



# ST. PATRICK'S NATIONAL SCHOOL

**Greystones, Co Wicklow Roll Number: 12554M**

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Principal: Rachel Harper

Deputy Principal: Hannah O'Connor

Board of Management – Chairperson: Canon David Mungavin

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## SNA Procedures

# 2025

**This document is devised with reference to each SNAs CONTRACT OF EMPLOYMENT for a STANDARD SPECIAL NEEDS ASSISTANT position and applies to those who hold a full time or part time position.**

**1. CONDITIONS OF SERVICE**

ref Contract

**2. PROBATION**

ref Contract

**3. SALARY**

ref Contract

**Hours of work**

All SNAs are required to work normal classroom hours, including class break periods and, in addition, to attend before and after school in order to help with the preparation and tidying up of classrooms, reception and dispersal of children etc. The hours of work will normally be within the hours of 08.25 and 14.15, except in circumstances such as SPD, CPD, CP hours, etc. As breaks are unpaid, they should not be included as working time. Normal work break entitlements will apply in accordance with the provisions of the Organisation of Working Time Act 1997. The times at which these breaks are taken, will be at the discretion of the Principal.

SNAs are required to be available on days at the start and finish of each school term / year. These days(12 in total) may be combined, at the discretion of school management, to be utilised flexibly throughout the year, for work appropriate to the class, including training. These days will not exceed five consecutive days and will immediately follow or precede school terms or occur within a couple of days thereof.

The Board of Management may determine that, instead of the 12 days being used solely in accordance with clause 4.02, the 12 days will be utilised as a bank of hours and/or days (in which case the 12 days will equate to 72 hours) and the Employee will work these hours and/or days outside of normal school opening hours and/or the normal school year.

These 12 days/72 hours are in addition to the SNA's hours of work as provided for in clause 4.01. The SNA is required to comply with the provisions of the Department of Education and Skills circulars, regarding the use of the 12 days/72 hours.

Where the post is part-time, the requirement to work the 12 days/72 hours will be on a pro-rata basis.

## **Place of Employment**

The school premises will normally be the place of employment. However, there may be occasions when children with special needs are required to attend at another venue outside the school, and in such cases, the SNA may be required to accompany them to and from such venue.

## **Nature of work**

The role of the SNA continues to be; to support the care needs of students; to assist classroom teachers and special education teachers and to ensure that the student is able to access education

The nature of the work to be performed by the SNA is at the direction of the Principal or Senior Management and/or the Board of Management as set out in Appendix 1. The specified duties are not an exhaustive list of the SNA's duties.

The Board of Management has the right to flexibly redeploy the SNA within the school, to respond to urgent work demands and to cover for periods of absences of SNA colleagues.

Where work demands arise during non-instruction days, the Board of Management has the discretion to deploy the SNA to appropriate SNA duties.

## **Confidentiality**

The SNA is expected to maintain and treat all matters relating to school business and his/her work in the school as an SNA, as strictly confidential. Any breach of this requirement will be treated as a serious matter of misconduct. Photographs may not be taken of children, unless requested to do so by the Class Teacher for school use.

## **Phone, Social Media and Internet Access**

All SNAs are required to respect the school's *ICT Policy* and *Mobile Phones and Electronic Games Policy*.

With regard to telephone usage, all staff members have access to the school landline. Mobile phones are used by staff on school tours and excursions, at sports events away from the school, etc. In such circumstances, designated staff members take responsibility for ensuring that contact is best maintained with school and parents, as appropriate.

Personal telephone calls, the personal use of social media, etc should be confined to break times, and telephone calls should be made or received in an area where pupils are not present, unless in exceptional circumstances.

## **Leave**

The provisions regarding leave entitlements and obligations, including those relating to sick leave, shall be determined by the Minister for Education and Skills from time to time and/or in accordance with the Department of Education and Skills circulars.

## **Maternity leave**

The SNA is required to comply with the terms of circulars which are issued by the Department of Education and Skills from time to time, in relation to maternity protection entitlements for Special Needs Assistants.

## **Department of Education and Skills Circulars**

The SNA is required to comply with the terms of circulars in relation to Special Needs Assistants which are issued by the Department of Education and Skills from time to time.

## **Pension**

Pension arrangements shall be in accordance with the rules and regulations of the Department of Education and Skills in relation to pensions for Special Needs Assistants, as determined from time to time. The terms of the Public Service Superannuation (Miscellaneous Provisions) Act 2004 shall apply in relation to retirement age.

## **Holidays**

Holiday entitlements shall be as determined by the Minister for Education and Skills and/or the Department of Education and Skills circulars, as appropriate. Holiday periods will normally be those which apply to the school, subject to the provisions of clauses 4.02 to 4.05.

## **Grievance and disciplinary**

Grievance Procedure. The grievance procedure shall be the relevant Department of Education & Skills Circular which pertains to same.

Disciplinary Procedure. The disciplinary procedure shall be the relevant Department of Education & Skills Circular which pertains to same. Without prejudice thereto the Employee may be dismissed for:

Incompetence or poor performance;

- Misconduct (serious or persistent);
- Incapacity;
- Failure to carry out reasonable instructions;

- Any breach of trust;
- Some other substantial reason.

### **Notice of termination**

Except in circumstances justifying immediate termination of employment by the Board of Management, the SNA will receive the appropriate period of notice set out in the Minimum Notice and Terms of Employment Acts 1973-2001 where appropriate. Employment with the Board of Management may be terminated by way of redundancy. In such circumstances, the terms of any collective agreement regarding redundancy will apply.

Employment may be terminated without notice, for serious misconduct.

When the Board of Management intends to terminate his/her employment, it will be required to give four weeks' notice.

Nothing in this agreement shall prevent the giving of a lesser period of notice by either party where it is mutually agreed.

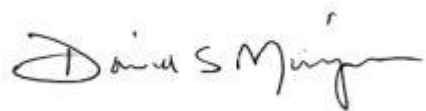
At the discretion of the Board of Management, salary may be paid in lieu of notice.

### **Ratification**

This policy was ratified by the Board of Management.

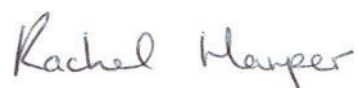
### **Communication**

Following ratification, this policy was made available to all staff in digital format and hard copy. It is also available through the school office.

A handwritten signature in cursive script that reads "Dana S Meyer".

Signed:  
Chairperson, Board of Management

Date: 10/03/25

A handwritten signature in cursive script that reads "Rachel Harper".

Signed:  
Principal

Date: 10/03/25

## APPENDIX 1

Special Needs Assistants assist children with special educational needs who also have additional and significant care needs (see below table with examples of Primary Care Needs in line with Department of Education Circular 0030/2014). Such support is provided to facilitate their attendance at school and to minimise disruption to class or teaching time for the pupils concerned, or for their peers, and with a view to developing their independent living skills.

Description of Primary Care Need:	A Significant Primary Care Need Includes:	A significant Primary Care Need does not include:
Toileting	<p>Care of students who are incontinent (wearing nappies or other continence wear)</p> <p>Clean Intermittent Catheterisation (CIC) (where the student cannot self-catheterise)</p> <p>Care of in-dwelling catheter or stoma (young children)</p> <p>Changes after toileting “accidents” (young children) in conjunction with toileting programme</p> <p>May include escorting a young or vulnerable student to the toilet, if the toilet is outside the classroom and is inaccessible to the student</p> <p>A student who has primary significant care needs around toileting is a student who cannot toilet independently even with the use of appropriate strategy and re-arrangement of the environment and therefore requires SNA support</p> <p>Preserving the dignity of the student</p>	<p>Prompting a student, who does not have a toileting plan with appropriate strategies and rearrangement of the environment, to use the toilet</p> <p>Reminding a student to wipe themselves or wash/dry their hands</p> <p>Arranging clothing after use of the toilet</p>
Feeding	Feeding a student who cannot physically feed themselves	Encouraging or reminding a student to eat; assisting them in opening their lunchbox

	<p>PEG or tube feeding</p> <p>Supervision of a student who has a Feeding Eating Drinking Swallowing (FEDS) care plan owing to a risk of choking/aspiration</p>	<p>Supervising a student in case they overeat or put too much food into their mouth</p>
Administration of Medicine	<p>Giving medicine to a student who is unable to self-administer medications owing to age or learning or other need, according to the student care plan and school policy</p> <p>Administering emergency medication if required for conditions such as epilepsy or in the cases of sudden collapse, according to the student care plan and school policy</p> <p>Giving assistance with inhalers or nebulizer or other medicinal intervention where the student is unable to do so on account of age, learning or other need</p>	<p>Administration of medication not included in a student care plan or outside of school health policy</p>
Assistance with mobility and orientation	<p>Assisting a student whose mobility is compromised so that they use a wheelchair, walker or other aid</p> <p>Assisting students who are vision impaired to negotiate the school premises</p>	<p>Students who may trip or fall on occasion</p> <p>General management of environmental hazards e.g. moving bags and chairs</p>
Assisting teachers to provide supervision	<p>Yard supervision, in addition to teacher supervision, for students who require support on account of a significant physical disability, medical condition or behaviour of concern</p> <p>Supervision in class and during transitions for students with significant behaviours of concern</p>	<p>Supervising classes</p> <p>Supervising students with additional needs during class periods where there is a reduced curriculum</p> <p>Replacing teacher supervision on yard</p> <p>Replacing environmental adaptations</p>

<p>Non-nursing care needs</p>	<p>Care of a student during a seizure</p> <p>Assisting with monitoring of medical condition for younger or vulnerable students e.g. diabetes, as part of medical response plan</p> <p>Procedures which may involve withdrawal of the student from class (younger or vulnerable students)</p>	<p>Procedures which would normally be carried out by a medical professional</p>
<p>Care needs involving withdrawal of the student from class</p>	<p>Withdrawal for brief periods to assist with medical procedures, administration of medicine</p> <p>Brief withdrawal for students who become dysregulated due to stress factors. Withdrawal should include a regulating activity as informed by information gathered from parents/guardians, the student and other relevant professionals. This withdrawal should be an exception with regular regulating activities taking place in the classroom to prevent unnecessary withdrawal. Regulation should be understood as necessary for engagement and participation.</p>	<p>Scheduled movement breaks which can be completed independently by the student or are part of an Occupational Therapy programme</p> <p>Withdrawal as a part of reward/sanction for behaviour</p> <p>To give the teacher or class a break</p>
<p>Moving and lifting, operation of hoists and equipment</p>	<p>Use of hoists or other equipment in order to provide toilet, personal or physical care to a student</p> <p>Lifting or otherwise transferring a student in order to provide personal care or a transfer between equipment or between floor and equipment.</p>	<p>In general, one SNA can operate a hoist. The hoist carries the load and replaces the need for a second adult. The dignity of the student must be maintained</p>
<p>Assistance with severe communication difficulties, arising from physical, visual,</p>	<p>Assisting the class teacher with Braille, Lámh, Sign Language, and augmentative and</p>	<p>Students with Developmental Language Delay</p>

hearing, and/or social-emotional difficulties	<p>alternative communication systems</p> <p>Assisting the class teacher to adopt a total communication approach Preparation of class materials-large print</p> <p>Managing and transferring equipment as required</p> <p>Supporting transitions to and from classes and to and from yard time</p>	<p>Students with phonological difficulties</p> <p>Keeping on task</p> <p>Checking batteries for students who can otherwise do this independently</p>
Behaviour Related Care Needs	<p>Assisting with the implementation of the Behaviour Support Plan</p> <p>Providing additional supervision in class, for transitions and on yard, as required</p> <p>Withdrawal from class if necessary (as outlined above)</p>	<p>Using the SNA as a first response to meet behavioural needs</p> <p>Prompting a student to remain on task, follow instructions, engage in expected behaviours.</p> <p>Assisting a student with the completion of academic work missed as a result of behaviour</p> <p>Repeating teacher instructions</p> <p>Keeping on task</p>

Duties are assigned at the discretion of the Principal, Senior Management and/or the Employer. The work is supervised either by the Principal or Senior Management as determined by the Principal. This does not mean or imply a requirement for a principal or a teacher to directly supervise the employee at all times.

Those duties involve tasks of a non-teaching nature such as:

1. Preparation and tidying up of classrooms.
2. Assisting school children to board and alight from school buses. Where necessary travel as escort during school hours on school buses may be required.
3. Special assistance as necessary for children with particular difficulties eg helping special needs pupils with typing or writing or computers or other use of equipment.
4. Assistance with clothing, feeding, toileting and general hygiene and being mindful of health and safety needs of the pupil.

5. Assisting on out-of-school visits, walks, examinations and similar activities.
6. Assisting the teachers in the supervision of pupils during assembly, recreation and dispersal from the classroom for one reason or another.
7. Accompanying individuals or small groups who may have to be withdrawn temporarily from the classroom for one reason or another.
8. General assistance to the class teachers, under the direction of the Principal, with duties of a non-teaching nature. (Special Needs Assistants may not act as either substitute or temporary teachers. In no circumstances may they be left in sole charge of a class).
9. Participation with school development planning, where appropriate, and co-operation with any such changes with policies and practices arising from the school development process.
10. Engagement with parents of special needs pupils in both formal and informal structures as required and directed by School Management.
11. Other duties appropriate to the grade as may be determined by the needs of the pupils and the School from time to time. The Employee may be re-assigned to other work appropriate to the grade when special needs pupils are absent or when particular urgent work demands arise.
12. Included are the necessary duties that are required to support the care needs of deaf and hard-of-hearing pupils and blind and visually impaired pupils.

The following (non-exhaustive) list of duties also form part of the normal range of SNA duties, and are liable to be performed at any time during normal working hours. Similarly, because these duties (as well as duties listed above) can be carried out at times when pupils with special needs are not present, they are also appropriate activities to be carried out during the 12 days/72 hours (additional hours).

**SEN (Special Education Needs) pupil-centred activity:**

- Provide input with regard to care needs for the preparation of Individual Education Plans;
- Assist with care planning;
- Provide assistance and information in relation to care needs for preparation of physiological and school reports and files;
- Assist transition process in relation to care needs for pupils moving to or from the school;
- Assist SEN pupils to display their work;
- Assist in analysis of attendance for SEN pupils;
- Assist teachers and/or the Principal in maintaining a journal and uniform care monitoring system for SEN pupils;
- Assist the Principal or other teacher designated by the Principal in preparing briefing profiles on SEN pupils;

- Under the direction of the Principal or designated teacher, assist in compiling information for staff for the return to class in the new academic year e.g. special section in staff handbook, particularly in relation to care and assistance required in class for SEN pupils;

### **Learning resource administration:**

- Preparation, organising, tidying of Class Room, Resource Room, Learning Support Room, ASD classrooms and such other rooms used by SEN pupils, and appropriate equipment and resources used, including those related to ICT;
- Prepare materials and equipment in classrooms used by SEN pupils including cleaning any specialist equipment used by SEN pupils, e.g. computer keyboards, special desks;
- Provide assistance for SEN pupils in relation to assembling their class materials, displays, programmes, books and preparing their materials for class.

### **Class and school planning and development:**

- Participation with school development planning and policy development, where appropriate, including reference to particular assistance required by SEN pupils to participate fully in school;
- Planning for the following day's classes; in particular where there may be additional care or assistance requirements for certain classes or projects;
- Liaising with the class teacher;
- Liaising with other teachers such as resource teachers and/or Principal;
- Meetings with parents as appropriate with the agreement and guidance of the Principal and/or class teacher;
- Preparation for and attendance at whole team meetings and staff meetings;
- Participation in and assistance with school operational structures which are in place to facilitate the full integration and participation of SEN pupils in school.

### **Training and development:**

- Training (nationally or school mandated);
- Inform colleague SNAs of best practice based on professional and experiential knowledge in relation to the educational and care needs of SEN pupils, with the agreement and guidance of the Principal, and/or class teacher;
- Up-skill in use of ICT as learning tools for SEN pupils.

**Other**

- Other work which is appropriate to the class as may be determined by the needs of the SEN pupils and the school.