

Recruitment and selection of teaching staff in preschools procedure

This is a mandated procedure under the operational policy framework. Any edits to this procedure must follow the process outlined on the [creating, updating and deleting policies](#) page.

Overview

This procedure, associated with the [recruitment and selection of teaching staff in preschools policy \(PDF 573KB\)](#), identifies and describes the criteria and processes for the appointment of teaching staff in stand-alone preschools.

Scope

The procedure applies to the appointment of teachers including the classifications of Substantive Key Teacher, Advanced Skills Teacher AST-2 and Advanced Skills Teacher AST-2 Fall-back in the preschool sector.



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Detail

Describing vacancies

Describing a new or vacant position

With reference to the site's workforce plan (see [recruitment and selection of teaching staff in preschools policy \(PDF 573KB\)](#) 'workforce planning' section) and in partnership with the staff team, the Preschool Director identifies and describes a new vacancy.

All described vacancies need to detail the Level of Schooling (PSOP – Preschool or BP0B – Birth to Preschool), skill codes and/or a descriptor that succinctly describes the context and requirements of the vacancy. See [Appendix 1 – Preschool skills criteria](#). The tenure of a vacancy will be either ongoing or temporary. Whenever possible, it is expected that an ongoing vacancy will be described.

When a vacancy is declared, Preschool Directors are required to enter the applicable following **Vacancy Reason** and the name and ID number of the teacher being replaced (if applicable):

- Change in Time
- Country Incentive Leave
- Curriculum Change
- Deceased
- End of Tenure
- Enrolment Change (Increase/Decrease)
- Exchange Teacher
- Higher Duties
- Leave Without Pay
- Long Service Leave
- Maternity Leave
- Other Paid Leave
- Promotion
- Release Time Scholarship
- Resignation
- Retirement
- Secondment
- Teacher Renewal Program

- Transfer
- Workers Compensation

Permanent (ongoing) vacancies

An ongoing vacancy does not have an end date. An ongoing vacancy can be described when:

- no permanent teacher holds right of return to the vacancy
- a new vacancy is created which can be funded on an ongoing basis from the preschool's resource budget.

For all vacancies resulting from teachers winning advertised teaching or leadership positions, by teachers resigning, retiring or losing right of return by other relevant circumstances, it is expected that an ongoing position will be described by the preschool unless strong evidence can be provided to the Business Partners, Workforce Management – Schools and Preschools as to why the resultant vacancy cannot be filled permanently.

Temporary vacancies

A temporary vacancy is for a fixed period of time with a specified commencement and end date.

Temporary vacancies have a minimum tenure of 20 duty days. They can be up to two years if the vacancy is, for example, behind a teacher who holds right of return to the preschool.

A temporary position may only be declared when:

- it is behind a teacher who holds a right of return to the preschool
- the preschool is undergoing a major change
- the preschool is undergoing significant enrolment decline and an ongoing position cannot be sustained
- a teacher has an approved temporary change in time
- there are special short-term funding arrangements
- a position needs to be maintained behind an acting leadership position of 12 months or less.

Temporary Relieving Teacher (TRT)

A TRT appointment is used to fill short term absences of another employee or an unforeseen event(s) which could not reasonably have been planned for.

TRT appointments have a minimum tenure of half a day (3.625 hours) and a maximum tenure of 19.5 duty days. (Examples for TRT usage include sickness, special leave, release to attend professional development etc.).

Position Tenure Review Panel

A joint Education/AEU Position Tenure Review Panel will be established to consider concerns relating to the tenure of positions i.e. when a temporary position is described which appears to meet the criteria for an

ongoing position. Either the Department or the AEU can initiate a meeting of the panel. See [Appendix 2 – Position tenure review panel](#) for further details.

Filling Vacancies

All appointments will be made at the preschool through open selection processes, with the only exception being for a small number of placements being made through a centrally-managed process for teachers in the Permanent Teacher Register (PTR).

In order to ensure that the overall needs of preschools and individual teachers are met, and in special circumstances, the Assistant Director, Workforce Management – Schools and Preschools (or delegate of the Chief Executive) may approve special arrangements for the filling of vacancies or the appointment of individual teachers.

Appointment Process

- Prior to the commencement of each annual recruitment and selection exercise, all permanent teachers who are in temporary positions or require placement will be appointed, where possible, to ongoing positions in preschools, through a centrally-managed process. This includes, for example, teachers who may have returned to the metropolitan area from the country as part of a guarantee and have been appointed to a temporary position in the first instance.
- Conversion to permanency will be considered for all country zone preschools and country zone children's centres, prior to the first rounds of advertising, if specific criteria are met as outlined within this Procedures document.
- Any unfilled ongoing vacancies submitted are then advertised, to an open field.
- Teachers with 'T' transaction types will then be considered for ongoing vacancies that are not filled through these processes.
- Conversion to permanency will be considered for any vacancies that remain unfilled after the above processes.
- Any positions that remain unfilled from the above processes may be advertised if timelines permit. If there is insufficient time to advertise at the end of the school year, as per published department timelines, the vacancy will be filled as a temporary position, and will become an ongoing vacancy in the following year.

The [employee complaints procedure \(PDF 1.8.MB\)](#) (staff login required) provides appropriate and fair avenues for employees to resolve complaints. Teachers who have grievances that emerge from the placement or selection process are able to pursue these in writing to the Executive Director, People and Culture. The procedures for dealing with grievances are outlined in Clause 3.1 of the [South Australian School and Preschool Education Staff Enterprise Agreement 2024\(PDF 6.7MB\)](#).

Ongoing vacancies

All ongoing vacancies are advertised online through [EduJobs](#) (within published timelines).

Advertised vacancies are open to all eligible teachers, both within and external to the department, who are

able to meet all requirements for employment by the department. Existing eligible permanent teachers and eligible employable teachers are able to apply and be considered equally for advertised vacancies.

Applications for advertised vacancies are lodged online and are managed by a Local Selection Panel, in accordance with processes, outlined in [Appendix 3 – Local selection process for advertised ongoing vacancies](#).

If an appointment is not made through advertising, as described above, applicants with a 'T' transaction type will be considered. If still unfilled, the vacancy may be considered for a conversion to permanency process, subject to specific criteria, as outlined in the Procedures document.

If the position is not filled through any of these processes, the vacancy may be advertised, if timelines permit. If there is insufficient time to advertise at the end of the year, the vacancy will be filled as a temporary position, and will become an ongoing vacancy in the following year.

Late vacancies will be filled through a centrally managed process overseen by the Assistant Director, Workforce Management – Schools and Preschools.

Conversion to permanency

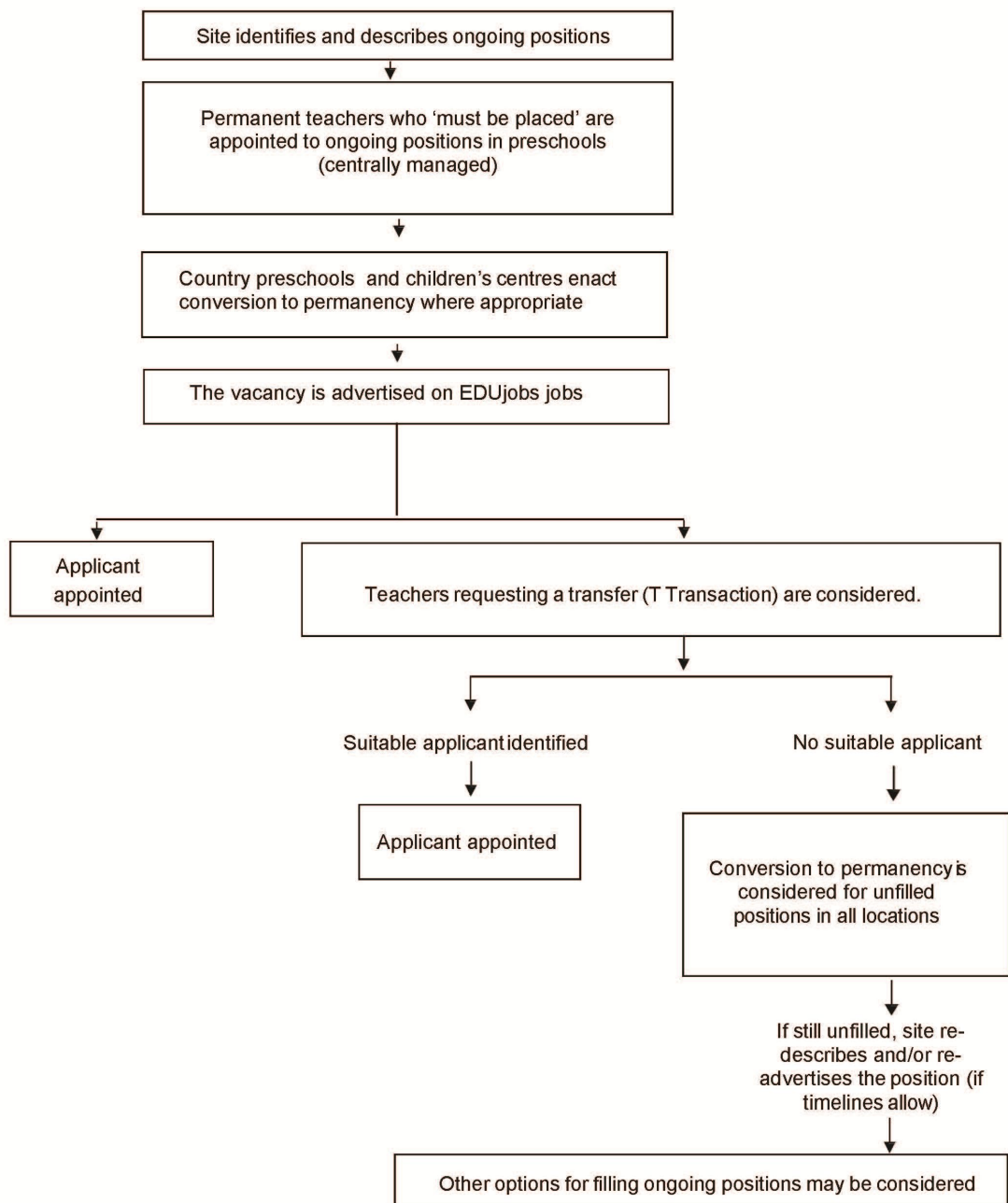
Preschool Directors in partnership with their staff team, can make a recommendation to the Assistant Director, Workforce Management – Schools and Preschools to convert a temporary teacher to permanency, subject to the following criteria being met:

- The position is identified as an ongoing position by the preschool.
- The incumbent was appointed through established recruitment processes, based on merit and has occupied the position for a period of at least two years.
- There are no teachers available with specific placement rights through the Permanent Teacher Register (PTR) to fill the vacancy.
- The incumbent has demonstrated satisfactory performance.

Grievances in relation to conversions to permanency should be raised in the first instance with the Preschool Director. If the matter cannot be resolved at the local level, it may be referred to the Executive Director, People and Culture (or delegate) for resolution, as outlined in Clause 3.1 of the [South Australian School and Preschool Education Staff Enterprise Agreement 2024 \(PDF 6.7MB\)](#).

See Diagram 1 – Filling Ongoing Positions.

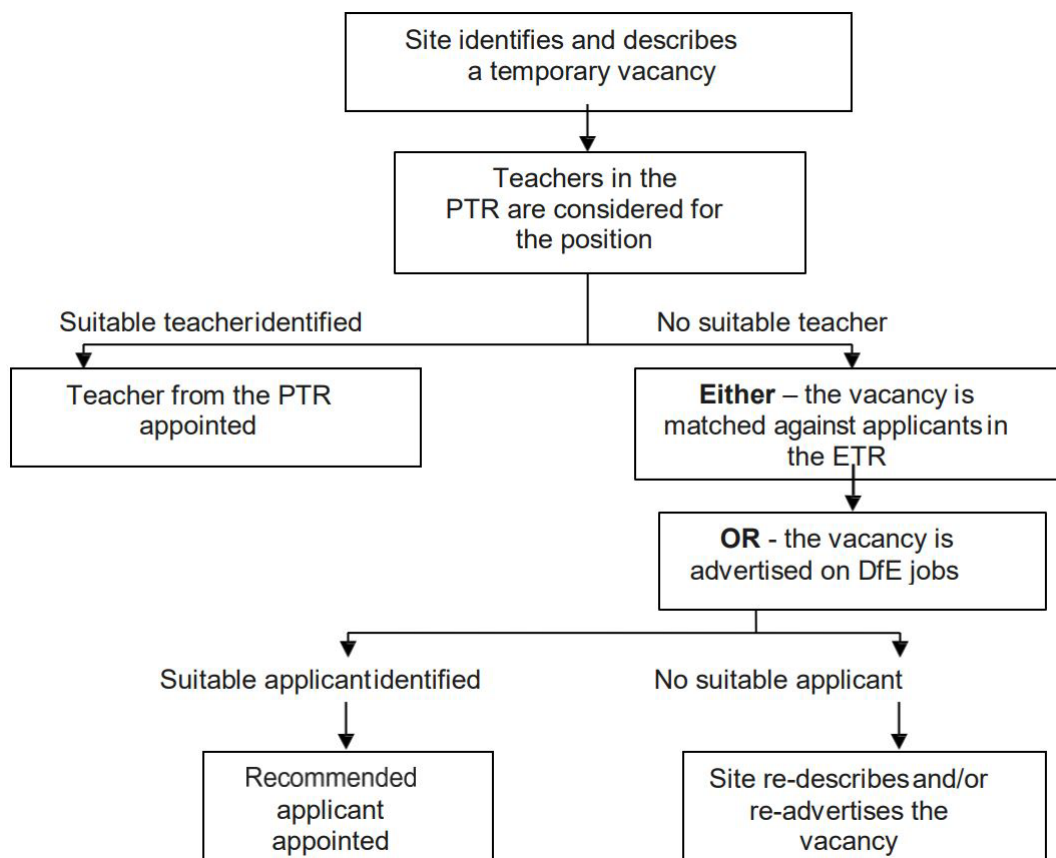
Diagram 1 – Filling ongoing positions



Temporary vacancies

Teachers in the PTR who are eligible to be considered for temporary positions are considered in the first instance for temporary positions, through a centrally-managed process. If an appointment is not made from the PTR, the position can either be advertised by the preschool or filled from the Employable Teacher Register (ETR), through the process outlined in this document.

See Diagram 2 – Filling Temporary Positions



Eligibility for applying for an advertised ongoing vacancy

Teachers who are eligible to apply for an advertised ongoing vacancy include:

- permanent teachers who are not in their first year of permanency with the department
- teachers who are in tenured leadership roles
- employable teachers who are in the ETR and who meet minimum department employment criteria
- employable teachers who are able to meet department minimum employment criteria and who are not currently part of the ETR
- teachers who are included in the PTR.

Employable teachers who win and accept a permanent teaching position will not be considered for other permanent vacancies at that classification/level until they have met the appropriate eligibility criteria.

Eligibility for inclusion in the Permanent Teacher Register

The Permanent Teacher Register (PTR) will mainly comprise teachers completing leadership or secondment, returning from the country to the metropolitan area and returning from extended leave. However, there may be a small number of other permanent teachers who will require consideration for placement through the PTR including teachers with approval for an alternative placement.

Teachers eligible for the PTR must lodge their applications online, in accordance with published department timelines. A summary of transaction types are included as [Appendix 4 – Permanent teacher register placement codes](#). Once the application is lodged, it will remain active for the year of application.

Teachers who are eligible to be included in the PTR are:

Teachers who must be placed

- Permanent teachers in country locations who qualify for the guaranteed right of return to the metropolitan area – see [Appendix 5 – Country to metropolitan guarantee](#).
- Permanent teachers who do not hold right of return to a preschool, including those returning from leave or leadership positions of greater than 12 months.
- Teachers with approval for an alternative placement.
- Aboriginal teachers employed through the Aboriginal Employment Strategy will be appointed to preschools through a centrally managed consultative process.

Teachers who may be placed (if suitable vacancies exist)

- Permanent teachers in the metropolitan area who lodge a request to transfer following 10 years of service in their current preschool ('T' transaction type). Teachers using this transaction type will be considered for permanent positions in nominated metropolitan preschools only.
- Eligible permanent teachers in country preschools who lodge a request to transfer to an alternative country location ('T' transaction type). Teachers using this transaction type will be considered for permanent positions in nominated country preschools only. Eligible teachers are those who are:
 - in at least their 4th year of continuous country service* in a zone 4 or 5 country preschool
 - in at least their 5th year of continuous country service* in a zone 2 or 3 country preschool
 - in at least their 6th year of continuous country service* in a zone 1 country preschool

* 'Country service' is defined as temporary (contract) employment or permanent employment, though teachers also need to be eligible to apply for an alternative position (i.e. not in their first year of permanency).

Teachers appointed through a centrally-managed negotiated process

- Workers Compensation: Teachers with an approved workers compensation claim (approved by the Assistant Director, Workforce Management – Schools and Preschools).
- Alternative Placement: Permanent teachers who have an approved alternative placement request (approved by the Assistant Director, Workforce Management – Schools and Preschools).

- Alternative placement requests will normally be associated with a medical condition relating to the teacher or their family, and be supported by appropriate documentation.

If a request has not been approved through normal processes, and it is deemed to be of urgent or high priority, it may be referred by the President of the AEU to the Executive Director, People and Culture for further consideration and determination.

Selection process for placement from the Permanent Teacher Register (for permanent and temporary positions)

All teachers in the PTR are considered for vacancies in line with their transaction type. Teachers who have lodged a 'T' transfer request will be considered for any suitable permanent vacancies after advertising. The appointment of teachers from the PTR to preschools will be managed centrally by Workforce Management – Schools and Preschools Business Partners, Workforce Management – Schools and Preschools manage the selection process and are able to:

- seek referee comments to verify any aspect of the teacher's application
- contact the teacher directly to seek further information
- contact the site leader to clarify issues relating to the position.

A teacher in the PTR will only be appointed to a vacancy within the range of time stated in their online application or at their substantive fraction of time. If appointed to a permanent position through this process, the teacher takes on the fraction of time described in the vacancy. This becomes the teacher's new substantive fraction of time.

Appointment restrictions

Permanent teachers have varied appointment restrictions according to a range of factors. They include:

- in a metropolitan Permanent Against Temporary (PAT) appointment – an appointment in an ongoing or temporary position within 45 km of the residence from which they daily commuted to the tenured appointment
- if identified through Alternative Placement – an appointment in an ongoing or temporary position within 45 km of the residence from which they daily commuted to the tenured appointment
- consideration will be given to the preferred list of sites in the preschool teacher's PTR application.

Employable Teacher Register

The Employable Teacher Register (ETR) contains teachers who are not currently permanent department teachers and who are seeking temporary or permanent employment as teachers with the department and who meet, or are able to meet, minimum department employment criteria. People in this group are referred to as 'employable teachers'.

Right of return

Preschool teachers that have been appointed to a ten year tenured position and are currently in tenure will be appointed ongoing to that site.

Leadership positions

These arrangements apply to teachers appointed to leadership positions:

- Permanent teachers who are appointed to a tenured leadership position or seconded teacher position of 12 months or less will hold right of return to their previous position.
- Permanent teachers who win a tenured leadership position or seconded teacher position of greater than 12 months, will lose right of return to their preschool, unless otherwise negotiated with the Assistant Director, Workforce Management – Schools and Preschools.
- Teachers who have no right of return as a result of this, who seek an appointment to a preschool at the end of the tenured leadership position or seconded teacher position via nomination to the PTR, as a teacher will be appointed to an ongoing or temporary position within 45 km of their residence from which they daily commuted to the tenured appointment. If the leadership position was in the country, they may choose to be placed in the metropolitan area if the leadership position was won from a metropolitan preschool.

Leave (with or without pay)

- Teachers who are in an ongoing teacher position in a preschool and have a period of leave with or without pay, will maintain right of return to the preschool provided the period of leave is no greater than 12 months (unless otherwise agreed).
- Teachers who have been on paid primary carer leave and unpaid parental leave (however described) will retain a right of return to the level of the employee's regular appointment.
- Permanent teachers, who are in a tenured leadership position in a preschool and have a period of leave with or without pay, will maintain right of return to their leadership position, provided tenure in that position still remains. If the tenure has been completed, then the teacher will be placed through the PTR at the completion of the leave, unless they win another position.

Local management

- Preschools are expected to manage their human resources within the site. In preschools that are affected by staffing reductions through the *Preschool Staffing Formula (Bandwidth)*, teachers may be considered for an alternative placement. Teachers will only be considered for an 'Alternative Placement' in exceptional circumstances, as approved by the Assistant Director, Workforce Management – Schools and Preschools. See Policy section of the document.

Tied appointment request

A teacher may 'tie' an application for an alternative appointment with another teacher when seeking a:

- re-location from a metropolitan preschool to a country preschool

- re-location from one country preschool to another country preschool.

Tied placements will only be effected when both teachers seeking tied placements can be placed. When two teachers decide to tie their applications, they need to ensure they clearly indicate their tied partner on their application. If it is not possible to appoint both teachers, then neither teacher will be appointed.

Tied placements can only be made into the applicant substantive sector (preschool) but may be tied with an employee from the schooling sector.

Tied appointments **cannot** be used when actioning a guaranteed return to the metropolitan area, or for re-location from one metropolitan appointment to another.

Tandem teaching appointment request

Two teachers may jointly apply for one position, i.e. job share. Each request will be considered on an individual basis and success will depend on available vacant positions and the merit of their applications relative to other applications.

Roles and responsibilities

Preschool Director

Identify and describe a new vacancy with reference to the Site's workforce plan.

Make a recommendation to the Assistant Director, Workforce Management – Schools and Preschools for conversion to permanency.

Approving leave up to and including 12 months.

Assistant Director, Workforce Management – Schools and Preschools

Approve special arrangements for the filling of vacancies or the appointment of individual employees.

Approve conversions to permanency.

Approve the classification levels of Preschool Director.

Approve Alternative Placement Requests.

Business Partner, Workforce Management – Schools and Preschools

Appoint permanent employees from the PTR.

Definitions

AEU

Australian Education Union (SA Branch)

EduJobs

Job board for advertising vacant positions and submitting applications.

Permanent against temporary (PAT)

A permanent Department for Education teacher appointed into a temporary position.

Permanent teacher register (PTR)

A register of permanent teachers requiring placement or seeking an alternative location.

Temporary relieving teacher (TRT)

A casual teacher appointed on a short term basis from a minimum tenure of half day (3.625 hours) up to a maximum of 19.5 duty days.

Supporting information

Related awards and instruments

[Pre-school \(Kindergarten\) Teaching Staff Award](#)

[South Australian School and Preschool Education Staff Enterprise Agreement 2024 \(PDF 6.7MB\)](#)

Related legislation

[Education and Children's Services Act 2019 \(SA\)](#)

[Education and Children's Services Regulations 2020 \(SA\)](#)

[Fair Work Act 1994 \(SA\)](#)

Related policies

[Employee complaints procedure \(PDF 1.8MB\)](#)

[Merit selection procedure \(PDF 666KB\)](#)

[Recruitment and selection of teaching staff in preschools policy \(PDF 573KB\)](#)

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Contact

People and Culture

Phone: 8226 1356

[Ask your question or lodge a request through edHR](#)

Appendix 1 – Preschool skills criteria

Aboriginal (IS)

You can put Aboriginal and/or Anangu Schools if you can provide evidence that:

- you can establish effective working relationships with Aboriginal people including students, ACEOs, parents and community members
- you have demonstrated awareness of current issues (educational and political) relating to Aboriginal communities
- you have skills to teach using inclusive methodologies and have an awareness of factors which impact on Aboriginal students.
- Distance Education (OC).

You can put Distance Education if you can provide evidence that:

- you have experience in the successful delivery of teaching programs through distance mode and use of information and communication technologies
- you have knowledge and understanding of, and experience in the operational procedures for Open Access delivery and school support structures that ensure successful delivery of distance education programs.

First Steps (FT)

You can put First Steps if you can provide evidence that:

- you have completed a certificate training course in one or more components of First Steps (writing, spelling, oral language or reading)
- you have successfully used one or more components of the First Steps materials to link assessment, teaching and learning in the classroom.

Integrated Services (IV)

You can put Integrated Services if you provide evidence that:

- you have sound knowledge, skills and a commitment to provide preschool and childcare for 0-5 year old children in an integrated setting
- you can establish effective working relationships with a diverse group of staff
- you are aware of current issues relations to provision of integrated preschool/child care/occasional care services
- you have expertise in providing a curriculum for children aged 0-5.

Speech & Language (SE)

You can put Speech & Language if you can provide evidence that:

- you have undertaken recent training and development to cater for children with specific speech and language needs
- you have effectively planned and implemented speech and language programs.

Appendix 2 – Position tenure review panel

Purpose

A joint Department for Education/AEU Position Tenure Review Panel will be established to consider concerns relating to the tenure of positions i.e. when a temporary position is described which appears to meet the criteria for an ongoing position. Either the department or the AEU can initiate a meeting of the panel.

Composition of the Tenure Review Panel

The membership of the Position Tenure Review Panel will be:

- Two AEU representatives as nominated by the President AEU; and
- Two department representatives nominated by the Executive Director People and Culture, Department for Education.

Meeting Arrangements

The Panel can be called together by either the AEU or the department to consider concerns raised with specific positions. The Tenure Review Panel shall meet within 5 working days of a meeting being called by either party or within such longer or shorter period as may be agreed by the parties.

Procedures

- Submissions to the Panel may be given orally or in writing.
- Members of the panel will be provided with information sufficient to make an informed decision about the tenure of the specific position.
- It is expected that the decisions of the Tenure Review Panel will be arrived at by consensus. If consensus cannot be reached a decision may be made by the majority agreement of the members of the panel.
- In the event that the Position Tenure Review Panel does not reach a consensus or a majority decision then either party may refer the matter to the South Australian Employment Tribunal for conciliation or arbitration
- The Position Tenure Review Panel will communicate the outcome of issues raised to parties concerned within 48 hours of the Panel meeting.

Terms of Reference

- In line with Government policy, permanency of employment will continue to be the primary method of employment for teachers.
- The panel will consider concerns raised by either the AEU or the department relating to the tenure of specific positions.
- To ensure that wherever practicable, teachers will be appointed on a permanent basis.
- To ensure that temporary contract employment is available only for genuine operational reasons, where permanent employment is unable to be offered.

- To make determinations as to whether a position in dispute should be ongoing or temporary.

Annual Review

The Panel will conduct an annual review of the terms of reference and any recommendations, if agreed by the department and the AEU, will be implemented.

Dispute Resolution

The formation of the Tenure Review Panel does not preclude either industrial party from accessing the procedures for preventing and settling industrial disputes under clause 3.1 South Australian School and Preschool Education Staff Enterprise Agreement 2020 in relation to matters relating to the tenure of teachers.

Appendix 3 – Local selection process for advertised ongoing vacancies

The department's [merit selection procedure \(PDF 666KB\)](#), outlines the approved processes for merit selection across the organisation. Selection processes for teacher positions are based on merit and are further defined below.

Establishing the panel

The Local Selection Panel consists of the Preschool Director (or nominee) and an AEU representative working at the site, nominated by the AEU. The Preschool Director (or nominee) will chair the panel. Wherever possible, gender balance will be maintained on the panel.

Preschools with significant enrolments of Aboriginal or Torres Strait Islander students, students from non-English speaking backgrounds or students with disabilities

For preschools with significant enrolments of students who are Aboriginal or Torres Strait Islander, from non-English speaking backgrounds or with disabilities, the selection panel will, wherever possible, contain at least one person with recognised expertise in relation to the educational needs of these students. When it is not possible to directly include this expertise on the panel, the panel may wish to seek expert advice and input during the selection process.

Seeking advice during the selection process

During panel considerations, either panel member can refer concerns or seek process clarification from the Assistant Director, Workforce Management – Schools and Preschools (or delegate). The AEU representative may seek advice from the President, AEU (SA Branch) (or delegate). Information may also be sought from the Industrial Relations Unit.

Alternative panel composition

Approval to vary the composition of any panel must be obtained in writing from the Executive Director, People and Culture. Approval to include an additional panellist would only be granted in exceptional circumstances and in consultation with the AEU President.

Training

The Chairperson and panellist are required to undertake the designated training to participate on Local Selection Panels. The merit training includes local selection panel policy and processes.

Chairperson responsibilities

The chairperson is responsible for managing the selection process and must:

- be thoroughly familiar with selection procedures
- act within the letter and spirit of the policy
- establish the panel
- ensure the panel process operates appropriately

- manage the administration of all aspects of the selection process
- ensure that panellists are familiar with the need for confidentiality and the implications of any breach of confidentiality
- complete the panel report with the other panellist in the Vacancies, Selection & Placement (VSP) online HR system
- retain any panellists' working notes made during the selection process for 12 months
- retain and ensure secure storage of required documentation at the preschool for a period of one year. This is generally recorded in VSP.
- The chairperson must keep each applicant informed about the process of selection by:
 - notifying all applicants promptly with respect to short-listing, internal review rights and the approved nomination
 - informing applicants about significant delays if they occur.

Panellist responsibilities

Panellists are expected to:

- be thoroughly familiar with selection procedures
- act within the letter and spirit of the policy
- participate in and contribute equally to all stages of the selection process, including consulting with referees and developing the panel report
- treat all information obtained as confidential, including after the appointment has been made
- keep notes of information gathered during the selection process and give these to the chairperson at the conclusion of the selection process.

Selection process

Selection is made on the basis of information about an applicant. It is important to choose a selection process that will give useful and reliable information.

Sources of information are the written application and referee comments. Referee comments are a required part of the panel process for applicants on the final short-list. Interviews may also be held but are not required. The evaluation or decision-making process depends on the panel collecting information in a structured, systematic manner.

Teachers are not able to receive feedback on their applications.

The following selection criteria, considered in the context of the vacancy descriptor (subject/skill codes and position context statement), form the basis of the selection process.

Student learning

- An understanding of how students learn and the ability to facilitate student learning through inclusive and effective methodologies

Relationships

- Ability to establish and maintain effective relationships

Curriculum

- Knowledge of current curriculum in the relevant area, including child protection

Safe work practices

- A commitment to safe work practices and a safe work environment, including child protection

Late applications

The Local Selection Panel will determine if late applications will be accepted. This would usually occur only in extenuating circumstances, such as illness or family bereavement. A medical certificate or other form of evidence will be required in the case of illness of an employee or person in their care. The period for extension is negotiated between the applicant and the chairperson. The Business Partner, Workforce Management – Schools and Preschools will need to be notified of any late application to enable the job to be re-opened for receipt of the late application.

Once a panel has decided to accept a late application, it is treated in the same way as other applications.

Short-listing process

Applicants are short-listed according to the degree to which their application meets the position descriptor and selection criteria.

Prior to short-listing, the chairperson should ensure:

- agreement is reached by the panel on a common understanding of the vacancy descriptor and selection criteria
- panel members have been recorded and have access to the vacancy in Edujobs or a copy of each application is then made available to all panel members.

The basis for short-listing:

- The initial basis for short-listing is the written application. The responsibility rests with the applicant to present the panel with the relevant information in their application.
- All persons, whose applications indicate that they meet the position descriptor and selection criteria should, in the first instance, be included on the shortlist. This list can be reduced to a manageable size, if necessary, by determining the degree to which candidates meet the requirements of the position.
- In instances where an application alone does not provide enough information from which to shortlist, the panel may seek additional information through referee comments.

Referees

Information from referees complements other sources of evidence available to the panel. It is important to substantiate information provided by the applicant, especially when this information is significant in the final decision.

The applicant's current Director and line manager will be referees and will be identified through the application process as well as applicant-nominated referee(s). In exceptional circumstances, an applicant may negotiate alternative referees to the Principal and line manager with the Executive Director, People and

Culture.

Referees may be contacted more than once, if appropriate, and at any stage of the process, including during short-listing. Panel members must contact at least one referee for each applicant on the final shortlist. The panel is not required to seek information from all referees for any one applicant.

Un-named referees

At times it may be necessary for panel members to extend their enquiries to other referees not named by the applicant, in order to ensure the information is comprehensive and accurate. These people are 'un-named' referees.

The applicant will be contacted by a member of the Local Selection Panel. They will be informed of the broad areas, relevant to the position descriptor or selection criteria, about which the panel wishes to seek further information and given the opportunity to suggest further referees. Where the panel wishes to contact an un-named referee, they must obtain the consent of the applicant.

Guidelines for obtaining referee comments

- Prior to contacting referees, the panel prepares a set of questions based on the position descriptor and selection criteria in the light of information gained from the applicant's written application. Follow-up questions may be necessary.
- When telephone contact is made, or an oral report is received, referees' comments must be noted and read back to check the accuracy of content and emphasis.
- In cases where conflicting information is provided by referees, this should be further explored by the panel.
- Panel documentation should clearly describe the name and position of each referee, the questions asked and the response provided.

Interviews

Once short-listing has been completed, the panel must determine whether or not to conduct interviews. Panels are not required to interview applicants.

Where shortlisted applicants are identified for interview, they should be given sufficient notice prior to the interview, and be not less than a minimum of two working days' notice. Factors such as distance, interview complexity and special needs should be taken into account by the panel when scheduling interviews for applicants.

The Local Selection Panel will determine the method of interview. In consultation with final short-listed applicants, a range of interview methods such as 'face-to-face' or telephone/video conferencing may be used.

If an applicant is unable to participate in the interview, every endeavour should be made by the panel to reschedule the interview on the basis of each individual case.

All costs associated with the interview will be met by the preschool which has advertised the position, in consultation with the applicant and the Director/Principal of the applicant's preschool/school.

Guidelines for interviews

Panels should ensure that:

- the interview is held in a location that is private
- special requirements for applicants with disabilities are accommodated
- the time-frame for the interview is made clear to the applicant
- notes are taken during the interview, to be used in the final evaluation of information obtained during the process.

Prior knowledge and conflict of interest

Prior knowledge is information held by a panellist that is directly relevant to an applicant's ability to meet the requirements of the position. If a panellist believes this would impact adversely on the individual's ability to achieve the desired outcomes of the position, then this knowledge may be discussed confidentially with the chairperson. It is the chairperson's responsibility to determine whether action is required. Prior knowledge, which may impact on the selection process, should be clarified through appropriate questions either during the interview, with referees or by other selection methods being used by the panel.

To avoid nepotism and patronage or the appearance thereof, it is important there is no conflict of interest in selection processes due to the nature of the relationship between individual panellists and applicants. Any potential conflict of interest should be declared at the commencement of the selection process (or as soon as the panellist becomes aware of a potential conflict of interest).

Panellists must disclose the nature of any relationship with applicants and other panellists e.g., 'none', 'working', 'personal'. In situations where an actual or possible conflict of interest exists, a panellist must not be involved in the selection process. Advice may be sought from Employee Relations

Determining recommendations

The evaluation or decision-making process depends on the panel's deliberate collection of information in a structured, systematic manner and then evaluation of this information against the position descriptor and selection criteria.

During all stages of data collection, panellists should focus on the extent to which applicants meet the criteria being evaluated. Panellists should also consciously attempt to suspend relative judgement on applicants until all information has been gathered. Panellists will of course gain impressions of candidates during the selection process, and it is important that such impressions be confirmed by other sources such as referee comments or interview.

During the decision-making process, panellists should provide clarification of their views as logically as possible, using evidence based on the information gathered. Panellists must not be pressured to change their views.

If agreement cannot be reached, both panellists should complete and forward a panel report to the Assistant Director, Workforce Management – Schools and Preschools. The situation may then be reviewed by Employee Relations (Ethical Conduct Advisory) . Possible determinations may include, but not be restricted to:

- requesting that the panel seek further information on one or more applicants through further referee comments or interview

- establish a new panel to undertake the selection process
- approve the re-advertisement of the positions
- authorising an appointment

The notification from the Chairperson that a recommendation has been made will include the name of the nominated applicant.

Panel reports

The panel is required to document the process in VSP. This documentation forms the panel report. All panellists are to be involved in determining the content of the panel report and the recommendations. The panel report must be based on the degree to which each applicant has met the requirements of the position and demonstrates the ability to achieve the outcomes of the position.

The panel report should include the following information:

- panellists
- reasons for not short-listing specific applicants
- comments on all short-listed applicants in terms of the position descriptor and selection criteria
- summaries of referee questions and comments for individual applicants (where applicable)
- recommendations in rank order and reasons

Storage of panel records

Working notes must be stored confidentially at the worksite for one year.

Life of recommendations

Recommendations for externally advertised vacancies will remain active within the school year in which the initial nomination was approved.

Other recommended applicants may be accessed in priority order if the position becomes vacant during this period without the need for re-advertisement and further selection process.

Request for internal review

Applicants for externally advertised vacancies with tenure of greater than 12 months may lodge a request for an internal review against serious irregularities in the selection process which may have affected the outcome.

Within seven calendar days of receiving notification from the Chair of the Local Selection Panel that the panel has made a recommendation, the appellant must submit a written appeal with the Executive Director, People and Culture at decd.ecu@sa.gov.au. The request must include the reason(s) as to why the appellant believes there has been a serious irregularity in the selection process which would affect the outcome.

The Executive Director, People and Culture, notifies the Assistant Director, Workforce Management – Schools and Preschools that a request for review has been lodged and the position is placed on hold.

The Executive Director, People and Culture, initiates a review through the Director, Employee Relations.

Once the review is completed, a recommendation is forwarded to the Executive Director People and Culture,

for determination. The Executive Director, People and Culture, informs the appellant of their decision in writing and gives reasons for the decision.

If the request cannot be upheld, the selection process will be finalised. If it is upheld, the Assistant Director, Workforce Management – Schools and Preschools, determines the course of action to be taken which may include, but not be constrained to, the current Local Selection Panel being reconvened to undertake further selection processes, the establishment of a new Local Selection Panel or that the position be re- advertised and a new selection process commenced.

Teachers who have complaints that emerge from the selection process are also able to pursue these through existing legislation and industrial agreements.

Appointment conditions

If appointed to a permanent position through an advertised vacancy, the teacher takes on the fraction of time described in the position. This becomes the teacher's new substantive fraction of time. A teacher, who wishes to vary their fraction of time on a temporary or ongoing basis, may seek to do so in line with the [flexible working arrangements procedure \(PDF 268KB\)](#) (staff login required).

Appendix 4 – Permanent teacher register placement codes

Code	Rule
A	Special Placement agreement - with written approval from HR Services for PTR inclusion
E	Approved Alternative Placement from Assistant Director, Workforce Management – Schools and Preschools
G	Country to Metropolitan Guarantee (extended metro area) – eligible if: <ul style="list-style-type: none"> • in at least 4th year of continuous country service in Zones 4 and 5 <i>or</i> • in at least 5th year of continuous country service in Zones 2 or 3 • in at least 6th year of continuous country service in Zone 1
P	Permanent Teacher in temporary placement (PAT or TPT)
Q	Completing a tenured leadership or tenured PRT position
R	Returning from leave (with no right of return)
S	Completing a seconded teacher position (with no right of return)
T	Transfer <ul style="list-style-type: none"> • metro to metroeligibility: <ul style="list-style-type: none"> ○ 10 years continuous service in current metro school • country to countryeligibility: <ul style="list-style-type: none"> ○ in at least 4th year of continuous country service in Zones 4 and 5 or ○ in at least 5th year of continuous country service in Zones 2 or 3 ○ in at least 6th year of continuous country service in Zone 1
W	Workers Compensation – with written approval from Assistant Director, Workforce Management – Schools and Preschools

Appendix 5 – Country to metropolitan guarantee

Teachers who are eligible to exercise transaction type 'G' are permanent country teachers who are:

- in at least their 4th year of continuous country service* in a zone 4 or 5 country preschool
- in at least their 5th year of continuous country service* in a zone 2 or 3 country preschool
- in at least their 6th year of continuous country service* in a zone 1 country preschool.

A teacher returning from a country location using a 'G' transaction is guaranteed either:

- a permanent appointment anywhere in the metropolitan area... The 45 km rule does not apply in this case
- a temporary (one-year or short-term) position within 45 km of their residence.

in the metropolitan area.

- * 'Country service' is defined as temporary (contract) employment or permanent employment, though teachers also need to be eligible to apply for an alternative position (i.e. not in their first year of permanency).