6. Staff Recruitment, Management and Development

ELI Schools
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6. Staff Recruitment, Management and Development

Introduction

Staff are ELI Schools' most valuable resource. The quality of our provision depends fundamentally on recruiting, developing, and retaining excellent staff who are qualified, competent, committed, and aligned with our values. This section establishes ELI Schools' comprehensive framework for ensuring we have the right people, in the right roles, with the right support, to deliver outstanding education and service to our students.

Purpose and Scope

The purpose of this section is to:

- Establish systematic processes for recruiting qualified and suitable staff
- Define standards for staff qualifications, experience, and competence
- Ensure safe recruitment practices (particularly safeguarding - Garda vetting, references)
- Provide framework for managing staff performance effectively and fairly
- Support staff development and continuous professional learning
- Demonstrate ELI Schools' commitment to staff quality and wellbeing
- Meet regulatory requirements for staffing

This section focuses primarily on recruitment and management of teaching staff and key administrative staff. Some principles apply to all staff categories.

Regulatory Context

ELI Schools' approach to staff recruitment, management, and development complies with:

- QQI Core Statutory Quality Assurance Guidelines 2016:
- Code of Practice for Provision of Programmes of English Language Education to International Learners
- Children First Act 2015
- Data Protection
- Safety, Health and Welfare at Work Act 2005

Principles of Staff Recruitment, Management and Development

ELI Schools' approach is based on the following principles:

Quality First:

- Recruiting the best qualified and most suitable candidates
- High standards for qualifications, experience, and competence
- Quality threshold non-negotiable
- Better to wait for right candidate than compromise on quality

Fair and Ethical Recruitment:

- Non-discriminatory recruitment (equal opportunity regardless of gender, age, disability, race, religion, sexual orientation, marital status, family status, membership of Traveller community)
- Transparent processes
- Merit-based selection
- Compliance with employment law
- Ethical employment practices (fair contracts, terms, pay)

Safe Recruitment (Safeguarding):

- Robust checks on all staff (particularly those working with children)
- Garda vetting mandatory for all staff working with children
- Reference checks and Qualification verification
- Right to work verification
- Ongoing monitoring of suitability

Student-Centered:

- Recruiting staff who will provide excellent learning experience
- Staff who are empathetic, culturally sensitive, professional
- Staff committed to student success and wellbeing

Values Alignment:

Recruiting staff who share ELI Schools values:

- Excellence in education
- Respect and inclusivity
- Integrity and professionalism
- Continuous improvement
- Student wellbeing
- Collaboration and teamwork

Performance Excellence:

- Clear expectations and standards
- Regular performance monitoring and feedback
- Support for improvement
- Recognition of excellent performance
- Fair and consistent performance management

Professional Development:

- Investment in staff development
- Continuous professional learning
- Career progression opportunities
- Support for qualifications and training
- Culture of learning and improvement

Staff Wellbeing:

- Supportive working environment
- Reasonable workloads
- Work-life balance
- Support for staff wellbeing and mental health
- Fair treatment and respect

Compliance:

- Full compliance with all employment, safeguarding, and regulatory requirements
- Systematic processes and documentation
- Regular review and improvement

Summary of Minimum Requirements for Teaching Staff:

For Teaching General English to Adults (18+):

Minimum Qualifications:

- Initial English language teaching qualification (minimum 120 hours with minimum 6 hours assessed teaching practice)
- Examples: CELTA, Trinity CertTESOL, equivalent
- **AND** Primary degree (Level 7 or 8 on NFQ, or international equivalent)
- **AND** English language proficiency:
- Native speaker equivalent, OR
- C2 level on CEFR (if non-native English speaker)

Experience:

- Newly qualified teachers (within 2 years of initial qualification): May be hired
- Experienced teachers preferred for senior roles or specialized programmes

For Teaching Examination Preparation Programmes (Cambridge, IELTS, Trinity, etc.):

In addition to General English requirements above:

- **Experience:** Minimum 2 years post-qualification teaching experience
- **Specialized training/experience:** Specific training or substantial experience in preparing students for the relevant examination
- **Examiner experience (desirable):** Experience as examiner for Cambridge, IELTS, Trinity highly desirable
- **For Teaching Business English or English for Specific Purposes (ESP):**

In addition to General English requirements above:

- **Experience or qualification in business/professional field:** Relevant experience, qualification, or substantial teaching experience in business English or relevant ESP area

For Teaching English to Young Learners (Under 18s):

In addition to General English requirements above:

- **Experience or training in teaching young learners:** Specific training (e.g., CELTA YL extension, Trinity CertTESOL YL) or substantial experience teaching children/teenagers
- **Garda Vetting:** Mandatory (Children First Act requirement)
- **Children First Training:** Mandatory
- **Suitability for working with children:** Assessed during recruitment

For Teacher Training Programmes (CELTA, Trinity CertTESOL):

CELTA Tutors: Must meet Cambridge Assessment English requirements:

- CELTA or equivalent
- Delta (Diploma) or equivalent (or working toward)
- Substantial teaching experience (typically minimum 5 years)
- Tutor training (Cambridge tutor training course)
- Approved by Cambridge for ELI Schools CELTA centre
- **Trinity CertTESOL Tutors:** Must meet Trinity College London requirements (similar to above)

For Academic Management Roles (Academic Managers, Programme Leaders, Directors of Studies):

- Initial teaching qualification and degree (as above)
- **AND** Substantial teaching experience (typically minimum 3-5 years)
- **AND** Management/leadership experience or training (desirable)
- **AND** Diploma-level qualification (DELTA, Trinity DipTESOL, MA TESOL) desirable, particularly for Senior Academic Manager

Verification of Qualifications:

All teaching qualifications and degrees verified during recruitment:

- Original certificates inspected (or certified copies)
- Awarding bodies contacted to verify if any doubt
- Qualifications database checked (if applicable)
- Records maintained

Compliance Monitoring:

- HR Manager maintains register of all teaching staff qualifications ensuring all staff meet minimum requirements. Audited regularly (quarterly) and before any inspections (QQI).
- See Procedure 6.2 for detailed qualification verification process.

Integration with Quality Assurance Framework

Staff recruitment, management, and development integrate with other sections of the QA Manual:

Section 2 (Governance):

- Board oversight of staffing strategy and key appointments
- Academic Committee oversight of academic staff quality
- Clear lines of accountability for staff management

Section 5 (Programmes):

- Staff qualifications and expertise enable quality programme delivery
- Programme specifications include staff requirements
- New programmes may require staff recruitment or development

Section 7 (Teaching and Learning):

- Quality teaching depends on qualified, skilled, supported staff
- Learning and Teaching Strategy implemented by excellent teaching staff

Section 8 (Assessment):

- Teachers assess students fairly, validly, reliably (requires training and moderation)
- Teacher competence in assessment essential

Section 12 (Self-Evaluation):

- Staff feedback mechanisms
- Performance data informs improvement

6.1 Policy for Staff Recruitment & Management

QA Area(s)	• Staff Recruitment, Management and Development • Governance and Management of Quality • Documented Approach to QA		
Applies to	☑ Staff only	☐ Learners only	☐ Staff and learners
Policy Owner	HR Manager		

Purpose

The purpose of this policy is to establish the principles and standards for recruiting, appointing, and managing staff at ELI Schools, ensuring we employ qualified, competent, suitable, and values-aligned individuals who will deliver excellent education and service to our students.

Scope

This policy applies to:

- All staff recruitment at ELI Schools (teaching staff, management, administrative, operational, support staff)
- All locations (Dublin Dame Street, Dublin Grand Canal, Drogheda, summer centres)
- All employment types (permanent, fixed-term, part-time, full-time, hourly-paid)
- All stages of employment relationship (recruitment, appointment, induction, ongoing management, development, exit)
- This policy covers the overarching framework. Detailed procedures are in Section 6.2-6.5.

Policy Statement

Commitment to Excellence in Staffing:

ELI Schools is committed to recruiting and retaining excellent staff who are:

- **Qualified:** Meeting or exceeding minimum qualification requirements for their roles
- **Competent:** Possessing skills, knowledge, and abilities to perform their roles effectively
- **Suitable:** Appropriate for their roles, particularly for working with students and children
- **Values-Aligned:** Sharing ELI Schools' commitment to excellence, integrity, respect, and student success
- **Professional:** Demonstrating professionalism, reliability, and commitment

We recognize that our staff are our greatest asset and that quality of provision depends fundamentally on quality of staff.

Recruitment Principles

Quality Standards: **Teaching Staff Qualifications:**

Minimum qualifications as specified in Code of Practice (see Introduction above):

- Initial English language teaching qualification (CELTA, Trinity CertTESOL, or equivalent)
- Primary degree (Level 7 or 8 NFQ or international equivalent)
- English language proficiency (native speaker or C2 level)

Higher qualifications preferred:

- Diploma-level teaching qualification (DELTA, Trinity DipTESOL, MA TESOL) for senior roles
- Specialized qualifications for specialized programmes

Experience requirements:

- Newly qualified teachers may be appointed but with appropriate support and mentoring
- Experienced teachers for senior, specialized, or teacher training roles
- Minimum 2 years for examination preparation programmes

Continuous verification:

- All qualifications verified (original certificates inspected, awarding bodies contacted if needed)
- Qualifications database maintained by HR Manager
- Regular compliance audits

Management and Administrative Staff Qualifications:

Senior Academic Manager:

- Teaching qualifications (CELTA/equivalent and degree minimum)
- Substantial teaching and management experience
- Diploma or Masters in TESOL highly desirable
- Leadership and management capability

Academic Managers / Programme Leaders:

- Teaching qualifications
- Minimum 3-5 years teaching experience
- Management experience or potential

Operations Manager / Senior Operations Manager:

- Relevant qualifications or substantial operational management experience
- Understanding of education sector desirable

Other roles: Qualifications and experience appropriate to role

Fair and Non-Discriminatory Recruitment:	**Equal Opportunity:** All applicants considered on merit regardless of: • Gender • Civil/marital/family status • Sexual orientation • Religion • Age • Disability • Race, colour, nationality, or ethnic or national origins • Membership of the Traveller community • No discrimination at any stage (advertising, shortlisting, interview, selection, appointment) **Reasonable Accommodations:** • Reasonable accommodations provided for applicants and employees with disabilities (interview arrangements, workplace adjustments, assistive technology, etc.) • Applicants encouraged to disclose disability if they wish accommodations **Fair Selection:** • Selection based on objective criteria • Transparent processes • Consistent application of criteria • Documentation of decisions **Diversity:** • ELI Schools values diversity in staff (reflecting international student body) • Actively welcomes applications from diverse backgrounds • No discrimination against non-Irish nationals (subject to right to work in Ireland)
Safe Recruitment	**Garda Vetting (Police Checks):** **Mandatory for all staff working with children** (under 18s): • All teaching staff (may teach junior programmes) • All staff with contact with children (Student Services, Reception if children present, Activity Leaders, Accommodation staff visiting host families with children) • Senior managers, Centre Managers **Reference Checks:** **Minimum 2 professional references** required for all staff • References from previous employers, supervisors, or professional colleagues (not personal references) • References must cover: • Dates of employment • Role and responsibilities • Performance and competence • Suitability for working with students/children • Any concerns or disciplinary issues • References taken up before appointment (after interview, before contract offer, or offer conditional on satisfactory references)

Safe Recruitment

Qualification Verification:

- All teaching qualifications verified (original certificates or certified copies inspected)
- All degrees verified (certificates inspected, or verification from awarding institution if needed)
- Qualifications database maintained

Right to Work Verification:

- All staff must have right to work in Ireland

Employment And Management Principles

Clear Roles and Expectations:

All staff have:

- **Job Description:** Clear description of role, responsibilities, reporting lines, key tasks
- **Person Specification:** Qualifications, skills, experience, attributes required
- **Employment Contract:** Written contract stating terms and conditions (hours, pay, location, notice period, etc.)
- **Induction:** Comprehensive induction covering role, expectations, policies, procedures, support available
- **Ongoing Clarity:** Regular communication, updates to role as needed, changes communicated clearly

Effective Induction:

Induction Programme Includes:

Day 1:

- Welcome and introduction to team
- Tour of premises (facilities, fire exits, assembly point, first aid, staff room, etc.)
- Health and safety induction (fire procedures, first aid, emergency contacts, reporting accidents)
- IT setup (email account, access to systems, passwords)
- Employment contract signing
- Collection of documentation (bank details, emergency contact, right to work, etc.)

Week 1:

- Meeting with line manager (role discussion, expectations, support available, probation period explained)
- Overview of ELI Schools (mission, values, programmes, organization structure, accreditations)
- Policies and procedures (where to find them, key policies highlighted)
- Safeguarding training (if working with children - Children First eLearning must be completed within first week)
- Data protection briefing (GDPR responsibilities)
- Introduction to colleagues and key contacts

Effective Induction:

Teaching Staff Specific (First 2 Weeks):

- Meeting with Academic Manager
- Overview of programmes and syllabi
- Resources (where materials kept, how to book equipment, online resources)
- Assessment procedures (how to assess, record results, moderation)
- Student management and discipline
- Timetable and classroom allocation
- Observation of experienced teacher's class
- Mentoring assigned (experienced teacher as mentor for first term)
- Teaching observed by Academic Manager (supportive developmental observation)

First Month:

- Ongoing support and check-ins from line manager
- Any specific training for role
- Introduction to Programme Board or team meetings
- Building relationships with colleagues and students

End of Probation (typically 6 months):

- Probation review meeting
- Performance reviewed against expectations
- Decision: Confirm employment, extend probation, or terminate

Probation Period:

All new staff (except very short-term/hourly-paid) have probation period:

Purpose:

- Allow employer to assess employee's suitability, performance, competence
- Allow employee to assess if role and organization suit them
- Mutual trial period

Duration:

- Typically, **6 months** for most roles
- May be shorter for very senior experienced hires (3 months)
- May be extended if issues identified but improvement possible (extend by 3 months)
- **Process:**
- Expectations clearly communicated at start
- Regular feedback and check-ins during probation (monthly minimum)

Probation Review Meeting at end of period:

- Formal meeting with line manager
- Performance reviewed against expectations
- Strengths and areas for development discussed
- Employee's perspective sought
- Decision: Confirm employment permanently, extend probation, or terminate employment
- Decision documented

Performance Management: ELI Schools operates continuous performance management:

Principles:

- Performance management is ongoing, not just annual review
- Focus on support, development, and improvement
- Regular feedback (positive and developmental)
- Clear expectations
- Recognition of excellent performance
- Fair and consistent approach
- Addressing underperformance promptly and fairly

For Teaching Staff:
Ongoing:

- Regular informal observations and feedback (Academic Manager observes classes periodically)
- Student feedback (course reviews analysed)
- Peer observation and collaboration
- Teaching team meetings
- Performance indicators monitored (attendance, punctuality, completion of administrative tasks, professionalism)

Formal:
Annual Performance Review
Annual Performance Review (All Staff):

- Scheduled meeting with line manager
- Review of past year: achievements, strengths, challenges, areas for development
- Goal setting for coming year (SMART goals)
- Development needs identified
- Career aspirations discussed
- Two-way conversation (staff feedback on support received, working conditions, etc.)
- Documented (performance review form completed and signed)
- Copy to staff member, copy in personnel file

Recognition and Reward: ELI Schools recognizes and values excellent performance:

- **Recognition:**
- Verbal praise and thanks (regularly, from managers and colleagues)
- Written commendations (excellent observation feedback, thank you emails)
- Public recognition (staff meetings, newsletters, awards)
- Opportunities (leading projects, representing ELI Schools, career progression)

Rewards:

- Salary progression (where salary scales exist)
- Bonuses (if policy exists - typically for exceptional contributions)
- Professional development opportunities (funded training, conference attendance)
- Promotion (to senior or leadership roles)
- Responsibility (leadership of programmes, mentoring)

Positive Culture:

- Culture of appreciation
- Celebrating success (individual and collective)
- Supportive, encouraging environment

Staff Wellbeing: ELI Schools is committed to staff wellbeing

Supportive Environment:

- Positive, respectful culture
- Open communication
- Teamwork and collegiality
- Manageable workloads
- Work-life balance
- Support for personal difficulties

Health and Safety:

- Safe working environment (Section 18)
- Risk assessments include staff safety
- Training on health and safety
- Support for workplace stress
- First aid available
- Incident reporting and investigation

Wellbeing Initiatives:

- Staff wellbeing considered in decision-making
- Flexibility where possible (flexible working, accommodating personal needs)
- Social activities (staff social events, team building)
- Access to support (managers, HR, external support if available)

Communication and Consultation: Staff are informed and consulted:

Regular Communication:

- Staff meetings (all-staff, teaching team, department meetings)
- Email updates from management
- Notice boards
- Intranet or shared drives (if available)

Consultation:

- Staff consulted on changes affecting them (where feasible)
- Feedback mechanisms (surveys, suggestion boxes, open-door policy)
- Staff representatives (safety representatives, if appointed)
- Programme Boards include teaching staff (see Section 5)

Two-Way Communication:

- Staff encouraged to communicate with management
- Approachable managers
- Open-door policy (within reason)
- Issues raised taken seriously

Grievances and Disputes:

Fair process for addressing staff grievances:

Grievance Procedure:

- Staff member has complaint or grievance (e.g., about treatment, working conditions, colleague, manager)

Informal Resolution (First Step):

- Encouraged to raise issue informally with line manager or person involved
- Many issues resolved through discussion

Formal Grievance (if informal unsuccessful):

- Staff member submits written grievance to HR Manager
- Grievance investigated (HR Manager or senior manager)
- Grievance meeting held (staff member presents grievance, evidence heard)
- Decision made and communicated in writing
- Right to appeal if dissatisfied with outcome

Fair Process:

- All parties heard
- Evidence considered
- Impartial investigation
- Timely resolution
- Documented process

HR Manager advises on all grievance matters to ensure fairness and legal compliance.

Disciplinary Matters:

Fair and consistent approach to disciplinary issues:

Disciplinary Procedure:

- For misconduct, performance issues (after performance improvement attempts), or breaches of policy

Informal Stage:

- Minor issues addressed informally (counselling, guidance, verbal warning)
- Documented but not formal disciplinary record

Formal Stage (if informal unsuccessful or issue serious):

- Investigation (facts established)
- Disciplinary meeting (staff member informed of allegations, opportunity to respond)
- Decision: No case to answer, verbal warning, written warning, final written warning, dismissal
- Right to be accompanied (colleague or trade union representative)
- Right to appeal

Fair Process:

- Staff informed of allegations
- Opportunity to respond
- Evidence-based decisions
- Consistency (similar cases treated similarly)
- Proportionate sanctions
- Documented

Records and Data Protection:

Staff records maintained securely and in compliance with GDPR:

Personnel Files:

- Each staff member has personnel file containing:
- Application materials (CV, cover letter, application form)
- Interview notes and selection decision
- References
- Qualification certificates (copies)
- Right to work documentation
- Garda vetting documentation
- Employment contract
- Induction checklist
- Performance reviews and observation records
- Training records
- Any correspondence (letters, emails about employment matters)
- Disciplinary or grievance records (if any)
- Exit documentation (resignation letter, exit interview notes)

Storage:

- Personnel files stored securely (locked filing cabinet or secure electronic system)
- Access restricted to HR Manager, Managing Director, line manager (for their direct reports only), and individual staff member (right to access own file)

Data Protection:

- Staff data processed in compliance with GDPR and Data Protection Act 2018
- Legal basis: Contract (employment contract) and Legitimate Interests (employment management)
- Staff informed of data processing (privacy notice provided at application)
- Staff rights respected (access, rectification, erasure in certain circumstances)
- Data retained for duration of employment plus 7 years after exit (for legal and reference purposes)
- Data security measures in place

Compliance and Review:

Compliance:

- HR Manager ensures all recruitment and employment practices comply with:
- Employment legislation (Employment Equality Acts, various employment acts)
- Safeguarding legislation (Children First Act, Garda vetting requirements)
- Data protection legislation
- Health and safety legislation
- Code of Practice requirements for staff qualifications
- QQI requirements
- Regular compliance audits (quarterly audit of teaching staff qualifications)

Policy Review:

- This policy reviewed biennially
- Updated to reflect changes in legislation, regulations, best practice
- Staff consulted on updates

Responsibility

HR Manager:

- Overall policy ownership
- Leading recruitment processes
- Safe recruitment (Garda vetting, references, checks)
- Employment contracts and terms
- Personnel files and records
- Compliance with employment law
- Advising on performance management, disciplinary, grievance matters
- Staff induction coordination
- Monitoring staff qualifications compliance
- Data protection compliance for staff data
- Policy review and improvement

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Related legislation, regulation or guidelines:

- Core Statutory Quality Assurance Guidelines 2016 (QQI)
- Code of Practice for Provision of Programmes of English Language Education to International Learners
- Children First Act 2015
- Employment Equality Acts 1998-2015
- Disability Act 2005
- Data Protection Act 2018
- Safety, Health and Welfare at Work Act 2005

6.2 Procedure for Staff Recruitment

QA Area(s)	• Staff Recruitment, Management and Development • Child Safeguarding and Protection (safe recruitment)		
Applies to	☑ Staff only	☐ Learners only	☐ Staff and learners
Policies this Procedure relates to	Policy for Staff Recruitment & Management (6.1)		

Purpose

This procedure outlines the detailed step-by-step process for recruiting staff at ELI Schools, from identifying a vacancy through to appointment and induction, ensuring systematic, fair, compliant, and safe recruitment practices.

Procedure

Part A: Identifying Vacancy and Planning

Identifying Recruitment Need

Recruitment need identified through:

- **Replacement:** Existing staff member resigns, retires, or is dismissed
- **New Position:** Organizational growth, new programme, new location, strategic need for new role
- **Seasonal Need:** Summer programmes require additional seasonal staff
- **Temporary Cover:** Maternity leave, sick leave, sabbatical requiring temporary replacement

Line Manager Identifies Need:
Line manager (e.g., Senior Academic Manager for teaching staff, Operations Manager for operational staff) identifies vacancy and raises with HR Manager and Managing Director.

Approval to Recruit:

Managing Director approves recruitment:

- Is position necessary?
- Is budget available?
- Is this right time to recruit?
- Any alternative approaches (restructure, redistribute responsibilities, promote internally)?
- **If approved:** Proceed with recruitment
- **If not approved:** Vacancy not filled, alternatives implemented

Job Description and Person Specification

Job Description Includes:

- Job title
- Location
- Reporting to (line manager)
- Responsible for (direct reports, if any)
- Purpose of role (brief summary)
- Key responsibilities and duties (detailed list)
- Performance indicators
- Working hours and employment type (full-time, part-time, permanent, fixed-term, hours per week)
- Salary range

HR Manager and Line Manager Prepare/Update:

Person Specification Includes:
Essential Criteria:

- Qualifications (minimum required - e.g., for teacher: CELTA or equivalent, degree, native speaker or C2 level)
- Experience (minimum required - e.g., newly qualified acceptable, or minimum 2 years)
- Skills and competencies (e.g., classroom management, assessment, ICT skills, communication)
- Knowledge (e.g., CEFR, examination specifications, English language knowledge)
- Attributes (e.g., enthusiasm, professionalism, cultural sensitivity, flexibility)
- Other requirements (e.g., right to work in Ireland, Garda vetting clearance if working with children)

Desirable Criteria:

- Additional qualifications (e.g., DELTA, MA TESOL)
- Additional experience (e.g., examiner experience for exam prep roles)
- Additional skills (e.g., specific language skills, additional teaching specialisms)

Ensure Compliance:

- HR Manager ensures job description and person specification:
- Comply with Code of Practice qualification requirements (for teaching roles)
- Are non-discriminatory (no unlawful requirements)
- Are clear and accurate
- Reflect actual role requirements

Approval:
Managing Director or Senior Manager reviews and approves job description and person specification before advertising.

Part B: Advertising And Application

Advertising the Vacancy

Decide Advertising Channels:
Internal Advertising (where appropriate):

- Advertise internally first (current staff may be suitable for promotion or transfer)
- Email to all staff, posted on staff noticeboard
- Internal applications invited (typically 1 week deadline
- Externally advertised on Indeed, LinkedIn or ESL networks

Receiving and Tracking Applications

Applications received by email to hr@elischools.com (or through online application system if available).
Application Tracking:
HR Manager maintains application tracking spreadsheet

Part C: Shortlisting

Reviewing Applications

Initial Screening:
HR Manager conducts initial screening of all applications:
Check Essential Criteria:
- Does applicant have required qualifications? (Teaching qualification? Degree? English proficiency?)
- Does applicant have right to work in Ireland?
- Is application complete? (CV and cover letter provided?)
- Is application professional? (Appropriate format, no typos)

Filter:
- Applications not meeting essential criteria: Rejected at initial screening
- Applications meeting essential criteria: Pass to shortlisting stage

Shortlisting:

HR Manager and Line Manager (e.g., Senior Academic Manager for teaching roles) review applications together.

Shortlist:
Typically, top **6-10 candidates** invited for interview (depending on volume and quality of applications)
- Ensure diverse shortlist (not discriminating based on protected characteristics, but ensuring range of candidates)

Part D: Interview And Selection

Interview Preparation

Interview Panel:
Composition:
- **Teaching Roles:** Director of Studies and HR Manager
- **Senior Roles:** Managing Director, Board of Management
- **Other Roles:** Line manager, HR Manager, another relevant manager
- **Typically, 2-3 panel members**

Interview Questions:

Experience Questions:
- Tell us about your teaching experience.
- What levels and age groups have you taught?
- What was your most challenging teaching experience and how did you handle it?

Qualification and Knowledge Questions:
- What is your understanding of the CEFR?
- How do you approach teaching [specific skill, e.g., speaking]?
- How do you assess student progress

Situational Questions:
- How would you handle a situation where a student is consistently disruptive?
- A student is not progressing - what would you do?
- You have a very mixed-level class - how do you differentiate?

Motivation and Fit Questions:
- Why do you want to work at ELI Schools?
- What do you know about our school?
- What are your career goals?
- Why do you enjoy teaching English?

Safeguarding Questions (if working with children):
- What does safeguarding mean to you?
- How would you respond if a student disclosed abuse to you?
- Why do you want to work with children/young learners?

Interview Structure:

Welcome (5 minutes):

- Panel introduces themselves
- Explain interview format and timing
- Put candidate at ease (warm, friendly, professional)
- Explain notetaking (panel will take notes throughout)

Questions (30 minutes):

- Panel asks prepared questions
- Each panel member asks some questions (share questioning)
- Listen actively to responses
- Probe for clarity or more detail if needed ("Can you give an example?", "Tell me more about that.")
- Take notes on responses

Candidate Questions (10 minutes):

- "Do you have any questions for us?"
- Panel answers candidate's questions (about role, school, terms, support, etc.)

Explain Next Steps (5 minutes):

- "Thank you for coming to interview."
- Explain teaching demonstration next (for teachers) or explain what happens next (for non-teaching roles)
- Timeline: "We're interviewing all candidates this week and aim to make a decision by [date]. We'll contact you by [date] with outcome."
- "We'll need to conduct reference checks before making any offers."

Panel meets to discuss all candidates:

For each candidate:

- Review interview scores
- Review teaching demonstration scores (if applicable)
- Discuss overall impressions
- Review notes
- Consider strengths and weaknesses
- Compare candidates

Ranking:

- Rank candidates from strongest to weakest

Identify:

- **First choice:** Candidate to whom offer will be made
- **Second choice:** Reserve candidate (if first choice declines)
- **Other appointable candidates:** Would appoint if multiple vacancies

Decision Criteria:

- Best qualified
- Best experience
- Best performance in interview and teaching demonstration
- Best fit with ELI Schools
- Overall strongest candidate

Consensus or Vote:

- Panel aims for consensus
- If disagreement: Discuss until consensus reached
- If still disagreement: Chair (Senior Academic Manager or Managing Director) makes final decision

Part E: References And Checks

Reference Checks

Contact Referees:
HR Manager contacts referees of **first choice candidate only** (don't take references for all candidates - time-consuming and invades privacy if not appointing):

Review References:

When references received:
HR Manager reviews:

- Are references positive?
- Do they confirm candidate's qualifications, experience, suitability?
- Any concerns raised?
- Any discrepancies with information provided by candidate?
- **If references positive:** Proceed with offer

If references raise concerns:

- Discuss with Managing Director and Senior Academic Manager
- May contact candidate to clarify concerns
- May contact referee for more information
- Decide: Proceed with offer, or withdraw offer consideration

If referee doesn't respond:

- Follow up (email reminder, phone call)
- If still no response: Try alternative referee or request candidate provide additional referee
- Cannot proceed without satisfactory references

Qualification Verification

Inspect Original Certificates:

- HR Manager inspects original certificates (or certified copies) brought to interview or requested from candidate:

Teaching Qualification:

- Original CELTA/CertTESOL/equivalent certificate
- Check: Candidate name, awarding body, date, pass/grade
- Make photocopy for personnel file
- If any doubt about authenticity: Contact awarding body to verify (Cambridge, Trinity, etc.)

Degree:

- Original degree certificate or official transcript
- Check: Candidate name, institution, degree title, classification, date
- Make photocopy for personnel file
- If any doubt: Contact university to verify

English Language Certificate (if non-native speaker):

- C2 level certificate (IELTS 8.0+, Cambridge Proficiency, equivalent)
- Make copy

Document Verification:

HR Manager maintains **Qualifications Verification Register**

- Register audited quarterly.
- **If qualifications cannot be verified:** Cannot proceed with appointment (non-negotiable)

Garda Vetting

For All Staff Working with Children:

- Garda vetting mandatory (see Section 15 Child Safeguarding for full procedures).

Process:

Vetting Application Submitted:

- ELI Schools registered vetting organization
- HR Manager (or DLP) submits vetting application online to Garda National Vetting Bureau
- Candidate provides ID and completes consent

Vetting Result Received:

- Typically, 4-8 weeks (sometimes faster)
- Result sent to ELI Schools (DLP and HR Manager)
- "No trace" (no criminal record) or disclosure of convictions

Result Reviewed:

- DLP and HR Manager review
- "No trace": Proceed
- Disclosure: Assess relevance and risk
- Minor irrelevant offence (e.g., traffic offence years ago): May proceed
- Relevant serious offence (e.g., offence against child, violence): Cannot appoint
- Borderline cases: Careful risk assessment, may consult Tusla or legal advice, document decision rationale

Decision:

- Vetting clearance: Proceed with appointment
- Vetting raises concerns: Offer withdrawn (with explanation to candidate)

If vetting urgent and candidate needed immediately:

- May commence employment provisionally before vetting received

BUT: Candidate must NOT be left unsupervised with children until vetting clearance received Supervised only (always another Garda vetted staff)

Right to Work Verification

Verify Right to Work in Ireland:

HR Manager verifies candidate has right to work:

EEA/Swiss Citizens:

- Request passport or national ID card
- Inspect and make copy of photo page
- Copy filed in personnel file

Non-EEA Citizens:

- Request passport and evidence of immigration permission (visa stamp in passport, GNIB card, IRP card)

Check immigration stamp:

- Stamp 1: Employment permit required (see below)
- Stamp 1G: Graduate visa (can work, restrictions on type of work and duration)
- Stamp 4: Residence with work permission (full work rights)
- Stamp 2: Student visa (limited work rights - typically 20 hours per week during term, 40 hours during holidays)

Part F: Offer And Contract

Making the Offer

Conditional Offer (before all checks complete):
If references or vetting not yet received but want to secure candidate:
HR Manager phones first choice candidate:

- "Good news - we'd like to offer you the position of [Title] at ELI Schools! We were very impressed with your interview and teaching demonstration."

Explain:
Offer is conditional on:

- Satisfactory references (still awaiting)
- Garda vetting clearance (if applicable)
- Qualification verification (if not yet done)
- Right to work verification (if not yet done)
- Once conditions met, formal contract will be issued
- Start date: [date]
- Salary: €[X]
- Terms: [Full-time, permanent, etc.]
- "Are you happy to accept the offer subject to these conditions?"

If candidate accepts: Proceed
If candidate declines or asks for time: Give reasonable time to consider (1-3 days), then follow

Employment Contract

HR Manager Prepares Contract:
Standard employment contract template adapted for specific role:
See Appendices for Formal Contract Sample

Issue Contract:

- Two copies of contract sent to employee (by email PDF and/or post)
- Employee signs both copies, returns one to ELI Schools
- ELI Schools representative signs
- One copy to employee (for their records)
- One copy filed in personnel file

Comprehensive Induction Programme:

Day 1: 09:00-09:30: Welcome
09:30-10:30: Health and Safety Induction
10:30-11:00: Break (coffee, settling in)
11:00-12:00: IT Setup and Systems
12:00-13:00: Meeting with Line Manager
13:00-14:00: Lunch
14:00-15:30: Policies and Procedures
15:30-16:00: Paperwork and Administration

Week 1:

- Children First eLearning
- Garda vetting application (if not already done)
- Introduction to teaching teams and Programme Boards
- For teachers: Observation of experienced teacher's class, team planning meetings, first teaching (with support)
- For all: Ongoing induction activities, building relationships, learning systems

Part H: Probation And Confirmation

Probation Period Management

Throughout Probation (typically 6 months):
Line Manager:

- Provides regular feedback (weekly or fortnightly check-ins initially, then monthly)
- Observes performance (for teachers: classroom observations)
- Addresses any issues promptly (don't wait until end of probation)
- Supports development
- Documents feedback (brief notes of check-ins, observation records, any concerns or achievements)

If Issues Arise:

- Discuss with employee immediately
- Clarify expectations
- Provide support (training, mentoring, resources)
- Set improvement goals
- Monitor progress
- Document all conversations

If Issues Serious or Not Improving:

- May terminate during probation (with notice as per contract, typically 1 week)
- Fair process (clear feedback given, opportunity to improve, decision documented

Probation Review Meeting (End of Probation):
Approximately **2 weeks before end of probation**:
Line Manager schedules Probation Review Meeting:

Meeting Agenda:

- Review of performance over probation period
- Achievements and strengths
- Areas for development
- Evidence (observation records, feedback, student feedback, completion of tasks)
- Employee's perspective
- How have they found probation period?
- Support received adequate?
- Any concerns or questions?

Decision:

- **Pass Probation - Confirm Employment:** Performance satisfactory, employment confirmed permanently
- **Extend Probation:** Some concerns but potential for improvement, extend by 3 months with clear improvement plan
- **Fail Probation - Terminate Employment:**
- Performance unsatisfactory, employment terminated (with notice)

Outcome Communication:

If Probation Passed:
HR Manager issues confirmation of employment letter
If Probation Extended:
HR Manager issues probation extension letter with improvement plan.
If Probation Failed:
HR Manager issues termination letter (with HR Manager and Managing Director approval, fair process followed)

Responsibility

HR Manager:

- Overall responsibility for recruitment process
- Job advertising
- Application tracking
- Coordinating shortlisting
- Organizing interviews
- Reference checks
- Qualification verification
- Garda vetting coordination
- Right to work verification
- Employment contracts
- Induction coordination
- Personnel file management
- Probation tracking
- Compliance monitoring
- Process improvement

Managing Director:

- Approving vacancies
- Approving job descriptions
- Participating in senior appointments
- Final approval of appointments
- Oversight of recruitment quality
- **Senior Academic Manager:**
- Leading teacher recruitment (with HR Manager)
- Shortlisting teaching candidates
- Chairing teacher interview panels
- Evaluating teaching demonstrations
- Selection decisions for teachers
- Academic induction

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Related legislation, regulation or guidelines:

- Code of Practice for Provision of Programmes of English Language Education to International Learners
- Children First Act 2015 - Garda vetting and safe recruitment
- Employment Equality Acts 1998-2015 - Non-discrimination
- Data Protection Act 2018 and GDPR - Handling applicant and employee data

6.3 Procedure for Monitoring Teaching Staff Performance

QA Area(s)	• Staff Recruitment, Management and Development • Teaching and Learning • Programmes of Education and Training		
Applies to	☑ Staff only	☐ Learners only	☐ Staff and learners
Policy Owner	Policy for Staff Recruitment & Management (6.1)		

ELI Schools implements a comprehensive, multi-faceted approach to monitoring teaching staff performance. Rather than relying on isolated formal observations, teaching quality is monitored through three integrated observation types, systematic analysis of student feedback and formative assessment data, centre-level quality discussions, and continuous professional development planning. This integrated approach ensures teaching excellence is maintained, supported, and continuously improved across all centres.

Purpose

Teaching staff performance monitoring serves three key purposes:

- **Quality Assurance:** Ensuring teaching aligns with pedagogical approach, meets quality standards, and delivers effective student learning outcomes
- **Professional Development:** Identifying development needs, providing support, and fostering continuous professional growth
- **Accountability:** Documenting teaching effectiveness and creating clear accountability for quality delivery

Scope

This procedure applies to:

- All teaching staff at ELI Schools (full-time, part-time, permanent, fixed-term, freelance)
- All locations (Dublin Dame Street, Dublin Grand Canal, Drogheda, summer centres)
- All stages of teaching career (newly qualified, experienced, senior teachers)
- This procedure focuses specifically on teaching performance. General performance management applies to all staff (see Policy 6.1).

Teaching Observation Framework

ELI Schools implements three distinct types of teaching observations, each serving different quality assurance functions:

Walk-Through Observations

Purpose: Provide regular, frequent snapshots of classroom practice. Offer low-stakes evidence of daily instruction enabling management oversight of teaching delivery across all centres.

Frequency: Minimum once per month per teacher; more frequent observations encouraged
Duration: 10-15 minutes (brief, informal visit)
Conducted by: Director of Studies, Academic Manager, Senior Director of Studies, Quality Officer

Process:

- Observer enters classroom briefly without formal announcement
- Observer observes lesson in progress without interrupting
- Observer may take brief observational notes
- Observer provides brief informal feedback to teacher (verbal, same day or following day)
- Observation recorded in teacher's performance file (date, observer name, general impressions)

Focus Areas (Observable Elements):

- Student engagement and participation
- Classroom management and environment
- Teacher clarity and communication
- Use of teaching materials and resources
- Alignment with pedagogical approach (meaningful communication, integrated skills, learner autonomy, technology integration)
- Pace and timing of lesson activities
- Interaction patterns and learner participation opportunities

Feedback to Teacher:

- Informal, conversational feedback
- Recognition of strengths observed
- Constructive suggestions for improvement (if applicable)
- Encouragement and support tone
- No formal documentation required (observation record filed by observer)

Outcome:
Quick visibility into ongoing teaching quality
Early identification of concerns requiring follow-up

Opportunities to recognize and reinforce effective practice
Low-stress approach building collaborative culture

Developmental Observations

Purpose: Focus on teacher growth through collaborative pre- and post-observation discussions. Emphasize professional learning, self-reflection, and collaborative exploration of teaching strategies.
Frequency: Minimum twice per year per teacher (ideally once per semester)
Duration: 30-40 minutes full observation plus 20-30 minutes pre- and post-observation discussions
Conducted by: Director of Studies, Snr Director of Studies
Process: Pre-Observation Meeting (20-30 minutes):

- Observer and teacher meet before scheduled observation
- Teacher describes lesson context (learning outcomes, specific student's needs, lesson content, activities planned, any challenges or questions)
- Teacher identifies specific area of interest for feedback (e.g., "I'd like feedback on how well I'm integrating technology," or "I'm trying a new group activity structure - what's your impression?")
- Observer and teacher align expectations for observation focus

Observation (30-40 minutes):

- Observer observes full lesson or substantial portion
- Observer takes detailed observational notes focused on teacher-identified area plus overall pedagogical approach
- Observer documents specific examples of observed practice (what teacher did, student responses, evidence of learning)
- Observer notes alignment with pedagogical principles (meaningful communication, integrated skills, learner autonomy, individualized pathways, technology integration)

Post-Observation Discussion (20-30 minutes):

- Observer and teacher meet within 1-2 days of observation
- Teacher reflects first: "How do you think the lesson went?" / "What worked well?" / "What would you change?"
- Observer provides reflective feedback:
- Reinforces observed strengths with specific examples
- Explores teacher-identified focus area collaboratively
- Asks reflective questions: "What was your intention with that activity?" / "How did students respond?" / "What might you try differently?"
- Identifies connections to professional learning and development
- Collaboratively identify professional growth opportunities
- Discuss potential strategies or resources for development
- Set one or two specific focus areas for future practice (if applicable

Documentation:

- Developmental Observation Form completed by observer
- Form includes lesson context, specific examples observed, strengths identified, professional learning opportunities discussed
- Form stored in teacher's performance file
- Copy provided to teacher for personal professional reflection

Outcome:

- Teacher gains new perspectives on their practice
- Collaborative relationship built between observer and teacher
- Professional learning drives improvement (not evaluation/judgment)
- Teacher agency in identifying development priorities
- Specific strategies or resources identified for improvement
- Ongoing professional growth supported

Formal Observations

Purpose: Provide structured evaluations of teaching practice and adherence to school standards. Offer comprehensive assessments of teaching effectiveness aligned with pedagogical framework and quality standards.
Frequency: Minimum once per year per teacher; may be increased for new teachers, teachers requiring support, or teachers with identified performance concerns
Duration: 45-60 minutes observation plus formal feedback meeting
Conducted by: Senior Director of Studies, Director of Studies
Scheduling and Notification:

- Formal observation scheduled minimum 1 week in advance
- Teacher provided with observation date and time
- Teacher provided with Formal Observation Rubric
- Teacher given opportunity to prepare (lesson planning, materials)
- Clear communication of process and expectations

Pre-Observation Meeting (optional but recommended):

- Observer and teacher may meet briefly before observation to clarify lesson context
- Opportunity for teacher questions about process
- Clarification of learning outcomes and lesson structure

Observation (45-60 minutes):

- Observer observes full lesson or substantial portion (minimum 45 minutes)
- Observer uses Formal Observation Rubric to assess teaching against key criteria. Observer takes detailed notes with specific evidence

Observer assesses against criteria:
Pedagogical Approach: Does teaching reflect communicative language teaching? Are meaningful communication tasks present? Are all four skills integrated?
Student Engagement: Are students actively participating? Is learner autonomy evident? Are students engaged in authentic communication?
Lesson Planning and Delivery: Is lesson well-structured? Are learning outcomes clear? Are activities purposeful and sequenced logically?
Teaching Effectiveness: Does teacher use effective questioning, explain clearly, provide appropriate feedback, manage time well?
Resource Use: Are teaching materials used effectively? Is technology integration appropriate and purposeful?
Classroom Management: Is classroom environment positive and conducive to learning? Are behavioural expectations clear?
Differentiation and Support: Does teacher recognize diverse learner needs? Is support provided to students struggling or needing extension?
Professional Standards: Does teaching reflect professionalism, subject knowledge, continuous improvement mindset?

Formal Feedback Meeting (20-30 minutes):
Meeting scheduled within 2-3 days of observation
Observer presents overall evaluation (typically rating on rubric scale: Excellent, Good, Satisfactory, Requires Development)
Observer provides specific evidence from observation (examples, quotes, observations)
Discussion of strengths: specific areas where teacher demonstrated excellence or good practice

Formal Observations Continued

Discussion of areas for development: specific areas of improvement needed
If performance concerns identified: discussion of support, resources, or action plan needed
If no significant concerns: discussion of ongoing professional development
Teacher opportunity to respond, ask questions, provide context
Agreement on any follow-up actions, support, or focus areas
Documentation:
Formal Observation Form completed by observer using rubric
Form includes overall rating, evidence from observation, strengths, areas for development, recommended actions/support
Teacher provided with copy of form
Original filed in teacher's personnel file
Observation documented in Orion or secure personnel records
Outcomes:

- Comprehensive assessment of teaching effectiveness
- Clear feedback on performance against standards
- Identification of professional development needs
- Action plans or support identified if performance concerns
- Recognition of excellence if teaching meets or exceeds standards
- Documented accountability and performance management

Performance Ratings and Actions:
Excellent:

- Teaching significantly exceeds standards; demonstrates innovation, excellent student engagement, clear learning outcomes achieved
- Recognition provided
- Teacher may be identified for mentoring or leadership roles
- Professional development continues with focus on specialized areas

Good:

- Teaching meets standards: demonstrates solid pedagogical practice, effective student engagement, learning outcomes achieved
- Standard expected performance
- Professional development continues to support ongoing growth
- No additional action required

Satisfactory:

- Teaching meets minimum standards, but some areas could be strengthened; adequate student engagement and learning outcomes generally achieved, but inconsistencies or areas for improvement present
- Professional development prioritized in identified areas
- Follow-up observation scheduled (within 4-6 weeks)
- Specific focus areas identified for improvement
- Support provided (mentoring, resources, coaching)

Requires Development:

- Teaching does not adequately meet standards; significant concerns about student engagement, learning outcomes, or pedagogical approach; performance does not align with expectations
- Formal performance improvement plan initiated
- Regular monitoring and support provided
- Follow-up formal observation scheduled (within 2-4 weeks)
- Managing Director informed; HR involvement may be necessary
- Clear expectations and timeline for improvement communicated
- If improvement not evident, may progress to disciplinary procedures

Integration with Quality Assurance Data

Teaching performance monitoring extends beyond observations to include systematic analysis of other quality data:

Student Feedback Analysis

End-of-Cycle Student Feedback:

- All students complete course review surveys at end of each 12-week cycle
- Surveys include questions on teaching effectiveness, clarity, engagement, support
- Feedback compiled and analysed by Assessment Panel
- Teaching-related feedback shared with teachers and Directors of Studies
- Specific feedback (positive or constructive) communicated to relevant teachers
- Patterns across multiple feedback cycles inform professional development planning

Programme Board Student Voice:

- Student representatives on Programme Boards provide qualitative feedback on teaching
- Teaching effectiveness, engagement, support discussed
- Issues or concerns raised at Programme Boards communicated to relevant teachers
- Positive feedback and suggestions for improvement shared
- Formative Assessment Data Analysis

Teaching Quality Indicators from Assessment:

- Teaching effectiveness reflected in student learning outcomes (formative assessment results)
- If students in a class consistently underperform on formative assessments, may indicate teaching concerns requiring support
- If students in a class consistently excel, indicates effective teaching practice
- Assessment data reviewed by Academic Panel monthly
- Teaching team performance patterns identified and discussed

Lesson Plan Quality Assurance:

Weekly lesson plans reviewed by Academic Management for:

- Clear learning outcomes aligned with CEFR and teaching pedagogy
- Appropriate resource selection and variety
- Logical lesson progression
- Alignment with curriculum objectives
- Feedback provided to teachers on plan quality
- Patterns in planning quality inform professional development needs
- High-quality planning recognized; weak planning triggers support and coaching
- Academic Panel Monthly Discussions

Monthly Academic Panel Meetings:

- Senior Director of Studies, Senior Academic Manager, Directors of Studies meet monthly
- Teaching team performance discussed at centre level
- Quality concerns identified and discussed
- Teaching quality trends analysed
- Professional development needs identified
- Effective practices shared across centres
- Support needs for individual teachers discussed and planned
- Outcomes inform Academic Committee reporting

Integration with Quality Assurance Data

Professional Development Planning Based on Monitoring

- Teaching performance monitoring data (observations, student feedback, assessment results, lesson plan quality) directly informs CPD planning:

Annual CPD Planning Process:

- Data Collection and Analysis (End of Academic Year):
- Teaching observations from all three types compiled
- Student feedback analysed by Assessment Panel
- Formative assessment data reviewed
- Lesson plan quality reviewed

Identification of CPD Priorities (July-August):

- Senior Director of Studies analyse teaching quality data
- Common development needs across staff identified
- Individual teacher development needs identified
- Areas of excellence identified for peer learning/mentoring

CPD Planning (August):

- Company-wide CPD priorities identified (e.g., "Assessment for Learning," "Technology Integration")
- Individual teachers offered CPD opportunities based on identified needs
- Teachers consulted on development interests and preferences
- CPD calendar created for following academic year

CPD Delivery (Throughout Year):

- Planned CPD delivered
- Teachers engage in identified development areas
- New skills and strategies applied in teaching practice

Implementation and Monitoring (Ongoing):

- New practices observed in classroom
- Student feedback on changes solicited
- Progress monitored through formative observations

Review and Evaluation (End of Year):

- Effectiveness of CPD reviewed
- Changes in teaching practice evaluated
- Cycle repeats with new priorities identified

Director of Studies' Role in Ongoing Monitoring:

Directors of Studies at each centre are responsible for ongoing, day-to-day quality monitoring:

Weekly Responsibilities:

- Review all lesson plans submitted by teaching team
- Provide feedback on plan quality
- Informal check-ins with teaching staff
- Informal observation of teaching (walk-throughs)
- Communication with teaching team about quality expectations

Monthly Responsibilities:

- Participate in Academic Panel meeting
- Report on centre-level teaching quality to Panel
- Discuss any teaching team performance concerns
- Share positive developments or innovations
- Participate in CPD planning

Termly Responsibilities:

Conduct developmental observations with all team members
Analyse formative assessment results from centre

Annually:

Conduct formal observations (minimum one per teacher)
Review student feedback specific to centre

Documentation and Record-Keeping	**Observation Records:** • All observation records maintained securely in: • Physical personnel file (locked, restricted access - HR, Managing Director, observer) • Digital records (password-protected Orion or secure personnel management system) **Documentation includes:** • Date of observation • Type of observation (Walk-Through, Developmental, Formal) • Observer name and role • Lesson context (level, programme, number of students, topic) • Specific observations or evidence • Any feedback provided • Follow-up actions or recommendations **Record Retention:** Observation records maintained throughout employment Records transferred to permanent file upon termination Retained per employment law requirements (minimum 3 years post-employment) **Confidentiality:** Observation records confidential Shared only with teacher, management, HR, and (if necessary) legal counsel Not shared with other staff, students, or external parties without teacher consent
Performance Concerns and Support	**If Teaching Performance Concerns Identified:** • Support First Approach • When observation, student feedback, or assessment data indicate teaching concerns, support and development prioritized before formal disciplinary action: **Informal Conversation:** Director of Studies meets informally with teacher Discussion about observed concern (specific examples provided) Understanding sought: "What's happening? What support might help?" Collaborative problem-solving tone **Specific Support Offered:** • Targeted CPD on identified area • Peer mentoring from strong teacher in that area • Coaching or feedback on specific strategies • Resources or materials provided Adjusted lesson observation schedule (more frequent formative observations) **Follow-Up Monitoring:** • Increased observation frequency • Check-ins with teacher on progress • Support continued until improvement evident • Performance Improvement Plan (If Concern Serious or Persistent): • If support not resulting in improvement, formal Performance Improvement Plan (PIP) may be initiated

Responsibilities

Senior Director of Studies:

- Overall coordination of teaching observation framework across all centres
- Conducts formal observations (particularly for lead teachers or when concerns identified)
- Analyses teaching quality data for organization-wide patterns
- Plans CPD priorities based on teaching quality needs
- Ensures observation framework aligned with pedagogical approach and quality standards
- Reports to Academic Committee on teaching quality

Directors of Studies (Centre-Level):

- Conducts walk-through observations (minimum monthly per teacher)
- Conducts developmental observations (minimum twice per year per teacher)
- Reviews lesson plans weekly
- Provides informal and formal feedback to teaching team
- Escalates performance concerns to Academic Manager or Senior Director of Studies
- Participates in Academic Panel monthly meetings
- Monitors centre-level teaching quality continuously

Quality Officer:

- Analyses teaching-related student feedback
- Works with Assessment Panel to extract teaching quality insights from assessment data
- Supports CPD planning based on teaching quality needs
- Conducts formal observations as needed
- Reports on teaching quality trends to Academic Committee

HR Manager:

- Maintains confidential personnel records of observations
- Involved if performance concerns require formal disciplinary process
- Provides HR guidance on performance management
- Maintains confidentiality of observation records

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Related legislation, regulation or guidelines:

- Code of Practice for Provision of Programmes of English Language Education to International Learners
- Core Statutory Quality Assurance Guidelines 2016 (QQI) - Staff management requirements
- Employment legislation - Fair procedures for performance management and disciplinary matters

6.4 Policy for Staff Development

QA Area(s)	• Staff Recruitment, Management and Development • Teaching and Learning		
Applies to	☑ Staff only	☐ Learners only	☐ Staff and learners
Policy Owner	Senior Academic Manager		

Purpose

The purpose of this policy is to establish ELI Schools' commitment to supporting the continuous professional development (CPD) of all staff, ensuring staff maintain and enhance their professional competence, knowledge, and skills throughout their careers, thereby maintaining and improving the quality of provision for students.

Scope

This policy applies to:

- All staff at ELI Schools (teaching staff, management, administrative, operational staff)
- All locations
- All employment types (permanent staff prioritized, but part-time and fixed-term staff also supported where feasible)
- This policy covers all forms of professional development: formal training, qualifications, conferences, workshops, self-directed learning, peer learning, and other CPD activities.

Policy Statement

Commitment to Staff Development:

ELI Schools is committed to the continuous professional development of all staff because:

- **Quality Improvement:** Staff development directly improves quality of teaching, learning, and service to students
- **Staff Motivation and Retention:** Investment in development motivates staff, increases job satisfaction, and supports retention
- **Innovation and Excellence:** CPD enables innovation, keeps pace with sector developments, and maintains excellence
- **Regulatory Compliance:** Code of Practice and QQI guidelines require commitment to staff development
- **Career Progression:** Supporting staff to develop and progress in their careers
- **Organizational Learning:** Organizational capacity strengthened by developing staff expertise

We recognize that investing in our staff is investing in our students' success and our institutional quality.

Principles Of Staff Development

Continuous Learning Culture:

ELI Schools fosters culture where:

- Learning and development valued and encouraged
- Staff expected to engage in ongoing professional development
- Reflection on practice embedded
- Sharing learning and best practice normalized
- Innovation and trying new approaches supported
- Mistakes seen as learning opportunities
- Professional curiosity and inquiry encouraged

Alignment with Organizational and Individual Needs:

Staff development aligned to:

- **Organizational priorities:** School strategic goals, quality improvement priorities, programme development needs
- **Role requirements:** Essential competencies for roles, Code of Practice requirements (teacher qualifications)
- **Individual aspirations:** Staff career goals, personal development interests
- **Performance needs:** Addressing areas identified through performance monitoring

Equity and Access:

- All staff have access to development opportunities
- Development resources allocated fairly based on needs and priorities
- Part-time and fixed-term staff considered (not excluded)
- Reasonable accommodations made for staff with disabilities or other access needs
- Equal opportunity regardless of gender, age, or other protected characteristics

Variety of Development Methods:

CPD encompasses diverse activities:

- **Formal Qualifications:** Diploma, Masters, professional certifications (DELTA, Trinity DipTESOL, MA TESOL, management qualifications, etc.)
- **Short Courses and Workshops:** Specific skills or knowledge (teaching online, assessment, differentiation, safeguarding, etc.)
- **Conferences:** Sector conferences (IATEFL, EAQUALS, MEI, TESOL)
- **Webinars and Online Learning:** Flexible online CPD
- **Peer Learning:** Peer observations, mentoring, lesson study, teacher learning communities
- **Self-Directed Learning:** Reading, online resources, reflection, action research
- **On-the-Job Learning:** Taking on new responsibilities, projects, job shadowing
- **External Examining or Professional Activities:** Examining for Cambridge, IELTS, Trinity; presenting at conferences; writing for publications

Evidence-Based Practice:

Staff encouraged to:

- Engage with research and evidence base in their field
- Reflect on practice in light of evidence
- Try evidence-based approaches
- Contribute to evidence through action research, reflective writing, conference presentations

Systematic Approach:

Staff development managed systematically:

- **Needs Analysis:** Regular identification of development needs (through performance monitoring, appraisals, strategic planning)
- **Planning:** Annual CPD plan developed
- **Resource Allocation:** Budget and time allocated
- **Implementation:** CPD activities delivered or accessed
- **Evaluation:** Impact of CPD evaluated
- **Review:** Annual review of CPD programme effectiveness

Investment:

ELI Schools invests in staff development through:

- **Financial Support:** CPD budget for course fees, conference attendance, qualifications
- **Time:** Paid time for CPD activities (training days, release time, study time)
- **Resources:** Access to professional library, online resources, journals
- **Expertise:** Internal expertise shared (experienced staff mentor and train others)
- **Recognition:** CPD achievements recognized (certificates, qualifications, conference presentations celebrated)

Mutual Benefit and Commitment:

Staff development is partnership:

- **ELI Schools provides:** Support, resources, opportunities, encouragement
- **Staff contribute:** Engagement, effort, application of learning, sharing with colleagues, commitment to stay with organization reasonable period after significant investment (moral commitment, though not legally binding unless specified in contract for very large investments)

Mandatory Staff Development

Mandatory Safety and Compliance Training:

All staff must complete mandatory training:

- **Fire Safety Training:** All staff, induction + annual refresher
- **Children First Safeguarding Training:** All staff working with children, induction + refresher every 2-3 years
- **First Aid Training:** Designated first aiders, renewal every 2-3 years
- **Manual Handling Training:** Staff who handle heavy items, refresher every 2-3 years
- **Health and Safety Induction:** All staff, at induction
- **Data Protection Briefing:** All staff, at induction

Mandatory training:

- Delivered during working hours
- Costs covered by ELI Schools
- Non-negotiable (required for role)

Induction Training:

- All new staff receive comprehensive induction

Supported Staff Development (Discretionary)

Beyond mandatory training, ELI Schools supports discretionary CPD based on needs and resources available.

Types of Support Available:

Financial Support:

Full or Partial Funding for:

- Course fees (short courses, diplomas, Masters fees - may be partial contribution)
- Conference registration fees
- Membership fees for professional organizations (IATEFL, EAQUALS, etc.)
- Books, resources, materials
- Examination fees (for professional qualifications)

Amount of Support:

- **Small CPD activities** (workshops, webinars, books): Up to €200 per activity, typically approved readily
- **Medium CPD activities** (short courses, conference attendance): Up to €500-1,000 per activity, subject to approval and justification
- **Large CPD investments** (DELTA, MA TESOL, significant qualifications): Up to €2,000-5,000 over multiple years, subject to formal application, approval, and conditions (may require commitment to remain with ELI Schools for period after completion)

Annual CPD Budget:

Overall CPD budget set annually (as part of organizational budget)
Allocated based on:

- Number of staff
- Organizational priorities
- Known CPD needs
- Typically, €500-1,500 per full-time equivalent staff member per year (varies by organization size and resources)
- Managed by Senior Academic Manager (for teaching staff) and respective line managers (for other staff)

B. Time Support:

Paid Time for CPD:

- **Training Days:** School-wide training days (1-3 per year) when school closed for staff training
- **Release Time:** Staff released from duties to attend courses, conferences, workshops (paid time)
- **Study Time:** For significant qualifications, staff may request study time (e.g., one afternoon per week for Masters studies - subject to operational feasibility and approval)

Amount of Time:

- Reasonable time provided based on CPD activity and operational needs
- Short courses/conferences: Full release for duration (if during working hours)
- Ongoing study (DELTA, Masters): Negotiated (may be limited study time within working hours, or flexible scheduling to accommodate studies)

C. Other Support:

- **Access to Resources:** Professional library, online journals, ELT resource books, lesson plan banks
- **Mentoring:** Pairing with experienced colleague for learning and support
- **Opportunities:** Chance to lead projects, take on new responsibilities, represent school
- **Sharing Platform:** Staff meetings, training days, or school blog/newsletter where staff can share CPD learning

Eligibility and Prioritization:

Who Can Apply:

- All staff can request CPD support

Priority given to:

- Permanent staff (greater organizational benefit from investing in long-term staff)
- CPD clearly related to role and organizational needs
- CPD addressing identified performance or development needs
- Staff who have not received significant CPD support recently (fair distribution)

Prioritization Criteria:

- **Mandatory or Essential:** CPD necessary for role or compliance (highest priority)
- **Strategic Priority:** CPD aligned to organizational strategic goals (e.g., if developing exam prep programmes, priority to teachers seeking examiner training)
- **Performance Need:** CPD addressing identified area for improvement
- **Career Development:** Supporting internal staff progression (e.g., teacher developing toward Programme Leader role undertaking management training)

Individual Professional Growth: CPD for individual's career aspirations (lower priority but still considered)

Factors Considered:

- Relevance to role and organizational needs
- Quality and reputation of CPD provider/course
- Cost-benefit (value for money)
- Budget availability
- Equity (ensuring fair distribution across staff)
- Timing (operational impact of staff absence)
- Staff member's track record (engagement with CPD, application of previous learning, contribution to organization)

Conditions for Support:

Support for significant CPD investments may be conditional:

Conditions May Include:

- **Application of Learning:** Staff member expected to apply learning in their role
- **Sharing Learning:** Staff member shares learning with colleagues (presentation at staff meeting, workshop, written summary)
- **Minimum Service Period:** For very significant investments (e.g., €5,000+ for Masters degree), staff may be required to commit to remaining with ELI Schools for specified period after completion
- Specified in CPD Support Agreement
- Legally enforceable if documented
- **Successful Completion:** If staff member fails course through lack of effort (not through genuine difficulty), repayment may be required

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Approved by	Board of Directors, Academic Committee
Next Review Date	June 2027 (Biennial Review)

Related legislation, regulation or guidelines:

- Core Statutory Quality Assurance Guidelines 2016 (QQI)
- Code of Practice for Provision of Programmes of English Language Education to International Learners

6.5 Procedure for Staff Applications for Continuing Professional Development

QA Area(s)	• Staff Recruitment, Management and Development		
Applies to	☑ Staff only	☐ Learners only	☐ Staff and learners
Policies this Procedure relates to	Policy for Staff Development (6.4)		

Purpose

This procedure outlines the step-by-step process for staff to apply for CPD support (financial, time, or other support) from ELI Schools, ensuring fair, transparent, and systematic decision-making on CPD requests.

Scope

This procedure applies to:

- All staff requesting discretionary CPD support (beyond mandatory training)
- All types of CPD support (financial contributions, paid time, study leave, resources)
- All CPD activities (courses, conferences, qualifications, etc.)
- Mandatory training (fire safety, Children First, first aid, etc.) does not require application - automatically provided. This procedure is for discretionary CPD requests.

Procedure

Part A: Informal CPD (No Application Required)

Informal and Small-Scale CPD

Examples:
Some CPD activities don't require formal application:
Very Small Expenditure (under €50):
- Purchasing professional book
- Webinar registration
- Short online course
- Professional organization membership (if modest fee)

Process:
- Staff member mentions to line manager
- Line manager approves informally
- Staff member purchases (using school credit card if available, or personal funds with reimbursement)
- Receipt submitted to Finance for reimbursement if paid personally
- Activity logged in CPD log

Peer Learning Activities:
- Peer observations
- Mentoring

Process:
- Organize informally with colleagues
- Coordinate with line manager on timing
- Log in CPD log

Internal Training:
- Staff training days (whole school)
- Internal workshops delivered by colleagues
- Staff meetings with CPD focus

Process:
- Attendance expected
- Log in CPD log

Threshold for Formal Application:

Formal application required for:

- CPD costing over €200
- CPD requiring significant paid time away from work (more than 1 day)
- CPD requiring formal commitment (courses, qualifications, conferences)
- CPD requiring study leave or schedule adjustments
- Any CPD where significant resources requested

Part B: Formal CPD Application Process

Identifying CPD Need and Opportunity

CPD Need or Interest Identified:
Staff member identifies CPD opportunity through:

- Annual performance review (development needs identified, CPD goals set)
- Seeing course, conference, or qualification advertised
- Recommendation from colleague or line manager
- Personal career aspirations
- Organizational priority communicated (e.g., "We need more Cambridge examiners - anyone interested in examiner training?")

Initial Discussion with Line Manager:
Before making formal application, staff member discusses informally with line manager:
Conversation:

- "I'm interested in [CPD activity] - [briefly describe]"
- "It costs €[X] and would require [time commitment]"
- "I think it would help me [benefit - develop skills, improve teaching, support school priorities, career development]"
- "Would this be something I could apply for support with?"

Line Manager Responds:

- If clearly appropriate and budget available: "Yes, that sounds excellent - go ahead and submit formal application"
- If clearly not appropriate: "I don't think that's something we can support because [reason - not relevant to role, budget constraints, timing issues] - perhaps consider [alternative]"
- If uncertain: "Let me think about it / discuss with [Senior Academic Manager / HR Manager] and get back to you"

Purpose of Informal Discussion:

- Saves time (staff member doesn't complete detailed application if unlikely to be approved)
- Gives line manager heads-up
- Opportunity for guidance (line manager might suggest better CPD option)

Completing CPD Support Application Form

Staff Member Completes CPD Support Application Form
Email application to:

- **Senior Academic Manager** (for teaching staff)
- **HR Manager** (for administrative staff, or to coordinate)
- **Managing Director** (for very significant investments)

Decision-Making

Decision-Maker Reviews Application:
Evaluation Criteria:
Relevance:
- Directly relevant to current role? (High priority)
- Somewhat relevant or more career development? (Medium priority)
- Tangential or personal interest? (Low priority)

Organizational Benefit:
- High organizational benefit (strategic priority, critical need)? (High priority)
- Moderate benefit (useful, enhances quality)? (Medium priority)
- Low organizational benefit (primarily individual benefit)? (Low priority)

Cost-Benefit:
- Good value for money?
- Proportionate to benefit?
- More cost-effective alternatives?

Budget:
- Budget available?
- Already committed significant funds to this staff member or department?
- Need to reserve budget for other priorities?

Equity:
- Fair distribution? (Some staff receiving lot of support, others little?)
- Equitable across locations, departments, roles?

Timing:
- Good timing operationally?
- Could be delayed to better time?

Staff Member:
- Track record? (Reliable, engaged, applies learning, contributes?)
- Commitment? (Likely to stay with organization and apply learning?)
- Deserving? (Performance good, positive attitude?)

Decision Options:
Approve in Full:
- Application approved as requested
- Full financial and time support provided
- Conditions specified (if any)

Approve in Part: Application approved but with modifications:
- Partial financial support (e.g., requested €1000, approved €600)
- Reduced time support (e.g., requested 5 days paid leave, approved 3 days)
- Other modifications
- Rationale for partial approval explained

Approve Conditionally: Application approved subject to conditions:
- Conditional on budget remaining available at time of activity
- Conditional on successful completion
- Conditional on securing place on course
- Conditional on committing to remain with ELI Schools for period

Defer:
- Good application but not right time
- Defer to later date (next budget year, different time of year, after other priorities)
- Staff member can reapply later

Decline:
- Application not approved with clear rationale provided
- Reasons: Not relevant, insufficient organizational benefit, budget constraints, better alternatives exist, timing poor, equity concerns, performance concerns

CPD Support Agreement (for Significant Investments)

When Agreement Required:	For CPD support over €2,000, or where significant conditions attached, formal **CPD Support Agreement** signed

Part C: Accessing And Completing CPD

Enrolment and Payment	**Staff Member Enrols:** Once approved: • Staff member enrols in course/registers for conference • Coordinates timing with line manager **Payment Arrangements:** **Option A: ELI Schools Pays Provider Directly** • Staff member provides invoice from provider to Finance Manager • Finance Manager pays provider directly • Simplest for staff member **Option B: Staff Member Pays, ELI Schools Reimburses** • Staff member pays course fee • Staff member submits receipt/proof of payment to Finance Manager • Finance Manager reimburses staff member (typically within 2 weeks) **Option C: Partial Payment/Instalments** • For long courses (DELTA, Masters), payment may be in instalments • E.g., €1000 on enrolment, €1000 on completion of Module 1, €1000 on completion • Tied to satisfactory progress **Travel and Accommodation (if approved):** • Staff member books • Submits receipts • Finance Manager reimburses (typically up to agreed limit) 8.3. **Confirmation to CPD Coordinator:** • Once enrolled, staff member notifies line manager and CPD coordinator (Senior Academic Manager or HR Manager): • "I've enrolled in [CPD]. Start date [date]. Here's my schedule [if relevant for scheduling coordination]."
Attending CPD	**Time Off Coordinated:** • Line manager coordinates with staff member: • If paid time off for attendance, schedule arranged • Cover arranged for classes or duties (if applicable) • Colleagues informed **Staff Member Attends CPD:** • Engages fully with CPD activity and completes all requirements • Keeps line manager informed of progress (especially for long courses) • Notifies ELI Schools immediately if any issues **During Long Courses:** • For extended CPD (DELTA modules, Masters programmes over months/years): • Staff member provides periodic updates to line manager (progress, how going, any issues) • Line manager provides support and encouragement • If performance at work suffers due to CPD workload, line manager discusses balance

Post-CPD Evaluation and Sharing

Upon Completion:

Staff member:

- Obtains certificate or evidence of completion
- Provides copy to HR Manager (filed in personnel file)
- Completes **CPD Evaluation Form** (see Policy 6.4, Section 7)
- Submits to line manager and CPD coordinator

Sharing Learning:
As per agreement:

- **Staff Meeting Presentation:** Schedule slot at staff meeting, 10-15 minutes, present key learning
- **Workshop for Colleagues:** Organize and deliver workshop (e.g., "Introduction to [Topic] - What I Learned at [Conference/Course]")
- **Written Summary:** Write brief summary (2-3 pages) or article for staff newsletter/shared resources
- **Informal Sharing:** Discuss with colleagues, share materials
- **Timeline:** Within 1 month of completing CPD

Application of Learning:
Line manager observes application of learning:

- For teachers: New techniques, approaches, materials observed in teaching observations
- For all staff: New skills, knowledge, approaches evident in work
- Discussed in next performance review

Part D: Monitoring And Reporting

CPD Tracking and Monitoring	CPD Coordinator (Senior Academic Manager for teaching staff, HR Manager overall) Maintains and CPD Application and Completion tracker

Part E: Appeals And Issues

Appealing a CPD Decision

If Application Declined:

- Staff member has right to appeal if they believe decision unfair or incorrect.

Appeal Process:

Informal Discussion: Staff member discusses concerns with decision-maker (Senior Academic Manager or equivalent)

- May be misunderstanding or additional information
- Decision-maker may reconsider

Formal Appeal (if informal unsuccessful):

- Staff member submits written appeal to Managing Director

Appeal must explain:

- Why decision believed to be unfair or incorrect
- What factors not adequately considered
- Why CPD should be approved
- Managing Director reviews original application, decision rationale, and appeal
- Managing Director makes final decision (may consult others)
- Decision communicated in writing within 2 weeks

Managing Director's Decision is Final

- Appeals rare - most issues resolved through informal discussion.

Grievance:

- If staff member believes CPD decisions consistently unfair, discriminatory, or process not followed, may raise formal grievance

Version	1.0
Date Approved	March 2026
Approved by	Board of Directors, Academic Committee

Related legislation, regulation or guidelines:

- Core Statutory Quality Assurance Guidelines 2016 (QQI)
- Code of Practice for Provision of Programmes of English Language Education to International Learners

6.6 Policy for Internships and Interns

QA Area(s)	• Staff Recruitment, Management and Development • Teaching and Learning		
Applies to	☑ Staff only	☐ Learners only	☑ Staff and learners
Policy Owner	HR Manager		

Purpose And Scope

This policy establishes guidelines for internship programs at ELI Schools in compliance with Irish Government regulations requiring that internships be compensated. ELI Schools is committed to both adhering to legal requirements and providing valuable educational opportunities for students, educators, and young professionals seeking to develop their skills in the education sector.

This policy differentiates between two distinct categories of internships based on duration, nature of activities, and the level of contribution to ELI Schools' operations.

Compliance With Irish Law

Irish employment law requires that individuals performing work under a contract of employment must be paid at least the National Minimum Wage. This policy ensures that internships involving meaningful work are compensated accordingly. This policy has been developed to ensure full compliance with these regulations while preserving opportunities for short-term educational experiences that are purely observational in nature and do not constitute employment relationships.

Internship Categories

Short Educational Internships (Unpaid)

Short Educational Internships are designed exclusively for learning, observation, and professional development. These placements do not constitute an employment relationship and are therefore unpaid. Participation in Erasmus mobility, university programmes, or other educational initiatives does not in itself exempt internships from Irish employment law. Where meaningful work is performed, the internship must be treated as paid employment.

Eligibility and Duration:
- Limited to a short number of hours over a period of one to two weeks maximum
- Suitable for Erasmus-funded teacher programs, educational mobility groups, and individual students

Nature of Activities:
- Job shadowing of ELI Schools staff members
- Company visits and facility tours
- Observation of teaching methodologies and school operations
- Attendance at meetings or classes as observers only
- Participation in informational sessions and workshops

Key Characteristics:
- Interns are not treated as employees
- Interns produce no meaningful work that contributes to ELI Schools' operations
- Interns are not rostered for specific shifts or time slots
- Interns are not required to attend specific departments or fulfil roles
- Interns do not engage in customer interaction, customer service, or direct student support
- Interns do not work on data entry, administrative tasks, or back-end office functions
- The experience is purely observational and educational in focus

Compensation:
- These internships are unpaid, as they meet the criteria for educational observation placements that do not create an employment relationship under Irish law.

Medium to Long-Term Internships (Paid)

Medium to Long-Term Internships involve structured training and the completion of meaningful work that contributes to ELI Schools' operations. These placements constitute an employment relationship regardless of duration and are therefore compensated.

Eligibility and Duration:
- Any duration where other activities meet the threshold for paid internship
- Suitable for students, recent graduates, or career changers seeking practical work experience in educational administration or student services

Nature of Activities:
- Assignment to specific departments and reporting to designated managers
- Structured training on company procedures, systems, and protocols
- Completion of administrative tasks that reduce departmental workload
- Provision of basic customer service support to students, partners, or visitors
- Data entry, filing, correspondence, and other back-end office functions
- Participation in team meetings and collaborative projects

Key Characteristics:
- Interns are assigned to specific departments with clear reporting lines
- Interns receive training to enable them to perform meaningful work
- Interns produce work output that has tangible value to ELI Schools
- Interns may be rostered for specific hours or shifts
- Interns may engage in customer-facing activities under supervision
- Interns contribute to operational efficiency and service delivery

Compensation:
- These internships are paid at the applicable Irish national minimum wage rate for all hours worked. Interns in this category are subject to standard employment practices including timekeeping, performance expectations, and workplace policies.

Implementation

Short Educational Internships must be approved in advance by Human Resources and documented as observational placements with defined learning objectives. Department managers and supervisors are responsible for ensuring that all internship placements are correctly categorized according to this policy. Any internship that involves the production of meaningful work, customer interaction, or administrative responsibilities must be classified as a Medium to Long-Term Internship and compensated accordingly.

Human Resources will review all internship proposals to ensure compliance with this policy and Irish employment law.

Policy Review

This policy will be reviewed annually or as required by changes to Irish employment legislation