

Working and Learning Together: Rethinking Human Resource Policies for Schools

SLOVAK REPUBLIC

Country profile

What types of staff work in schools?



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Further information can be found on the project website:

www.oecd.org/education/schoolresourcesreview.htm

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Slovak Republic

This country profile describes the central framework for the provision of staff, working primarily within schools (with the exception of resource centres), for lower secondary education (ISCED 2). It is based on information available through country background and country review reports as well as Eurydice descriptions of national education systems. Resource centres refer to institutions operated by education authorities that provide centralised services and specialised staff, typically to ensure effective provision of staff to schools and communities. Responsibility for employment describes the natural or legal person with whom the employee has an employment relationship and with whom the employee has established an employment contract. For the definition of types of staff and levels of governance and administration, see Annex B in the full report.

Instructional and leadership staff

Staff type	Roles defined in regulations	Basis for creating positions	Responsibility for employment
Teachers	x	At discretion of schools (as a legal entity)	Schools (as a legal entity)
Teacher aides	Teaching assistants for students with disabilities Teaching assistants for students from socially deprived environment	Based on request of local education authority (as school founder) and approved by the central education authority (based on number of children from socially deprived families)	Schools (as a legal entity)
School leaders	Principals	Based on central regulations (teaching workload is decreased defined by school size)	Local education authorities (as school founder)
	Deputy principals	At discretion of school (as a legal entity) (teaching workload is decreased defined by school size)	
	Class teachers, Mentors, Heads of education counsellors, Heads of practical training at VET schools, Heads of field of study, Heads of subject committee or Heads of methodology association, Co-ordinators of specific work	At discretion of school, subject to consultation in pedagogical board (roles are assigned to teachers)	Schools (as a legal entity)

Professional support staff

Staff positions primarily created directly in schools

Staff type	Roles defined in regulations	Basis for creating staff positions	Responsibility for employment
Professional pedagogical support staff	Educational counsellors, Career advisers	At discretion of schools, after consultation in pedagogical board (roles are assigned to teachers, teaching workload is decreased based on central regulation by school size)	Schools (as a legal entity)
Health and social support staff	School psychologists, School speech therapists, Social educators	At discretion of schools (as a legal entity)	Schools (as a legal entity)

Resource centres providing specialised staff for

Professional pedagogical support	Pedagogical and Psychological Consulting and Prevention Centres (run by central education authority): Career advisers
Professional health and social support	Pedagogical and Psychological Consulting and Prevention Centres (run by central education authority): Psychologists, Special educators, Special educators in field, Speech Therapists, Social educators, Therapists

Administrative, maintenance and operations staff

Staff type	Roles defined in regulations	Basis for creating staff positions	Responsibility for employment
Administrative staff	Not defined by central regulation (but typically includes controllers, accountants, secretaries etc.)	At discretion of schools (as a legal entity)	Schools (as a legal entity)
Maintenance and operations staff	Not defined by central regulation (but typically includes school keepers etc.)	At discretion of schools (as a legal entity)	Schools (as a legal entity)

x: not applicable

1. Schools with Grades 1-9 and upper secondary schools all operate as legal entities and are responsible for managing their human resources. In pre-primary schools and schools with Grades 1-5 only, the school founder decides if the school is a legal entity or not. Overall, around 80% of schools are legal entities. In schools which are not a legal entity, the local education authorities (in their function as school founder) are responsible for staff employment, and approve the creation of teaching and other staff positions.

2. Budgets are typically managed in collaboration between schools, school founders and school boards. Schools (or school founders in the case of schools that are not a legal entity) are required to spend the personnel normative defined by the central education authority on staff. The central normative is mainly based on the number of students, school size and student characteristics.

3. Teaching assistants for children with disabilities are funded directly from the central budget and the Ministry of Education determines the allocation of posts in response to founders' requests. For teaching assistants for children from socially deprived families there are centrally earmarked funds to be spent at schools attended by such children.

4. Students have a right to education that reflects their educational needs and possibilities in its content, forms and methods. Students have the right to free guidance. The structure and assignment of educational counsellors and career advisers as career positions in schools is decided by the school principal. In schools that do not have the status of a legal entity, local education authorities are responsible for staff employment and approve the creation of positions as proposed by schools.