification of surplus teachers set out in that scheme should be concluded in advance of any recourse to this curricular mismatch scheme.

Where a curricular mismatch exists within an ETB school, the ETB must first seek to address the mismatch through the internal transfer mechanism before recourse to this scheme.

Schools/ETBs are required to identify teacher(s) for redeployment under **Circular 0024/2015 on Section 5 of Form CC 25-26**, and to submit, for each teacher :

- **Form RD1 25-26**
- **Form RD3 25-26**

Applications must be submitted on or before **12 March 2025**. Late applications will not be processed.

3. Pilot Voluntary Redeployment Scheme

The purpose of the Pilot Voluntary Redeployment Scheme is to create vacancies, through the voluntary redeployment of teachers, into which surplus teachers may be redeployed.

The Pilot Voluntary Redeployment Scheme 2025 is available to permanent/CID teachers who are employed in a post primary school:

- in counties Kerry, Limerick and Tipperary and who wish to be considered for redeployment to a school in any location.
- outside of Dublin and who wish to be considered for redeployment to a school in Dublin.

Details are outlined in **Pilot Voluntary Redeployment Scheme 2025: gov.ie - Allocation of Teachers to Schools**

4 Appeal by teacher against nomination for redeployment

A teacher may appeal to the Directors against the decision of the Board of Management to nominate him/her for redeployment. (Paragraph 10 of the scheme)

Where a teacher wishes to appeal the decision to nominate him/her for redeployment, s/he must:

1. complete Parts A and B of **Form RD10**
2. submit **Form RD10** with the completed **Form RD1 25-26** to the Board within 5 school days of the date of their nomination.

Where a teacher submits Form RD10 to the school management to appeal against his/her nomination for redeployment, the school management must:

1. complete Part C of **Form RD10** to respond to the issues raised by the teacher
2. provide the teacher with a copy of the completed form with the school management's response. It is open to the teacher to submit comments on the response of the Board to the Directors within 5 school days
3. submit the completed **Form RD10** with all supporting documentation and the teacher's completed **Form RD1 25-26** to the Directors of Redeployment who will adjudicate on the appeal.

When the Directors receive an appeal against nomination for redeployment:

1. the teacher and school will receive an email to acknowledge receipt of the appeal
2. the Directors will consider if all relevant information has been received to allow them to reach a decision

3. if all relevant information has not been received, the school will be requested to provide the additional information required. The teacher will be informed that this has been done.

When all relevant information is received the Directors will adjudicate on the appeal to determine if:

1. the school has complied with the process and procedures outlined in **Appendix 2 of Circular 25/2011 – Redeployment scheme for teachers surplus to requirements other than in situations of school closure**
2. the teacher was correctly nominated for redeployment in accordance with paragraph 7 of the scheme.

When the Directors have made a decision on the appeal:

1. the teacher and school will be provided with a statement outlining the decision of the Directors on the issues raised by the teacher and in the school's response
2. where the decision is to uphold the appeal, the school management will be requested to recommence the nomination process and, where applicable, to review applications for voluntary redeployment
3. where the decision is not to uphold the appeal, the nominated teacher will be included in the panel of teachers to be redeployed.

5 Assigning teachers to vacancies

In April and May each year, the Directors assign teachers to a suitable vacancy in the following order and in conjunction with the Pilot Voluntary Redeployment Scheme:

- School closures
- Reviews of previous year
- Surplus teachers - voluntary and compulsory applications
- Ward CIDs – voluntary and compulsory applications

The Directors contact schools to confirm the vacancy in order to match a surplus teacher to a vacancy having regard to the curricular needs of the school and the surplus teacher's qualifications and previous teaching experience. (Paragraphs 14 to 19 of the scheme)

It is important to note that:

- In the case of a compulsory redeployment, where a voluntary application is received, the voluntary applicant is considered before the compulsory nominee.
- Where an offer of redeployment is made to a voluntary applicant, s/he must confirm within 48 hours if s/he wishes to accept or reject the offer. If the offer is rejected, no further offer will be made to the voluntary applicant and the compulsory nominee will be redeployed.
- Where a teacher has requested redeployment to a location within the Pilot Voluntary Redeployment Scheme, voluntary applications under the Pilot scheme are considered and where possible, an offer of redeployment is made to a voluntary applicant to free up a post for a compulsory redeployment.
- In the case of the Pilot Voluntary Redeployment Scheme, where an applicant rejects the offer of redeployment, an offer may be made to a second applicant in the Pilot Scheme. If there is no other suitable applicant in the Pilot Scheme, the compulsory nominee will be redeployed into an existing vacancy which has been notified to the Directors.

- Insofar as possible, where more than one teacher is to be redeployed from a school, applications from each school are processed together and all teachers in the school are informed of their placement on the same date.
- The decision of the Directors of Redeployment is binding on all parties.

It is an objective of the redeployment scheme that in any given year it will be finalised by 31 May to facilitate the filling of vacancies.

Additional Information

Relevant forms and information on the redeployment scheme, including Frequently Asked Questions (FAQ) documents, are available on the Department's website: **gov.ie - Allocation of Teachers to Schools**

For further information and advice on matters relating to redeployment:

- Schools may contact their management body
- Teachers may contact their union
- Contact the Department by e-mail to allocations@education.gov.ie