

Recruitment and selection of teaching staff in schools policy

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

Overview

This policy outlines the principles and processes for recruitment and selection of teaching staff in schools, and must be read in conjunction with the [recruitment and selection of teaching staff in schools procedure \(PDF 413KB\)](#) which provides details of the process steps and employee entitlements.

Scope

This policy covers all schools and all teachers appointed to schools in our public education system. Teachers include those staff with the classifications of Special Senior, Senior, Substantive Key Teacher, Advanced Skills Teacher (AST-2), Highly Accomplished teacher (HAT) and Lead Teacher (LT).

The policy includes appointments to school based preschools (schools offering a preschool program) but does not cover appointment to designated preschools and children's centres that are covered under the [Education and Children's Services Act 2019](#).



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Detail

The policy for the recruitment and selection of teaching staff in schools outlines the principles and processes for recruitment of teachers into schools. It replaces the recruitment and selection of teaching staff in schools policy 2015.

The policy for the recruitment and selection of teaching staff in schools must be read in conjunction with the [recruitment and selection of teaching staff in schools procedure \(PDF 413KB\)](#), which provides a detailed outline of the process steps and employee entitlements.

This policy will be implemented in 2020 for the appointment of teachers to schools from the start of the 2021 school year. The following principles underpin the policy:

- teacher quality is a major determinant of quality education outcomes for students and we will seek to attract and retain the best teachers to all department schools, including low socio economic status (SES) and country, to inspire and support students
- appointment of teachers to schools is made by the Chief Executive or delegate under Section 97 of the *Education and Children's Services Act 2019* and all teachers appointed to schools are employees of the department
- schools should have the maximum flexibility to select teachers who best suit their needs and circumstances within established and agreed industrial frameworks
- wherever practicable, teachers will be appointed on a permanent basis to a specific school. Schools are required to declare ongoing positions; this is a professional and ethical responsibility
- temporary contract employment is available for genuine operational reasons to meet certain defined conditions, where permanent employment is unable to be offered
- as a rule, permanent teachers will not remain in temporary (PAT) positions for periods of longer than 12 months
- the department has an obligation to ensure that the employment entitlements and conditions of individual teachers are met. These are defined within legislative and industrial frameworks
- the department is committed to the appointment of existing permanent teachers into ongoing positions wherever possible
- schools are responsible for effective workforce planning to ensure they have the right balance of teaching staff to meet the needs of their students, so that they have access to a broad range of curriculum offerings
- teachers who work in rural and remote areas or low SES (category 1 and 2 schools) will be given preferential consideration for metropolitan vacancies if they choose to relocate after meeting minimum defined periods of service
- teachers in metropolitan schools will be able to request a transfer and be considered for suitable permanent vacancies after completing 10 years' service in their current school ('T' transaction type)

- country teachers who meet minimum defined periods of service will be eligible to apply for a guaranteed return to the metropolitan area into any suitable permanent vacancy in a category 3-7 school (or category 1-2 school of choice) in the metropolitan area or a temporary vacancy within 45 km of residence
- eligible teachers (as defined in the [recruitment and selection of teaching staff in schools procedure \(PDF 413KB\)](#)) in country schools will be able to request a transfer and be considered for suitable permanent vacancies in other nominated country schools ('T' transaction type)
- a small number of other permanent teachers who do not hold right of return to a school will also be given preferential consideration for vacant positions in school
- schools will be responsible for the implementation of effective systems for the performance development and management of teachers

By the end of 2014 the policy aims to achieve the following outcomes:

- an increase in the overall percentage of permanent staff relative to contract staff. It is expected that a minimum permanency level of 85%, with the aim of reaching an overall target of at least 87%*. This target will be reviewed at the end of 2014.
- placement of all permanent staff in a school with the consequential reduction in the number of staff held against temporary vacancies (PATs).
- the completion of selection and placement processes prior to the commencement of the new school year so that designated classroom teachers are in place for the first day of the school year.

* This measure is of the overall teaching workforce. Permanent teachers include teachers in leadership positions, seconded teachers and section 101B appointments and includes teachers on paid and unpaid leave (excludes claim paid teachers such as temporary relief teachers 'TRTs' and hourly paid instructors 'HPIs').

The policy will be evaluated against its success in achieving these outcomes.

Workforce planning

The Principal, in consultation with the Personnel Advisory Committee (PAC), will develop a workforce plan for their school.

The workforce plan will identify staffing requirements, taking into account the current and future needs of the school. The plan will be regularly updated to reflect changes to the composition of the workforce, student profile, curriculum changes, enrolments and budget.

Describing positions

Schools will describe vacant teaching positions consistent with the requirements identified in their workforce plan.

Consultation will occur with the PAC on all vacancies, consistent with the requirements established in clause

3.3 of the [South Australian School and Preschool Education Staff Enterprise Agreement 2020](#) and any specific requirements established in the PAC handbook.

The position descriptions will detail whether the vacancy is ongoing or temporary and other relevant information, as described in the [recruitment and selection of teaching staff in schools procedure \(PDF 413KB\)](#).

Ongoing positions

An ongoing position does not have an end date, and can be described when:

- the position is vacant, and no existing, permanent teacher holds right of return to the position
- a new vacancy is created that can be funded on an ongoing basis from the school's resource budget.

Ongoing positions will be described unless the criteria for a temporary position is met. For all vacancies resulting from teachers winning advertised teaching or leadership positions, or by teachers resigning, retiring, etc., it is expected that an ongoing position will be described by the school unless strong evidence can be provided as to why the resultant vacancy cannot be filled permanently.

Temporary positions

A temporary position 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 school.

A temporary position may only be declared when:

- a teacher holds a right of return to the school
- the school is undergoing a defined curriculum or major function change project
- the school is undergoing 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.

Casual positions

A casual position can only be accessed where there are unexpected short term absences of another employee or an unforeseen event(s) which could not reasonably have been planned for.

Casual positions have a minimum tenure of half a day and a maximum tenure of 19.5 duty days.

Position tenure review panel

A joint department/AEU position tenure review panel considers concerns raised relating to the tenure of positions, ie 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 and would operate on an exception basis rather than review all temporary positions. The panel would conduct an annual review of the

terms of reference and any recommendations, if agreed by the department and the AEU, would be implemented. See [recruitment and selection of teaching staff in schools procedure \(PDF 413KB\)](#).

Filling vacancies

Ongoing vacancies

In the first round of advertising, Aboriginal, Anangu and (SNAP) schools, all country schools and category 1 and 2 schools will be advertised with subsequent rounds for all other school. All ongoing teaching vacancies are advertised online through EDU jobs, in the first instance (within published department timelines).

Advertised vacancies are open to all eligible teachers, whether or not they are currently employed by the department. Applications for advertised vacancies are lodged online and are managed by a local selection panel, in accordance with the process outlined in the [recruitment and selection of teaching staff in schools procedure \(PDF 413KB\)](#).

Consequential ongoing vacancies (or any unfilled vacancies) resulting from advertised positions, or any ongoing vacancies declared after the first round of advertising, will be filled by teachers from the PTR (other than 'T' transaction types), provided they are a suitable match for the position and the appointment is within the placement conditions of the teacher. This exercise will be managed centrally by Workforce Management – Schools and Preschools and overseen by the Assistant Director, Workforce Management – Schools and Preschools.

If an appointment is not made from the PTR, 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 [recruitment and selection of teaching staff in schools procedure \(PDF 413KB\)](#). 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 through a centrally managed process overseen by the Assistant Director, Workforce Management – Schools and Preschools.

Prior to the commencement of each new annual recruitment and selection exercise, all permanent teachers who are in temporary positions will be appointed, where possible, to ongoing positions in schools, 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

Principals, following consultation with the PAC, can make a recommendation to the Assistant Director, Workforce Management – Schools and Preschools to convert a temporary teacher to permanent, subject to specific criteria, as outlined in the [recruitment and selection of teaching staff in schools procedure \(PDF 413KB\)](#).

In order to ensure that the overall needs of schools and individual teachers are met, and in extenuating circumstances, the Assistant Director, Workforce Management – Schools and Preschools may approve special arrangements for the conversion of temporary teachers to permanency.

In category 1, 2 and 3 schools, all country schools and agreed specialist subject areas, conversion to

permanency can take place prior to the first rounds of advertising, if the following criteria are met:

- the position is identified as an ongoing position by the school
- the incumbent was appointed through established recruitment processes 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 to strong performance.

Temporary positions

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 school or filled from the employable teacher register (ETR), through the process outlined in the [recruitment and selection of teaching staff in schools procedure \(PDF 413KB\)](#).

Appointment to schools

Permanent teachers are appointed to ongoing positions, where possible, in schools. All permanent teachers appointed to schools will retain right of return to that school following periods of leave or following appointment to a leadership position in another school, or secondment of 12 months tenure or less.

Substantive teachers appointed to leadership positions, seconded teacher positions and/or secondments outside of the department of more than 12 months will lose right of return to their school, unless otherwise negotiated.

If these teachers require an appointment to a school at the end of the tenured leadership position or secondment, they enter the PTR (permanent teacher register) for placement as a teacher.

A secondment does not affect a teacher's status as a department employee.

Schools may make application to the Assistant Director, Workforce Management – Schools and Preschools, to waive the right of return where special circumstances exist.

The permanent teacher register (PTR)

Essentially, teachers who are eligible to be included in the PTR are those:

- with a guaranteed right of return or with preferential placement eligibility from the country to the metropolitan area
- eligible teachers with preferential metropolitan placement rights from category 1 and 2 schools or from designated special service sites
- permanent teachers who do not hold a right of return to a specific school, such as those completing leadership positions of greater than 12 months

- teachers identified through the required placement process
- teachers who are actioning a remote country to nearer country guarantee
- Country Teaching Scholarship, Aboriginal employment strategy and Targeted Graduate Scheme recruits
- permanent teachers in the metropolitan area who lodge a request to transfer following 10 years of service in their current school ('T' transaction type)
- eligible permanent teachers (as defined in the [recruitment and selection of teaching staff in schools procedure \(PDF 413KB\)](#)) in country schools who lodge a request to transfer to an alternative country location ('T' transaction type).

Selection process for the PTR

All teachers in the PTR are considered for vacancies for which they are eligible to apply. Teachers who have lodged a 'T' transfer request will be considered for any suitable permanent vacancies after other teachers in the PTR have been considered, and prior to conversions to permanency being considered. The appointment of teachers from the PTR to schools will be managed centrally by Workforce Management – Schools and Preschools.

The Assistant Director, Workforce Management – Schools and Preschools may approve special arrangements for the appointment of individual teachers where special circumstances may exist.

Teachers requiring alternative appointment

The Assistant Director, Workforce Management – Schools and Preschools may approve alternative placements in special circumstances, such as for genuine compassionate reasons or where circumstances in a school warrant identification of excess staff due to significant enrolment decline, etc.

The required placement process is outlined in detail in the [recruitment and selection of teaching staff in schools procedure \(PDF 413KB\)](#).

Local selection process for advertised vacancies

All vacancies must be filled in accordance with the agreed local selection procedures set out in the recruitment and selection procedures.

Aboriginal, Anangu and SNAP schools, and then country schools and Index of educational disadvantage category 1 and 2 schools will be able to advertise their vacancies in the first rounds before positions from any other schools are advertised. Any selected employable teachers who are recruited to these permanent positions will not be considered for other permanent vacancies at that classification/level until they have met the appropriate eligibility criteria (as outlined in the [recruitment and selection of teaching staff in schools procedure \(PDF 413KB\)](#)).

Preferential consideration for teachers from category 1 and 2 schools:

Local selection panels are required to shortlist and contact at least one referee who can address the degree

to which the applicant meets the position descriptor and selection criteria for applicants who identify as teachers from category 1 and 2 schools and who are:

- in at least their 4th year of continuous service in a category 1 school
- in at least their 5th year of continuous service in a category 2 school.

Grievance resolution

An employee may lodge a complaint if they consider they have been treated unreasonably or unfairly in the application of this policy or its associated procedure as per the [employee complaints procedure \(PDF 421KB\)](#).

Roles and responsibilities

Principal

Identifying and describing a new vacancy with reference to the site's workforce plan.

Making 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

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

Approving conversions to permanency.

Approving the classification levels of Principals.

Approving alternative placement requests.

Business Partner, Workforce Management – Schools and Preschools

Appointing permanent employees from the PTR.

Monitoring, evaluation and review

Relevant data will be provided to the AEU on the implementation of the policy. This will include levels of permanency achieved in schools as a result of the implementation of the policy.

A joint review will be conducted of the policy for the recruitment and selection of teaching staff in schools and associated procedures, with a view to identifying changes and improvements that may be required and

having regard to:

- the policy outcomes specified in the overview section of this policy
- changes to the demographics of the teaching workforce and characteristics of the labour market
- operational issues and problems that are identified.

Modification may be made to the policy and procedures through agreement by the department and the AEU.

A review of this policy and implementation will be due at the end of June 2016.

Definitions

AEU

Australian Education Union (SA Branch).

AST-2

Advanced Skills Teacher 2.

HAT

Highly accomplished teacher.

LT

Lead teacher.

HPI

Hourly paid instructors.

PAT

Permanent against temporary.

PTR

Permanent teacher register.

SES

Socioeconomic status.

TRT

Temporary relief teacher.

Supporting information

Related instruments

[South Australian School and Preschool Education Staff Enterprise Agreement 2020](#)

Related legislation

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

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

[Public Sector Act 2009 \(SA\)](#)

Related policies

[Employee complaints procedure \(PDF 421KB\)](#)

[Merit selection procedure \(PDF 731KB\)](#)

[Recruitment and selection of teaching staff in schools procedure \(PDF 413KB\)](#)

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Contact

Business unit: People and Culture

Phone: 8226 1356

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