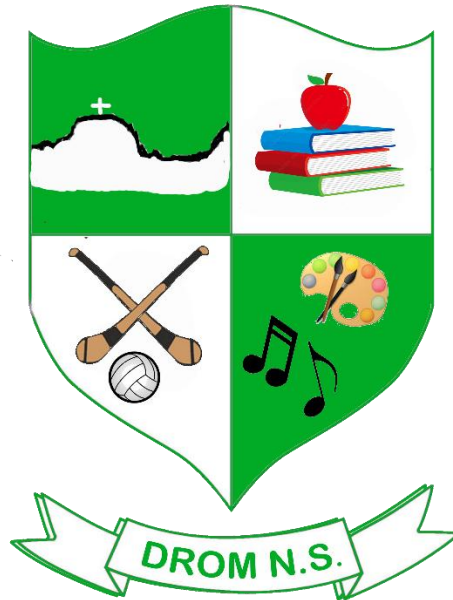


DROM NATIONAL SCHOOL



# Class and Classroom Allocation Policy

# **DROM NATIONAL SCHOOL CLASS AND CLASSROOM ALLOCATION POLICY**

## **INTRODUCTORY STATEMENT**

This policy was developed collaboratively by the Principal and staff and was reviewed and ratified by the Board of Management. It reflects the school's commitment to effective leadership, professional collaboration, fairness, transparency and the educational welfare of all pupils.

This policy is implemented in accordance with:

- The Education Act 1998
- Department of Education Circulars and guidance
- CPSMA guidance
- The school's ethos and mission statement
- The responsibilities of the Board of Management and Principal in relation to the organisation and management of the school.

## **LINK TO SCHOOL ETHOS**

Drom National School is committed to enabling children to grow and develop into confident, respectful and capable individuals who achieve their full academic, social and emotional potential.

The school values:

- high quality teaching and learning,
- professional collaboration,
- inclusion and pupil wellbeing,
- continuity and stability for children,
- and the professional expertise and development of staff.

This policy seeks to support these values through fair, transparent and child-centred allocation of classes and classrooms.

## **RATIONALE**

The purpose of this policy is:

- to facilitate the effective and efficient operation of the school,
- to support the educational and welfare needs of pupils,
- to recognise and utilise the professional skills, experience and expertise of staff,
- to provide opportunities for professional development and varied teaching experience where appropriate,
- and to ensure a fair and consultative process in relation to class and classroom allocation.

The policy also recognises the statutory role of the Principal in the allocation of teaching duties and deployment of staff.

## **AIMS AND OBJECTIVES**

This policy aims:

- To facilitate the smooth and effective running of the school
- To ensure that pupils' educational and welfare needs remain central to all allocation decisions
- To promote continuity and stability for pupils where appropriate
- To support the professional development of teachers

- To recognise the value of consultation and collaboration in staffing arrangements
- To ensure fairness, transparency and consistency in the allocation process
- To make best use of the professional strengths, qualifications and experience of staff
- To allocate classrooms and teaching spaces in a manner that best supports pupil learning and school organisation.

## **POLICY CONTENT**

### **CLASS ALLOCATION**

The allocation of teaching duties within the school is the responsibility of the Principal, subject to the overall authority of the Board of Management and in accordance with the Education Act, Department of Education Circulars, CPSMA guidance and the needs of the school.

In exercising this responsibility, the Principal will consult with members of staff on an annual basis regarding:

- class level preferences,
- professional development interests,
- previous teaching experience,
- and other relevant considerations.

Every effort will be made, where practicable, to accommodate teacher preferences and to ensure a fair and collaborative process.

The school recognises the value of teachers gaining experience across a range of class levels, settings and curricular areas as part of ongoing professional development. Opportunities for rotation and varied teaching experience will therefore be considered as part of the allocation process. However, there shall be no automatic entitlement or requirement for teachers to move class levels or classrooms after a fixed period of time.

Class allocations will be determined by the Principal having regard to:

- the educational needs and best interests of pupils,
- the effective and efficient operation of the school,
- continuity and stability for pupils where appropriate,
- the experience, skills, qualifications and strengths of staff members,
- teachers' professional development and previous teaching experience,
- the needs of pupils requiring additional support,
- school improvement priorities,
- relevant courses, training or expertise,
- the preferences expressed by staff members,
- and any other factors relevant to the overall welfare and effective functioning of the school.

The Principal may also take account of:

- balance of experience across the school,
- the particular needs of multi-class settings,
- leadership and organisational responsibilities,
- and the overall distribution of workload.

While consensus and collaboration are valued, final responsibility for class allocation and deployment of staff rests with the Principal.

Class allocations will normally be finalised before the end of the school year, subject to staffing arrangements and enrolment figures.

## **SPECIAL EDUCATION ALLOCATION**

The allocation of Special Education duties will be reviewed periodically in consultation with staff and in accordance with the needs of pupils and the school.

Teachers with relevant training, experience and expertise in Special Education may be assigned to these roles.

Teachers may express an interest in moving between mainstream and Special Education settings. Such requests will be considered by the Principal in the context of:

- continuity of support for pupils,
- school needs,
- available expertise,
- staffing configuration,
- and the overall balance of experience within the school.

The allocation of Special Education roles remains subject to the professional judgement of the Principal and the operational needs of the school.

## **CLASSROOM ALLOCATION**

Classroom allocation is determined by the Principal having regard to:

- pupil age and needs,
- health and safety considerations,
- accessibility,
- supervision requirements,
- available resources,
- and the practical operation of the school.

Where possible, younger classes may be allocated classrooms that facilitate ease of access and collection.

The design and use of school facilities shall seek to ensure equitable access to support rooms, learning support spaces, ICT facilities and shared resources.

Continuity of classroom use will be maintained where practicable. However, classroom allocation may change from year to year in line with the needs of the school and at the discretion of the Principal.

## **ROLES AND RESPONSIBILITIES**

### Board of Management

The Board of Management:

- ratifies and reviews this policy,
- supports the Principal in the implementation of the policy,
- and ensures that the policy operates in accordance with relevant legislation and Department guidelines.

### Principal

The Principal:

- has responsibility for the allocation of teaching duties and classrooms,
- consults with staff regarding allocations,
- ensures that allocation decisions are made fairly and professionally,

- and ensures that the educational needs and welfare of pupils remain central to all decisions.

### Teaching Staff

Teaching staff:

- engage professionally and constructively in the consultation process,
- communicate preferences and relevant information in a timely manner,
- support the implementation of agreed allocations,
- and work collaboratively in the best interests of pupils and the school community.

## **COMMUNICATION AND CONSULTATION**

Consultation regarding class allocation will normally take place during the final term of the school year.

Teachers may be invited to indicate preferences for class level or area of responsibility. Such preferences will be considered carefully but cannot be guaranteed.

The school acknowledges the importance of professional dialogue, mutual respect and collegiality in all staffing discussions.

## **DISPUTE RESOLUTION**

The school values professionalism, collaboration and open communication in relation to staffing matters.

Concerns regarding allocation decisions should, in the first instance, be discussed directly with the Principal in a respectful and professional manner.

Where issues remain unresolved, they may be addressed through agreed school procedures and, where appropriate, referred to the Board of Management.

## **SUCCESS CRITERIA**

The success of this policy will be evaluated through:

- the smooth operation of the school,
- effective organisation of classes and support provision,
- professional collaboration among staff,
- positive feedback from staff and parents where appropriate,
- continuity and stability for pupils,
- and the overall effectiveness of teaching and learning.

## **REVIEW**

This policy will be reviewed periodically by the Board of Management or earlier if required due to:

- changes in legislation or Department guidance,
- staffing changes,
- operational needs of the school,
- or issues arising from implementation.

## **RATIFICATION**

This policy was ratified by the Board of Management of Drom National School on: 27<sup>th</sup> May 2026

Signed: *Fr. Martin Murphy*  
Chairperson, Board of Management

Date: 27<sup>th</sup> May 2026

Signed: *Amadean Moore-Walsh*  
Principal

Date: 27<sup>th</sup> May 2026

**DROM NATIONAL SCHOOL  
CLASS ALLOCATION CONSULTATION FORM**

**School Year:** \_\_\_\_\_

The purpose of this form is to support consultation and professional dialogue in relation to class allocation for the coming school year.

The Board of Management recognises that the allocation of teaching duties is the responsibility of the Principal, having regard to the educational needs of pupils, the effective operation of the school and relevant Department of Education guidance.

Teachers are invited to indicate preferences, relevant experience and professional development interests below. Every effort will be made, where practicable, to consider preferences as part of the allocation process. However, preferences cannot be guaranteed.

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**Teacher Name:** \_\_\_\_\_

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**1. Class Level Preferences**

Please indicate your preferred class settings for the coming school year in order of preference.

<b>Preference Order</b>	<b>Class Level / Setting</b>
1st Preference	
2nd Preference	
3rd Preference	

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**2. Previous Teaching Experience**

Please outline the class levels/settings you have taught previously and the approximate duration.

<b>Class Level / Setting</b>	<b>Number of Years</b>


**3. Professional Development / Relevant Experience**

Please indicate any courses, training, professional development or particular experience relevant to your preferred allocation.

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**4. Special Education**

Please tick as appropriate:

- I would be interested in working in a Special Education role.
- I would prefer to remain in my current Special Education role.
- I would prefer a mainstream class allocation.
- No preference.

Additional comments (if any):

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**5. Professional Strengths / Areas of Interest**

Please outline any particular strengths, interests or areas of expertise that may support allocation decisions.

Examples may include:

- literacy,
- numeracy,
- wellbeing,
- behaviour support,
- music,
- sport,
- digital learning,
- multi-class teaching,
- leadership roles etc.

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**6. Additional Information**

Please include any other information you would like the Principal to take into consideration as part of the allocation process.

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## 7. Declaration

I understand that this form is part of a consultative process and that final decisions regarding class and classroom allocation are made by the Principal in accordance with school policy, Department of Education guidance and the needs of the school.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_