



**Department of
Education and Training**

**LOCAL RECRUITMENT, SELECTION AND APPOINTMENT OF TEACHING
STAFF**

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1 POLICY STATEMENT

The Department of Education and Training (the Department) appoints the most suitable and available teaching staff to meet its needs according to the principle of merit.

The Department aims to improve the diversity of its workforce so it better reflects the community it serves.

2 BACKGROUND

Local selection is a delegated responsibility that assists principals to match their staff profile with school needs.

Local selection describes a recruitment, selection and appointment process undertaken at a school. Local selection of teaching staff has been in place for some schools since 1997, although all schools recruit, select and appoint support staff.

The capacity of the Director General to transfer staff remains unchanged. The Department continues to provide placement opportunities for permanent staff with entitlements, including provisions of the remote teaching service, those moving on compassionate grounds or for displacements arising from organisational reasons.

3 SCOPE

This policy applies to all principals undertaking local recruitment, selection and appointment processes for permanent vacancies arising for teaching staff and school administrators.

4 RELATED DOCUMENTS

4.1 RELEVANT LEGISLATION OR AUTHORITY

Equal Opportunity Act 1984

Public Sector Management Act 1994

Public Sector Management (Breach of Public Sector Standards) Regulations 2005

Public Sector Standard on Recruitment, Selection and Appointment

School Education Act 1999

Western Australian Public Sector Code of Ethics

4.2 RELATED DEPARTMENT POLICIES

Staff Conduct

4.3 OTHER DOCUMENTS

Department of Premier and Cabinet, Appointment Pool Guidelines

Managing an Allegation of a Breach of Public Sector Standards: An Information Guide

5 DEFINITIONS

WORKFORCE DIVERSITY

The extent to which the demographic profile of an organisation (for example, the gender and cultural background of its employees) matches the demographic profile of the community it serves.

6 PROCEDURES

6.1 SCHOOL NOMINATION FOR LOCAL SELECTION

Principals will:

- discuss their school's interest and preparedness with the relevant Director Schools prior to considering local selection; and
- submit a completed School Nomination for Local Selection Form (see Appendix A) to their district education office if the Director Schools support is obtained.

Directors Schools will present a report to the Workforce Policy and Coordination Directorate indicating the strength of nominations from schools across the district after nominations have been received.

Workforce Policy and Coordination will advise nominating schools of the outcome of the process.

Guidelines

Existing local selection schools are not required to complete the School Nomination for Local Selection Form. These schools will continue to have access to local selection.

6.2 WORKFORCE PLANNING

Principals will examine the school's staffing profile and enrolment trends, projecting future staffing needs based upon the information package published by the Staffing Directorate.

Guidelines

Workforce planning enables schools to have the most suitable people with the right skills, knowledge and ability to meet current and future challenges. It involves aligning operational and strategic needs of schools with the recruitment, selection and appointment process, particularly in relation to workforce diversity, curriculum reform and policy implementation.

Principals have delegated responsibility to manage the staffing function in their school. As part of normal staffing procedures, the Department requires verification that all schools are staffed according to Department policies and formulae based on student enrolments and additional entitlements.

To assist schools in this process, an information package, including workforce planning proformas, is published by Staffing Directorate in January each year prior to the commencement of the school year and again in Term 3.

The Staffing Directorate may provide support for workplace planning. Where advice is required, the principal should contact the relevant staffing consultant.

6.3 FILLING VACANCIES

Principals will submit a Manager Request Form to the Education and Training Shared Services Centre Human Resources (ETSSC HR) Services.

ETSSC HR Services will facilitate advertising clearances through the Staffing Directorate.

Guidelines

All permanent and fixed-term vacancies are subject to the Recruitment, Selection and Appointment Standard and the general principles of the Public Sector Management Act 1994. Further information is obtainable from <http://www.opssc.wa.gov.au>.

Analysis of transfer and redeployment data and available vacancies determines the extent of clearance for local selection.

6.4 REDEPLOYED TEACHING STAFF

The Staffing Directorate will facilitate the placement of displaced and priority staff in vacant positions in schools.

Principals will consider teachers and school administrators referred to schools by the Staffing Directorate prior to clearances of vacancies for advertising.

Redeployed teachers must enter submit their resume and placement details electronically via <http://tesweb.det.wa.edu.au> for consideration by the central placement system.

Guidelines

Redeployed teaching staff have priority for placement.

6.5 SELECTION OF REDEPLOYEES

The Staffing Directorate will:

- short-list redeployees for local selection vacancies where there is a match between the requirements of the vacancy and the teacher's location preferences, teaching descriptors and requested work-fraction (FTE); and
- forward resumes of short-listed redeployees to principals.

Principals will:

- consider the short-listed redeployees;
- document the selection process;
- consult with another member of the school administration team or the Director Schools; and
- provide details to the Staffing Directorate of the redeployed teachers recommended by the school for positions.

Guidelines

The principal may seek referee reports or conduct an interview.

6.6 ADVERTISING

ETSSC HR Services will:

- generate an advert from the information provided in the Manager Request Form;
- forward the draft advert to the Principal for approval; and
- advertise all teaching and school administrator positions on the JobsWA website at <http://www.jobs.wa.edu.au>.

Guidelines

After clearance has been given, vacancies to be filled by local selection may be advertised.

Schools that wish to receive applications from members of particular groups to enhance workforce diversity may encourage specific groups through advertising to apply for vacant positions. Workforce diversity goals are explicitly stated in the Department's Equity and Diversity Management Plan.

While merit remains the primary factor in the selection process, the Department is seeking greater diversity in the profile of its workforce. This includes a preference for the increased employment of:

- *women in leadership positions;*
- *Aboriginal people in leadership positions; and*
- *people with disabilities.*

Further information on the employment of people with disabilities is available on the Department's Our Policies website at <http://policies.det.wa.edu.au>.

6.7 ELIGIBILITY REQUIREMENTS

Principals will confirm that:

- all applicants for teaching positions hold or are eligible for Western Australian College of Teaching (WACOT) registration;
- appointees to permanent positions are Australian Citizens, or permanent Australian residents;
- appointees to fixed term positions have a valid permit to work if they are not Australian Citizens or permanent residents; and
- all employees, volunteers, visitors and external providers in child-related work have applied for or hold a valid Working with Children Check in accordance with the Department's *Working with Children Checks* policy available from the *Our Policies* website at <http://policies.det.wa.edu.au>.

The Standards and Integrity Unit will confirm that all new appointments for employment with the Department have been subject to satisfactory criminal record checks prior to employment being confirmed.

Guidelines

Further information on VISA requirements can be found at <http://www.immi.gov.au>.

Further information on WACOT requirements can be found at <http://www.wacot.wa.edu.au>.

6.8 CONSTITUTION OF SELECTION PANELS

The principal will establish the selection panel after the position has been cleared for advertising which will comprise of a minimum of three members including:

- panel chair;
- an independent member; and
- at least one additional member.

Guidelines

Where possible, the principal should aim for an appropriate gender and/or cultural representation in panel membership within the context of the school community profile.

Examples of an independent member include a:

- *member of the school community (for example, Parent & Citizen, School Council); or*
- *member of the local community (Shire, other Government agency); or*
- *peer Principal from another school; or*
- *Human Resource Consultant;*
- *Department specialist area representative (for example,. Gifted and Talented Education (GATE); Education Assistant (EA); Aboriginal Education).*

6.9 APPLICATION

ETSSC HR Services will receive applications from applicants online through the Recruitment Advertising and Management System (RAMS).

The Selection Panel will use the application to assess applicants' suitability against the position requirements.

Guidelines

The application process requires applicants to submit a CV and 2 page coversheet relating to the selection criteria. See Appendix B for an example.

6.10 LATE APPLICATIONS

ETSSC HR Services will not accept late applications.

Guidelines

Applicants should be encouraged to apply early to in order for their application to be received by the closing date and time in the advertisement. Any applicants experiencing difficulty with applying can be directed to contact the Recruitment – Schools team for further guidance.

The RAMS system prevents applicants from submitting applications after the specified closing date and time.

Applications that are received by email, facsimile or post will not be considered.

6.11 ENGAGEMENT OF CONSULTANTS

Principals will use the Common Use Agreement published by the Department of Treasury and Finance if using Human Resource Consultants for assistance in the selection process.

Guidelines

Principals with delegated responsibility for local selection are responsible for resourcing selection processes, including the use of external consultants, where they are required.

Workforce Policy and Coordination provides training and advice in selection processes to schools, where it is required. The ETSSC HR Services provides training in the use of RAMS.

See Appendix C for the Engagement of a Consultant letter.

6.12 COMMUNICATION WITH APPLICANTS

Principles will provide prompt communication via email with applicants, occurring in the following stages:

- acknowledgement of receipt of all applications (this acknowledgement is generated automatically via RAMS);
- interim advice about short-listing;
- invitation to attend interview to shortlisted applicants;
- outcome of selection, explaining the feedback process, application for review and other relevant information; and
- offer and confirmation of appointment to successful applicants.

Guidelines

Templates for all of the above correspondence is available within the RAMS.

6.13 SHORT LISTING

The Selection Panel or HR Consultant, under the direction of the Panel Chair as appropriate, manages the selection process and will:

- base assessment processes on the advertisement including the selection criteria (work related requirements); and
- clearly document all short listing decisions and the basis for each decision.

Guidelines

A recommended process for short-listing includes:

- *Identify candidates that meet minimum criteria for the position.*
- *Rank candidates in order of competitiveness.*
- *Apply additional short listing assessment methods, if applicable.*
- *The Selection Panel or HR Consultant to invite short listed applicants to attend an interview.*
- *Notify all non-shortlisted candidates at the conclusion of the shortlisting process.*

A template is available within RAMS to document the shortlisting process.

Further information can be found at the OPSSC web site:

<http://www.opssc.wa.gov.au/hrm/properassessment/index.htm>.

6.14 INTERVIEW

Prior to conducting interviews, the Panel Chair and selection panel members will agree on the:

- format of interview;
- interview schedule; and
- how referee information will be considered.

Guidelines

Assessment at interview are required comply with the Recruitment, Selection and Appointment Standard and the Equal Opportunity Act 1984 and be relevant to the role to be performed and the selection criteria for the position and seek to minimise bias.

*Further information on interview process and technique can be found at the OPSSC web site:
<http://www.opssc.wa.gov.au/hrm/properassessment/index.htm>.*

*Information for applicants can be found at Jobs WA at
<http://www.gettingajob.dpc.wa.gov.au/Pages/Default.aspx> or from ETSSC HR Services
<http://intranet.det.wa.edu.au/groups/etssc/hr/docs/applicant%20resource%20-%20information%20for%20applicants%20v0%201.doc>*

6.15 APPLICANT POOL

When advertising for a pool, principals will specify this intent in the advertisement, including the duration of the pool.

Guidelines

Where required, an applicant pool may be established. Being selected to the pool means the applicant has been assessed as suitable and competitive, and therefore able to be appointed. It does not guarantee appointment. Appointments may be made from the pool as vacancies arise.

Pools may be used when a large number of like vacancies may become available. For example preparation for the foundation year of a new school or where there is an expected high turnover of staff.

When a pool is constituted, there will be a single point of entry and operates for the duration (usually 12 months) from the time it is constituted. Entry to the pool occurs at the point it is constituted and cannot occur throughout the duration of the pool.

Appointment to a position from a pool depends upon:

- the availability of vacant positions;*
- school staffing profile and student learning needs of each school in which vacancies occur;*
- the Department's workforce diversity needs, which may be considered on a district basis.*
- whether applicants are matched to a suitable vacancy;*
- applicants' preferences; and*
- whether an applicant accepts the offer.*

Applicants may lodge an application for review under the breach provisions of the Public Sector Management Act at the point where a decision is made to constitute the pool. Applications for review cannot be made about placement from the pool or the appointment process.

*Visit the Department of Premier and Cabinet website for further information on Appointment Pool Guidelines
<http://www.dpc.wa.gov.au/PSMD/SiteCollectionDocuments/Appointment%20Pool%20Guidelines.pdf>.*

6.16 REFEREES

Selection panel will:

- determine how referees are used in the selection process;*
- document referee reports;*
- inform applicants of any contact with referees other than those nominated; and*
- provide applicants with an opportunity to respond to a negative report provided by a non-nominated referee.*

Guidelines

Referee reports constitute part of the information used by panels in their deliberations about selection decisions. They are subject to the requirements of confidentiality, procedural fairness and transparency. Where the panel considers it requires information from additional or alternative referees, the panel may ask the applicant to nominate them.

The selection panel has the right to contact referees not listed by the applicant in order to further assess the applicant's suitability for the position.

6.17 SELECTION DOCUMENTATION

Selection panels will select the recommended applicant from the suitable candidates.

Each selection panel member will either manually or electronically endorse the final selection report.

Guidelines

A selection report should be generated from RAMS.

For further information see the RAMS user guides at <http://intranet.det.wa.edu.au/groups/etssc/hr/rec-sch-all%20resources.asp>.

More than one applicant may be deemed suitable for a position.

6.18 BREACH OF STANDARD CLAIM

Principals will:

- inform applicants of the breach of standard claim process; and
- refer any breach claims received to Workforce Policy and Coordination.

Guidelines

Review procedures afford employees aggrieved by a selection process an avenue of redress and relief. They are based on the premise that all applicants for an advertised vacancy may seek explanatory information about the selection process and the basis for the selection decision that affected them.

Selection panels may obtain the Regulations in full or a general overview of the process from the Office of the Public Sector Standards Commissioner website www.opssc.wa.gov.au/publications/hrm.htm.

6.19 FEEDBACK

The Panel Chair will:

- provide feedback within three working days where it is sought; and
- express the feedback in terms related to the selection criteria and in adequate detail to explain the basis for a decision.

Guidelines

Feedback is an essential aspect of demonstrating the selection process is fair and transparent and for managing possible concerns. Feedback need not be written.

6.20 APPOINTMENT

Principals will notify the Staffing Directorate of the selection process outcome at the conclusion of the breach period.

The Staffing Directorate will clear the vacancies after the central staffing round and notify local select schools of vacancies which have been cleared for appointment.

Principals will complete and forward commencement or movement advice form with the accepted offers of appointment to the Staffing Directorate;

The Staffing Directorate will send all offers of appointment letters to successful applicants on same day.

7 CONTACT INFORMATION

Education and Training Shared Services Centre (ETSSC) HR Services
Department of Education and Training
8-14 Bennett Street
East Perth WA 6004
T: (08) 9270 3186

APPENDIX A NOMINATION FOR LOCAL SELECTION

School Nomination for Local Selection		
<p>This form will assist schools in assessing preparedness for local selection. Please submit to District Directors, who will endorse your school’s participation in selecting “Teaching Staff”. “Teaching Staff” includes all positions except the Principal’s position</p>		
School Name 1		
School Code 2	District	3
Principal to Complete		
<p>A RATIONALE</p> <p>(A brief statement justifying a request to participate in local selection, providing contextual information about the school’s staff profile with projections for future years; eg, gender, age, leave considerations, and students’ learning requirements.)</p>		

B INDICATORS	
(Indicate on the five-point scale your perception of the effectiveness of the following elements:)	
	<div style="display: flex; justify-content: space-between; width: 100%;"> ineffective highly effective </div>
HR management of school administration, including compliance with Public Sector Standards in staff management	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Connection between overall direction of school and staff profile	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Staff contribution to a school culture that is receptive to local selection	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
In its partnership with the school, the community supports local selection.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
School is able to manage the resourcing of local selection as a result of implementing sound financial planning processes	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
School staff profile would benefit from local selection, to effectively manage change	Yes <input type="checkbox"/> No <input type="checkbox"/>

C TRAINING	
1. Administrators in the school require training in current recruitment, selection and appointment policy	Yes <input type="checkbox"/> No <input type="checkbox"/>
2. I require training in current recruitment, selection and appointment policy and procedures.	Yes <input type="checkbox"/> No <input type="checkbox"/>

D PRINCIPAL	
PRINCIPAL	Yes <input type="checkbox"/> No <input type="checkbox"/>
NAME	<div style="display: flex; justify-content: space-between;"> <input style="width: 60%; border: 1px solid black;" type="text"/> date <input style="width: 15%; border: 1px solid black;" type="text"/> </div>
SIGNATURE	
E DISTRICT DIRECTOR ENDORSEMENT	
School is ready for access to local selection	Yes <input type="checkbox"/> No <input type="checkbox"/>
NAME	<div style="display: flex; justify-content: space-between;"> <input style="width: 60%; border: 1px solid black;" type="text"/> date <input style="width: 15%; border: 1px solid black;" type="text"/> </div>

*Local Recruitment, Selection and Appointment of Teaching Staff
 All policy and procedural statements contained within this document are lawful orders for the purposes of section 80(a) of the Public Sector Management Act 1994 (WA) and are therefore to be observed by all Department of Education and Training employees.*

SIGNATURE

COMMENT <hr/> <hr/> <hr/>

APPENDIX B SELECTION CRITERIA FOR CLASSROOM TEACHERS

The following selection criteria apply for classroom teachers being selected by school panels.

1. Demonstrated ability to provide purposeful and relevant learning experiences that cater for different student learning needs as outlined in the *Curriculum Framework*.

Applicants may describe a range of teaching strategies used to optimise the learning of students. Developing inclusive programs, effective classroom management, building self esteem in a positive climate and giving assistance to students with special needs are aspects of classroom teaching that could be described. Applicants should outline specialist teaching skills and give examples of programs that take account of different starting points, learning styles and needs of individual students or groups of students.

2. Demonstrated ability to use a range of assessment and reporting methods that show student achievement in relation to learning outcomes.

Applicants should provide explanations of the development of a range of assessment and reporting processes as they relate to the enhanced learning outcomes of their students. They should show how their assessment is valid, educative, explicit, fair and comprehensive. Applicants may refer to activities in which they have collaborated to establish shared understandings of assessment.

Applicants should refer to the methods employed in reporting progress and levels of student achievement to students, parents and the wider school community.

3. Demonstrated commitment to plan and engage in professional learning activities that support school and systemic priorities.

Applicants should outline participation in professional learning and its impact on their classroom practice. They should illustrate how their ongoing critical reflection influences modifications to their teaching.

Applicants should make clear their understanding of current issues in education and describe how they have applied their knowledge to a teaching context. Applicants may give examples of how they have applied their knowledge to change aspects of the classroom situation.

4. Demonstrated high-level support and participation in team planning for curriculum policy and programs.

In an outcomes-focused context, applicants may use examples relating to curriculum design, learning programs, assessment strategies, development of resources, pedagogical approaches or school plans as well as participation in school decision making committees.

5. Demonstrated collaboration with members of the school community building a team environment that supports student learning.

Examples should demonstrate the extent to which applicants build and maintain learning partnerships with students and colleagues in a school-based context and with parents, other caregivers and the broader education community beyond the school. Applicants should draw from instances that focus on their involvement in collaborative activities that improve the learning outcomes for students. This may include personal contributions to community information sessions, parent/teacher interviews, whole-of-school activities and district or systemic initiatives.

APPENDIX C LETTER OF ENGAGEMENT FOR CONSULTANTS

Ref

«Title» «FirstName» «LastName»
«Address1»
«City» WA «PostalCode»

Dear «City»

LETTER OF ENGAGEMENT – «City»

This letter of engagement together with the General Conditions of Contract for the Engagement of Consultants constitutes the entire contract for the performance of «City».

The task is «City».

The rate of remuneration is «City».

The duration of this contact is «City».

Yours sincerely

«school»
«school»

«school»

att

Ref