

DETERMINATION UNDER THE *TEACHING SERVICE ACT 1980*

DETERMINATION 1 of 2008

STAFFING PROCEDURES IN SCHOOLS

I, Michael Coutts-Trotter, Director-General of the Department of Education and Training make the following determination pursuant to Section 13 (1) of the *Teaching Service Act 1980*.

1. Purpose

1.1 This purpose of this Determination is:

- (i) to remove any doubt as to whether the 2008 Staffing procedures became a binding condition of employment for officers of the teaching Service on the expiry of the 2005 Staffing Agreement in April 2008; and
- (ii) to determine as a condition of employment for officers of the Teaching Service that the Department will, in filling of vacant permanent classroom teacher, executive staff and principal positions, do so in accordance with the Staffing Procedures .

2. Definitions

"Department" means the Department of Education and Training.

"Officer" shall have the same meaning as set out in section 4 of the *Teaching Service Act 1980*.

"Staffing Procedures" means the detailed procedures for the filling positions in accordance with clause 1.1 above contained in the documents published by the Department on 28 April 2008 and which are annexed to this Determination as:

- i) Annexure A - *Promotion and Transfer Procedures for School Teachers* 2008; and
- ii) Annexure B - *Selection Panel Procedures for School Teachers* 2008.

3. Operative Provisions

3.1 Where a vacancy for a school based position arises and it is proposed to fill the vacant position, the Department shall do so in accordance with the action required in the relevant Staffing Procedures.

4. Graduate recruitment

- 4.1 Under its Graduate Recruitment Program, the Department may fill up to 1,000 classroom teacher positions in each staffing year under this program. Nothing in this Determination or the Staffing Procedures shall affect in any way the manner in which the Department may fill positions under the Graduate Recruitment Program.

5. Date of Effect

- 5.1 This Determination shall take effect on and from 28 April 2008 and remain in effect until the commencement of term 2, 2012 or until such time as it is otherwise varied or rescinded.

Signed:



Michael Coutts-Trotter
DIRECTOR-GENERAL
DEPARTMENT OF EDUCATION AND TRAINING

Date

.....⁶.....November 2008

PROMOTION AND TRANSFER PROCEDURES FOR SCHOOL TEACHERS 2008

Promotion and Transfer Procedures for School Teachers 2008 located on the department's website at <https://www.det.nsw.edu.au/employment/promotion> sets out the ways in which appointments are made to vacant classroom teacher (including school counsellors, teacher librarians, careers advisers and itinerant teachers), executive and principal positions.

These procedures for promotion and transfer rescind and replace all previous procedures for promotion and transfer contained in *Promotion and Transfer Procedures for School Teachers 2005* and the accompanying *Merit Selection Procedures Manual 2005*.

The staffing of schools takes place on an ongoing basis. **Once a teacher submits an application for transfer the application remains current until an appointment is received or the applicant withdraws his or her application. Applications for compassionate transfer status are reviewed annually.**

The staffing operation commences on day one, term two and finishes on the last day of the school holidays prior to the commencement of term two of the following year.

Classroom teachers, executive staff or principals successful in gaining a position will take up their appointment at the start of either term one or term two, unless a different starting date is negotiated by Staffing Services.

This publication has the following five parts:

PART ONE	Overview of filling vacant positions
PART TWO	Applying for transfer
PART THREE	Applying for an advertised position
PART FOUR	Applying for a position filled from the pool of interested applicants from either the service transfer, graduate recruitment or employment lists – classroom teacher positions
PART FIVE	Staffing codes

This publication should be read in conjunction with *Selection Panel Procedures for School Teachers 2008* located on the department's website at <https://www.det.nsw.edu.au/employment/promotion>

Current NSW Department of Education and Training employees and persons not currently employed by the NSW Department of Education and Training (referred to as external applicants) are eligible to apply for advertised positions.

CONTENTS

	Page number
PART ONE OVERVIEW OF FILLING VACANT POSITIONS	
1 Classroom teachers.....	3
2 Executive staff.....	7
3 Principals	8
 PART TWO APPLYING FOR TRANSFER	
1 Procedures	9
2 Categories of transfer	12
3 Calculating transfer points	17
 PART THREE APPLYING FOR AN ADVERTISED POSITION	
1 Procedures	19
 PART FOUR APPLYING FOR A POSITION FILLED FROM THE POOL OF INTERESTED APPLICANTS FROM EITHER THE SERVICE TRANSFER, GRADUATE RECRUITMENT OR EMPLOYMENT LISTS – CLASSROOM TEACHER POSITIONS	
1 Procedures	22
 PART FIVE STAFFING CODES	
1 Primary positions	25
2 Secondary positions	35

PART ONE

OVERVIEW OF FILLING VACANT POSITIONS

1 CLASSROOM TEACHERS

Permanent full-time and permanent part-time classroom teacher vacancies will be filled in the ways outlined below.

Classroom teacher positions will be filled in the first instance by priority transfer. The position is then considered by Staffing Services for filling by Aboriginal or Torres Strait Islander employment, resumption of duty or teachers completing targeted recruitment programs.

Where a position is not filled in these ways, the school selects whether it will be filled by advertisement or from the service transfer*, graduate recruitment or employment lists.

*Until the beginning of term 2, 2010, teachers who had an active service transfer application as at 13 April 2008 will be considered for appointment before a position can be filled by advertisement or from the service transfer, graduate recruitment or employment lists. Where a service transfer applicant matches the position, the teacher will be appointed if the last vacant position at that school was not filled through service transfer. The teacher is not automatically appointed if the last vacant position was filled through service transfer. In this case, the school chooses from a suite of options to fill the position, one of which is service transfer.

Permanent part-time work

Teachers applying to convert from permanent full-time to permanent part-time work in their own position will have priority for appointment over all categories of permanent part-time transfer and employment applicants.

Where a temporary teacher has occupied a single substantive part-time position for two years or more and it is expected that the position will continue, the teacher may apply for consideration for conversion to permanent part-time status in that position using the application form on the department's website.

Filling vacant classroom teacher positions

STEP 1

The principal submits the requirements of the vacant position to Staffing Services.

STEP 2

- Staffing Services runs a computerised match for priority transfers:
 - o Nominated transfers in the case of school closures, amalgamations, reclassification of schools, reduction in student numbers, changed curriculum needs or following completion of a non school based temporary appointment or an above establishment appointment
 - o Transfers made under the Aboriginal or Torres Strait Islander Transfer Scheme
 - o Incentive transfers for classroom teachers who have served the required number of years in eight, six or four point incentive schools
 - o Transfers approved on recognised compassionate grounds
 - o Transfers for classroom teachers who have served the required number of years in Education Training Units in juvenile justice centres and special schools/units/classes.
- The subject/teaching area codes are used to run the computerised match.
- Where there is a suitable priority transfer match, an appointment is made.

STEP 3

- If there is no priority transfer match, the position is considered by Staffing Services for filling by:
 - o Aboriginal or Torres Strait Islander employment
 - o Resumption of duty
 - o Targeted recruitment programs (Scholarships; Accelerated Teacher Training; Retraining)
- The subject/teaching area codes, special aptitude codes and areas of expertise codes are used to run the computerised match.

STEP 4

- If the position has not been filled through steps 2 or 3, Staffing Services runs a computerised match for service transfers from the group of teachers who had an active service transfer application on the system as at 13 April 2008.
- Step 4 will continue to operate until the beginning of term 2, 2010.

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- The subject/teaching area codes, special aptitude codes and areas of expertise codes are used to run the computerised match.
 - Where a service transfer applicant matches a position, the following steps will occur until the beginning of term 2, 2010:
 - o If the last vacant position at that school was not filled through service transfer, the teacher will be appointed.
 - o Where the last vacant position at that school was filled through service transfer, the teacher will not be automatically appointed. In these circumstances, the school is able to choose from the suite of options available in step 5, one of which is service transfer. Where a teacher is not appointed their service transfer application remains active.

STEP 5

If the position has not been filled through the above methods, the school selects the method of filling the vacant position from one of the options below:

- Advertisement. Current members of the Teaching Service and teachers external to the department are eligible to apply.
Note: Where a position is advertised, the teacher on the service transfer list who matches the position and has the highest transfer points will be contacted and invited to apply. If an application is submitted, the teacher is guaranteed an interview for the position.
- Service transfer
 - o The school can request Staffing Services to appoint the top match from the service transfer list
 - OR**
 - o The school can request the pool of interested applicants and form a selection panel to consider the applicants.
Note: Where the pool of interested service transfer applicants is requested, the teacher on the service transfer list who matches the position and has the highest transfer points will be guaranteed an interview for the position if they choose to apply.
- Graduate Recruitment
 - o The school can request Staffing Services to appoint the top match from the graduate recruitment list
 - OR**
 - o The school can request the pool of interested applicants and form a selection panel to consider the applicants.
- Employment
 - o The school can request Staffing Services to appoint the top match from the employment list
 - OR**
 - o The school can request the pool of interested applicants and form a selection panel to consider the applicants.
Note: Where the pool of interested employment applicants is requested, the teacher on the service transfer list who matches the position and has the highest transfer points will be contacted and invited to apply. If an application is submitted, the teacher is guaranteed an interview for the position.

Appointing the top match

Staffing Services will maintain the service transfer, graduate recruitment and employment lists.

Where a school requests Staffing Services to provide the top match from either the service transfer, graduate recruitment or employment lists, the following process applies:

- The subject/teaching area codes, special aptitude codes and areas of expertise codes are used to run the computerised match.
- The teacher who matches the position and has the highest transfer points or priority date will be appointed from the service transfer or employment lists respectively.
- The graduate who is the top match and who has the highest ranking from the graduate recruitment interview process will be appointed.

Selecting from the pool of interested applicants

Where the school requests Staffing Services to provide the pool of interested applicants from either the service transfer, graduate recruitment or employment lists, the following process applies:

- The subject/teaching area codes, special aptitude codes and areas of expertise codes are used to run the computerised match.
- Staffing Services emails all suitably qualified teachers on the appropriate list who match the specific criteria of the position and have indicated an interest in a position at that school. An SMS message will also be sent to these teachers to advise them that there is a vacant position where applicants have notified Staffing Services of a mobile telephone number.

Note: Where the school requests the pool of interested applicants from the employment or service transfer lists, the teacher on the service transfer list who matches the position and has the highest transfer points will be contacted and invited to apply. The teacher will be guaranteed an interview if an application is received.

- Teachers are provided with the specific selection criteria and must provide information online including a two page resume addressing the specific criteria and the contact details for two referees. The information must be submitted by 4pm two working days after the day email advice is issued to applicants notifying them of the position.
- The resumes of applicants who have indicated interest are provided to the principal. In the case of the graduate recruitment list, the principal will also be provided with the details of each graduate's ranking from the graduate recruitment program interviews.
- A school based selection panel short lists and interviews the applicants from the pool of interested applicants.

Note: Where the school requested the pool of interested applicants from the employment or service transfer lists and the teacher on the service transfer list who matched the position and had the highest transfer points has applied, the teacher must be invited to interview.

2 EXECUTIVE STAFF

Executive vacancies will be filled in the ways outlined below.

Executive positions not filled by priority transfer or resumption of duty, will be advertised.

Filling vacant executive positions

STEP 1

The principal submits the requirements of the vacant position to Staffing Services.

STEP 2

- Staffing Services runs a computerised match for priority transfers:
 - o Nominated transfers in the case of school closures, amalgamations, reclassification of schools, reduction in student numbers, changed curriculum needs or following completion of a non school based temporary appointment or an above establishment appointment
 - o Incentive transfers for executive staff who have served the required number of years in eight, six or four point incentive schools
 - o Transfers approved on recognised compassionate grounds
 - o Transfers for executive staff who have served the required number of years in Education Training Units in juvenile justice centres and special schools/units/classes.
- The position level code and, in the case of head teachers and assistant principals, the area of responsibility codes, and subject/teaching area codes where applicable, are used to run the computerised match.
- Where there is a suitable priority transfer match, an appointment is made.

STEP 3

- If there is no priority transfer match, suitable applications for resumption of duty are considered by Staffing Services.
- The position level code, special aptitude codes and areas of expertise codes are used to run the computerised match. In the case of head teachers and assistant principals, the area of responsibility codes, and subject/teaching area codes where applicable, will also be used.

STEP 4

If the position is not filled by an existing executive staff member through priority transfer or resumption of duty, it will be advertised. Current members of the Teaching Service and teachers external to the department are eligible to apply.

3 PRINCIPALS

Principal vacancies will be filled in the ways outlined below.

Principal positions not filled by priority transfer or resumption of duty, will be advertised.

Filling vacant principal positions

STEP 1

- The school education director submits the requirements of the vacant position to Staffing Services.

STEP 2

- Staffing Services runs a computerised match for priority transfers:
 - o Nominated transfers in the case of school closures, amalgamations, reclassification of schools or following completion of a non school based temporary appointment, an above establishment appointment or a contract
 - o Incentive transfers for principals who have served the required number of years in eight, six or four point incentive schools
 - o Transfers approved on recognised compassionate grounds
 - o Transfers for principals who have served the required number of years in Education Training Units in juvenile justice centres and special schools/units/classes.
- The position level code is used to run the computerised match.
- Where there is a suitable priority transfer match, an appointment is made.

STEP 3

- If there is no priority transfer match, suitable applications for resumption of duty are considered by Staffing Services.
- The position level code is used to run the computerised match.

STEP 4

- If the position is not filled by an existing principal through priority transfer or resumption of duty, it will be advertised. Current members of the Teaching Service and teachers external to the department are eligible to apply.

PART TWO

APPLYING FOR TRANSFER

1 PROCEDURES

The relevant online *Application for Transfer* must be completed by:

- permanent full-time and permanent part-time classroom teachers applying:
 - o for a priority transfer
 - o to be placed on the service transfer list, or
 - o for resumption of duty from leave.
- executive staff and principals applying:
 - o for a priority transfer, or
 - o for resumption of duty from leave.

The relevant application must be submitted through the department's employee self service website located at <https://www.det.nsw.edu.au/shr>. After logging in, the classroom teacher, executive staff member or principal should select the *My Details* and then *My Transfers* options. In *My Transfers*, a new transfer application can be created or an old transfer application amended.

Once the initial details of the application are saved, the classroom teacher, executive staff member or principal must select the staffing area/s or school/s to which he or she is seeking to transfer in preference order or these may be grouped to indicate equal preference.

Classroom teachers, executive staff and principals returning from leave who do not have right of return to their substantive position at their previous school must submit an online *Application for Transfer*.

Applicants for transfer are responsible for ensuring that all information on the application form is complete and correct. Any statement found to be misleading may result in rejection of the application. If a statement is found to be misleading and the applicant has been appointed to a new position, the appointment may be rescinded.

Applications can be made, or varied, at any time online. Applicants are responsible for ensuring that information on their *Application for Transfer* is updated online if details change.

Teachers and executive staff may submit applications for new staffing codes or changes to their existing staffing codes by selecting the *My Skills* option in the *My Details* section of the employee self service website. For a transfer to be considered, classroom teachers and executive staff must complete the *My Transfers* and *My Skills* sections. Staffing codes can be updated through the *My Skills* section at any time, without applying for transfer.

In completing their applications, applicants should consult:

- o the *Staffing Codes* in Part Five of this publication to ensure the codes for position level, areas of responsibility, subject/teaching areas, special aptitudes and areas of expertise are accurate
- o page 17 of this publication for information on calculating transfer points.

Ensuring Quality in Transfers – Classroom teachers

- The applicant's current principal, or school education director, state office director or regional senior manager for applicants in non school based positions, is responsible for verifying information provided by the applicant on the application form. This includes verification of service eligibility requirements where applicable.
- Principals will also need to indicate on the classroom teacher's transfer application that the teacher is competent. This statement will be endorsed by the school education director.
- In certifying that the teacher is competent, the principal will use his or her knowledge from the Teacher Assessment and Review Process in making this determination. The principal will endorse the application if he or she has indicated the teacher is performing satisfactorily on the Teacher Assessment and Review Schedule* and there have been no performance problems raised since that time.

***Note:** For applicants in a non school based position, the current school education director, state office director or regional senior manager is responsible for using his or her knowledge from the Non School Based Teaching Service Officer Assessment and Review Schedule in making this determination.

Ensuring Quality in Resumption of Duty – Classroom teachers

- Where a teacher has resumed duty after a period of leave, and the principal identifies a problem with currency of knowledge or teaching practice, the Professional Learning and Leadership Development Directorate will develop strategies to support the principal in addressing the teacher's needs.

Ensuring Quality in Priority Transfers – Executive staff

- The applicant's current principal, or school education director, state office director or regional senior manager for applicants in non school based positions, is responsible for verifying information provided by the applicant on the application form. This includes verification of service eligibility requirements where applicable.
- Principals will also need to indicate on the executive staff member's priority transfer application that the executive staff member is competent. This statement will be endorsed by the school education director.

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- In certifying that the executive staff member is competent, the principal will use his or her knowledge from the Teacher Assessment and Review Process in making this determination. The principal will endorse the application if he or she has indicated the executive staff member is performing satisfactorily on the Teacher Assessment and Review Schedule* and there have been no performance problems raised since that time.

***Note:** For applicants in a non school based position, the current school education director, state office director or regional senior manager is responsible for using his or her knowledge from the Non School Based Teaching Service Officer Assessment and Review Schedule in making this determination.

Ensuring Quality in Resumption of Duty – Executive staff

- Where an executive staff member has resumed duty after a period of leave, and the principal identifies a problem with currency of knowledge or leadership skills, the Professional Learning and Leadership Development Directorate will develop strategies to support the principal in addressing the executive staff member's needs.

Ensuring Quality in Priority Transfers – Principals

- The applicant's current school education director, or state office director or regional senior manager for applicants in non school based positions, is responsible for verifying information provided by the applicant on the application form. This includes verification of service eligibility requirements where applicable.
- School education directors will also need to indicate on the principal's priority transfer application that the principal is competent.
- In certifying that the principal is competent, the school education director will use his or her knowledge from the Principal Assessment and Review Process in making this determination. The school education director will endorse the application if he or she has indicated the principal is performing satisfactorily on the Principal Assessment and Review Schedule and there have been no performance problems raised since that time.

Ensuring Quality in Resumption of Duty – Principals

- Where a principal has resumed duty after a period of leave, and the school education director identifies a problem with currency of knowledge or leadership skills, the Professional Learning and Leadership Development Directorate will develop strategies to support the school education director in addressing the principal's needs.

2 CATEGORIES OF TRANSFER

A Priority transfer

(i) *Nominated transfer*

Classroom teachers and executive staff have nominated transfer status where the position they hold substantively is affected by school closure, amalgamation, reclassification of schools, reduction in student numbers, changed curriculum needs, or following completion of a non school based temporary appointment or an above establishment appointment.

Principals have nominated transfer status where the position they hold substantively is affected by school closure, amalgamation, reclassification of schools, or following completion of a non school based temporary appointment, a contract or an above establishment appointment.

Classroom teachers, executive staff and principals:

- will be placed in a suitable vacancy closest to their current school or in a suitable vacancy closest to their last school based appointment if returning from a non school based appointment
- will be eligible for removal expenses provided the transfer falls within the terms of the Transferred Officers Determination ([Teachers Handbook, Section 1.7](#)). The relevant Employee Service Centre (ESC) can provide advice in relation to the Transferred Officers Determination
- will be placed in a temporary vacancy or above establishment position in the event of no suitable position being available immediately.

Classroom teachers and executive staff who wish to be reappointed to their present school should a vacancy occur before the end of February, must clearly indicate this by listing their current school as the first preference on their application form.

Classroom teachers, executive staff and principals who have nominated transfer status should note that they will be appointed to, not offered, a position at another school.

Classroom teachers who have nominated transfer status may also apply to be placed on the service transfer list if service requirements have been met.

Classroom teachers who have gained a nominated transfer will be deemed to have continuity of service when applying to be placed on the service transfer list. This means that when calculating transfer points, full points apply to the school from which the classroom teacher is a nominated transfer and the school into which the classroom teacher is appointed.

(ii) Transfers made under the Aboriginal or Torres Strait Islander Transfer Scheme

Aboriginal or Torres Strait Islander classroom teachers who have satisfied service requirements for transfer are eligible to apply for transfer under the Aboriginal or Torres Strait Islander Transfer Scheme.

Aboriginal or Torres Strait Islander teachers will have priority for transfer after above establishment teachers have been placed into vacant positions.

(iii) Incentive transfer

Service in eight, six and four point incentive schools attracts a number of benefits, including transfer to a preferred location after a minimum required period of service has been completed.

The teach.NSW benefits calculator provides indicative information about the allowances payable and other benefits available to teachers in NSW public schools. The benefits calculator is located at www.teach.nsw.edu.au/calculator

Classroom teachers, executive staff and principals in eight and six point incentive schools are eligible to apply for an incentive transfer from those schools after completing three years of service, or two years of service in the identified small number of schools (refer to the schools listed on page 14).

Teaching partners of classroom teachers, executive staff and principals appointed to and moving out of positions in eight and six point incentive schools will be provided with concurrent compassionate transfer status. Placement of teaching partners will depend on a suitable vacant position being available.

Classroom teachers, executive staff and principals in four point incentive schools are eligible for an incentive transfer from those schools after completing five years of service.

SCHOOLS ATTRACTING INCENTIVE TRANSFER BENEFITS
as at 28 April 2008

2 Years of Service – Incentive Transfer

8 point incentive schools

Clare Public	Louth Public	Wanaaring Public
Enngonia Public	Pooncarie Public	Weilmoringle Public
Goodooga Central	Tibooburra Outback School of the Air	White Cliffs Public
		Wilcannia Central

3 Years of Service – Incentive Transfer

8 point incentive schools

Booligal Public	Carrathool Public	Pilliga Public
Boomi Public	Collarenebri Central	Quambone Public
Bourke-Walgett School of Distance Education – Walgett campus	Gwabegar Public	Rowena Public
	Ivanhoe Central	Toomelah Public
Brewarrina Central	Lightning Ridge Central	Tulloona Public
Bullarah Public	Mallawa Public	Walgett Community College, High
Burren Junction Public	Marra Creek Public	Walgett Community College, Public
Carinda Public	Menindee Central	
	Mungindi Central	

6 point incentive schools

Alma Public	Dareton Public	Nyngan High
Balranald Central	Darlington Point Public	Nyngan Public
Barham High	Emmaville Central	Oaklands Central
Barham Public	Euabalong West Public	Palinyewah Public
Bellata Public	Euston Public	Pomona Public
Boggabilla Central	Fairfax Public	Railway Town Public
Bonshaw Public	Garah Public	Rankins Springs Public
Bourke High	Girilambone Public	School of the Air
Bourke Public	Gol Gol Public	Tallimba Public
Bourke-Walgett School of Distance Education – Bourke campus	Goolgowi Public	Tingha Public
	Gravesend Public	Tooleybuc Central
Broken Hill High	Gulargambone Central	Tottenham Central
Broken Hill North Public	Hay Public	Trundle Central
Broken Hill Public	Hay War Memorial High	Tullamore Central
Burcher Public	Hermidale Public	Tullibigeal Central
Burke Ward Public	Hillston Central	Ungarie Central
Buronga Public	Khancoban Public	Urana Central
Bylong Upper Public	Lake Cargelligo Central	Walhallow Public
Cabramurra Public	Mallan Public	Weethalle Public
Cobar High	Mingoola Public	Wentworth Public
Cobar Public	Morgan Street Public	Willyama High
Coomealla High	Moulamein Public	Wollar Public
Coonamble High	Naradhan Public	Wongwibinda Public
Coonamble Public	Niangala Public	Wyaliba Public
Croppa Creek Public	North Star Public	Yarrowitch Public
	Nowendoc Public	Yetman Public

Continued on page 15

5 Years of Service – Incentive Transfer

4 point incentive schools

Ardlethan Central	Deniliquin North Public	Murrumbidgee Public
Ariah Park Central	Deniliquin South Public	Narrandera East Infants
Baradine Central	Edward Public	Narrandera High
Barellan Central	Finley High	Narrandera Public
Beckom Public	Finley Public	Pallamallawa Public
Berrigan Public	Gralee School	Parkview Public
Binnaway Central	Hill End Public	Quandialla Central
Blighty Public	Jerilderie Public	Trangie Central
Bombala High	Leeton High	Wakool Public
Bombala Public	Leeton Public	Wamoon Public
Boree Creek Public	Mathoura Public	Warren Central
Brocklesby Public	Mayrunga Public	Wee Waa Public
Bunnaloo Public	Mendooran Central	Wee Waa High
Coleambally Central	Moree East Public	West Wyalong High
Conargo Public	Moree Public	West Wyalong Public
Condobolin High	Moree Secondary College	Whitton Public
Condobolin Public	Albert Street Campus	Wyalong Public
Delegate Public	Moree Secondary College	Yanco Public
Deniliquin High	Carol Avenue Campus	

(iv) Compassionate transfer

Classroom teachers, executive staff and principals may apply for compassionate transfer at any time. Applicants must notify Staffing Services if their circumstances change or if they wish the application to be withdrawn.

The status of compassionate transfer applications is reviewed annually.

An application for compassionate transfer will be approved only on the basis of exceptional and compelling circumstances.

These circumstances need to justify not only the request to move from the school to which the classroom teacher, executive staff member or principal is presently appointed, but also the reasons for requesting the schools to which the classroom teacher, executive staff member or principal is seeking transfer.

Applications must contain full and substantiated grounds and supporting documentation.

Applications for compassionate transfer are submitted online. Applicants will be advised of the outcome.

If the applicant is granted compassionate transfer status, this does not guarantee appointment to a new position. An appointment is dependent on the availability of a suitable vacancy.

Applicants granted compassionate transfer status will enhance their opportunity for appointment by including a number of schools on their preference list.

v) *Transfers from Education Training Units in juvenile justice centres and special schools/units/classes*

Classroom teachers, executive staff and principals who have taught a minimum of three years in the following schools and who wish to apply for transfer, will be provided with priority transfer status:

- an Education Training Unit in a juvenile justice centre
- special schools/units/tutorial programs catering for students with behaviour difficulties
- classes catering for students with behaviour difficulties, emotional disturbance or autism
- special schools and classes catering for students with mild, moderate and severe intellectual disabilities
- special schools and classes catering for students with physical disabilities.

Such classroom teachers, executive staff and principals seeking a priority transfer will be appointed to the nearest suitable vacancy by Staffing Services, taking into account the person's individual circumstances.

B Service transfer for classroom teachers

Classroom teachers who have served for at least three years in their current school position (or two years in the schools listed on page 14) are eligible to apply to be placed on the service transfer list. This list will be maintained by Staffing Services.

The requirement to serve for at least three years in the current school position (or two years in the schools listed on page 14) applies from the time of entry on duty in a new position to the time of entry on duty into another new position at another school.

Where classroom teachers accept an appointment to a non school based position, they will be considered to have continuity of service for the purpose of service eligibility requirements to be placed on the service transfer list.

Where a classroom teacher enters on duty in a school on or before day one, term two, that year counts as a full year.

Where a position is being filled through the top match from the service transfer list, the teacher who matches the requirements of the position and has the highest transfer points will be appointed.

Where a school chooses to fill a vacant classroom teacher position through advertisement or from the pool of interested applicants from the employment or service transfer lists, the teacher on the service transfer list who matches the position and has the highest transfer points will be contacted and invited to apply. If an application is submitted, the teacher is guaranteed an interview for the position.

Each school attracts a certain number of transfer points annually, with schools in some rural and isolated locations attracting the largest number of points. Refer to pages 17-18 for details on calculating transfer points.

C Local transfer scheme

The local transfer scheme provides opportunities for permanent classroom teachers and executive staff to gain new skills, experiences and professional understandings through permanent transfer to another position at the same level in a different school within their staffing area.

Classroom teachers and executive staff need to have completed five years in their current school and satisfy the eligibility criteria for the position to which they are seeking transfer.

Information about this scheme is available on the department's website at:
<https://www.det.nsw.edu.au/employment/promotion/localtransfer/index.htm>

3 CALCULATING TRANSFER POINTS

In calculating transfer points classroom teachers, executive staff and principals should refer to the **transfer points calculator on the online *Application for Transfer*** located at <https://www.det.nsw.edu.au/shr> and consider the following:

- Transfer points are credited for all service as a permanent teacher.
- Permanent part-time classroom teachers and permanent part-time executive staff accumulate transfer points on a pro rata basis.
- For principals and executive staff, transfer points for priority transfer or resumption of duty are calculated on the basis of full points for each location and for each year served at the current executive level.
- Executive teachers who were reclassified as and undertaking the duties of assistant principals from day one, term one 2003 are considered to have continuity of service for the purpose of calculating transfer points.
- Transfer points are credited for all temporary and/or casual service for periods in excess of one term when the teacher becomes permanent and subsequently seeks a transfer as follows:
 - for service as a casual teacher for periods in excess of one term in all four, six or eight point schools, transfer points are credited retrospectively.
 - for service as a casual teacher in one and two point schools, transfer points are credited if the service as a casual teacher for periods in excess of one term was from term three, 1997 onwards.
 - for service as a temporary teacher, transfer points are credited if the service as a temporary teacher for periods in excess of one term was from term one, 2001 onwards.

Note: The transfer points for any eligible casual or temporary service are considered in the same way as the transfer points for service in previous schools. That is, the transfer points related to the casual or temporary teaching service are halved.

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- If a classroom teacher has been a nominated transfer to their current school, full points apply to both the school from which the classroom teacher was a nominated transfer and their current school.
 - At the time of completing an application form, transfer points for any year should be determined according to where the teacher was located on day one, term two. That is, applications submitted during term one will not include calculation of transfer points for the current year.
 - Fractional transfer points for part year service equivalent to $\frac{1}{3}$ of a year's credit for each term or part of a term of service prior to 1987 and $\frac{1}{4}$ of a year's credit for each term or part of a term of service from 1987 will be credited in the following situations:
 - where a classroom teacher, executive staff member or principal is appointed to a new position level or a first appointment (classroom teachers only) which includes part of one year
 - where re-employment has been gained or a classroom teacher, executive staff member or principal has resumed duty after leave without pay for personal reasons at the same position level which includes part of one year.

Note: Classroom teachers, executive staff or principals who commenced service in a new position level or a first appointment on or before day one, term two may claim credit for one full year.

- Teachers who have been temporarily appointed to non school based positions within the NSW Department of Education and Training may claim the transfer points of the nearest school to their main office. Points for the school prior to taking up a non school based temporary appointment are calculated at full points. Teachers who have been approved to work with other authorities may submit a special case for credit to Staffing Services.
- Approved leave, excluding leave without pay for personal reasons, attracts the transfer points of the school from which the leave was granted.

If a teacher has resigned and is later re-employed, both periods of service may be used in the calculation of transfer points. The transfer points for service in previous schools prior to re-employment are halved.

- Where teachers have had service in schools which are now closed (and the school is no longer included in the transfer points list), the school is deemed to have the same points as the nearest school of the same type.
- Service in schools other than NSW public schools is not recognised for the purpose of calculating transfer points.

PART THREE

APPLYING FOR AN ADVERTISED POSITION

1 PROCEDURES

Classroom teacher positions will be filled in the first instance by priority transfer. The position is then considered by Staffing Services for filling by Aboriginal or Torres Strait Islander employment, resumption of duty or teachers completing targeted recruitment programs.

Where a position is not filled in these ways, the school selects whether it will be filled by advertisement or from the service transfer*, graduate recruitment or employment lists.

*Until the beginning of term 2, 2010, teachers who had an active service transfer application as at 13 April 2008 will be considered for appointment before a position can be filled by advertisement or from the service transfer, graduate recruitment or employment lists. Where a service transfer applicant matches the position, the teacher will be appointed if the last vacant position at that school was not filled through service transfer. The teacher is not automatically appointed if the last vacant position was filled through service transfer. In this case, the school chooses from a suite of options to fill the position, one of which is service transfer.

Note: Where a classroom teacher position is advertised, the teacher on the service transfer list who matches the position and has the highest transfer points will be contacted and invited to apply. If an application is submitted, the teacher is guaranteed an interview for the position.

Executive positions not filled by priority transfer or resumption of duty will be advertised.

Principal positions not filled by priority transfer or resumption of duty will be advertised.

Advertisements for positions will be placed on Jobs@DET on the department's website.

Note: Current NSW Department of Education and Training employees and persons not currently employed by the NSW Department of Education and Training (referred to as external applicants) may apply for positions filled by advertisement.

Eligibility

Classroom teachers

Classroom teachers who are performing their duties satisfactorily are eligible to apply for an:

- advertised classroom teacher position provided they have not accepted another substantive classroom teacher position in the current staffing operation
- advertised promotion position provided they have not accepted any other promotion position in the current staffing operation.

Classroom teachers who have accepted another classroom teacher position in the current staffing operation are eligible to apply for advertised promotion positions.

All suitably qualified teachers who have not yet been appointed to a substantive classroom teacher position (including temporary or casual teachers and teachers not currently employed with the department), and who are eligible for approval to teach in the NSW Department of Education and Training, are eligible to apply for an advertised classroom teacher position.

Executive staff and principals

Executive staff and principals who are performing their duties satisfactorily and, who meet the academic requirements for the position, are eligible to apply for an:

- advertised position at a higher level provided they have not accepted any other promotion in the current staffing operation
- advertised position at their current or lower level provided they have not accepted another position at the same salary level as the advertised position in the current staffing operation.

External applicants who are eligible for approval to teach in the NSW Department of Education and Training, are also eligible to apply for an advertised executive or principal position.

Submitting an Application

Vacancies will be advertised on [Jobs@DET](#).

Applications are to be made online through [Jobs@DET](#) by the closing date.

Information addressing the selection criteria for the classroom teacher, executive or principal position must be provided in the application:

- Applicants for classroom teacher positions must address the specific selection criteria for the position in their application
- Applicants for executive or principal positions must address both the general selection criteria and the specific selection criteria for the position in their application.

Applicants for advertised positions are responsible for ensuring that all information provided in the application is complete, correct and prepared by the applicant. Any statement found to be misleading may result in rejection of the application. If a statement is found to be misleading and the applicant has been appointed, the appointment may be rescinded.

For applicants currently in a classroom teacher, executive, principal or non school based position, the applicant's current principal, school education director, state office director or regional senior manager is responsible for verifying the applicant's current position and that the applicant is performing his or her duties satisfactorily.

Applicants applying for advertised classroom teacher, executive or principal positions must include the names, position titles and contact details of three referees, including a mobile telephone number if available, in their application.

- For applicants in classroom teacher and executive positions, one of the referees must be the applicant's current principal.
- For applicants in principal positions, one of the referees must be the applicant's current school education director.
- For applicants in non school based positions, one of the referees must be the applicant's current school education director, state office director or regional senior manager.
- For external applicants, one of the referees should be the applicant's current (or most recent) supervisor.

Note: For teachers who are applying for advertised positions, and who are not currently employed by the department, it will not always be possible for them to have a principal as a referee. However, where a teacher has done a substantial period of temporary teaching, it may be possible to have a principal as a referee.

Interviews should be held outside school hours whenever possible and should minimise disruption to students.

It is expected therefore that where it is available, videoconferencing will be used to minimise disruption to schools and students.

The use of teleconferencing will also assist to minimise disruption.

One of the key matters for consideration in determining the method of interviews is ensuring that no applicant is disadvantaged.

Appointment

Successful applicants will take up their appointment at the start of either term one or term two, unless a different starting date is negotiated by Staffing Services.

PART FOUR

APPLYING FOR A POSITION FILLED FROM THE POOL OF INTERESTED APPLICANTS FROM EITHER THE SERVICE TRANSFER, GRADUATE RECRUITMENT OR EMPLOYMENT LISTS – CLASSROOM TEACHER POSITIONS

1 PROCEDURES

Classroom teacher positions will be filled in the first instance by priority transfer. The position is then considered by Staffing Services for filling by Aboriginal or Torres Strait Islander employment, resumption of duty or teachers completing targeted recruitment programs.

Where a position is not filled in these ways, the school selects whether it will be filled by advertisement or from the service transfer*, graduate recruitment or employment lists.

Where a position is being filled by service transfer*, graduate recruitment, or employment, the school can request Staffing Services to appoint directly from the service transfer*, graduate recruitment or employment lists or request the pool of interested applicants and form a selection panel to short list and interview the applicants.

*Until the beginning of term 2, 2010, teachers who had an active service transfer application as at 13 April 2008 will be considered for appointment before a position can be filled by advertisement or from the service transfer, graduate recruitment or employment lists. Where a service transfer applicant matches the position, the teacher will be appointed if the last vacant position at that school was not filled through service transfer. The teacher is not automatically appointed if the last vacant position was filled through service transfer. In this case, the school chooses from a suite of options to fill the position, one of which is service transfer.

Note: Where the school requests the pool of interested applicants from the employment or service transfer lists, the teacher on the service transfer list who matches the position and has the highest transfer points will also be contacted and invited to apply. If an application is submitted, the teacher is guaranteed an interview for the position.

Eligibility

Where a school requests the pool of interested applicants from either the service transfer, graduate recruitment or employment lists, Staffing Services will:

- identify all suitably qualified teachers on the appropriate list who match the specific criteria of the position and have indicated an interest in a position at the school with the vacant position
- send an email to these teachers to advise them that there is a vacant position. The email will include a link to the specific criteria
- also send an SMS message to these teachers to advise them that there is a vacant position where applicants have notified Staffing Services of a mobile telephone number.

Application Process

Teachers on the appropriate list who wish to continue being considered for the position should access information about the specific selection criteria from the email link provided.

These teachers must provide information online, including a two page resume addressing the specific criteria and the name, position titles and contact details of two referees, including mobile telephone numbers if available. The information must be submitted by 4pm two working days after the day email advice is issued to applicants notifying them of the position.

Applicants are responsible for ensuring that all information in the resume is complete, correct and prepared by the applicant. Any statement found to be misleading may result in rejection of the application. If a statement is found to be misleading and the applicant has been appointed, the appointment may be rescinded.

For applicants in permanent classroom teacher positions, one of the referees must be the applicant's current principal.

For other applicants who are not currently permanently employed by the department, it will not always be possible for them to have a principal as a referee. However, where a teacher has done a substantial period of temporary teaching, it may be possible to have a principal as a referee.

The resumes of applicants who have indicated interest are provided to the principal.

In the case of the graduate recruitment list, the principal will also be provided with details of each graduate's ranking from the graduate recruitment program interviews.

Applicants who are being actively considered by the selection panel to proceed to interview will have their two referees contacted as part of the short listing process.

Interviews should be held outside school hours whenever possible and should minimise disruption to students.

It is expected therefore that where it is available, videoconferencing will be used to minimise disruption to schools and students.

The use of teleconferencing will also assist to minimise disruption.

One of the key matters for consideration in determining the method of interviews is ensuring that no applicant is disadvantaged.

Appointment

Successful applicants will take up their appointment at the start of either term one or term two, unless a different starting date is negotiated by Staffing Services.

PART FIVE

STAFFING CODES

	Page number
SECTION 1 – PRIMARY POSITIONS	
A. Primary or SSP classroom teacher positions	
Position level codes	25
Subject/teaching area codes.....	26
Special aptitudes codes	27
Areas of expertise codes	28
B. Primary or SSP executive positions	
Position level codes	29
Areas of responsibility codes	30
Subject/teaching area codes.....	31
Special aptitudes codes	32
Areas of expertise codes	33
C. Primary, Central School or SSP principal positions	
Position level codes	34
SECTION 2 – SECONDARY POSITIONS	
A. Secondary classroom teacher positions	
Position level codes	35
Subject/teaching area codes.....	36
Special aptitudes codes	38
Areas of expertise codes	39
B. Secondary executive positions	
Position level codes	41
Areas of responsibility codes	42
Subject/teaching area codes.....	43
Special aptitudes codes	46
Areas of expertise codes	47
C. Secondary or Central School principal positions	
Position level codes	48

SECTION 1 PRIMARY POSITIONS

A. PRIMARY OR SSP CLASSROOM TEACHER POSITIONS
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The **staffing codes** listed below are to be used by:

- classroom teachers completing an online application form to apply for transfer or resumption of duty to a primary or school for specific purposes (SSP) classroom teacher position. The instructions on each application form should also be carefully read.
- principals defining the requirements of a primary or school for specific purposes (SSP) classroom teacher vacancy when it is to be filled by the computerised staffing system. This occurs for priority transfers or resumption of duty, or when using the service transfer, graduate recruitment or employment lists.

POSITION LEVEL CODES

The position level code refers to the level of your current substantive school position.

POSITION LEVEL	CODE
Teacher	TCH
Teacher-in-Charge Environmental Education Centre 1	TF1
Teacher-in-Charge Environmental Education Centre 2	TF2
Teacher-in-Charge Hospital School 1	TH1
Teacher-in-Charge Hospital School 2	TH2

28 April 2008

SUBJECT/TEACHING AREA CODES

a) Subject/teaching area codes approved

Approved means approved by the department in accordance with its qualifications guidelines.

b) Subject/teaching area codes not approved

Not approved means that the teacher has taught the subject/teaching area for at least two of the previous five years. By including these codes in an application form, the teacher is indicating that they are prepared to teach that subject/teaching area, will do so if requested by a principal and are confident that they can do so with an acceptable level of success.

CODE	DESCRIPTION OF SUBJECT/TEACHING AREA	CODE	DESCRIPTION OF SUBJECT/TEACHING AREA
General		Community Languages continued	
INF	Infants (K – 2)	CRU	Russian
PRI	Primary (3 – 6)	CSA	Samoan
PSC	Pre-school	CSE	Serbian
Primary Languages		CSP	Spanish
PAB	Aboriginal Languages	CTA	Tamil
PMA	Chinese (Mandarin)	CTO	Tongan
PFR	French	CTU	Turkish
PGE	German	CVI	Vietnamese
PIN	Indonesian	Other	
PIT	Italian	CCO	Computer Coordinator
PJA	Japanese	ESP	English as a Second Language
PKO	Korean	LIP	Library
PSN	Spanish	RER	Reading Recovery
Community Languages		DSC	School Counselling
CAA	Arabic	Special Education	
CAS	Assyrian	AUP	Autism
CAU	Auslan	BCD	Behaviour Difficulties
CBE	Bengali	BID	Behaviour Difficulties (Itinerant)
CCH	Chinese (Mandarin)	SCP	Substitute Care Program
CCC	Chinese (Cantonese)	JJC	Juvenile Justice Centres
CFI	Filipino (Tagalog)	EDP	Emotional Disturbance
CGE	German	HDI	Hearing Impairment (Itinerant)
CGR	Greek	HDP	Hearing Impairment
CHB	Hebrew	INI	Integration (Itinerant)
CHN	Hindi	LAP	Learning Assistance
CIN	Indonesian	LAE	Learning Assistance – Early School Support
CIT	Italian	LAL	Learning Assistance – Language
CJA	Japanese	LAR	Learning Assistance – Reading
CKH	Khmer (Cambodian)	MIP	Mild Intellectual Disability
CKO	Korean	MOP	Moderate Intellectual Disability
CLO	Lao	PDP	Physical Disability
CMA	Macedonian	EIT	Early Intervention
CMI	Maori	EII	Early Intervention (Itinerant)
CFA	Persian	SDP	Severe Intellectual Disability
CPO	Portuguese	VDI	Vision Impairment (Itinerant)
CPU	Punjabi	VDP	Vision Impairment

28 April 2008

SPECIAL APTITUDES CODES

The special aptitudes codes may only be listed where applicable on application forms where teachers have demonstrated that they meet these special aptitudes, as confirmed by their principal, school education director or director.

CODE	DESCRIPTION OF SPECIAL APTITUDE	TYPE OF VACANCY TO WHICH THE CODE APPLIES
SFD	Understanding of the educational implications for schools meeting the needs of students from low socio-economic status communities.	Schools on the Priority Schools Funding Program list.
SFE	Capacity to integrate technology in effective classroom practice.	Vacant positions in a school which require the use of technology in classroom practice.
SFG	Awareness of gender equity issues including strategies for catering for girls' education/boys' education.	Vacant positions which involve participation in programs to address specific issues relating to education of girls/boys.
SFI	Understanding of and sensitivity to the needs of Aboriginal or Torres Strait Islander students.	Schools with significant Aboriginal enrolments (20% of student enrolments or 20 or more students).
SFN	Understanding of and sensitivity to the needs of students from a language background other than English.	Schools with a significant enrolment of students from a language background other than English (60% of student enrolments).
SFR	Understanding of the educational needs of students in isolated rural schools.	Isolated rural schools.
SFT	Understanding of the needs of gifted and talented students.	Opportunity classes and vacant positions which involve participation in specific programs to meet the needs of gifted and talented students.
SFX	Capacity to implement effective distance education programs.	Distance education centres and vacant positions which involve distance education delivery.

28 April 2008

AREAS OF EXPERTISE CODES

Areas of expertise codes may be listed where applicable on application forms where teachers have demonstrated experience and/or qualifications in the expertise area.

AREA OF EXPERTISE	CODE	AREA OF EXPERTISE	CODE
Braille (Specific positions only)	BLE	Sport	SPT
Dance	DAN	Visual Arts	VIA
Drama	DRA	Music	MUS
Early Intervention (Specific special education positions only)	EIV	Band	BAN
Hearing Impairment (Specific positions only)	HEA	Choir	CIR

28 April 2008

B. PRIMARY OR SSP EXECUTIVE POSITIONS

The **staffing codes** listed below are to be used by:

- executive staff completing an online application form to apply for priority transfer or resumption of duty to a primary or school for specific purposes (SSP) executive position. The instructions on each application form should also be carefully read.
- principals defining the requirements of a primary or school for specific purposes (SSP) executive vacancy when it is to be filled by the computerised staffing system, i.e. priority transfers or resumption of duty.

POSITION LEVEL CODES

Position level codes refer to the level of your current substantive school position.

POSITION LEVEL	CODE
Assistant Principal (Infants, Primary, Special Education)	APR
Deputy Principal (Infants, Primary, Special Education)	DPR

28 April 2008

AREAS OF RESPONSIBILITY CODES

Areas of responsibility describe the specific nature of executive positions.

POSITION LEVEL	AREA OF RESPONSIBILITY	CODE
Assistant Principal (Primary, Special Education)	Primary (K – 6)	PIW
	Learning Assistance	LAP
	Special Education – General	SSE
	Special Education – Behaviour Difficulties	BCD
	Special Education – Behaviour Difficulties (Itinerant)	BID
	Special Education – Emotional Disturbance	EDP
	Special Education – Hearing Impairment (Itinerant)	HDI
	Special Education – Hearing Impairment	HDP
	Special Education – Vision Impairment (Itinerant)	VDI
	Special Education – Vision Impairment	VDP
Deputy Principal (Primary, Special Education)	Primary (K – 6)	PIW
	Special Education – General	SSE
	Special Education – Behaviour Difficulties	BCD
	Special Education – Emotional Disturbance	EDP
	Special Education – Hearing Impairment	HDP
	Special Education – Vision Impairment	VDP

28 April 2008

SUBJECT/TEACHING AREA CODES

a) Subject/teaching area codes approved

Approved means approved by the department in accordance with its qualifications guidelines.

b) Subject/teaching area codes not approved

Not approved means that the teacher has taught the subject/teaching area for at least two of the previous five years. By including these codes in an application form, the teacher is indicating that they are prepared to teach that subject/teaching area, will do so if requested by a principal and are confident that they can do so with an acceptable level of success.

CODE	DESCRIPTION OF SUBJECT/TEACHING AREA	CODE	DESCRIPTION OF SUBJECT/TEACHING AREA
General		Special Education (continued)	
INF	Infants (K – 2)	HDI	Hearing Impairment (Itinerant)
PRI	Primary (3 – 6)	HDP	Hearing Impairment
PSC	Pre-school	INI	Integration (Itinerant)
Other		LAP	Learning Assistance
ESP	English as a Second Language	LAE	Learning Assistance – Early School Support
LIP	Library	LAL	Learning Assistance – Language
Special Education		LAR	Learning Assistance – Reading
AUP	Autism	MIP	Mild Intellectual Disability
BCD	Behaviour Difficulties	MOP	Moderate Intellectual Disability
BID	Behaviour Difficulties (Itinerant)	PDP	Physical Disability
SCP	Substitute Care Program	EIT	Early Intervention
JJC	Juvenile Justice Centres	EII	Early Intervention (Itinerant)
EDP	Emotional Disturbance	SDP	Severe Intellectual Disability
		VDI	Vision Impairment (Itinerant)
		VDP	Vision Impairment

28 April 2008

SPECIAL APTITUDES CODES

The special aptitudes codes may only be listed where applicable on application forms where teachers have demonstrated that they meet these special aptitudes, as confirmed by their principal, school education director or director.

CODE	DESCRIPTION OF SPECIAL APTITUDE	TYPE OF VACANCY TO WHICH THE CODE APPLIES
SFD	Understanding of the educational implications for schools meeting the needs of students from low socio-economic status communities.	Schools on the Priority Schools Funding Program list.
SFE	Capacity to integrate technology in effective classroom practice.	Vacant positions in a school which coordinate and manage the integration of whole school technology into classroom practice.
SFG	Awareness of gender equity issues including strategies for catering for girls' education/boys' education.	Vacant positions which involve participation in programs to address specific issues relating to education of girls/boys.
SFI	Knowledge of and commitment to Aboriginal programs and working with Aboriginal students and communities.	Schools with significant Aboriginal enrolments (20% of student enrolments or 20 or more students).
SFN	Understanding of and sensitivity to the needs of students from a language background other than English.	Schools with significant enrolment of students from a language background other than English (60% of student enrolments).
SFR	Understanding of the educational needs of students in isolated rural areas.	Isolated rural schools.
SFT	Understanding of the needs of gifted and talented students.	Vacant positions responsible for the coordination of whole school programs to meet the needs of gifted and talented students.
SFX	Capacity to implement effective distance education programs.	Distance education centres and vacant positions which involve distance education delivery.
SXL	Capacity to coordinate whole school focused learning and development priorities.	Vacant positions responsible for coordination and management of whole school focused learning and development priorities.
SXO	Capacity to coordinate whole school literacy and numeracy programs.	Vacant positions responsible for coordination and management of whole school initiatives in literacy and numeracy.
SXP	Capacity to coordinate whole school performing arts programs.	Vacant positions which coordinate whole school performing arts programs.
SXS	Capacity to coordinate whole school sports programs.	Vacant positions which coordinate whole school sports programs.
SXW	Capacity to coordinate whole school student welfare programs.	Vacant positions responsible for coordination and management of whole school student welfare programs.

28 April 2008

AREAS OF EXPERTISE CODES

Areas of expertise codes may be listed where applicable on application forms where teachers have demonstrated experience and/or qualifications in the expertise area.

AREA OF EXPERTISE	CODE	AREA OF EXPERTISE	CODE
Braille (Specific positions only)	BLE	Hearing Impairment (Specific positions only)	HEA
Early Intervention (Specific special education positions only)	EIV		

28 April 2008

C. PRIMARY, CENTRAL OR SSP SCHOOL PRINCIPAL POSITIONS

The **staffing codes** listed below are to be used by:

- principals completing an online application form to apply for priority transfer or resumption of duty to a primary, central school or school for specific purposes (SSP) principal position. The instructions on each application form should also be carefully read.
- school education directors defining the requirements of a primary, central school or schools for specific purposes (SSP) principal vacancy when it is to be filled by the computerised staffing system, i.e. priority transfers or resumption of duty.

POSITION LEVEL CODES

Position level codes refer to the level of your current substantive school position.

POSITION LEVEL	CODE
Primary Principal Level 1	PP1
Primary Principal Level 2	PP2
Primary Principal Level 3	PP3
Primary Principal Level 4	PP4
Primary Principal Level 5	PP5
Primary Principal Level 6	PP6
Central School Principal Level 1	PC1
Central School Principal Level 2	PC2
Central School Principal Level 3	PC3
Central School Principal Level 4	PC4
SSP Principal Level 1	PS1
SSP Principal Level 2	PS2
SSP Principal Level 3	PS3
SSP Principal Level 4	PS4
SSP Principal Level 5	PS5
SSP Principal Level 6	PS6

28 April 2008

SECTION 2 SECONDARY POSITIONS

A. SECONDARY CLASSROOM TEACHER POSITIONS

The **staffing codes** listed below are to be used by:

- classroom teachers completing an online application form to apply for transfer or resumption of duty to a secondary classroom teacher position. The instructions on each application form should also be carefully read.
- principals defining the requirements of a classroom teacher vacancy when it is to be filled by the computerised staffing system. This occurs for priority transfers or resumption of duty, or when using the service transfer, graduate recruitment or employment lists.

POSITION LEVEL CODES

The position level code refers to the level of your current substantive school position.

POSITION LEVEL	CODE
Teacher	TCH
Teacher-in-Charge Environmental Education Centre 1	TF1
Teacher-in-Charge Environmental Education Centre 2	TF2
Teacher-in-Charge Hospital School 1	TH1
Teacher-in-Charge Hospital School 2	TH2

28 April 2008

SUBJECT/TEACHING AREA CODES

a) Subject/teaching area codes approved

Approved means approved by the department in accordance with its qualifications guidelines.

b) Subject/teaching area codes not approved

Not approved means that the teacher has taught the subject/teaching area for at least two of the previous five years. By including these codes in an application form, the teacher is indicating that they are prepared to teach that subject/teaching area, will do so if requested by a principal and are confident that they can do so with an acceptable level of success.

CODE	DESCRIPTION OF SUBJECT/TEACHING AREA	CODE	DESCRIPTION OF SUBJECT/TEACHING AREA
English		Languages (other than English) continued	
ENG	English (Years 7 – 10)	GRC	Greek Classical
ESG	English (Years 11 – 12)	GRM	Greek Modern
Mathematics		HBC	Hebrew Classical
		HBM	Hebrew Modern
MTH	Mathematics (Years 7 – 10)	HIN	Hindi
MSH	Mathematics (Years 11 – 12)	HUN	Hungarian
Science		IND	Indonesian
		ITA	Italian
BIO	Biology	JAP	Japanese
CHE	Chemistry	KHM	Khmer (Cambodian)
EVS	Earth and Environmental Science	KOR	Korean
PHY	Physics	LAT	Latin
SCI	Science	LAV	Latvian
Human Society and its Environment		MAC	Macedonian
		MAL	Malay
ABS	Aboriginal Studies	MAT	Maltese
BST	Business Studies	PER	Persian
COM	Commerce	POL	Polish
ECO	Economics	POR	Portuguese
GEO	Geography	PUN	Punjabi
HIS	History (Years 7 – 10)	RUS	Russian
HIA	History (Ancient)	SER	Serbian
HIM	History (Modern)	SLO	Slovenian
LST	Legal Studies	SPA	Spanish
SOC	Society and Culture	THA	Thai
REL	Studies of Religion	TUR	Turkish
Languages (other than English)		VIE	Vietnamese
		Creative Arts	
ABL	Aboriginal Languages	DNC	Dance
ARA	Arabic	DRA	Drama
ARM	Armenian	MUS	Music
CHI	Chinese (Mandarin)	PHO	Photographic and Digital Media
CRO	Croatian	ART	Visual Arts
CZE	Czech	Personal Development, Health & Physical Education	
DUT	Dutch	CFS	Community & Family Studies
FIL	Filipino	PHP	PD/Health/PE
FRE	French		
GER	German		

Continued from page 36

CODE	DESCRIPTION OF SUBJECT/TEACHING AREA	CODE	DESCRIPTION OF SUBJECT/TEACHING AREA
Technological and Applied Studies		Vocational Education and Training Industry Curriculum Framework areas continued	
AGR	Agriculture	VPL	Primary Industries – Conservation and Land Management
DAT	Design and Technology	VPC	Primary Industries – Crop Production
ENS	Engineering Studies	VPD	Primary Industries – Dairy/Milk
FTY	Food Technology	VPG	Primary Industries – General-Agriculture
ITG	Industrial Technology – Graphics	VPO	Primary Industries – Horse Care
ITO	Industrial Technology – Automotives	VPH	Primary Industries – Horticulture
ITB	Industrial Technology – Building & Construction	VPS	Primary Industries – Sheep and Wool
ITE	Industrial Technology – Electronics	VRO	Retail – Operations
ITM	Industrial Technology – Metal	VRF	Retail – Fresh Food
ITD	Industrial Technology – Multimedia	VRC	Retail – Clerical Administration
ITP	Industrial Technology – Polymers/Plastics	VTS	Tourism
ITW	Industrial Technology – Timber-		
IPT	Information Processes & Technology	Other	
IST	Information & Software Technology	CAR	Careers
MAR	Marine Studies	CCO	Computer Coordinator
SDD	Software Design & Development	ESS	English as a Second Language
TXD	Textiles and Design/Technology	GEN	General
		LIS	Library
		DSC	School Counselling
Vocational Education and Training Industry Curriculum Framework areas		Special Education	
VBS	Business Services	AUS	Autism
VCG	Construction	BCD	Behaviour Difficulties
VNG	Entertainment – General	BID	Behaviour Difficulties (Itinerant)
VNF	Entertainment – Front of House	SCP	Substitute Care Program
VHA	Hospitality – Accommodation Services	JJC	Juvenile Justice Centres
VHO	Hospitality – Commercial Cookery	EDS	Emotional Disturbance
VHF	Hospitality – Food and Beverage	HDI	Hearing Impairment (Itinerant)
VHH	Hospitality – Housekeeping	HDS	Hearing Impairment
VIF	Information Technology – Foundation	INI	Integration (Itinerant)
VIG	Information Technology – General	LAS	Learning Assistance
VIN	Information Technology – Network Administration	MIS	Mild Intellectual Disability
VIS	Information Technology – Software Applications	MOS	Moderate Intellectual Disability
VEG	Metal and Engineering	PDS	Physical Disability
VPA	Primary Industries – Animal Studies	SDS	Severe Intellectual Disability
VPB	Primary Industries – Beef Production	TRI	Transition (Itinerant)
		VDI	Vision Impairment (Itinerant)
		VDS	Vision Impairment

28 April 2008

SPECIAL APTITUDES CODES

The special aptitudes codes may only be listed where applicable on application forms where teachers have demonstrated that they meet these special aptitudes, as confirmed by their principal, school education director or director.

CODE	DESCRIPTION OF SPECIAL APTITUDE	TYPE OF VACANCY TO WHICH THE CODE APPLIES
SFD	Understanding of the educational implications for schools meeting the needs of students from low socio-economic status communities.	Schools on the Priority Schools Funding Program list.
SFE	Capacity to integrate technology in effective classroom practice.	Vacant positions in a school which require the use of technology in classroom practice.
SFG	Awareness of gender equity issues including strategies for catering for girls' education/boys' education.	Vacant positions which involve participation in programs to address specific issues relating to education of girls/boys.
SFI	Understanding of and sensitivity to the needs of Aboriginal or Torres Strait Islander students.	Schools with significant Aboriginal enrolments (20% of student enrolments or 20 or more students).
SFN	Understanding of and sensitivity to the needs of students from a language background other than English.	Schools with significant enrolment of students from a language background other than English (60% of student enrolments).
SFP	Capacity to contribute to effective performing arts programs.	Performing Arts High Schools and vacant positions which involve participation in performing arts programs.
SFR	Understanding of the educational needs of students in isolated rural schools.	Isolated rural schools.
SFS	Capacity to contribute to effective sports programs.	Sports High Schools and vacant positions which involve participation in sports programs.
SFT	Understanding of the needs of gifted and talented students.	Selective High Schools and vacant positions that involve participation in specific programs to meet the needs of gifted and talented students.
SFX	Capacity to implement effective distance education programs.	Distance education centres and vacant positions which involve distance education delivery.

28 April 2008

AREAS OF EXPERTISE CODES

Areas of expertise codes may be listed where applicable on application forms where teachers have demonstrated experience and/or qualifications in the expertise area.

ALL SECONDARY SCHOOLS – AREAS OF EXPERTISE CODES

AREA OF EXPERTISE	CODE	AREA OF EXPERTISE	CODE
Braille (Specific positions only)	BLE	Hearing Impairment (Specific positions only)	HEA

PERFORMING ARTS HIGH SCHOOLS ONLY – AREAS OF EXPERTISE CODES

Implementation of areas of expertise codes for Performing Arts High Schools

Teachers who have demonstrated experience and/or qualifications in an area of expertise may use that area of expertise code from the list below on the relevant application form for classroom teacher positions.

Selection panels in performing arts high schools may nominate between one to four areas of expertise codes for a classroom teacher position. A teacher would need to match only one of the areas of expertise codes, not all four areas of expertise codes, to be considered as a “match” for the position in terms of the areas of expertise codes.

AREA OF EXPERTISE	CODE	AREA OF EXPERTISE	CODE
Brass	BRS	Music Technology	MTE
Choral	CRL	Musical Theatre	MUT
Choreography	CHO	Orchestra	ORC
Classical Ballet	CLB	Percussion	PCN
Composition	CMP	Piano	PIA
Concert Band	COB	Sound and Lighting	SAL
Contemporary Dance	COD	Stage Band	STB
Direction	DIR	String Instruments	STR
Guitar	GUR	Theatrical Design	THD
Jazz Band	JZB	Woodwind	WDW

28 April 2008

Continued on page 40

SPORTS HIGH SCHOOLS ONLY – AREAS OF EXPERTISE CODES

Implementation of areas of expertise codes for Sports High Schools

Teachers who have demonstrated experience and/or qualifications in an area of expertise may use that area of expertise code from the list below on the relevant application form for classroom teacher positions.

Selection panels in sports high schools may nominate between one to four areas of expertise codes for a classroom teacher position. A teacher would need to match only one of the areas of expertise codes, not all four areas of expertise codes, to be considered as a “match” for the position in terms of the areas of expertise codes.

Selection panels in sports high schools can make a case for an area of expertise sport code to be at either Level 1 or Level 2 Coaching. Such a case would be made to Staffing Services and would be considered by a nominee of the Director, Staffing Services.

AREA OF EXPERTISE	CODE	AREA OF EXPERTISE	CODE
Athletics	XAT	Soccer	XSO
Australian Football	XAF	Softball	XSB
Baseball	XBA	Sports Coaching	XSC
Basketball	XBS	Squash	XSQ
Cricket	XCR	Swimming	XSW
Cross-Country Running	XXC	Table Tennis	XTT
Golf	XGO	Tennis	XTE
Gymnastics	XGY	Touch Football	XTF
Hockey	XHO	Trampolining	XTR
Netball	XNE	Triathlon	XTI
Rowing	XRO	Life Saving	XLS
Rugby League	XRL	Volleyball	XVO
Rugby Union	XRU	Water Polo	XWP

28 April 2008

B. SECONDARY EXECUTIVE POSITIONS

The **staffing codes** listed below are to be used by:

- executive staff completing an online application form to apply for priority transfer or resumption of duty to a secondary executive position. The instructions on each application form should also be carefully read.
- principals defining the requirements of an executive vacancy when it is to be filled by the computerised staffing system, i.e. priority transfers or resumption of duty.

POSITION LEVEL CODES

Position level codes refer to the level of your current substantive school position.

POSITION LEVEL	CODE
Head Teacher (Secondary, Special Education)	HED
Deputy Principal (Secondary)	DPH

28 April 2008

AREAS OF RESPONSIBILITY CODES

Areas of responsibility describe the specific nature of executive positions.

POSITION LEVEL	AREA OF RESPONSIBILITY	CODE
Head Teacher	Access	ACS
	Administration	ADM
	Agriculture	AGR
	Commercial Studies	CMS
	Computing Studies	CST
	Creative and Performing Arts	CPA
	Distance Education	DED
	District Guidance Officer (School Counselling)	DSC
	English	ENG
	English/History	EH1
	Female Students	GIR
	History	HIS
	Home Economics	HEC
	Human Society and Its Environment	HSE
	Industrial Arts	INA
	Intensive English Centre	INL
	Languages	LAN
	Learning Support	LRN
	Mathematics	MTH
	Mathematics/Science	MSC
	Music	MUS
	Personal Development, Health and Physical Education	PHP
	Science	SCI
	Secondary Studies	SES
	Social Sciences	SSC
	Special Education – General	SSE
	Special Education – Hearing Impairment	HDS
	Special Education – Vision Impairment	VDS
	Sport	SPT
	Teaching and Learning*	TAL
	Technological and Applied Studies	TAS
	Visual Arts	ART
	Vocational Education and Training	VET
	Welfare	WEL

28 April 2008

Continued on page 43

Continued from page 42

*** Head Teacher Teaching and Learning**

The role of this classification of head teacher will involve coordination across secondary school areas such as curriculum implementation, assessment and reporting, literacy and teacher development.

In confirming a head teacher's application for transfer to a position of head teacher teaching and learning, the principal is also confirming that the head teacher can undertake the role of this classification.

SUBJECT/TEACHING AREA CODES

a) Subject/teaching area codes approved

Approved means approved by the department in accordance with its qualifications guidelines.

b) Subject/teaching area codes not approved

Not approved means that the teacher has taught the subject/teaching area for at least two of the previous five years. By including these codes in an application, the teacher is indicating that they are prepared to teach that subject/teaching area, will do so if requested by a principal and are confident that they can do so with an acceptable level of success.

Continued on page 44

Continued from page 43

CODE	DESCRIPTION OF SUBJECT/TEACHING AREA	CODE	DESCRIPTION OF SUBJECT/TEACHING AREA
English		Languages (other than English) continued	
ENG	English (Years 7 – 10)	GRC	Greek Classical
ESG	English (Years 11 – 12)	GRM	Greek Modern
Mathematics		HBC	Hebrew Classical
		HBM	Hebrew Modern
MTH	Mathematics (Years 7 – 10)	HIN	Hindi
MSH	Mathematics (Years 11 – 12)	HUN	Hungarian
Science		IND	Indonesian
		ITA	Italian
BIO	Biology	JAP	Japanese
CHE	Chemistry	KHM	Khmer (Cambodian)
EVS	Earth and Environmental Science	KOR	Korean
PHY	Physics	LAT	Latin
SCI	Science	LAV	Latvian
Human Society and its Environment		MAC	Macedonian
		MAL	Malay
ABS	Aboriginal Studies	MAT	Maltese
BST	Business Studies	PER	Persian
COM	Commerce	POL	Polish
ECO	Economics	POR	Portuguese
GEO	Geography	PUN	Punjabi
HIS	History (Years 7 – 10)	RUS	Russian
HIA	History (Ancient)	SER	Serbian
HIM	History (Modern)	SLO	Slovenian
LST	Legal Studies	SPA	Spanish
SOC	Society and Culture	THA	Thai
REL	Studies of Religion	TUR	Turkish
Languages (other than English)		VIE	Vietnamese
		Creative Arts	
ABL	Aboriginal Languages	DNC	Dance
ARA	Arabic	DRA	Drama
ARM	Armenian	MUS	Music
CHI	Chinese (Mandarin)	PHO	Photographic and Digital Media
CRO	Croatian	ART	Visual Arts
CZE	Czech	Personal Development, Health & Physical Education	
DUT	Dutch	CFS	Community & Family Studies
FIL	Filipino	PHP	PD/Health/PE
FRE	French		
GER	German		

28 April 2008

Continued on page 45

Continued from page 44

CODE	DESCRIPTION OF SUBJECT/TEACHING AREA	CODE	DESCRIPTION OF SUBJECT/TEACHING AREA
Technological and Applied Studies		Vocational Education and Training Industry Curriculum Framework areas continued	
AGR	Agriculture	VPC	Primary Industries – Crop Production
DAT	Design and Technology	VPD	Primary Industries – Dairy/Milk
ENS	Engineering Studies	VPG	Primary Industries – General- Agriculture
FTY	Food Technology	VPO	Primary Industries – Horse Care
ITG	Industrial Technology – Graphics	VPH	Primary Industries – Horticulture
ITO	Industrial Technology – Automotives	VPS	Primary Industries – Sheep and Wool
ITB	Industrial Technology – Building & Construction	VRO	Retail – Operations
ITE	Industrial Technology – Electronics	VRF	Retail – Fresh Food
ITM	Industrial Technology – Metal	VRC	Retail – Clerical Administration
ITD	Industrial Technology – Multimedia	VTS	Tourism
ITP	Industrial Technology – Polymers/Plastics		
ITW	Industrial Technology – Timber-	Other	
IPT	Information Processes & Technology	CAR	Careers
IST	Information & Software Technology	CCO	Computer Coordinator
MAR	Marine Studies	ESS	English as a Second Language
SDD	Software Design & Development	GEN	General
TXD	Textiles and Design/Technology	LIS	Library
		DSC	School Counselling
Vocational Education and Training Industry Curriculum Framework areas		Special Education	
VBS	Business Services	AUS	Autism
VCG	Construction	BCD	Behaviour Difficulties
VNG	Entertainment – General	BID	Behaviour Difficulties (Itinerant)
VNF	Entertainment – Front of House	SCP	Substitute Care Program
VHA	Hospitality – Accommodation Services	JJC	Juvenile Justice Centres
VHO	Hospitality – Commercial Cookery	EDS	Emotional Disturbance
VHF	Hospitality – Food and Beverage	HDI	Hearing Impairment (Itinerant)
VHH	Hospitality – Housekeeping	HDS	Hearing Impairment
VIF	Information Technology – Foundation	INI	Integration (Itinerant)
VIG	Information Technology – General	LAS	Learning Assistance
VIN	Information Technology – Network Administration	MIS	Mild Intellectual Disability
VIS	Information Technology – Software Applications	MOS	Moderate Intellectual Disability
VEG	Metal and Engineering	PDS	Physical Disability
VPA	Primary Industries – Animal Studies	SDS	Severe Intellectual Disability
VPB	Primary Industries – Beef Production	TRI	Transition (Itinerant)
VPL	Primary Industries – Conservation and Land Management	VDI	Vision Impairment (Itinerant)
		VDS	Vision Impairment

28 April 2008

SPECIAL APTITUDES CODES

The special aptitudes codes may only be listed where applicable on application forms where teachers have demonstrated that they meet these special aptitudes, as confirmed by their principal, school education director or director.

CODE	DESCRIPTION OF SPECIAL APTITUDE	TYPE OF VACANCY TO WHICH THE CODE APPLIES
SFD	Understanding of the educational implications for schools meeting the needs of students from low socio-economic status communities.	Schools on the Priority Schools Funding Program list.
SFE	Capacity to integrate technology in effective classroom practice.	Vacant positions in a school which coordinate and manage the integration of whole school technology in classroom practice.
SFG	Awareness of gender equity issues including strategies for catering for girls' education/boys' education.	Vacant positions which involve participation in programs to address specific issues relating to education of girls/boys.
SFI	Knowledge of and commitment to Aboriginal programs and working with Aboriginal students and communities.	Schools with significant Aboriginal enrolments (20% of student enrolments or 20 or more students).
SFN	Understanding of and sensitivity to the needs of students from a language background other than English.	Schools with significant enrolment of students from a language background other than English (60% of student enrolments).
SFP	Capacity to coordinate whole school performing arts programs.	Performing Arts High Schools and vacant positions which involve co-ordination of whole school performing arts programs.
SFR	Understanding of the educational needs of students in isolated rural schools.	Isolated rural schools.
SFS	Capacity to coordinate effective sports programs.	Sports High Schools and vacant positions which involve coordination of whole school sports programs
SFT	Understanding of the needs of gifted and talented students.	Vacant positions which involve participation in specific programs to meet the needs of gifted and talented students.
SFX	Capacity to implement effective distance education programs.	Distance education centres and vacant positions which involve distance education delivery.
SXL	Capacity to coordinate whole school focused learning and development priorities.	Vacant positions with a significant role in the coordination and management of whole school learning and development priorities.
SXW	Capacity to coordinate whole school student welfare programs.	Vacant positions with a significant role in the coordination and management of whole school student welfare programs.

Continued from page 46

SPECIAL APTITUDE CODES – DEPUTY PRINCIPAL POSITIONS ONLY

In addition to the special aptitudes codes above, the following special aptitudes codes are available for Deputy Principal positions.

SXA	Capacity to coordinate aspects of school administration.	Vacant positions with a role in the coordination and management of aspects of school administration.
SXC	Capacity to coordinate whole school curriculum.	Vacant positions with a significant role in the coordination and management of whole school curriculum initiatives.

AREAS OF EXPERTISE CODES

Areas of expertise codes may be listed where applicable on application forms where teachers have demonstrated experience and/or qualifications in the expertise area.

AREA OF EXPERTISE	CODE	AREA OF EXPERTISE	CODE
Braille (Specific positions only)	BLE	Hearing Impairment (Specific positions only)	HEA

28 April 2008

C. SECONDARY OR CENTRAL SCHOOL PRINCIPAL POSITIONS

The **staffing codes** listed below are to be used by:

- principals completing an online application form to apply for priority transfer or resumption of duty to a secondary or central school principal position. The instructions on each application form should also be carefully read.
- school education directors defining the requirements of a secondary or central school principal vacancy when it is to be filled by the computerised staffing system, i.e. priority transfers or resumption of duty.

POSITION LEVEL CODES

Position level codes refer to the level of your current substantive school position.

POSITION LEVEL	CODE
High School Principal Level 1	PH1
High School Principal Level 2	PH2
Central School Principal Level 1	PC1
Central School Principal Level 2	PC2
Central School Principal Level 3	PC3
Central School Principal Level 4	PC4

28 April 2008

SELECTION PANEL PROCEDURES FOR SCHOOL TEACHERS 2008

Selection Panel Procedures for School Teachers 2008 located on the department's website at <https://www.det.nsw.edu.au/employment/promotion> provides information on the selection process for advertised classroom teacher, executive and principal positions and classroom teacher positions filled from the pool of interested applicants from either the service transfer, graduate recruitment or employment lists.

The procedures will assist selection panel members and provide guidelines for teachers applying for a position through these processes.

The procedures should be read in conjunction with *Promotion and Transfer Procedures for School Teachers 2008* located on the department's website at <https://www.det.nsw.edu.au/employment/promotion>

These procedures rescind and replace all previous procedures contained in the *Merit Selection Procedures Manual 2005* and in the accompanying *Promotion and Transfer Procedures for School Teachers 2005*.

Current NSW Department of Education and Training employees and persons not currently employed by the NSW Department of Education and Training (referred to as external applicants) are eligible to apply for advertised positions.

The procedures have the following four parts:

- PART A** Procedures for classroom teacher, executive and principal vacancies filled through advertisement
- PART B** Procedures for classroom teacher vacancies filled from the pool of interested applicants from either the service transfer, graduate recruitment or employment lists
- PART C** Appeals procedures
- PART D** Appendices

CONTENTS

Page
number

PART A	PROCEDURES FOR CLASSROOM TEACHER, EXECUTIVE AND PRINCIPAL VACANCIES FILLED THROUGH ADVERTISEMENT	
Section 1	Method of filling vacancy	3
Section 2	Selection panel.....	3
Section 3	Responsibilities of selection panel members	10
Section 4	Preparing the advertisement	12
Section 5	Selection criteria	14
Section 6	Consulting referees	17
Section 7	Short listing.....	19
Section 8	Interview process	22
Section 9	Post interview procedures	26
Section 10	Advising applicants of the outcome of the selection process	29
PART B	PROCEDURES FOR CLASSROOM TEACHER VACANCIES FILLED FROM THE POOL OF INTERESTED APPLICANTS FROM EITHER THE SERVICE TRANSFER, GRADUATE RECRUITMENT OR EMPLOYMENT LISTS	
Section 1	Selection panel.....	32
Section 2	Receiving pool of interested applicants	33
Section 3	Consulting referees and Short listing.....	33
Section 4	Interview process, Post interview procedures and Advising applicants of the outcome of the selection process	34
PART C	APPEALS PROCEDURES	35
PART D	APPENDICES	
	Panel convener's checklists.....	37

PART A

PROCEDURES FOR CLASSROOM TEACHER, EXECUTIVE AND PRINCIPAL VACANCIES FILLED THROUGH ADVERTISEMENT

Classroom teacher positions will be filled in the first instance by priority transfer. Positions are then considered by Staffing Services for filling by Aboriginal or Torres Strait Islander employment, resumption of duty or teachers completing targeted recruitment programs.

Where a position is not filled in these ways, the school selects whether it will be filled by advertisement or from the service transfer*, graduate recruitment or employment lists.

*Until the beginning of term 2, 2010, teachers who had an active service transfer application as at 13 April 2008 will be considered for appointment before a position can be filled by advertisement or from the service transfer, graduate recruitment or employment lists. Where a service transfer applicant matches the position, the teacher will be appointed if the last vacant position at that school was not filled through service transfer. The teacher is not automatically appointed if the last vacant position was filled through service transfer. In this case, the school chooses from a suite of options to fill the position, one of which is service transfer.

Note: Where a classroom teacher position is advertised, the teacher on the service transfer list who matches the position and has the highest transfer points will be contacted and invited to apply. If an application is submitted, the teacher is guaranteed an interview for the position.

Executive positions not filled by priority transfer or resumption of duty will be advertised.

Principal positions not filled by priority transfer or resumption of duty will be advertised.

Section 1 METHOD OF FILLING VACANCY

The principal confirms with Staffing Services the permanent full-time or permanent part-time classroom teacher or executive vacancy. The school education director confirms with Staffing Services the principal vacancy.

Action should not be taken by the principal or school education director to form a selection panel until advice has been received from Staffing Services that this action may proceed.

Section 2 SELECTION PANEL

The principal forms the selection panel for classroom teacher and executive vacancies. The school education director forms the selection panel for principal vacancies.

TRAINING FOR SELECTION PANEL MEMBERS

All panel members must be trained in selection procedures. Training is conducted in each region.

The principal or school education director should arrange for any untrained panel member to be provided with training.

Panel members who have received training related to the *Merit Selection Procedures Manual 2005* do not need to be retrained. However, these panel members need to ensure they have read the *Selection Panel Procedures for School Teachers 2008*.

Principals or school education directors can provide training. It is not appropriate, however, for principals or school education directors to train members of a selection panel for which they are the convener or about to become the convener once a vacancy is known.

Training of selection panel members will be monitored.

INTERVIEWS

Interviews should be held outside school hours whenever possible and should minimise disruption to students.

It is expected therefore that where it is available, videoconferencing will be used to minimise disruption to schools and students.

The use of teleconferencing will also assist to minimise disruption.

One of the key matters for consideration in determining the method of interviews is ensuring that no applicant is disadvantaged.

INFORMATION FOR SELECTION PANEL MEMBERS

The panel convener should advise panel members that the selection process will be undertaken in accordance with the *Selection Panel Procedures for School Teachers 2008*.

As a minimum, the panel convener must provide each panel member with a copy of the *Responsibilities of Selection Panel Members* (pages 10-11) at the time of forming the selection panel.

COMPOSITION OF SELECTION PANELS

The selection panel for classroom teacher positions is:

- Principal or nominee
- Teacher representative elected by and from the Teaching Service staff at the school (*See page 8 if a teacher representative has not been elected or is not available*)
- School Parents and Citizens Association will be given the option to participate. If the School Parents and Citizens Association wishes to participate, it will be asked to nominate its representative within 10 working days.

The parent representative is to be a parent or community representative nominated by the school parent organisation, and if one exists, endorsed by the president of the school council. In schools with no school council, the parent representative is to be a parent or community representative nominated by the school parent organisation. Where there is no school parent organisation, the Federation of Parents and Citizens Associations should be contacted and given the option to nominate a representative.
- Where applicable, a representative of the local Aboriginal Education Consultative Group and/or local ethnic community will be given the option to participate. If the local Aboriginal Education Consultative Group and/or local ethnic community wishes to participate, it will be asked to nominate its representative within 10 working days.

Note: The selection panel for Schools in Partnership (SiP) schools will include an Aboriginal representative of the school community as well as a representative of the local Aboriginal Education Consultative Group.

There should be a gender balance, where possible.

The selection panel for executive positions is:

- Principal or nominee
- Teacher representative elected by and from the Teaching Service staff at the school (*See page 8 if a teacher representative has not been elected or is not available*)
- School Parents and Citizens Association representative

The parent representative is to be a parent or community representative nominated by the school parent organisation, and if one exists, endorsed by the president of the school council. In schools with no school council, the parent representative is to be a parent or community representative nominated by the school parent organisation. Where there is no school parent organisation, the Federation of Parents and Citizens Associations should be contacted for a representative to be nominated.
- Panel member nominated by the school education director at the same or higher level as the vacant position

While this panel member would normally be an executive from within the school, the school education director has the discretion to nominate an executive or consultant from outside the school where this is considered appropriate.
- Where applicable, a representative of the local Aboriginal Education Consultative Group and/or local ethnic community.

Note: The selection panel for Schools in Partnership (SiP) schools will include an Aboriginal representative of the school community as well as a representative of the local Aboriginal Education Consultative Group.

There must be at least one male and one female on the panel.

The selection panel for principal positions is:

- School Education Director or nominee
- Teacher representative elected by and from the Teaching Service staff at the school (*See page 9 if a teacher representative has not been elected or is not available*)
- School Parents and Citizens Association representative
The parent representative is to be a parent or community representative nominated by the school parent organisation, and if one exists, endorsed by the president of the school council. In schools with no school council, the parent representative is to be a parent or community representative nominated by the school parent organisation. Where there is no school parent organisation, the Federation of Parents and Citizens Associations should be contacted for a representative to be nominated.
- Another principal at the same or higher level, nominated by the Director, Staffing Services in consultation with the NSW Secondary Principals' Council or the NSW Primary Principals' Association
For metropolitan positions, the principal will be in a different region to the region in which the vacancy exists. For non metropolitan positions, the principal will be in a different staffing area to that in which the vacancy exists. The Director, Staffing Services has the delegation to modify this if travel time would be greater than two hours.
- Where applicable, a representative of the local Aboriginal Education Consultative Group and/or local ethnic community.

Note: The selection panel for Schools in Partnership (SiP) schools will include an Aboriginal representative of the school community as well as a representative of the local Aboriginal Education Consultative Group.

There must be at least one male and one female on the panel.

Additional selection panel members

The Director, Staffing Services (or nominee) **may approve** the inclusion of an additional panel member where there are specific needs relevant to the position or where the position is for a special education teacher or a school counsellor.

The Director, Staffing Services (or nominee) **will approve** the inclusion of an additional panel member in schools with significant Aboriginal enrolments or in schools with significant enrolments with a language background other than English. Under these circumstances, the following guidelines apply.

Schools with significant Aboriginal enrolments (20% of enrolments or 20 or more students)

In schools classified as having significant Aboriginal enrolments or where the position requires an understanding of, and sensitivity to, the needs of Aboriginal students, the selection panel will include an additional panel member who is a representative of the local NSW Aboriginal Education Consultative Group (AECG) or the local Aboriginal or Torres Strait Islander community.

Note: The additional panel member must be an additional person on the selection panel rather than an existing panel member also representing the local AECG or the local Aboriginal or Torres Strait Islander community

The selection of the Aboriginal panel member will usually involve consultation with the local AECG or, where such a group does not exist, with the local Aboriginal or Torres Strait Islander community or communities. The Aboriginal Community Liaison Officer(s) may be able to assist in arranging for the nomination of a suitable person.

Schools with significant language background other than English enrolments (60% of enrolments)

In schools classified as having significant enrolments with a language background other than English, or where the position requires an understanding of, and sensitivity to, the needs of students from a language background other than English, the selection panel will include an additional panel member who represents the local ethnic community or communities.

Note: The additional panel member must be an additional person on the selection panel rather than an existing panel member also representing the local ethnic community or communities.

The selection of such a person will usually involve consultation with the local ethnic community or communities. If necessary, the Multicultural/ESL Consultant(s) or Community Information Officer(s) may be able to assist in arranging for the nomination of a suitable person.

COMPOSITION OF SELECTION PANELS WHERE A TEACHER REPRESENTATIVE HAS NOT BEEN ELECTED OR IS NOT AVAILABLE FOR ANY REASON

Where teachers at the school have decided not to elect a teacher representative, or where a teacher representative is not available for any reason, the selection process may proceed with the following selection panel composition.

Note: The section on Additional selection panel members on page 6 also applies in these situations.

Classroom teacher positions

There must be at least a two person panel.

- Principal or nominee
- A representative of the School Parents and Citizens Association
The parent representative is to be a parent or community representative nominated by the school parent organisation, and if one exists, endorsed by the president of the school council. In schools with no school council, the parent representative is to be a parent or community representative nominated by the school parent organisation. Where there is no school parent organisation, the Federation of Parents and Citizens Associations should be contacted for a representative to be nominated.
If the School Parents and Citizens Association is not able to participate, the School Education Director, or their nominee who will be a member of the Teaching Service, will be a member of the panel.
- Where applicable, a representative of the local Aboriginal Education Consultative Group and/or local ethnic community will be given the option to participate. If the local Aboriginal Education Consultative Group and/or local ethnic community wishes to participate, it will be asked to nominate its representative within 10 working days.

Note: The selection panel for Schools in Partnership (SiP) schools will include an Aboriginal representative of the school community as well as a representative of the local Aboriginal Education Consultative Group.

There should be a gender balance where possible.

Executive positions

- Principal or nominee
- School Parents and Citizens Association representative
The parent representative is to be a parent or community representative nominated by the school parent organisation, and if one exists, endorsed by the president of the school council. In schools with no school council, the parent representative is to be a parent or community representative nominated by the school parent organisation. Where there is no school parent organisation, the Federation of Parents and Citizens Associations should be contacted for a representative to be nominated.
- Panel member nominated by the school education director at the same or higher level as the vacant position
While this panel member would normally be an executive from within the school, the school education director has the discretion to nominate an executive or consultant from outside the school where this is considered appropriate.

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- Where applicable, a representative of the local Aboriginal Education Consultative Group and/or local ethnic community.

Note: The selection panel for Schools in Partnership (SiP) schools will include an Aboriginal representative of the school community as well as a representative of the local Aboriginal Education Consultative Group.

There must be at least one male and one female on the panel.

Principal positions

- School Education Director or nominee
- School Parents and Citizens Association representative
The parent representative is to be a parent or community representative nominated by the school parent organisation, and if one exists, endorsed by the president of the school council. In schools with no school council, the parent representative is to be a parent or community representative nominated by the school parent organisation. Where there is no school parent organisation, the Federation of Parents and Citizens Associations should be contacted for a representative to be nominated.
- Another principal at the same or higher level, nominated by the Director, Staffing Services in consultation with the NSW Secondary Principals' Council or NSW Primary Principals' Association.
For metropolitan positions, the principal will be in a different region to the region in which the vacancy exists. For non metropolitan positions, the principal will be in a different staffing area to that in which the vacancy exists. The Director, Staffing Services has the delegation to modify this if travel time would be greater than two hours.
- Where applicable, a representative of the local Aboriginal Education Consultative Group and/or local ethnic community.

Note: The selection panel for Schools in Partnership (SiP) schools will include an Aboriginal representative of the school community as well as a representative of the local Aboriginal Education Consultative Group.

There must be at least one male and one female on the panel.

Section 3 RESPONSIBILITIES OF SELECTION PANEL MEMBERS

The role of the selection panel is to make a recommendation as to the most suitable applicant to fill the vacant position. The recommendation will be based on the extent to which each applicant meets the general (if applicable) and specific selection criteria for the position after assessing information from all stages of the selection process, i.e. application, referees' comments and interview.

- **The confidentiality of all stages of the selection process must be observed during and after the selection process.** Panel members must not divulge information about the process or any applicant to anyone outside the selection panel. The panel convener is the only person to provide feedback. Any enquiries made to panel members must be redirected to the panel convener.
- Panel members must select applicants based on how well their skills, knowledge and experience match the criteria for the position.
- It is important that each panel member be involved at all stages of the selection process. If for any reason a panel member is unable to be involved in any part of the process, the panel member should notify the panel convener as soon as possible. If no alternative time can be arranged, advice should be sought from the Director, Staffing Services.

In the case of making contact with referees, however, it is acceptable as a minimum for the panel convener and at least one other member of the selection panel, nominated by the selection panel, to contact referees.

- All applicants must be treated with respect and be assessed in an impartial and thorough manner. This includes observing the principles of Equal Employment Opportunity (EEO) in all aspects of the selection process. Information about the principles of EEO can be obtained by attending a selection procedures training course or from the department's website at <https://www.det.nsw.edu.au/employment/eo/index.htm>
- As all applicants are different it will be necessary to verify, test and explore different aspects of the selection criteria for each applicant. Whilst all questions must be consistent, fair and based on the selection criteria, it is appropriate and in many cases expected that applicants and referees will be asked different questions to clarify different aspects of the selection criteria.
- Each panel member is an equal participant in discussion, assessment and decision making. This should be reflected in the associated selection panel documentation completed through Jobs@DET. Comments made on the *Selection Panel Report* must **clearly discriminate** between the applicants in terms of the selection criteria for the position.

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- The panel convener must confirm on the *Selection Panel Report* submitted to Staffing Services that all panel members endorse the comments written in the report and understand the confidentiality requirements of the selection process.
 - Where appropriate, the convener may need to indicate that a minority report/s is being submitted.

Minority reports may be submitted using the *Selection Panel Report* format downloaded from Jobs@DET by any panel member and must be forwarded to the Director, Staffing Services by email to staffing@det.nsw.edu.au or fax 1300 556 306 at the same time as the *Selection Panel Report* is submitted. There may be more than one minority report.

The minority report(s) should include the reasons for a dissenting viewpoint in relation to the **selection criteria** together with the name of the preferred applicant and the reasons for supporting this applicant based on the selection criteria. The Director, Staffing Services will review all documentation available and will determine the course of action.

- It is important that appropriate EEO groups participate in the selection process to reflect specific job requirements and specific community needs. The roles of EEO group members on selection panels will be monitored.
- Panel conveners will ask all panel members to declare the extent of any prior personal knowledge of, involvement with, or interest in, any of the applicants before undertaking the short listing process. The panel convener will also make a self-declaration. The panel convener must clearly indicate on the *Short List Report* completed through Jobs@DET that all panel members are aware of the correct procedures and have declared any personal knowledge of, or interest in, any of the applicants.

Undertaking **the declaration process before commencing the short listing process** is critical for all selection panel members, as this ensures that all applicants are treated fairly and on their merit. Prior knowledge of an applicant does not necessarily exclude participation in the selection process.

If any panel member does declare an interest in an applicant, then the selection panel needs to make **an assessment** as to whether the panel member has undue positive or negative views about the applicant such that they would unduly influence that panel member in the selection panel deliberations.

If any panel member believes that another panel member, including the panel convener, has **a conflict of interest** which could prejudice the outcome, this must be referred immediately to the Director, Staffing Services who will decide whether the membership of the selection panel should be changed.

- Training on selection procedures is available in each region.

Section 4 PREPARING THE ADVERTISEMENT

All panel members will participate in writing the advertisement for the vacant position.

The advertisement should accurately describe the role of the position to ensure the interest of the broadest range of eligible applicants.

The advertisement will be reviewed by a senior person in Staffing Services.

The advertisement will be prepared through Jobs@DET and include the following information.

POSITION AND ADVERTISEMENT DETAILS

Details of school and position title, e.g. classroom teacher; deputy principal, primary; head teacher, English. The advertisement number will be provided by Staffing Services.

POSITION REQUIREMENTS

Details of the specific selection criteria and the position information are included in this section of the advertisement. A maximum of 250 characters and 150 characters (including spaces) is provided for the specific selection criteria and position information respectively.

The specific selection criteria will be determined by the selection panel based on the particular needs/focus of the vacant position. Refer to Section 5: Selection Criteria, page 14.

The position information should include a concise outline of relevant features of the school and position. These may include:

- school size and composition
- special focus programs
- the school's priorities
- accessibility for people with disabilities e.g. ramps or other special facilities.

CONTACT INFORMATION

This section includes the name and telephone number of the officer to whom enquiries regarding the position should be directed (usually the panel convener) and the panel convener's position and location.

If the panel convener is not to be the enquiry officer, to ensure consistency, the nominated officer must be briefed on the information to be provided to intending applicants.

The enquiry officer should be available and able to provide the following details, where appropriate, to prospective applicants:

- the size of the school and its distinctive features (e.g. the school is on the Priority Schools Program)
- patterns of enrolment.

Applicants who contact the enquiry officer should be provided with the same documentation either electronically or in another format by the enquiry officer. As a minimum, these applicants must be provided with the school plan and annual school report.

Applicants should be reminded to refer to the *Promotion and Transfer Procedures for School Teachers 2008* and *Selection Panel Procedures for School Teachers 2008* for information about the selection process. These documents are available on the [department's website](#).

Section 5 **SELECTION CRITERIA**

The selection criteria for classroom teacher positions will consist of the specific selection criteria for the vacant position. Applicants for classroom teacher positions must address the specific selection criteria for the position in their application.

The selection criteria for executive and principal positions will consist of the:

- general selection criteria for the position; and
- specific selection criteria for each vacant position.

Applicants for executive and principal positions must address both the general selection criteria and the specific selection criteria for the position in their application.

1 GENERAL SELECTION CRITERIA

Executive positions

The following eight general selection criteria are deemed essential for all executive positions in schools. The general selection criteria are not listed in priority order. The degree to which applicants are expected to demonstrate their ability to meet each criterion and the relative importance of the criteria will vary depending upon the level of position sought.

Applicants for executive positions must demonstrate the capacity to provide successful educational leadership. This must be demonstrated through:

- Record of successful teaching experience and curriculum implementation
- Capacity to initiate improvement and monitor high educational standards
- Successful team work and ability to enhance staff performance and implement equal employment opportunity principles
- Effective contribution to programs for child protection and student welfare
- Effective communication and negotiation with students, teachers, parents and the community
- Evidence of well developed planning, organisational and resource management skills
- Demonstrated commitment to the values of public education
- Knowledge of and commitment to the department's Aboriginal education policies.

28 April 2008

Principal positions

The following nine general selection criteria are deemed essential for all principal positions in schools. The general selection criteria are not listed in priority order.

Applicants for principal positions need to show evidence of successful educational leadership. This must be demonstrated through:

- Provision of quality education for students and improvement in student outcomes
- Effective management and implementation of programs for child protection and student welfare
- Effective management and implementation of curriculum
- Ability to establish effective decision making and communication procedures within the school and the community
- Ability to plan collaboratively on a whole school basis and manage resources effectively and equitably
- Ability to develop strategies to enhance the performance and welfare of staff, and implement equal employment opportunity principles
- Capacity to promote the participation of the school community in developing and achieving the school's goals and purposes
- Demonstrated commitment to the values of public education
- Capacity to lead schools in implementing the department's Aboriginal education policies and to ensure quality outcomes for Aboriginal people.

28 April 2008

2 SPECIFIC SELECTION CRITERIA

The selection panel should determine the specific selection criteria for the vacant position. Specific selection criteria are necessary to ensure that the applicant is able to undertake the responsibilities of the particular position.

The general selection criteria for the position should be carefully considered by the selection panel when they are determining the specific selection criteria for executive or principal positions.

Specific selection criteria should:

- begin with the words *In addition to the general selection criteria...* for executive and principal positions.
- add to the general selection criteria and not repeat the same skills and knowledge requirements.
- include the subject/teaching areas as applicable.
- include only those requirements that are inherent to the skills and knowledge that are essential to do the job so that applicants are not disadvantaged and the most suitable applicant is selected. Criteria considered desirable, that are not needed to do the job, or that are minor aspects of the job, should not be included in the specific selection criteria.
- be written in plain English that is clear, concise and easy to understand. The use of jargonistic language should be avoided.
- be written in concise phrases or sentences. Ambiguous phrases that are open to interpretation should not be used as these can be a source of potential bias and can make it difficult to distinguish clearly between the applicants.
- be examined to ensure that they are not too specifically or narrowly worded, resulting in teachers who may be capable of performing well in the position not being able to demonstrate fully their skills and experiences.
- be examined to ensure there is no discrimination. Some specific selection criteria may be indirectly discriminatory. For example, "lengthy or extensive experience" can translate as seniority. Often people are capable of becoming proficient in an area through interest and commitment in a shorter time or have gained valuable experience outside the school, for example, voluntary work, community involvement, and previous fields of employment.
- adhere to all EEO principles. This includes examining specific selection criteria carefully to ensure that they comply with EEO principles and do not discriminate against any group. In the case of people with disabilities the principles of reasonable adjustment apply. This involves the modification of the workplace or job design which allows people with physical disabilities to apply for jobs, perform their jobs effectively and participate fully in all activities associated with employment.

Section 6 CONSULTING REFEREES

RESPONSIBILITIES OF APPLICANTS

Applicants are required to advise their principal, school education director, state office director or regional senior manager that they are submitting an application.

Applicants applying for advertised classroom teacher, executive or principal positions must include the names and contact details of three referees in their application:

- For applicants in classroom teacher and executive positions, one of the referees must be the applicant's current principal.
- For applicants in principal positions, one of the referees must be the applicant's current school education director.
- For applicants in non school based positions, one of the referees must be the applicant's current school education director, state office director or regional senior manager.
- For external applicants, one of the referees should be the applicant's current (or most recent) supervisor.

Note: For teachers who are applying for advertised positions, and who are not currently employed by the department, it will not always be possible for them to have a principal as a referee. However, where a teacher has done a substantial period of temporary teaching, it may be possible to have a principal as a referee.

RESPONSIBILITIES OF SELECTION PANEL MEMBERS

As part of the short listing process, the selection panel* will contact two referees for applicants for classroom teacher, executive or principal positions who are being actively considered by the selection panel to proceed to interview**.

***Note:** The panel convener and at least one other panel member nominated by the selection panel will contact referees.

One of the referees contacted must be the applicant's current principal, school education director, state office director, regional senior manager or current (or most recent) supervisor as outlined above, depending on the applicant's current position.

In seeking advice from the applicant's current principal, school education director, state office director, regional senior manager or current (or most recent) supervisor, the panel convener will confirm that:

- the supervisor is aware that an application has been submitted, and that
- the classroom teacher, executive staff member or principal is performing his or her duties satisfactorily.

As all applicants are different, it will be necessary to verify, test and explore different issues with regard to the selection criteria for each applicant with their referees. Whilst all questions must be consistent, fair and based on the selection criteria, it is appropriate and in many cases expected that referees will be asked different questions to clarify different aspects of the selection criteria.

The selection panel can then assess whether an applicant is short listed for interview.

For advertised positions, the selection panel must also contact the third referee of the proposed recommended applicant and those being considered for inclusion on the eligibility list.

The selection panel must provide a summary of two referees' comments on the *Short List Report* and the third referee's comments on the *Selection Panel Report*.

RESPONSIBILITIES OF REFEREES

The function of referees is to provide advice to the selection panel on the applicant's professional competence for specific positions.

Referees have an obligation to provide accurate advice to the questions asked in relation to the selection criteria by panel members about applicants. To do otherwise may breach the department's Code of Conduct.

The applicant's current principal, school education director, state office director, regional senior manager or current (or most recent) supervisor depending on the applicant's current position (refer page 17), will need to confirm with the selection panel that the applicant is performing his or her duties satisfactorily.

Where applicable, in certifying that the teacher is performing his or her duties satisfactorily, the applicant's current principal, school education director, state office director or regional senior manager will endorse the application if he or she has indicated the teacher is performing satisfactorily on the Teacher, Principal or Non School Based Teaching Service Officer Assessment and Review Schedule, and there have been no performance problems raised since that time.

Section 7 SHORT LISTING

Following the closing date, the selection process should be completed within seven working days.

SHORT LISTING PROCESS

Prior to short listing, the panel convener must ensure that all applications have been downloaded from [Jobs@DET](#). Panel conveners are advised to review the audit history report to ensure all applications submitted online have been opened.

All applications received by the closing date must be considered by the selection panel.

All panel members must be involved in the short listing of applicants following the closing date for the receipt of applications. Short listing must be based only on the selection criteria for the position and the information provided by applicants in their application, together with the comments provided by the two referees contacted as part of the short listing process. Refer to Section 6: Consulting Referees, pages 17-18.

Applicants should be excluded from further stages of the selection process if they:

- do not satisfy the selection criteria
- do not show evidence that their skills and knowledge are competitive with other applicants.

Once short listing has been completed, the eligibility of each short listed applicant for the position needs to be verified.

Note: For classroom teacher positions, where the teacher on the service transfer list who matched the position and has the highest transfer points has submitted an application, the teacher must be invited to interview.

The panel convener completes the *Short List Report* through [Jobs@DET](#) and submits it to Staffing Services for confirmation of eligibility of applicants to be interviewed. The panel convener must confirm on the *Short List Report* that all selection panel members are aware of the correct short listing procedures, have participated in the short listing process and that they have declared any personal knowledge of, involvement with, or interest in, any of the applicants.

The panel convener must download a copy of the completed *Short List Report* for each panel member to sign. This copy should be kept by the panel convener with other selection panel documentation for a period of twelve months following the completion of the selection process, prior to being destroyed.

CONFIRMING ELIGIBILITY OF SHORT LISTED APPLICANTS

Areas to be considered by Staffing Services to determine eligibility for advertised **classroom teacher positions** are that the applicant:

- is eligible for approval to teach in the NSW Department of Education and Training (if not currently permanently employed within the department)
- has not, within the current staffing operation, already accepted another substantive classroom teacher position
- meets any academic requirements for the position
- is performing his or her duties satisfactorily.

Areas to be considered by Staffing Services to determine eligibility of existing members of the Teaching Service for advertised **executive or principal positions** are that the applicant:

- has not, within the current staffing operation, already accepted a promotion or a position at the same salary level as the advertised position
- meets any academic requirements for the position
- is performing his or her duties satisfactorily.

Areas to be considered by Staffing Services to determine eligibility of external applicants for advertised **executive or principal positions** are that the applicant:

- has the qualifications to be eligible for approval to teach in the NSW Department of Education and Training
- meets any eligibility requirements for the position (e.g. head teacher positions).

Information relating to eligibility to teach in NSW public schools can be located on the department's website at

<https://www.det.nsw.edu.au/employment/teachnsw/teacherqual.htm>

Information concerning the eligibility requirements to apply for head teacher positions in NSW public schools can be located in the [Head Teacher Eligibility Requirements Policy](#) on the department's website.

In addition to the eligibility requirements for classroom teacher, executive and principal positions outlined above, the *Institute of Teachers Act 2004* requires all new scheme teachers to be accredited with the NSW Institute of Teachers.

A new scheme teacher is a teacher (either permanent, temporary or casual) who has:

- never been employed to teach in NSW schools before 1 October 2004, or
- not been employed as a teacher in NSW schools at any time during the last five years (this does not include those teachers employed by the department before 1 October 2004 who are returning from approved leave or from a non school based position within the department or in the Office of the Board of Studies).

It is an offence to employ or to continue to employ a new scheme teacher who is not accredited with the NSW Institute of Teachers. To meet the Institute's mandatory accreditation requirements, the department requires that all new scheme teachers are accredited at the point of employment.

Further information is available in the NSW Department of Education and Training's [Accreditation of New Scheme Teachers in NSW Government Schools Policy](#).

Section 8 INTERVIEW PROCESS

CONTACTING APPLICANTS FOLLOWING THE SHORT LISTING PROCESS

Once Staffing Services has confirmed the eligibility of applicants short listed for interview, the panel convener contacts the eligible applicants and invites them to proceed to interview.

Note: For classroom teacher positions, where the teacher on the service transfer list who matched the position and has the highest transfer points has submitted an application, the teacher must be invited to interview.

The panel convener must provide applicants with at least three working days' notice of their interview, commencing the day after the applicant is invited to interview.

Prior to contacting applicants short listed for interview, the selection panel must:

- **decide the allocation of time for each interview.**

The time allocated should be consistent for each applicant, but may vary according to the nature of the position. The most common interview length within the NSW Department of Education and Training is around 30 minutes. Sufficient time should be allowed between interviews for panel discussion and note taking. It is the panel convener's responsibility to ensure that interviews do not run over time.

- **decide how the interviews will be conducted.**

Interviews should be held outside school hours whenever possible and should minimise disruption to students.

It is expected therefore that where it is available, videoconferencing will be used to minimise disruption to schools and students.

The use of teleconferencing will also assist to minimise disruption.

One of the key matters for consideration in determining the method of interviews is ensuring that no applicant is disadvantaged.

A combination of videoconference and face to face interviews may be used.

An applicant called to a videoconference or face to face interview may instead request a telephone interview.

The selection panel can also decide to conduct telephone interviews for **all** short listed applicants, or telephone interviews for **all** short listed applicants followed by a videoconference (where available) or face to face interviews for one or more of these applicants.

When contacting those successful in gaining an interview the panel convener should provide the following advice:

- position title and school
- type of interview to be held
- date and time of interview. For videoconference and telephone interviews, the panel convener should confirm that the selection panel will contact the applicant at the interview time
- location of interview, providing specific directions where necessary
- composition of the selection panel and the names of panel members.

PREPARATION FOR INTERVIEWS

The purpose of the interview is to verify, test and explore different aspects of the selection criteria for each applicant.

Panel members need to remember that the interview is only one factor in determining the most suitable applicant for the position. The selection panel will make its recommendation on the basis of the extent to which each applicant meets the selection criteria for the position after assessing information from **all stages of the selection process, i.e. application, referees' comments and interview.**

A Physical environment

Arrange a suitable venue for the face to face, videoconference or telephone interviews.

Regional Offices will be able to advise of appropriate videoconferencing facilities in each region. The panel convener should ensure that appropriate support is provided to set up videoconferencing arrangements if required.

B Questions

Questions need to be based on the selection criteria and should explore each applicant's skills and knowledge and how these could be used in the position.

For executive and principal positions, the questions should explore aspects of both the general and specific selection criteria.

As all applicants are different it will be necessary to verify, test and explore different aspects of the selection criteria for each applicant. **Whilst all questions must be fair and based on the selection criteria, it is appropriate and in many cases expected that applicants will be asked different questions to clarify different aspects of the selection criteria.**

C Interview techniques – adherence to EEO principles

While it is acceptable and appropriate that applicants can be asked different questions, the panel convener must ensure there is no unfair questioning or assessment of applicants in any part of the process.

An applicant should **not** be asked about a partner, partner's employment or salary, children, dependants or child care arrangements, credit status, age, home ownership status, marital status, sexuality, pregnancy, race, ethnic or ethno-religious background, political party affiliation, trade union membership, or other matters not relevant to the selection criteria.

The panel convener must disband the selection panel in cases where there is any suggestion of malpractice, prejudice or unfair questioning. Such cases are to be reported in detail immediately to the Director, Staffing Services.

D Preliminary briefing session (on the day of the interviews)

The panel convener should:

- remind panel members of their responsibilities to adhere to EEO principles and to maintain **confidentiality** of the selection process
- remind panel members of the requirements of the position and the selection criteria
- discuss factors such as body language, voice projection, confidence of manner and questioning styles. It is important to realise that the personal style of some applicants will be influenced by factors such as culture and gender.

CONDUCTING INTERVIEWS

The panel convener will:

- introduce themselves and the other panel members
- outline the procedure for the interview, including the approximate length of the interview and that the applicant will be given time before the conclusion of the interview to provide additional information
- indicate that the panel members will be taking notes during the interview.

The panel convener should encourage the applicant to seek clarification during the interview if required.

The interview should be conducted in a relaxed atmosphere. The body language of the panel members should display an open, welcoming attitude and should indicate interest in the applicants' responses at all times. Positive body language from panel members encourages applicants to give their best responses.

The panel convener should ensure that:

- all panel members treat all applicants fairly and consistently, including applicants from the same school as the panel convener
- applicants are informed if the interviews are running late. Whilst every effort to keep within time should be made, delays are sometimes unavoidable. These delays may make an applicant more anxious. Panel members should be sensitive to this issue
- that the special needs of any applicants are met e.g. a person with a disability
- disruptions do not occur.

For telephone interviews, the panel convener should:

- ensure all panel members are present during each telephone interview and can hear and assess the applicant's answers by using a hands-free telephone
- seek an assurance from the applicant, immediately prior to interview, that they are alone for the conduct of the interview.

For videoconference interviews, the panel convener should:

- ensure that all panel members are present during each videoconference interview and can hear and see the applicant
- ensure that the applicant can see all the panel members
- seek an assurance from the applicant, immediately prior to interview, that they are alone for the conduct of the interview.

Section 9 POST INTERVIEW PROCEDURES

Sufficient time must be provided at the end of the interviews for the panel members to deliberate on the interviews held, review referees' comments and applications, make their recommendations and complete the *Selection Panel Report* and *Monitoring Report* through [Jobs@DET](#)

The selection panel must contact the third referee of the proposed recommended applicant for advertised positions and those being considered for inclusion on the eligibility list.

The assessment discussions **must focus on the potential of each interviewed applicant to undertake the responsibilities of the position in terms of the selection criteria and must be limited to issues relevant to the position.**

Irrelevant or private personal information about an applicant is not to be discussed. The selection panel should ensure that information from all stages of the selection process is considered in the assessment discussions i.e. application, referees' comments and interview.

If photocopies of applications were provided to panel members, the panel convener has the responsibility to collect and destroy these copies after the conclusion of all interviews. It is also important to ensure that the panel convener collects all notes from panel members at the conclusion of the interviews.

All original documentation, including applications, selection panel notes and other related material must be maintained by the panel convener in a secure place for a period of twelve months following the completion of the selection process, prior to being destroyed.

PREPARING THE SELECTION PANEL REPORT

The selection panel completes the *Selection Panel Report* through [Jobs@DET](#) which includes the *Recommended Applicant*, the *Eligibility List* and *Applicants not Recommended for Appointment* forms.

The *Selection Panel Report* provides documentation in relation to the selection criteria to support the various decisions of the selection panel, the recommendations and evidence upon which to determine any appeals.

It is essential that the report be developed by the entire selection panel. The panel convener should record the collective view of the selection panel in relation to the selection criteria in order to provide positive and developmental feedback to the applicants.

If there is a dissenting member(s), that dissent should be recorded. Minority report(s) using the *Selection Panel Report* format downloaded from [Jobs@DET](#) may be submitted by any panel member.

Minority report(s) must be forwarded to the Director, Staffing Services by email to staffing@det.nsw.edu.au or fax 1300 556 306 at the same time as the *Selection Panel Report* is submitted.

The minority report(s) should include the reasons for a dissenting view point in relation to the **selection criteria** together with the name of the preferred applicant and the reasons for supporting this applicant based on the selection criteria. The Director, Staffing Services will review all documentation available and will determine the course of action.

The *Recommended Applicant* form includes reasons for the recommendation. Where the selection panel has considered all applicants against the selection criteria and is not able to recommend any applicant for appointment, this should be stated on the *Recommended Applicant* form.

The selection panel must only place an applicant on the *Eligibility List* form if they consider that the applicant meets all the selection criteria at the level required for the position. Applicants placed on the eligibility list may be offered the position, in order of their placement on the list, if the position becomes vacant during the twelve month life of the eligibility list.

Should the selection panel, after exhaustive deliberations of the merits of the applicants against the selection criteria, be unable to reach a decision regarding the applicant to be recommended, the panel convener must seek advice from the Director, Staffing Services.

The *Applicants not Recommended for Appointment* form should list those applicants interviewed but not recommended or included on the eligibility list, and reasons for not recommending in relation to the selection criteria.

The panel convener should remind all panel members about confidentiality and that all enquiries should be referred to the panel convener*.

*** Note:** In the event of an appeal, the Appeals Panel may need to contact panel members regarding the processes used by the selection panel. Responses to requests by the Appeals Panel do not break the confidentiality requirements.

SUBMISSION OF SELECTION PANEL REPORTS

Prior to submitting the selection panel documentation, the panel convener must download a copy of the completed *Selection Panel Report* for each panel member to sign. This copy should be kept by the panel convener with other selection panel documentation for a period of twelve months prior to being destroyed.

Selection panel reports for Principal positions

Immediately after the post interview procedures are completed, the following documentation should be provided by the panel convener to the regional director.

- *Monitoring Report*
- *Selection Panel Report*
 - a) Recommended applicant
 - b) Eligibility list
 - c) Applicants not recommended for appointment
- Recommended applicant's application.

The regional director will review the documentation and seek further information from the selection panel through the panel convener if required. The regional director will authorise the panel convener to submit the *Selection Panel Report* and *Monitoring Report* through Jobs@DET to Staffing Services. The recommended applicant's application will be accessed by Staffing Services.

Selection panel reports for Classroom Teacher and Executive positions

Immediately after the post interview procedures are completed, the following documentation should be submitted through Jobs@DET by the panel convener to Staffing Services.

- *Monitoring Report*
- *Selection Panel Report*
 - a) Recommended applicant
 - b) Eligibility list
 - c) Applicants not recommended for appointment.

The recommended applicant's application will be accessed by Staffing Services.

APPROVAL OF SELECTION PANEL REPORT

The officer in Staffing Services with delegation to approve selection panel reports must be satisfied that the recommended applicant is the best person for the position. The delegated officer will consider all information relating to the selection process that has been forwarded to Staffing Services and the application. Where a minority report(s) has been forwarded, the Director, Staffing Services and not the delegated officer, will review all documentation available and will determine the course of action.

Once the *Selection Panel Report* has been approved, Staffing Services will notify the panel convener and advise the panel convener to inform applicants of the outcome. At this time the panel convener should send a letter of thanks to members of the selection panel. A proforma letter is available on Jobs@DET and will be provided to the panel convener.

If none of the applicants is recommended for the position, the Director, Staffing Services will advise of the course of action to be taken.

Section 10 **ADVISING APPLICANTS OF THE OUTCOME OF THE SELECTION PROCESS**

The panel convener is the only person to provide feedback. Feedback should be available to all applicants who applied for the position following the approval of the selection panel's recommendation and the offer has been accepted.

Other panel members must redirect to the panel convener any enquiries made to them.

Feedback is an important aspect in the learning process. Handled sensitively and taking into account cultural characteristics, constructive feedback can enhance self esteem and assist the applicant to make choices about career direction and future applications.

The provision of feedback is aimed at providing positive assistance to applicants who have been unsuccessful in the selection process. It does not imply an unsatisfactory standard of work or behaviour. The feedback should emphasise the strengths of the applicant and offer positive suggestions for improvement in areas that were not as strongly demonstrated. The panel convener should not discuss another applicant or their performance.

Feedback should focus on the **selection criteria** and the extent to which the applicant demonstrated the ability to meet the general selection criteria, where applicable, and the specific selection criteria for the position. When providing feedback, the application, interview techniques and referees' comments may be discussed.

Where appropriate, applicants should be advised of areas where they could enhance their opportunities for success. These areas could include widening job experiences, professional development activities, additional studies and presentation at selection interviews. Issues outside the selection criteria and selection process should not be discussed.

Panel conveners should prepare for the feedback discussion by checking the selection criteria and reading through the notes from the selection process.

NOTIFYING THE SUCCESSFUL APPLICANT

Once the panel convener has been advised that the *Selection Panel Report* has been approved by the Director, Staffing Services or delegate, the panel convener will offer the position to the successful applicant by telephone, stating that the offer is subject to appeals where appropriate.

The successful applicant should be informed that appeals from applicants for the position must be lodged with the Director, Staffing Services or nominee no later than ten calendar days from the day on which applicants are first notified (verbally or in writing) of being unsuccessful in their application.

Verbal advice must be followed by a letter from the panel convener to the successful applicant, i.e. *Letter of offer to successful applicant*. A proforma letter is available on [Jobs@DET](#) and will be provided to the panel convener. This may be faxed to the successful applicant with their concurrence.

On receipt of the letter, the successful applicant must immediately fax a response to the Director, Staffing Services and the panel convener indicating that they are accepting or declining the appointment offer.

A teacher whose appointment is subject to appeal will not take up duty in the new position until the appeal is determined.

Where an applicant rejects the offer of the position, the panel convener must contact Staffing Services to seek advice regarding the action to be taken.

FEEDBACK TO APPLICANTS UNSUCCESSFUL AT INTERVIEW

Immediately after the successful applicant has accepted the position offer, the panel convener must telephone each applicant who was unsuccessful at interview to:

- inform them of the outcome of the selection process
- offer to provide feedback on their application and interview in relation to the selection criteria and negotiate a suitable time if feedback is desired.

Initial feedback in relation to the selection criteria must be provided to applicants within 10 calendar days from the day on which the applicant is first notified (verbally or in writing) of being unsuccessful in their application.

In some circumstances where more detailed feedback is required, it may be necessary to provide further feedback outside the 10 day calendar period.

It is essential that unsuccessful applicants are **notified immediately to provide the opportunity for eligible applicants to appeal, where appropriate, against the process**. Appeals must be lodged with the Director, Staffing Services or nominee no later than ten calendar days from the day on which the applicant is first notified (verbally or in writing) of being unsuccessful in their application.

Verbal advice must be followed by letters to all unsuccessful applicants i.e. *Letter to applicants placed on the eligibility list following interview* or *Letter to applicants not placed on the eligibility list following interview*. Proforma letters are available on [Jobs@DET](#) and will be provided to the panel convener.

To assist with record keeping, an option is available for panel conveners to record their contact with applicants through [Jobs@DET](#) using the *Contact Applicants* section.

FEEDBACK TO APPLICANTS NOT SUCCESSFUL IN GAINING AN INTERVIEW

Immediately after the successful applicant has accepted the position offer, the panel convener must also send letters to ineligible applicants and to applicants not successful in gaining an interview. i.e. *Letter acknowledging ineligible application* or *Letter to applicants not successful in gaining an interview*. Proforma letters are available on Jobs@DET and will be provided to the panel convener.

Applicants are invited, in these letters, to contact the panel convener to obtain feedback about their application.

Feedback to applicants not successful in gaining an interview should relate to the selection criteria.

Feedback can only be provided by the panel convener once the successful applicant has accepted the position offer either verbally or in writing.

If applicants telephone at an inconvenient time, the panel convener should arrange a suitable time within ten calendar days when feedback and assistance can be given to the applicant.

To assist with record keeping, an option is available for panel conveners to record their contact with applicants through Jobs@DET using the *Contact Applicants* section.

PART B

PROCEDURES FOR CLASSROOM TEACHER VACANCIES FILLED FROM THE POOL OF INTERESTED APPLICANTS FROM EITHER THE SERVICE TRANSFER, GRADUATE RECRUITMENT OR EMPLOYMENT LISTS

Classroom teacher positions will be filled in the first instance by priority transfer. The position is then considered by Staffing Services for filling by Aboriginal or Torres Strait Islander employment, resumption of duty or teachers completing targeted recruitment programs.

Where a position is not filled in these ways, the school selects whether it will be filled by advertisement or from the service transfer*, graduate recruitment or employment lists.

*Until the beginning of term 2, 2010, teachers who had an active service transfer application as at 13 April 2008 will be considered for appointment before a position can be filled by advertisement or from the service transfer, graduate recruitment or employment lists. Where a service transfer applicant matches the position, the teacher will be appointed if the last vacant position at that school was not filled through service transfer. The teacher is not automatically appointed if the last vacant position was filled through service transfer. In this case, the school chooses from a suite of options to fill the position, one of which is service transfer.

Where a position is being filled by service transfer*, graduate recruitment or employment, the school can request Staffing Services to appoint directly from the service transfer*, graduate recruitment or employment lists or request the pool of interested applicants and form a selection panel to short list and interview the applicants.

Note: Where the pool of interested employment or service transfer applicants is requested, the teacher on the service transfer list who matches the position and has the highest transfer points will be contacted and invited to apply. If an application is submitted, the teacher is guaranteed an interview for the position.

The following procedures apply where a position is being filled from the pool of interested applicants.

Section 1 SELECTION PANEL

Once advice has been received from Staffing Services to form a selection panel, the principal, or nominee, forms the selection panel.

In forming the selection panel, the procedures in Part A: Section 2 Selection Panel (pages 3-9) must be followed.

The panel convener will inform the selection panel of the specific criteria for the position that were forwarded to Staffing Services.

Section 2 RECEIVING POOL OF INTERESTED APPLICANTS

Where a school requests the pool of interested applicants from either the service transfer, graduate recruitment or employment lists, Staffing Services will:

- identify all suitably qualified teachers on the appropriate list who match the specific criteria of the position and have indicated an interest in a position at the school with the vacant position
- send an email to these teachers to advise them that there is a vacant position. The email will include a link to the specific criteria
- also send an SMS message to these teachers to advise them that there is a vacant position, where applicants have notified Staffing Services of a mobile telephone number.

Note: Where the school requests the pool of interested applicants from the employment or service transfer lists, the teacher on the service transfer list who matches the position and has the highest transfer points will be contacted and invited to apply.

Teachers on the appropriate list who wish to continue being considered for the position should access information about the specific selection criteria from the email link provided.

These teachers must provide information online, including a two page resume addressing the specific selection criteria and the name, position titles and contact details of two referees, including mobile telephone numbers if available. The information must be submitted by 4pm two working days after the day email advice is issued to applicants notifying them of the position.

The resumes of applicants who have indicated interest are provided to the principal.

In the case of the graduate recruitment list, the principal will also be provided with details of each graduate's ranking from the graduate recruitment program interviews.

Section 3 CONSULTING REFEREES AND SHORT LISTING

The procedures in Part A: Sections 6 and 7 Consulting Referees and Short Listing (pages 17-21) must be followed.

Applicants who are being actively considered by the selection panel to proceed to interview will have their two referees contacted as part of the short listing process*.

***Note:** The panel convener and at least one other panel member nominated by the selection panel will contact referees.

For applicants in permanent classroom teacher positions, one of the referees must be the applicant's current principal.

For other applicants who are not currently permanently employed by the department, it will not always be possible for them to have a principal as a referee. However, where a teacher has done a substantial period of temporary teaching, it may be possible to have a principal as a referee.

The function of referees is to provide advice to the selection panel on the applicant's professional competence for specific positions. As all applicants are different, it will be necessary to verify, test and explore different issues with regard to the selection criteria for each applicant with their referees. Whilst all questions must be consistent, fair and based on the selection criteria, it is appropriate and in many cases expected that referees will be asked different questions to clarify different aspects of the selection criteria.

The selection panel must provide a summary of the referees' comments on each applicant on the *Short List Report*.

Note: Where the position is being filled from the pool of interested employment applicants and the teacher on the service transfer list who matched the position and has the highest transfer points has submitted an application, the teacher must be invited to interview.

The panel convener completes the *Short List Report* through [Jobs@DET](#) and submits it to Staffing Services for confirmation of eligibility of applicants to be interviewed.

Section 4 INTERVIEW PROCESS, POST INTERVIEW PROCEDURES AND ADVISING APPLICANTS OF THE OUTCOME OF THE SELECTION PROCESS

The purpose of the interview is to verify, test and explore different aspects of the specific criteria for each applicant.

The procedures outlined in Part A: Section 8 Interview Process (pages 22-25) must be followed.

The selection panel may recommend an applicant for appointment to the position, determine an eligibility list or not recommend any applicants for appointment to the position.

The selection panel should ensure that information from all stages of the selection process is considered in the assessment discussions i.e. application, referees' comments and interview.

If applicants are not recommended for appointment, the selection panel must provide reasons on the online *Selection Panel Report* indicating why the applicants do not meet the selection criteria.

If none of the applicants is recommended for the position, the Director, Staffing Services will advise the course of action to be taken.

The panel convener is the only person to provide feedback to applicants.

The procedures outlined in Part A: Section 9 Post Interview Procedures (pages 26-28) and Section 10 Advising Applicants of the Outcome of the Selection Process (pages 29-31) should be followed.

PART C

APPEALS PROCEDURES

Preamble

These procedures apply to a permanent teacher who has applied for a position in a school in response to an advertisement.

Changes made to the *Teaching Service Act 1980* and the subsequent Determination No 5 of 2005, have implications for the Appeals Procedures for selection processes.

Under these provisions a permanent teacher may appeal against the recommended appointment to a senior position through an advertised selection process on the grounds that the process was irregular or improper.

Note: Under the *Teaching Service Act 1980*, a “senior position means any position in the Teaching Service to which a person employed in the Teaching Service could be promoted”. This includes principal, deputy principal, assistant principal or head teacher positions.

An applicant external to the NSW Teaching Service is unable to appeal against the appointment of an internal (existing permanent teacher) or external applicant.

Procedures

1. An appeal must:
 - a) be lodged with the Director, Staffing Services or nominee no later than ten calendar days from the day on which the teacher is first notified (verbally or in writing) of being unsuccessful
 - b) state clearly the applicant's name and title of the position in question
 - c) state the grounds on which the applicant believes that the selection process was irregular or improper.
2. An appeal will be considered by either a statewide primary/SSP appeals panel, or a statewide secondary appeals panel. In the case of central schools, appeals relating to positions in the primary department will be considered by the primary/SSP appeals panel, and appeals relating to the secondary department will be considered by the secondary appeals panel. Appeals relating to principal positions in central schools will be considered by the secondary appeals panel.

The membership of the appeals panel will be:

- a) an independent convener, chosen from a list of independent conveners agreed to by the Department and the Teachers Federation
- b) a departmental representative
- c) a Teachers Federation representative.

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3. The panel will consider the appeal on the basis of the documentation provided by the applicant and the documentation arising out of the selection process.
 4. The panel may, if necessary, and at its discretion, examine other relevant documentation or talk to any person, including the applicant.
 5. The panel will make a recommendation to the Director, Staffing Services or nominee either that the appeal should be dismissed or upheld. The panel may also make any other recommendation which seems appropriate. When unanimous agreement cannot be achieved a minority report may be submitted to the Director, Staffing Services or nominee through the convener of the appeals panel.
 6. Where the panel or a member of the panel through a minority report recommends to the Director, Staffing Services or nominee that an appeal should be upheld, the panel or that member will also recommend to the Director, Staffing Services or nominee, in relation to the reconducting of the selection process, whether or not each member of the original selection panel should form part of the selection panel reconducting the selection process.
 7. The Director, Staffing Services or nominee may uphold or dismiss an appeal, or may make such other decision as seems appropriate. The details of each decision will be given to the applicant in writing.
 8. To uphold an appeal, the Director, Staffing Services or nominee must be satisfied that the process was irregular or improper.
 9. Where an appeal is upheld, the selection process will be reconducted where this is practicable. The selection panel will be constituted in accordance with the decision of the Director, Staffing Services or nominee taken in relation to the recommendation referred to above.
 10. Except with the approval of the Director, Staffing Services or nominee a teacher whose appointment is subject to appeal will not take up duty in the new position until the appeal is determined.

**SELECTION PANEL PROCEDURES
FOR SCHOOL TEACHERS**

PANEL CONVENER CHECKLIST

**CLASSROOM TEACHER POSITIONS FILLED THROUGH
ADVERTISEMENT**

CHECKLIST FOR CLASSROOM TEACHER POSITIONS FILLED THROUGH ADVERTISEMENT

PROCESS	ACTION	COMPLETED
Method of filling vacancy	Staffing Services has been notified of the full-time or part-time classroom teacher vacancy.	
	Staffing Services has advised that a selection panel can be formed.	
Selection panel	Selection panel formed with members listed in <i>Selection Panel Procedures for School Teachers 2008</i> page 5.	
	Teacher representative has been elected by and from the Teaching Service staff at the school.	
	School P&C Association and the local AECG and/or local ethnic community where applicable, have been asked to nominate a representative within 10 working days if they wish to participate.	
	Selection panel includes a gender balance, where possible.	
	Director, Staffing Services has advised whether an additional panel member has been approved (<i>Selection Panel Procedures for School Teachers 2008</i> pages 6-7).	
	All panel members have been trained in selection procedures in accordance with the information in the <i>Selection Panel Procedures for School Teachers 2008</i> page 4.	
	Panel members have been referred to the <i>Selection Panel Procedures for School Teachers 2008</i> for information on the selection process.	
	A copy of <i>Responsibilities of Selection Panel Members</i> (<i>Selection Panel Procedures for School Teachers 2008</i> pages 10-11) has been provided to each panel member.	
Responsibilities of selection panel members	Panel members have been advised that the confidentiality of all stages of the selection process must be observed during and after the selection process.	
	Panel members have been asked to declare the extent of any prior knowledge of, involvement with, or interest in, any of the applicants (<i>Selection Panel Procedures for School Teachers 2008</i> page 11) prior to undertaking the short listing process.	
	Panel members have been advised that the panel convener will be required to confirm on the <i>Short List Report</i> that they are aware of correct procedures and have declared any personal knowledge of, or interest in, any of the applicants.	
	Panel members have been advised that they are to be equal participants at all stages of the selection process.	
	Panel members have been advised that minority report(s) may be submitted at the same time as the <i>Selection Panel Report</i> if there is a dissenting viewpoint in relation to the selection panel outcome.	
	Panel members have been advised that the panel convener is the only person able to provide feedback and any enquiries made to panel members must be redirected to the panel convener.	
Preparing the advertisement and selection criteria	Selection panel has prepared a description of the school (maximum 150 characters including spaces).	
	Selection panel has prepared the specific selection criteria (maximum 250 characters including spaces). The information about preparing specific selection criteria in <i>Procedures School Teacher Selection Panels 2008</i> page 16 has been considered.	
	Advertisement has been submitted online using Jobs@DET.	
	All panel members participated in the preparation of the advertisement.	
	The nomination of an appropriate enquiry officer (<i>Selection Panel Procedures for School Teachers 2008</i> pages 12-13) has been undertaken. The enquiry officer has been briefed by the panel convener.	

Checklist for classroom teacher positions filled through advertisement continued

PROCESS	ACTION	COMPLETED
Preparing the advertisement and selection criteria continued	Vacant position has been advertised on Jobs@DET.	
	Applicants who contact the enquiry officer have been provided with the same documentation either electronically or in another format by the enquiry officer. These applicants have been provided with the school plan and annual school report as a minimum.	
Short listing and Consulting referees	All applications have been downloaded from Jobs@DET and the audit history report has been reviewed.	
	Panel members have been advised that the selection process needs to be completed within seven working days of the closing date of the advertisement.	
	All applications received by the closing date have been considered by all panel members in the short listing process. The teacher on the service transfer list who matched the position and had the highest transfer points must be invited to interview if an application has been received.	
	Each applicant being actively considered by the selection panel to proceed to interview has had two referees contacted by the panel convener and at least one other panel member as part of the short listing process. One of the referees contacted is the applicant's current principal for classroom teacher applicants, current (or most recent) supervisor for external applicants, or school education director, state office director or regional senior manager for applicants in non school based positions. The information on contacting referees in the <i>Selection Panel Procedures for School Teachers 2008</i> pages 17-18 has been considered.	
	All panel members were involved in the short listing process.	
	Short listing has been based only on the selection criteria for the position and the information provided by applicants in their application together with the comments provided by the two referees contacted as part of the short listing process.	
	A summary of each referee's comments has been included on the <i>Short List Report</i> on Jobs@DET.	
	<i>Short List Report</i> has been submitted to Staffing Services through Jobs@DET.	
	A copy of the <i>Short List</i> report has been downloaded and signed by each panel member and will be kept by the panel convener with other selection panel documentation for twelve months.	
	Staffing Services has approved each short listed applicant's eligibility prior to any invitations to interview being made.	
Interview process	The decision as to whether the interviews will be by videoconference, face to face or by telephone, or a combination of these approaches has been made after considering the information in <i>Selection Panel Procedures for School Teachers 2008</i> page 22.	
	Eligible short listed applicants have been invited to interview and have been given at least three working days' notice of their interview, commencing the day after the applicant is invited to interview. The teacher on the service transfer list with the highest transfer points must be invited to interview if an application has been received.	
	Applicants invited to interview have been advised of the position title and school, the type of interview to be held, the date, time and location of the interview and the composition and names of the panel members.	
	The guidelines for preparing and conducting interviews in <i>Selection Panel Procedures for School Teachers 2008</i> pages 22-25, have been followed.	

Checklist for classroom teacher positions filled through advertisement continued

PROCESS	ACTION	COMPLETED
Interview process continued	A suitable venue has been arranged and timing of interviews has been agreed.	
	Questions, based on the selection criteria, have been agreed.	
	Panel members have been advised that EEO principles are to be adhered to during each interview (<i>Selection Panel Procedures for School Teachers 2008</i> page 24).	
Post interview procedures	Sufficient time has been provided at the end of the interviews for the selection panel to deliberate, review applications and referees' comments, make recommendations and complete the <i>Selection Panel Report</i> and <i>Monitoring Report</i> through Jobs@DET.	
	Panel members have been advised that the focus of discussions is on the potential of each interviewed applicant to undertake the responsibilities of the position in terms of the selection criteria.	
	The third referee for the proposed recommended applicant and for the applicants proposed to be placed on the eligibility list has been contacted.	
	Selection panel has made its recommendations after assessing information from all stages of the selection process i.e. application, referees' comments and interview.	
	<i>Selection Panel Report</i> has been compiled by the entire selection panel and submitted with the <i>Monitoring Report</i> through Jobs@DET to Staffing Services. The recommended applicant's application will be accessed by Staffing Services.	
	A copy of the <i>Selection Panel Report</i> has been downloaded and signed by each panel member and will be kept by the panel convener with other selection panel documentation for twelve months.	
	Minority reports, if any, in the format of the <i>Selection Panel Report</i> have been emailed or faxed to the Director, Staffing Services at the same time as the <i>Selection Panel Report</i> is submitted.	
	Photocopies of applications provided to panel members have been collected after the interviews and destroyed.	
	All original documents and notes prepared by panel members have been collected and filed for twelve months in a secure place prior to being destroyed.	
Advising applicants of the outcome of the selection process	Following approval from Staffing Services of the <i>Selection Panel Report</i> , the successful applicant has been offered the position by telephone.	
	<i>Letter of Offer to Successful Applicant</i> has been sent and response received.	
	Advice has been sought from Staffing Services regarding the action to be taken where the successful applicant has rejected the offer of the position.	
	Following acceptance of the position by the successful applicant, all other interviewed applicants have been informed (by telephone) of the outcome and offered feedback within 10 calendar days.	
	The following letters have been sent: <i>Letter to applicants placed on the eligibility list following interview; Letter to applicants not placed on the eligibility list following interview; Letter acknowledging ineligible application, Letter to applicants not successful in gaining an interview.</i>	
	Letters of thanks has been sent to members of the selection panel.	
	Feedback has been provided to all applicants who have requested it focusing on the selection criteria and the extent to which the applicant demonstrated an ability to meet the selection criteria.	

**SELECTION PANEL PROCEDURES
FOR SCHOOL TEACHERS**

PANEL CONVENER CHECKLIST

**CLASSROOM TEACHER POSITIONS FILLED FROM THE
POOL OF INTERESTED APPLICANTS FROM THE
SERVICE TRANSFER LIST**

CHECKLIST FOR CLASSROOM TEACHER POSITIONS FILLED FROM THE POOL OF INTERESTED APPLICANTS FROM THE SERVICE TRANSFER LIST

PROCESS	ACTION	COMPLETED
Method of filling vacancy	Staffing Services has been notified of the full-time or part-time classroom teacher vacancy.	
	Staffing Services has advised that a selection panel can be formed.	
Selection panel	Selection panel formed with members listed in <i>Selection Panel Procedures for School Teachers 2008</i> page 5.	
	Teacher representative has been elected by and from the Teaching Service staff at the school.	
	School P&C Association and the local AECG and/or local ethnic community where applicable, have been asked to nominate a representative within 10 working days if it wishes to participate.	
	Selection panel includes a gender balance, where possible.	
	Director, Staffing Services has advised whether an additional panel member has been approved (<i>Selection Panel Procedures for School Teachers 2008</i> pages 6-7).	
	All panel members have been trained in selection procedures in accordance with the information in the <i>Selection Panel Procedures for School Teachers 2008</i> page 4.	
	Panel members have been referred to the <i>Selection Panel Procedures for School Teachers 2008</i> for information on the selection process.	
	A copy of <i>Responsibilities of Selection Panel Members</i> (<i>Selection Panel Procedures for School Teachers 2008</i> pages 10-11) has been provided to each panel member.	
	Panel members have been advised of the specific criteria for the position that were forwarded to Staffing Services.	
Responsibilities of selection panel members	Panel members have been advised that the confidentiality of all stages of the selection process must be observed during and after the selection process.	
	Panel members have been asked to declare the extent of any prior knowledge of, involvement with, or interest in, any of the applicants (<i>Selection Panel Procedures for School Teachers 2008</i> page 11) prior to undertaking the short listing process.	
	Panel members have been advised that the panel convener will be required to confirm on the <i>Short List Report</i> that they are aware of correct procedures and have declared any personal knowledge of, or interest in, any of the applicants.	
	Panel members have been advised that they are to be equal participants at all stages of the selection process.	
	Panel members have been advised that minority report(s) may be submitted at the same time as the <i>Selection Panel Report</i> if there is a dissenting viewpoint in relation to the selection panel outcome.	
	Panel members have been advised that the panel convener is the only person able to provide feedback and any enquiries made to panel members must be redirected to the panel convener.	
Receiving pool of interested applicants	All applications have been downloaded from the email received.	
	Panel members have been advised that the selection process needs to be completed within seven working days.	

Checklist for classroom teacher positions filled from the pool of interested applicants from the service transfer list continued		
PROCESS	ACTION	COMPLETED
Short listing and Consulting referees	All applications received by the closing date have been considered by all panel members in the short listing process. The teacher on the service transfer list who matched the position and had the highest transfer points must be invited to interview if an application has been received.	
	Each applicant being actively considered by the selection panel to proceed to interview has had their two referees contacted by the panel convener and at least one other panel member as part of the short listing process. One of the referees contacted is the applicant's current principal. The information on contacting referees in the <i>Selection Panel Procedures for School Teachers 2008</i> pages 17-18 has been considered.	
	A summary of each referee's comments has been included on the <i>Short List Report</i> on Jobs@DET.	
	All panel members were involved in the short listing process.	
	Short listing has been based only on the selection criteria for the position and the information provided by applicants in their application together with the comments provided by the two referees contacted as part of the short listing process.	
	<i>Short List Report</i> has been submitted to Staffing Services through Jobs@DET.	
	A copy of the <i>Short List</i> report has been downloaded and signed by each panel member and will be kept by the panel convener with other selection panel documentation for twelve months.	
	Staffing Services has approved each short listed applicant's eligibility prior to any invitations to interview being made.	
Interview process	The decision as to whether the interviews will be by videoconference, face to face or by telephone, or a combination of these approaches has been made after considering the information in <i>Selection Panel Procedures for School Teachers 2008</i> page 22.	
	Eligible short listed applicants have been invited to interview and have been given at least three working days' notice of their interview, commencing the day after the applicant is invited to interview. The teacher on the service transfer list who matched the position and had the highest transfer points must be invited to interview if an application has been received.	
	Applicants invited to interview have been advised of the position title and school, the type of interview to be held, the date, time and location of the interview and the composition and names of the panel members.	
	The guidelines for preparing and conducting interviews in <i>Selection Panel Procedures for School Teachers 2008</i> pages 22-25, have been followed.	
	A suitable venue has been arranged and timing of interviews has been agreed.	
	Questions, based on the selection criteria, have been agreed.	
	Panel members have been advised that EEO principles are to be adhered to during each interview (<i>Procedures School Teacher Selection Panels 2008</i> page 24).	

Checklist for classroom teacher positions filled from the pool of interested applicants from the service transfer list continued

PROCESS	ACTION	COMPLETED
Post interview procedures	Sufficient time has been provided at the end of the interviews for the selection panel to deliberate, review applications and referees' comments, make recommendations and complete the <i>Selection Panel Report</i> and <i>Monitoring Report</i> through Jobs@DET.	
	Panel members have been advised that the focus of discussions is on the potential of each interviewed applicant to undertake the responsibilities of the position in terms of the selection criteria.	
	Selection panel has made its recommendations after assessing information from all stages of the selection process i.e. application, referees' comments and interview.	
	<i>Selection Panel Report</i> has been compiled by the entire selection panel and submitted with the <i>Monitoring Report</i> through Jobs@DET to Staffing Services. The recommended applicant's application will be accessed by Staffing Services.	
	A copy of the <i>Selection Panel Report</i> has been downloaded and signed by each panel member and will be kept by the panel convener with other selection panel documentation for twelve months.	
	Minority reports, if any, in the format of the <i>Selection Panel Report</i> have been emailed or faxed to the Director, Staffing Services at the same time as the <i>Selection Panel Report</i> is submitted.	
	Photocopies of applications provided to panel members have been collected after the interviews and destroyed.	
	All original documents and notes prepared by panel members have been collected and filed for twelve months in a secure place prior to being destroyed.	
Advising applicants of the outcome of the selection process	Following approval from Staffing Services of the <i>Selection Panel Report</i> , the successful applicant has been offered the position by telephone.	
	<i>Letter of Offer to Successful Applicant</i> has been sent and response received.	
	Advice has been sought from Staffing Services regarding the action to be taken where the successful applicant has rejected the offer of the position.	
	Following acceptance of the position by the successful applicant, all other interviewed applicants have been informed (by telephone) of the outcome and offered feedback within 10 calendar days.	
	The following letters have been sent: <i>Letter to applicants placed on the eligibility list following interview</i> ; <i>Letter to applicants not placed on the eligibility list following interview</i> ; <i>Letter acknowledging ineligible application</i> , <i>Letter to applicants not successful in gaining an interview</i> .	
	Letters of thanks has been sent to members of the selection panel.	
	Feedback has been provided to all applicants who have requested it focusing on the selection criteria and the extent to which the applicant demonstrated an ability to meet the selection criteria.	

**SELECTION PANEL PROCEDURES
FOR SCHOOL TEACHERS**

PANEL CONVENER CHECKLIST

**CLASSROOM TEACHER POSITIONS FILLED FROM THE
POOL OF INTERESTED APPLICANTS FROM THE
GRADUATE RECRUITMENT LIST**

CHECKLIST FOR CLASSROOM TEACHER POSITIONS FILLED FROM THE POOL OF INTERESTED APPLICANTS FROM THE GRADUATE RECRUITMENT LIST

PROCESS	ACTION	COMPLETED
Method of filling vacancy	Staffing Services has been notified of the full-time or part-time classroom teacher vacancy.	
	Staffing Services has advised that a selection panel can be formed.	
Selection panel	Selection panel formed with members listed in <i>Selection Panel Procedures for School Teachers 2008</i> page 5.	
	Teacher representative has been elected by and from the Teaching Service staff at the school.	
	School P&C Association and the local AECG and/or local ethnic community where applicable, have been asked to nominate a representative within 10 working days if it wishes to participate.	
	Selection panel includes a gender balance, where possible.	
	Director, Staffing Services has advised whether an additional panel member has been approved (<i>Selection Panel Procedures for School Teachers 2008</i> pages 6-7).	
	All panel members have been trained in selection procedures in accordance with the information in the <i>Selection Panel Procedures for School Teachers 2008</i> page 4.	
	Panel members have been referred to the <i>Selection Panel Procedures for School Teachers 2008</i> for information on the selection process.	
	A copy of <i>Responsibilities of Selection Panel Members</i> (<i>Selection Panel Procedures for School Teachers 2008</i> pages 10-11) has been provided to each panel member.	
	Panel members have been advised of the specific criteria for the position that were forwarded to Staffing Services.	
Responsibilities of selection panel members	Panel members have been advised that the confidentiality of all stages of the selection process must be observed during and after the selection process.	
	Panel members have been asked to declare the extent of any prior knowledge of, involvement with, or interest in, any of the applicants (<i>Selection Panel Procedures for School Teachers 2008</i> page 11) prior to undertaking the short listing process.	
	Panel members have been advised that the panel convener will be required to confirm on the <i>Short List Report</i> that they are aware of correct procedures and have declared any personal knowledge of, or interest in, any of the applicants.	
	Panel members have been advised that they are to be equal participants at all stages of the selection process.	
	Panel members have been advised that minority report(s) may be submitted at the same time as the <i>Selection Panel Report</i> if there is a dissenting viewpoint in relation to the selection panel outcome.	
	Panel members have been advised that the panel convener is the only person able to provide feedback and any enquiries made to panel members must be redirected to the panel convener.	

Checklist for classroom teacher positions filled from the pool of interested applicants from the graduate recruitment list continued		
PROCESS	ACTION	COMPLETED
Receiving pool of interested applicants	All applications have been downloaded from the email received.	
	Panel members have been advised that the selection process needs to be completed within seven working days.	
Short listing and Consulting referees	All applications received by the closing date have been considered by all panel members in the short listing process.	
	Each applicant being actively considered by the selection panel to proceed to interview has had their two referees contacted by the panel convener and at least one other panel member as part of the short listing process. The information on contacting referees in the <i>Selection Panel Procedures for School Teachers 2008</i> pages 17-18 has been considered.	
	A summary of each referee's comments has been included on the <i>Short List Report</i> on Jobs@DET.	
	All panel members were involved in the short listing process.	
	Short listing has been based only on the selection criteria for the position and the information provided by applicants in the application together with the comments provided by the two referees contacted as part of the short listing process. The graduate's ranking from the graduate recruitment program interviews has also been considered.	
	<i>Short List Report</i> has been submitted to Staffing Services through Jobs@DET.	
	A copy of the <i>Short List</i> report has been downloaded and signed by each panel member and will be kept by the panel convener with other selection panel documentation for twelve months.	
	Staffing Services has approved each short listed applicant's eligibility prior to any invitations to interview being made.	
Interview process	The decision as to whether the interviews will be by videoconference, face to face or by telephone, or a combination of these approaches has been made after considering the information in <i>Selection Panel Procedures for School Teachers 2008</i> page 22.	
	Eligible short listed applicants have been invited to interview and have been given at least three working days' notice of their interview, commencing the day after the applicant is invited to interview.	
	Applicants invited to interview have been advised of the position title and school, the type of interview to be held, the date, time and location of the interview and the composition and names of the panel members.	
	The guidelines for preparing and conducting interviews in <i>Selection Panel Procedures for School Teachers 2008</i> pages 22-25, have been followed.	
	A suitable venue has been arranged and timing of interviews has been agreed.	
	Questions, based on the selection criteria, have been agreed.	
	Panel members have been advised that EEO principles are to be adhered to during each interview (refer <i>Selection Panel Procedures for School Teachers 2008</i> page 24).	

Checklist for classroom teacher positions filled from the pool of interested applicants from the graduate recruitment list continued

PROCESS	ACTION	COMPLETED
Post interview procedures	Sufficient time has been provided at the end of the interviews for the selection panel to deliberate, review applications and referees' comments, make recommendations and complete the <i>Selection Panel Report</i> and <i>Monitoring Report</i> through Jobs@DET.	
	Panel members have been advised that the focus of discussions is on the potential of each interviewed applicant to undertake the responsibilities of the position in terms of the selection criteria.	
	Selection panel has made its recommendations after assessing information from all stages of the selection process i.e. application, referees' comments and interview.	
	<i>Selection Panel Report</i> has been compiled by the entire selection panel and submitted with the <i>Monitoring Report</i> through Jobs@DET to Staffing Services. The recommended applicant's application will be accessed by Staffing Services.	
	A copy of the <i>Selection Panel Report</i> has been downloaded and signed by each panel member and will be kept by the panel convener with other selection panel documentation for twelve months.	
	Minority reports, if any, in the format of the <i>Selection Panel Report</i> have been emailed or faxed to the Director, Staffing Services at the same time as the <i>Selection Panel Report</i> is submitted.	
	Photocopies of applications provided to panel members have been collected after the interviews and destroyed.	
	All original documents and notes prepared by panel members have been collected and filed for twelve months in a secure place prior to being destroyed.	
Advising applicants of the outcome of the selection process	Following approval from Staffing Services of the <i>Selection Panel Report</i> , the successful applicant has been offered the position by telephone.	
	<i>Letter of Offer to Successful Applicant</i> has been sent and response received.	
	Advice has been sought from Staffing Services regarding the action to be taken where the successful applicant has rejected the offer of the position.	
	Following acceptance of the position by the successful applicant, all other interviewed applicants have been informed (by telephone) of the outcome and offered feedback within 10 calendar days.	
	The following letters have been sent: <i>Letter to applicants placed on the eligibility list following interview; Letter to applicants not placed on the eligibility list following interview; Letter acknowledging ineligible application, Letter to applicants not successful in gaining an interview.</i>	
	Letters of thanks has been sent to members of the selection panel.	
	Feedback has been provided to all applicants who have requested it focusing on the selection criteria and the extent to which the applicant demonstrated an ability to meet the selection criteria.	

SELECTION PANEL PROCEDURES FOR SCHOOL TEACHERS

PANEL CONVENER CHECKLIST

CLASSROOM TEACHER POSITIONS FILLED FROM THE POOL OF INTERESTED APPLICANTS FROM THE EMPLOYMENT LIST

CHECKLIST FOR CLASSROOM TEACHER POSITIONS FILLED FROM THE POOL OF INTERESTED APPLICANTS FROM THE EMPLOYMENT LIST

PROCESS	ACTION	COMPLETED
Method of filling vacancy	Staffing Services has been notified of the full-time or part-time classroom teacher vacancy.	
	Staffing Services has advised that a selection panel can be formed.	
Selection panel	Selection panel formed with members listed in <i>Selection Panel Procedures for School Teachers 2008</i> page 5.	
	Teacher representative has been elected by and from the Teaching Service staff at the school.	
	School P&C Association and the local AECG and/or local ethnic community where applicable, have been asked to nominate a representative within 10 working days if it wishes to participate.	
	Selection panel includes a gender balance, where possible.	
	Director, Staffing Services has advised whether an additional panel member has been approved (<i>Selection Panel Procedures for School Teachers 2008</i> pages 6-7).	
	All panel members have been trained in selection procedures in accordance with the information in the <i>Selection Panel Procedures for School Teachers 2008</i> page 4.	
	Panel members have been referred to the <i>Procedures School Teacher Selection Panels 2008</i> for information on the selection process.	
	A copy of <i>Responsibilities of Selection Panel Members (Procedures School Teacher Selection Panels 2008</i> pages 10-11) has been provided to each panel member.	
	Panel members have been advised of the specific criteria for the position that were forwarded to Staffing Services.	
Responsibilities of selection panel members	Panel members have been advised that the confidentiality of all stages of the selection process must be observed during and after the selection process.	
	Panel members have been asked to declare the extent of any prior knowledge of, involvement with, or interest in, any of the applicants (<i>Selection Panel Procedures for School Teachers 2008</i> page 11) prior to undertaking the short listing process.	
	Panel members have been advised that the panel convener will be required to confirm on the <i>Short List Report</i> that they are aware of correct procedures and have declared any personal knowledge of, or interest in, any of the applicants.	
	Panel members have been advised that they are to be equal participants at all stages of the selection process.	
	Panel members have been advised that minority report(s) may be submitted at the same time as the <i>Selection Panel Report</i> if there is a dissenting viewpoint in relation to the selection panel outcome.	
	Panel members have been advised that the panel convener is the only person able to provide feedback and any enquiries made to panel members must be redirected to the panel convener.	

Checklist for classroom teacher positions filled from the pool of interested applicants from the employment list continued		
PROCESS	ACTION	COMPLETED
Receiving pool of interested applicants	All applications have been downloaded from the email received.	
	Panel members have been advised that the selection process needs to be completed within seven working days.	
Short listing and Consulting referees	All applications received by the closing date have been considered by all panel members in the short listing process. The teacher on the service transfer list who matched the position and had the highest transfer points must be invited to interview if an application has been received.	
	Each applicant being actively considered by the selection panel to proceed to interview has had their two referees contacted by the panel convener and at least one other panel member as part of the short listing process. One of the referees contacted is the applicant's current (or most recent) supervisor for external applicants or a principal if the applicant has done a substantial period of temporary teaching. The information on contacting referees in the <i>Selection Panel Procedures for School Teachers 2008</i> pages 17-18 has been considered.	
	A summary of each referee's comments has been included on the <i>Short List Report</i> on Jobs@DET.	
	All panel members were involved in the short listing process.	
	Short listing has been based only on the selection criteria for the position and the information provided by applicants in their application together with the comments provided by the two referees contacted as part of the short listing process.	
	<i>Short List Report</i> has been submitted to Staffing Services through Jobs@DET.	
	A copy of the <i>Short List</i> report has been downloaded and signed by each panel member and will be kept by the panel convener with other selection panel documentation for twelve months.	
	Staffing Services has approved each short listed applicant's eligibility prior to any invitations to interview being made.	
	The decision as to whether the interviews will be by videoconference, face to face or by telephone, or a combination of these approaches has been made after considering the information in <i>Selection Panel Procedures for School Teachers 2008</i> page 22.	
Interview process	Eligible short listed applicants have been invited to interview and have been given at least three working days' notice of their interview, commencing the day after the applicant is invited to interview. The teacher on the service transfer list who matched the position and had the highest transfer points must be invited to interview if an application has been received.	
	Applicants invited to interview have been advised of the position title and school, the type of interview to be held, the date, time and location of the interview and the composition and names of the panel members.	
	The guidelines for preparing and conducting interviews in <i>Selection Panel Procedures for School Teachers 2008</i> pages 22-24, have been followed.	
	A suitable venue has been arranged and timing of interviews has been agreed.	
	Questions, based on the selection criteria, have been agreed.	
	Panel members have been advised that EEO principles are to be adhered to during each interview (<i>Selection Panel Procedures for School Teachers 2008</i> page 24)	

Checklist for classroom teacher positions filled from the pool of interested applicants from the employment list continued

PROCESS	ACTION	COMPLETED
Post interview procedures	Sufficient time has been provided at the end of the interviews for the selection panel to deliberate, review applications and referees' comments, make recommendations and complete the <i>Selection Panel Report</i> and <i>Monitoring Report</i> through Jobs@DET.	
	Panel members have been advised that the focus of discussions is on the potential of each interviewed applicant to undertake the responsibilities of the position in terms of the selection criteria.	
	Selection panel has made its recommendations after assessing information from all stages of the selection process i.e. application, referees' comments and interview.	
	<i>Selection Panel Report</i> has been compiled by the entire selection panel and submitted with the <i>Monitoring Report</i> through Jobs@DET to Staffing Services. The recommended applicant's application will be accessed by Staffing Services.	
	A copy of the <i>Selection Panel Report</i> has been downloaded and signed by each panel member and will be kept by the panel convener with other selection panel documentation for twelve months.	
	Minority reports, if any, in the format of the <i>Selection Panel Report</i> have been emailed or faxed to the Director, Staffing Services at the same time as the <i>Selection Panel Report</i> is submitted.	
	Photocopies of applications provided to panel members have been collected after the interviews and destroyed.	
	All original documents and notes prepared by panel members have been collected and filed for twelve months in a secure place prior to being destroyed.	
Advising applicants of the outcome of the selection process	Following approval from Staffing Services of the <i>Selection Panel Report</i> , the successful applicant has been offered the position by telephone.	
	<i>Letter of Offer to Successful Applicant</i> has been sent and response received.	
	Advice has been sought from Staffing Services regarding the action to be taken where the successful applicant has rejected the offer of the position.	
	Following acceptance of the position by the successful applicant, all other interviewed applicants have been informed (by telephone) of the outcome and offered feedback within 10 calendar days.	
	The following letters have been sent: <i>Letter to applicants placed on the eligibility list following interview; Letter to applicants not placed on the eligibility list following interview; Letter acknowledging ineligible application, Letter to applicants not successful in gaining an interview.</i>	
	Letters of thanks has been sent to members of the selection panel.	
	Feedback has been provided to all applicants who have requested it focusing on the selection criteria and the extent to which the applicant demonstrated an ability to meet the selection criteria.	

**SELECTION PANEL PROCEDURES
FOR SCHOOL TEACHERS**

PANEL CONVENER CHECKLIST

**EXECUTIVE POSITIONS FILLED THROUGH
ADVERTISEMENT**

CHECKLIST FOR EXECUTIVE POSITIONS FILLED THROUGH ADVERTISEMENT

PROCESS	ACTION	COMPLETED
Method of filling vacancy	Staffing Services has been notified of the executive vacancy.	
	Staffing Services has advised that a selection panel can be formed.	
Selection panel	Selection panel formed with members listed in <i>Selection Panel Procedures for School Teachers 2008</i> pages 5.	
	Teacher representative has been elected by and from the Teaching Service staff at the school.	
	School P&C Association and the local AECG and/or local ethnic community where applicable, have nominated a representative.	
	School education director has nominated a representative at the same or higher level as the vacant position.	
	Selection panel includes at least one male and one female member.	
	Director, Staffing Services has advised whether an additional panel member has been approved (<i>Selection Panel Procedures for School Teachers 2008</i> page 6-7).	
	All panel members have been trained in selection procedures in accordance with the information in the <i>Selection Panel Procedures for School Teachers 2008</i> page 4.	
	Panel members have been referred to the <i>Selection Panel Procedures for School Teachers 2008</i> for information on the selection process.	
	A copy of <i>Responsibilities of Selection Panel Members</i> (<i>Selection Panel Procedures for School Teachers 2008</i> pages 10-11) has been provided to each panel member.	
Responsibilities of selection panel members	Panel members have been advised that the confidentiality of all stages of the selection process must be observed during and after the selection process.	
	Panel members have been asked to declare the extent of any prior knowledge of, involvement with, or interest in, any of the applicants (<i>Procedures School Teacher Selection Panels 2008</i> page 11) prior to undertaking the short listing process.	
	Panel members have been advised that on the panel convener will be required to confirm on the <i>Short Listing Report</i> that they are aware of correct procedures and have declared any personal knowledge of, or interest in, any of the applicants.	
	Panel members have been advised that they are to be equal participants at all stages of the selection process.	
	Panel members have been advised that minority report(s) may be submitted at the same time as the <i>Selection Panel Report</i> if there is a dissenting viewpoint in relation to the selection panel outcome.	
	Panel members have been advised that the panel convener is the only person able to provide feedback and any enquiries made to panel members must be redirected to the panel convener.	
Preparing the advertisement and Selection criteria	Panel members have been advised that both the general selection criteria and the specific selection criteria apply for executive positions.	
	Selection panel has prepared a description of the school (maximum 150 characters including spaces).	
	Selection panel has prepared the specific selection criteria (maximum 250 characters including spaces). The information about preparing specific selection criteria in <i>Selection Panel Procedures for School Teachers 2008</i> page 16 has been considered.	

Checklist for executive positions filled through advertisement continued		
PROCESS	ACTION	COMPLETED
Preparing the advertisement and Selection criteria continued	Advertisement has been submitted online using Jobs@DET.	
	All panel members participated in the preparation of the advertisement.	
	The nomination of an appropriate enquiry officer (<i>Selection Panel Procedures for School Teachers 2008</i> pages 12-13) has been undertaken. The enquiry officer has been briefed by the panel convener.	
	Vacant position has been advertised on Jobs@DET.	
	Applicants who contact the enquiry officer have been provided with the same documentation either electronically or in another format by the enquiry officer. These applicants have been provided with the school plan and annual school report as a minimum.	
Short listing and Consulting referees	All applications have been downloaded from Jobs@DET and the audit history report has been reviewed.	
	Panel members have been advised that the selection process needs to be completed within seven working days of the closing date of the advertisement.	
	All applications received by the closing date have been considered by all panel members in the short listing process.	
	Each applicant being actively considered by the selection panel to proceed to interview has had two referees contacted by the panel convener and at least one other panel member as part of the short listing process. One of the referees contacted is the applicant's current principal for current classroom teacher applicants, current (or most recent) supervisor for external applicants, or school education director, state office director or regional senior manager for applicants in non school based positions. The information on contacting referees in the <i>Selection Panel Procedures for School Teachers 2008</i> pages 17-18 has been considered.	
	All panel members were involved in the short listing process.	
	Short listing has been based only on the selection criteria for the position and the information provided by applicants in their application together with the comments provided by the two referees contacted as part of the short listing process.	
	A summary of each referee's comments has been included on the <i>Short List Report</i> on Jobs@DET.	
	<i>Short List Report</i> has been submitted to Staffing Services through Jobs@DET.	
	A copy of the <i>Short List</i> report has been downloaded and signed by each panel member and will be kept by the panel convener with other selection panel documentation for twelve months.	
	Staffing Services has approved each short listed applicant's eligibility prior to any invitations to interview being made.	
Interview Process	The decision as to whether the interviews will be by videoconference, face to face or by telephone, or a combination of these approaches has been made after considering the information in <i>Selection Panel Procedures for School Teachers 2008</i> page 22.	
	Eligible short listed applicants have been invited to interview and have been given at least three working days' notice of their interview, commencing the day after the applicant is invited to interview.	
	Applicants invited to interview have been advised of the position title and school, the type of interview to be held, the date, time and location of the interview and the composition and names of the panel members.	
	The guidelines for preparing and conducting interviews in <i>Selection Panel Procedures for School Teachers 2008</i> pages 22-25, have been followed.	

Checklist for executive positions filled through advertisement continued		
PROCESS	ACTION	COMPLETED
Interview Process continued	A suitable venue has been arranged and timing of interviews has been agreed.	
	Questions, based on the selection criteria, have been agreed.	
	Panel members have been advised that EEO principles are to be adhered to during each interview (<i>Selection Panel Procedures for School Teachers 2008</i> page 24).	
Post interview procedures	Sufficient time has been provided at the end of the interviews for the selection panel to deliberate, review applications and referees' comments, make recommendations and complete the <i>Selection Panel Report</i> and <i>Monitoring Report</i> through Jobs@DET.	
	Panel members have been advised that the focus of discussions is on the potential of each interviewed applicant to undertake the responsibilities of the position in terms of the selection criteria.	
	The third referee for the proposed recommended applicant and for the applicants proposed to be placed on the eligibility list has been contacted.	
	Selection panel has made its recommendations after assessing information from all stages of the selection process i.e. application, referees' comments and interview.	
	<i>Selection Panel Report</i> has been compiled by the entire selection panel and submitted with the <i>Monitoring Report</i> through Jobs@DET to Staffing Services. The recommended applicant's application will be accessed by Staffing Services.	
	A copy of the <i>Selection Panel Report</i> has been downloaded and signed by each panel member and will be kept by the panel convener with other selection panel documentation for twelve months.	
	Minority reports, if any, in the format of the <i>Selection Panel Report</i> have been emailed or faxed to the Director, Staffing Services at the same time as the <i>Selection Panel Report</i> is submitted.	
	Photocopies of applications provided to panel members have been collected after the interviews and destroyed.	
	All original documents and notes prepared by panel members have been collected and filed for twelve months in a secure place prior to being destroyed.	
Advising applicants of the outcome of the selection process	Following approval from Staffing Services of the <i>Selection Panel Report</i> , the successful applicant has been offered the position by telephone.	
	<i>Letter of Offer to Successful Applicant</i> has been sent and response received.	
	Advice has been sought from Staffing Services regarding the action to be taken where the successful applicant has rejected the offer of the position.	
	Following acceptance of the position by the successful applicant, all other interviewed applicants have been informed (by telephone) of the outcome and offered feedback within 10 calendar days.	
	The following letters have been sent: <i>Letter to applicants placed on the eligibility list following interview; Letter to applicants not placed on the eligibility list following interview; Letter acknowledging ineligible application, Letter to applicants not successful in gaining an interview.</i>	
	Letters of thanks has been sent to members of the selection panel.	
	Feedback has been provided to all applicants who have requested it focusing on the selection criteria and the extent to which the applicant demonstrated an ability to meet the selection criteria.	

**SELECTION PANEL PROCEDURES
FOR SCHOOL TEACHERS**

PANEL CONVENER CHECKLIST

**PRINCIPAL POSITIONS FILLED THROUGH
ADVERTISEMENT**

CHECKLIST FOR PRINCIPAL POSITIONS FILLED THROUGH ADVERTISEMENT

PROCESS	ACTION	COMPLETED
Method of filling vacancy	Staffing Services has been notified of the principal vacancy.	
	Staffing Services has advised that a selection panel can be formed.	
Selection panel	Selection panel formed with members listed in <i>Selection Panel Procedures for School Teachers 2008</i> page 6.	
	Teacher representative has been elected by and from the Teaching Service staff by the school.	
	School P&C Association and the local AECG and/or local ethnic community where applicable have nominated a representative.	
	Another principal at the same or higher level, has been nominated by the Director, Staffing Services in consultation with the State Secondary Principals' Council or the State Primary Principals' Association.	
	Selection panel includes at least one male and one female member.	
	Director, Staffing Services has advised whether an additional panel member has been approved (<i>Selection Panel Procedures for School Teachers 2008</i> pages 6-7).	
	All panel members have been trained in selection procedures in accordance with the information in the <i>Selection Panel Procedures for School Teachers 2008</i> page 4.	
	Panel members have been referred to the <i>Selection Panel Procedures for School Teachers 2008</i> for information on the selection process.	
	A copy of <i>Responsibilities of Selection Panel Members</i> (<i>Selection Panel Procedures for School Teachers 2008</i> pages 10-11) has been provided to each panel member.	
Responsibilities of selection panel members	Panel members have been advised that the confidentiality of all stages of the selection process must be observed during and after the selection process.	
	Panel members have been asked to declare the extent of any prior knowledge of, involvement with, or interest in, any of the applicants (<i>Selection Panel Procedures for School Teachers 2008</i> page 11) prior to undertaking the short listing process.	
	Panel members have been advised that the panel convener will be required to confirm on the <i>Short Listing Report</i> that they are aware of correct procedures and have declared any personal knowledge of, or interest in, any of the applicants.	
	Panel members have been advised that they are to be equal participants at all stages of the selection process.	
	Panel members have been advised that minority report(s) may be submitted at the same time as the <i>Selection Panel Report</i> if there is a dissenting viewpoint in relation to the selection panel outcome.	
	Panel members have been advised that the panel convener is the only person able to provide feedback and any enquiries made to panel members must be redirected to the panel convener.	
Preparing the advertisement and selection criteria	Panel members have been advised that both the general selection criteria and the specific selection criteria apply for principal positions.	
	Selection panel has prepared a description of the school (maximum 150 characters including spaces).	
	Selection panel has prepared the specific selection criteria (maximum 250 characters including spaces). The information about preparing specific selection criteria in <i>Selection Panel Procedures for School Teachers 2008</i> page 16 has been considered.	
	Advertisement has been submitted online using Jobs@DET.	

Checklist for principal positions filled through advertisement continued

PROCESS	ACTION	COMPLETED
Preparing the advertisement and selection criteria continued	All panel members participated in the preparation of the advertisement.	
	The nomination of an appropriate enquiry officer (<i>Selection Panel Procedures for School Teachers 2008</i> pages 12-13) has been undertaken. The enquiry officer has been briefed by the panel convener.	
	Vacant position has been advertised on Jobs@DET.	
	Applicants who contact the enquiry officer have been provided with the same documentation either electronically or in another format by the enquiry officer. These applicants have been provided with the school plan and annual school report as a minimum.	
Short listing and Consulting referees	All applications have been downloaded from Jobs@DET and the audit history report has been reviewed.	
	Panel members have been advised that the selection process needs to be completed within seven working days of the closing date of the advertisement.	
	All applications received by the closing date have been considered by all panel members in the short listing process.	
	Each applicant being actively considered by the selection panel to proceed to interview has had two referees contacted by the panel convener and at least one other panel member as part of the short listing process. One of the referees contacted is the applicant's current principal or school education director for current classroom teacher or executive or principal applicants, current (or most recent) supervisor for external applicants, or school education director, state office director or regional senior manager for applicants in non school based positions. The information on contacting referees in the <i>Selection Panel Procedures for School Teachers 2008</i> pages 17-18 has been considered.	
	All panel members were involved in the short listing process.	
	Short listing has been based only on the selection criteria for the position and the information provided by applicants in their application together with the comments provided by the two referees contacted as part of the short listing process.	
	A summary of each referee's comments has been included on the <i>Short List Report</i> on Jobs@DET.	
	<i>Short List Report</i> has been submitted to Staffing Services through Jobs@DET.	
	A copy of the <i>Short List</i> report has been downloaded and signed by each panel member and will be kept by the panel convener with other selection panel documentation for twelve months.	
	Staffing Services has approved each short listed applicant's eligibility prior to any invitations to interview being made.	
Interview process	The decision as to whether the interviews will be by videoconference, face to face or by telephone, or a combination of these approaches has been made after considering the information in <i>Selection Panel Procedures for School Teachers 2008</i> page 22.	
	Eligible short listed applicants have been invited to interview and have been given at least three working days' notice of their interview, commencing the day after the applicant is invited to interview.	
	Applicants invited to interview have been advised of the position title and school, the type of interview to be held, the date, time and location of the interview and the composition and names of the panel members.	
	The guidelines for preparing and conducting interviews in <i>Selection Panel Procedures for School Teachers 2008</i> pages 22-25, have been followed.	

Checklist for principal positions filled through advertisement continued		
PROCESS	ACTION	COMPLETED
Interview process continued	A suitable venue has been arranged and timing of interviews has been agreed.	
	Questions, based on the selection criteria, have been agreed.	
	Panel members have been advised that EEO principles are to be adhered to during each interview (refer <i>Selection Panel Procedures for School Teachers 2008</i> page 24).	
Post interview procedures	Sufficient time has been provided at the end of the interviews for the selection panel to deliberate, review applications and referees' comments, make recommendations and complete the <i>Selection Panel Report</i> and <i>Monitoring Report</i> through Jobs@DET.	
	Panel members have been advised that the focus of discussions is on the potential of each interviewed applicant to undertake the responsibilities of the position in terms of the selection criteria.	
	The third referee for the proposed recommended applicant and for the applicants proposed to be placed on the eligibility list has been contacted.	
	Selection panel has made its recommendations after assessing information from all stages of the selection process i.e. application, referees' comments and interview.	
	<i>Selection Panel Report</i> has been compiled by the entire selection panel and submitted with the <i>Monitoring Report</i> through Jobs@DET to Staffing Services after the regional director has reviewed the documentation. The recommended applicant's application will be accessed by Staffing Services.	
	A copy of the <i>Selection Panel Report</i> has been downloaded and signed by each panel member and will be kept by the panel convener with other selection panel documentation for twelve months.	
	Minority reports, if any, in the format of the <i>Selection Panel Report</i> have been emailed or faxed to the Director, Staffing Services at the same time as the <i>Selection Panel Report</i> is submitted.	
	Photocopies of applications provided to panel members have been collected after the interviews and destroyed.	
	All original documents and notes prepared by panel members have been collected and filed for twelve months in a secure place prior to being destroyed.	
Advising applicants of the outcome of the selection process	Following approval from Staffing Services of the <i>Selection Panel Report</i> , the successful applicant has been offered the position by telephone.	
	<i>Letter of Offer to Successful Applicant</i> has been sent and response received.	
	Advice has been sought from Staffing Services regarding the action to be taken where the successful applicant has rejected the offer of the position.	
	Following acceptance of the position by the successful applicant, all other interviewed applicants have been informed (by telephone) of the outcome and offered feedback within 10 calendar days.	
	The following letters have been sent: <i>Letter to applicants placed on the eligibility list following interview; Letter to applicants not placed on the eligibility list following interview; Letter acknowledging ineligible application, Letter to applicants not successful in gaining an interview.</i>	
	Letters of thanks has been sent to members of the selection panel.	
	Feedback has been provided to all applicants who have requested it focusing on the selection criteria and the extent to which the applicant demonstrated an ability to meet the selection criteria.	