

Scoil Mhuire Soisearach policy on contingency and substitute cover for supervising classes.

Background: In the main the level of teacher absence is below the national norm in Scoil Mhuire Junior School. In view of the fact that there are 16 entrances to be supervised at the 8.55 opening time this policy is a contingency measure to ensure that all children are allowed in to school punctually. The policy is intended to address the occasions on which a teacher may be absent at 8.55 this can arise because of the lack of substitution provision for course days and the unavailability of substitutes for approved absences. Occasionally a class teacher can be delayed or absent unexpectedly.

There are currently eight teaching personnel who do not have a class responsibility. A model of team working has emerged where there are two learning support teachers attached in the main to a team at each class level. The policy is that these personnel will provide the contingency cover for teacher absences. This will mean checking each morning that the class teachers are present at 8.55.

The framework is agreed annually by the PSP team.

The deputy principal and principal will provide contingency for these teachers in the event that

Their timetable has been disrupted by class supervision twice in any give week or for three weeks in succession

The learning support teacher is absent.

Furthermore the deputy principal and principal will be involved in ensuring that appropriate substitute cover is put in place.

Providing Substitute cover.

Appendices 16 & 17 of the Board of Management handbook outlines the terms under which a substitute is employed in schools. Further details are contained in Circular 21/80, 18/00, 0045/2009 and other relevant Department of Education and Skills circulars pertaining to substitute employment. The school follows its own procedure for providing substitutes in the event of a teacher being absent. Substitutes are asked to provide a C.V. and references.

Step one The first action point is to phone the substitutes whose names are on file and who have been used in the school before. The substitute is asked about their availability. If they need time to consider their position they can be given a period, or they can be advised that while they are considering their availability another substitute will be sought. In the event of a subsequent person being found the position will be offered to that person and it may not be available when the first person returns.

Step two:

In the event of there being no substitute available from the files contact is made with a number of sources

Other principals in the area

The INTO sub-search facility.

The IPPN text a sub facility.

New substitutes.

Where a recommendation comes from these sources at short notice a substitute may be employed for up to a week based on a personal recommendation and based on a short interview with the deputy principal or principal. A new unknown person will be asked to approve a garda check on their character.

Each new substitute will be provided with the a copy of the ‘Friendly Guide to Scoil Mhuire’ and given time to read it before being shown to the class that they will be teaching.

They will be shown the staff facilities. At the first break or a soon as is practicable they will be introduced to the whole team. Staff will make every effort to be inclusive of newppoeple working in the school.

Unavailability of substitute cover.

In the event of there being no substitute available the learning support teacher will supervise the class until the position in relation to the availability of substitution is clear.

Children in classes will engage in their normal morning activities until 9.40. They will then be divided across the classes as follows:

Junior Infant children	_____	Junior and Senior infants. Rooms 9-16
Senior infants	_____	Junior and Senior infants. Rooms 9-16
1 st class	_____	1 st and 2 nd classes Rooms 1 – 8
2 nd class	_____	1 st and 2 nd classes Rooms 1 – 8

Division of classes:

Class teachers are asked to group the children for division .This is most easily done by printing off or copying a class list and allocating room numbers beside the childre’s names on a class list. On the day of absence the support teacher can then copy the list date it and circulate it with the children. Copies of these lists are to be left with the relevant learning support teacher and the secretary.

Meaningful work

The provision of meaningful work activities ensures that the children are constructively occupied in the class to which they are sent.

Teachers supervising the children will endeavour to have the children meaningfully engaged in this or other work while meeting the requirements of the work to be covered with their own class grouping.

Provision of work.

The intention in having materials prepared is to save time for the supporting teacher. By the second week in September each class teacher will make provision for photocopiable material of work that the children in the class will undertake in the event of they being absent.

This work will be placed in the drawer in the filing cabinet next to the copier.

The work will be updated following an absence.

It will also be updated at the beginning of each term.

The organisation of such work could be done on a class team basis. A special needs assistant will photocopy the material on the day in question and bring it to the absent teacher's classroom.

Approved by Board of Management September 2006.