



EMERGEN CY REPLACE MENT PLAN



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INTRODUCTION

The shortage of teachers and the resulting replacement problem often forces schools to adopt ad hoc measures that may be disruptive for the school and for pupils and parents. Classes are divided, or in some cases even sent home. The well-publicized teacher shortage will be structural in the coming years, and with it the replacement problem.

The plan for OIS is derived from the framework developed by SOPOH, now Floreer. The GMR of SOPOH/Floreer has acknowledged this procedure and the personnel aspects and the consequences for the teaching time.

Hoofddorp, December 2022



ERP OUTLINES

If the ERP needs to be instigated, we make the choice to provide at least the core courses. From this point of view, we state that a minimum of 15 contact hours per week undertaking language and mathematics is organized for each group.

Furthermore:

- * *By spending an average of three clock hours per day on the core of the curriculum, the student's progress can be adequately guaranteed.*
- * *Staff shortages for OIS are difficult to fill due to the unique curriculum programme which is not offered at other schools within the same Board. However, there does remain the available capacity to distribute personnel more evenly amongst the groups at OIS. This can, for example, lead to the situation that - in an emergency scenario - one group is offered the core courses in the morning and the other in the afternoon.*
- * *We will continue to work within the legal frameworks for engaging qualified teaching staff. When employing an (un) authorized employee, the school organizes close supervision.*
On <https://www.onderwijsinspectie.nl/onderwijssectoren/primair-onderwijs/onbekte-leraren-voor-de-klas-po> you will find exactly what is and is not allowed. If we cannot meet this, we may be forced to send a group home.
- * *Part-time staff may be asked to increase their work time factor on a voluntary basis to assist in times of shortages.*
- * *Forming small cluster groups collectively within the SOPOH Stichting is not a good solution for OIS due to its unique nature however, discussion and contact with other similar schools will be maintained as working together gives a stronger team.*

The starting points are about guaranteeing the minimum curriculum offer within the SOPOH (Floreer) schools. It is certainly not a desired situation, but it is a guarantee that it is also clear to parents and teachers of what to expect if, for example, there is a flu outbreak.



GENERAL PROCEDURE:

REPORTING SICKNESS:

When a teacher or teaching assistant is unwell and unable to work, they follow the step by step plan of [reporting absence from school - procedure](#).

REPLACEMENT TEACHER OPTIONS:

When a teacher reports ill, the Business Manager will first try to arrange substitute teacher from:

- * the current part-time workforce, i.e.: teachers that do not work full time.
- * or from the pool of flex-bank teachers known to OIS.
- * specialist staff will not be considered as replacement teachers in the first instance.
- * where this is not possible due to short notice or unavailability, she will follow each milepost's recommendation from the 'absence plan' they have provided.
- * as a final option and for the shortest period, the children will be divided amongst other age-appropriate groups in accordance with remaining teachers' recommendations. The milepost panic folder contains worksheets which, if necessary, are available for copying however this is at the discretion of the supervising teacher
- * after this is done for one or two days and the teacher is still absent, the class can be sent home. When possible online learning is provided

PROLONGED ABSENCE OF A TEACHER:

During a period of prolonged absence, teachers and teaching assistants are asked to ring in daily to ensure the team can prepare for the following day unless a longer-term absence is known. Staff must follow the step by step plan of [reporting absence from school - procedure](#).

In extreme circumstances, when a teacher's absence is for a longer period and a part time or bank teacher remains unavailable and all other options have been exhausted the school will adopt the Sticking's' ERP proposal where:

- * students will attend school for an average of three clock hours per day being taught the core subjects of the curriculum, to maintain the student's progress.
- * It may be that one group is offered the core courses in the morning and the other in the afternoon.
- * In this situation classes will be sent home on a rotational basis within each milepost.
- * Parents will be kept informed as far in advance as possible of this arrangement.
- * This is an extreme situation, and we ask for the support of teachers and parents in making this decision and maintaining a level of positivity within the school community.

REPLACEMENT TEACHING ASSISTANT:

When a teaching assistant is unwell and unable to work, we will look for a replacement from our TA pool. The class teacher with whom the teaching assistant would have been working, is advised to discuss with colleagues from the same milepost the best way to support them.

When a teaching assistant is away for a longer period, the Business Manager will first try to arrange substitute teacher from:

- * the current part-time workforce, i.e.: teaching assistants who do not work full time.
- * or from the flex- bank teaching assistants known to OIS.
- * where this is not possible due to short notice or unavailability, she will follow each milepost's recommendation from the 'emergency plan' they have provided, details of the emergency plan are at **Appendix A** to this document.

It may be necessary for teaching assistants to work across a different milepost to help and support teachers who are without a teaching assistant, we ask for some flexibility in supporting colleagues.

APPENDIX A

In this appendix the absence plans per milepost are included.

EARLY YEARS ABSENCE PLANS

Teacher Absent	Cover option 1 if an Early Years teacher is absent their class is covered by	Cover option 2 If option 1 is absent
Teacher Group 1A	Teaching Assistant/Atelier staff	Combine both EY 1A and EY 1B in the same classroom
Teacher Group 1B	Teaching Assistant/Atelier staff	Combine both EY 1A and EY 1B in the same classroom
Teacher Atelier	Teaching Assistant or unit could be closed	Combine within EY 1A and 1B

Note: Early years classes with higher numbers of students could be manageable within the Atelier but we can revise this absence plan once we have more than 25 children. The MPTL will be involved in the preparation of the ERP procedure.

MILEPOST 1 ABSENCE PLAN

Teacher Absent	Children go where?
Teacher – Group 2	Group 2 or Group 3
Teacher – Group 3	Group 2 or Group 3
Teaching assistant	TA support from pool or if necessary, another milepost teaching assistant is asked to help

MILEPOST 2 ABSENCE PLAN

Teacher Absent	Children go where?
Group 4	Group 4 or Group 5
Group 5	Group 4 or Group 5
Teaching assistant	TA support from pool or if necessary, another milepost teaching assistant is asked to help



MILEPOST 3 ABSENCE PLAN

Teacher Absent	Children go where?
Group 6	Group 6 or Group 7
Group 7	Group 6 or Group 7
Teaching assistant	TA support from pool or if necessary, another milepost teaching assistant is asked to help
Teaching assistant	TA support from pool or if necessary, another milepost teaching assistant is asked to help

Support Language and Maths and specialist subjects will be taught as much as usual. The covering class teacher will adapt IPC work if needed. The covering teacher (and/or an assistant) will liaise with the PE Teacher and the Dutch Teacher if necessary, to decide on whether these activities take place in regular classes or group.

The MPTL will be involved in the preparation of the ERP procedure.

ADDITIONAL INFORMATION:

General agreement – playground duty

Playground duty should be covered by the teacher who does not already have a playground duty on that specific day. Homeroom teachers are responsible to check that there is enough cover in place within the playground. *(This is usually – 2 teachers if there are 4 classes outside)*

Lunchtime cover will, where possible remain the in established plan with the external service provider. If the absent staff member was support cover, the MPTL from the absent staff member will assign another team member to cover.

Teaching assistants should check in with covering teachers to ensure that they have enough resources for the day ahead, and to see that playground duty cover has been arranged.

This plan is correct as of academic year 2022/23, we will maintain and update this document annually in January.