

I work for NSW

Panel Conveners' Style Guide
Term 4 2016

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Introduction

This style guide is designed to be used by conveners of Department of Education school selection panels to assist their panels when writing advertisements for publication on the *I work FOR NSW* recruitment system.

With over 2,200 public schools in NSW using *I work FOR NSW* to recruit permanent staff, and over 2,500 positions advertised in last year's teacher staffing operation, it is important that the style, content and format of these advertisements are consistent and that they also reflect the department's other published style guidelines.

Panels should be mindful that applicants may be external to the department and not necessarily have experience teaching in the NSW public school system.

Keeping in mind that some schools may advertise a number of positions during the year and others only one, principals should develop a Position Information statement that is a positive and succinct description of the school, its priorities and unique features. This statement can be utilised for each advertised position, providing it is checked for currency where substantial time has elapsed between requisitions, or where there have been significant changes affecting the school that should be included.

Principals should also develop a process within the school that ensures that all advertisements are accurate, current, consistent and carefully proofread before they are uploaded onto the *I work FOR NSW* system. This is particularly relevant where the principal has delegated the convener's role to an executive staff member.

The following general principles apply:

- Style, spelling and grammar should be consistent with the advice outlined in the Department of Education [Content Guidelines](#)
- Punctuation should make the information easy to read – as a general guide, only use punctuation that is essential for correct grammar and clarity
- Official titles of organisations should be spelt and punctuated exactly as they appear on their letterheads – this may not reflect the Macquarie Dictionary spelling or the Department's style guidelines.

Before starting the process of writing an advertisement, the panel convener should be familiar with the *I work FOR NSW* [e-recruitment management system](#).

Style Guide

The following table summarises key style features that all advertisements should follow:

Sample of Correct Usage	Sample of Incorrect Usage	Comment
Acronyms and abbreviations		
- Franklin Public School - non-English speaking background - English as a second language - Language, Learning and Literacy - Positive Behaviour for Learning - National Assessment Program Literacy and Numeracy - Parents and Citizens' Association - Student Representative Council - Learning Management and Business Reform - Annual School Report - Primary Schools Sports Association - Aboriginal Education Consultative Group - Resource Allocation Model - Information Communication Technology	<i>Franklin PS</i> <i>FPS</i> <i>NESB</i> <i>ESL</i> <i>L3</i> <i>PBL</i> <i>NAPLAN</i> <i>P&C</i> <i>SRC</i> <i>LMBR</i> <i>ASR</i> <i>PSSA</i> <i>AECG</i> <i>RAM</i> <i>ICT</i>	Avoid using acronyms and abbreviations. While they may be well known to applicants already working within NSW public schools, they may not be familiar to external applicants. It is acceptable to add the acronym after the full name the first time it is used, then use the acronym thereafter, eg Positive Behaviour for Learning (PBL); Vocational Education and Training (VET)
km	<i>kilometre</i> <i>kilometres</i> <i>kms</i>	This is the accepted abbreviation used for both singular and plural forms of 'kilometre'.
Use of numbers		
One class; 10 classes	<i>1 class; ten classes</i>	The numbers one to nine should be expressed as written words. Use numerals for numbers over 10, except when the numbers are used at the beginning of a sentence, eg, "Twenty students this year are participating in the school's philosophy program."

○ 1,234	○ 1234	Numbers over 999 should include a comma
○ 2015-2016		
Capital Letters		
○ Year 12 ○ Years 11 and 12 ○ Term 1 ○ Semester 1 ○ Stage 1	○ <i>year 12</i> ○ <i>year 11 and 12</i> ○ <i>term 1</i> ○ <i>semester 1</i> ○ <i>stage 1</i>	Accepted usage is an initial capital letter when referring to a <i>specific</i> year, term, semester or stage. When referring to more than one year, use the plural form: Years 7-10.
○ English ○ French ○ Japanese	○ <i>english</i> ○ <i>french</i> ○ <i>japanese</i>	Subject names are not capitalised unless they represent a language. The exception is when the subject is part of a title, as in Position Title: Head Teacher Science.
○ history ○ music ○ dance	○ <i>History</i> ○ <i>Music</i> ○ <i>Dance</i>	See above.
○ mathematics ○ human society and its environment	○ <i>Maths</i> ○ <i>HSIE</i>	Subject abbreviations or acronyms should also not be used.
○ history extension ○ English extension 1 ○ mathematics extensions 1 and 2	○ <i>extension history</i> ○ <i>extension 1 English</i> ○ <i>maths extensions</i>	The subject name is written first, followed by the extension.
○ Head Teacher Science	○ <i>Head Teacher science</i>	As this is a specific title, the subject name is capitalised.
○ The Principal of Summer View High School		The full title of a specific position or school has capital letters.
○ “The Deputy Principal will supervise the year advisers...”		The specific position has capital letters; the general group of year advisers does not.
○ Franklin Public School	○ <i>Franklin public school</i>	Use initial capital letters for proper nouns and official titles.
○ Franklin Secondary College Dobson Campus	○ <i>Franklin Secondary College Dobson campus</i>	All words in the title must be capitalised, including “campus”.
○ Aboriginal and/or Torres Strait Islander students		
○ 21 st Century	○ <i>21st century</i>	“Century” here starts with a capital letter.

○ softball ○ swimming ○ Australian Rules ○ Auskick	○ <i>Softball</i> ○ <i>Swimming</i>	Sports are not capitalised unless they have 'Australian' in the title or are derived from a specific program name.
Apostrophe		
○ Franklin Boys High School	○ <i>Franklin Boys' High School</i>	Apostrophes are not used for school names.
○ "Franklin Boys High School is a comprehensive boys' high school."	○ <i>Franklin Boys High School is a comprehensive boys high school.</i>	Apostrophes indicating possession must be used appropriately in the body of the advertisement.
○ "The school gains active support from the Parents and Citizens' Association."	○ <i>The school gains active support from the Parents and Citizens Association.</i>	The apostrophe is used by this organisation in its official title.
Hyphenated		
anti-bullying	K-12	semi-rural
co-curricular	multi-categorical	socio-economic
face-to-face	multi-staged	state-of-the-art
full-time	non-English speaking background	well-developed
in-depth	part-time	well-established: "A well-established Solar in Schools project has won many awards." (*see below)
Not hyphenated		
coeducational	multicultural	wellbeing
coordinator	online	whole school
extracurricular	state wide	well established: * "The literacy program is well established in the school."
Grammar		
○ "The School Council is very supportive..."	○ <i>"The School Council are very supportive..."</i>	Check for subject-verb agreement: singular subject has a singular verb; plural subject has a plural verb.

Comprises: “Venus High School is part of the Jupiter Collegiate which comprises Venus High School (Years 7-10), Mars High School (Years 7-10) and Mercury Senior College (Years 11-12).”	<i>...which is comprised of...</i>	The word “comprised” cannot be used with “of”. As “to comprise” means “to consist of”, the word “of” is inherent in its meaning. An alternative in this sentence could be: “which consists of...”
General Usage		
principals	<i>school principals</i>	
early career teachers	<i>new scheme teachers</i> <i>beginning teachers</i>	
students	<i>pupils</i> <i>children</i>	
student enrolment	<i>student population</i>	
students from a non-English speaking background	<i>multicultural students</i> <i>NESB students</i> <i>LBOTE students</i>	
Aboriginal and/or Torres Strait Islander	<i>Indigenous</i>	
Mild/moderate/severe intellectual disability		“The school caters for students with a severe intellectual disability.”
emotional disturbance	<i>emotional disability</i>	“The school caters for students with emotional disturbance and/or conduct disorders.”
conduct disorders		
behaviour difficulty		
demonstrated capacity	<i>proven capacity</i>	
demonstrated ability	<i>proven ability</i>	
“Capacity to successfully teach both English extension courses”	<i>“Experience in successfully teaching both English extension courses”</i>	Teachers may not have had the opportunity to teach a particular course, but may very well be able to demonstrate the capacity to do so – position criteria should be expressed in ways that invite a broad range of eligible applicants for the panel’s consideration.

○ 3+3 Compacted Curriculum model for Higher School Certificate delivery	○ <i>HSC compressed curriculum</i>	
○ Australian Curriculum	○ <i>National Curriculum</i>	
○ Knowledge and understanding of		
○ Knowledge of and sensitivity to		
○ student learning outcomes	○ <i>student outcomes</i>	
Spelling		
○ organise ○ realise	○ <i>organize</i> ○ <i>realize</i>	Use Australian spelling: 's' not 'z', unless the latter spelling is contained in the official title of an organisation
○ focused	○ <i>focussed</i>	
○ adviser ○ convener	○ <i>advisor</i> ○ <i>convenor</i>	Common usage is to spell these words with '-er' rather than '-or'.
○ enquire ○ enquiry	○ <i>inquire</i> ○ <i>inquiry</i>	Common usage is to spell these words with an 'e' rather than an 'i'.
○ program	○ <i>programme</i>	"Program" was the accepted English spelling until the 19 th century produced the Frenchified spelling "programme". The Department uses the former version.
○ extracurricular programs	○ <i>extracurricula programs</i>	Curricular/extracurricular are the adjectival forms of the noun "curriculum" whose plural form is spelt "curricula".
Frequently used words		
Spell check	Spell check	Spell check
adviser	enquiry	targeted
coeducational	focused	targeting
convener	organise	trialled
cooperate	preschool	trialling
coordinate	program	wellbeing

Writing the Advertisement

Before starting the process of writing an advertisement, the panel convener should be familiar with the I work FOR NSW [e-recruitment management system](#).

The guides provide detailed information about preparing your advertisement and submitting the information on the I work FOR NSW system – refer to Guide number 2: *Preparing your advertisement*.

Once you have accessed your job requisition on I work FOR NSW, Section 3: Vacancy Information will guide you through the four fields for completion of your advertisement:

- Position Information
- Selection Criteria
- Conditions (this field will be completed by the reviewing officer)
- Special Notes (this field will be completed by the reviewing officer).

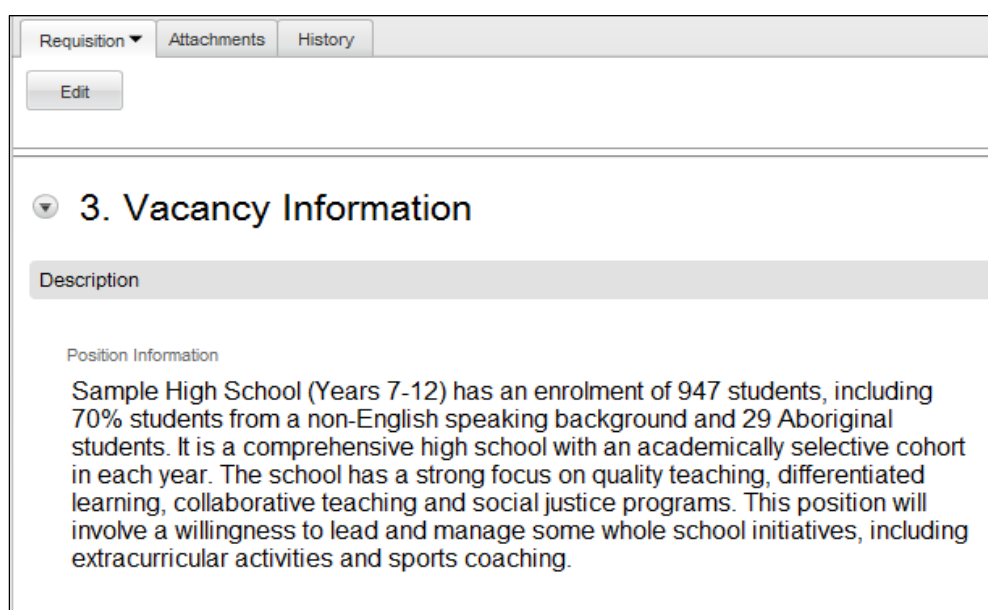
For executive and principal positions where General Selection Criteria applies, this field will be auto-populated by the system.

The following information provides format and content advice to assist you in completing each of these fields.

Format – Teaching Positions, including Classroom Teacher, Executive and Principal Positions

Position Information

This section is used to succinctly describe features of your school and the position being advertised. For example:



Requisition ▼ Attachments History

Edit

3. Vacancy Information

Description

Position Information

Sample High School (Years 7-12) has an enrolment of 947 students, including 70% students from a non-English speaking background and 29 Aboriginal students. It is a comprehensive high school with an academically selective cohort in each year. The school has a strong focus on quality teaching, differentiated learning, collaborative teaching and social justice programs. This position will involve a willingness to lead and manage some whole school initiatives, including extracurricular activities and sports coaching.

Check that your position information includes the following:

- School name in full
- Student enrolment
- Percentage of students from non-English speaking backgrounds
- Number or percentage of Aboriginal and/or Torres Strait Islander students
- Any significant programs or funding
- Consider including a link to your school's website
- For harder to staff schools, consider including a link to your local Council or Tourist Information website or similar, where available
- Any information specific to this position that will not be covered in the Conditions or Special Notes sections.

Example 1

Judith Wright Public School (192 enrolments, including 15 Aboriginal and/or Torres Strait Islander students) is located 20km west of Dubbo in the rural town of Somerton. Focus areas for the school are literacy, numeracy and student welfare. The school receives equity funding to support students from Aboriginal backgrounds and for students from low socio-economic status communities. This position is responsible for the key learning area of mathematics. For more information on our school, please visit:

www.enteryourschoolwebsitehere.nsw.edu.au

Example 2

Dennis School is a school for specific purposes (enrolment 48 students K-12, including 50% from a non-English speaking background). It is located in Wintervale and is a member of the Paterson Community of Schools. The school consists of eight classes for students with behaviour difficulties and emotional disturbance as well as autism. The school receives equity funding to support students from low socio-economic backgrounds. Literacy, numeracy and life skills are priority areas for the school.

Example 3

Beveridge Central School has an enrolment of 235 students across Years K-12. It is located in the Murrumbidgee Irrigation Area, 50km from Leeton. Quality teaching and integrating technology into classroom practice are priority areas for both the early career and experienced teachers at our school. The school is strongly supported by an engaged and active Parents and Citizens' Association as well as the broader community. The school offers a wide variety of extracurricular activities for our students in which all teachers K-12 participate. For information on living in Beveridge, please go to <http://www.visitbeveridge-example.nsw.gov.au> which will provide applicants with additional information about the area where the school is located.

Example 4

Kenneth Slessor High School is a comprehensive coeducational secondary school with an enrolment of approximately 930 students, including 10% Aboriginal and/or Torres Strait Islander students. The school has a strong record of achievements in academic, cultural and sporting pursuits. Students have access to a broad curriculum, including accelerated courses and Vocational Education and Training (VET) courses. The staff is committed and caring and has a balance of early career and highly experienced teachers. Kenneth Slessor High School is recognised in the community as a leader in public education and works in partnership with local primary schools as members of the Bedford Learning Community.

Example 5 (see also Colleges and Campuses below)

Dobson Campus is part of Franklin Secondary College, an exciting and inclusive multi-campus coeducational school located in Sydney's western suburbs. The college comprises two Years 7-10 campuses (Dobson and Richardson) and a Years 11-12 campus (Dawe). Dobson Campus has an enrolment of 531 students, including 43% from non-English speaking backgrounds and 4% Aboriginal and/or Torres Strait Islander students. The campus is widely recognised in the community and beyond for its outstanding middle schooling programs. Dobson Campus caters for students from a diverse range of backgrounds and abilities, with an academically selective stream, a comprehensive stream and support classes for students with special needs. Highly skilled and dedicated teachers provide extensive co-curricular opportunities for students. The successful applicant will be appointed to Franklin Secondary College and will initially be based at Dobson Campus.

Some categories of schools use specific wording in the **final sentence** of the Position Information:

Colleges and Campuses:

...The successful applicant will be appointed to Franklin Secondary College and will be initially based at Dobson Campus.

Note: this wording relates to teacher and executive positions only, not to college and campus principal positions.

College Principal positions:

...This position is the College Principal position, not a campus principal position. The position is located at theCampus for administrative purposes.

Sports high schools:

... The school has a strong focus on Australian Rules football and the successful applicant would be expected to contribute to the school's Australian Rules program, including being willing to gain Level 2 coaching accreditation in Australian Rules football.

Itinerant positions:

... Ability and willingness to travel between worksites.

Senior Psychologist Education positions:

Selection Criteria:

In addition to the general selection criteria, successful experience as a school counsellor and registration as a psychologist. High level knowledge and skills in the provision of psychological assessment, counselling and evidence based interventions within a school context.

Demonstrated capacity to lead, support and professionally develop school counsellors/school psychologists, including those working towards registration as a psychologist.

Demonstrated capacity to establish interagency partnerships to assist schools to meet the wellbeing needs of students, in particular those students needing psychological intervention and support. Demonstrated ability to implement school counselling strategies to support Department of Education initiatives.

Position Information

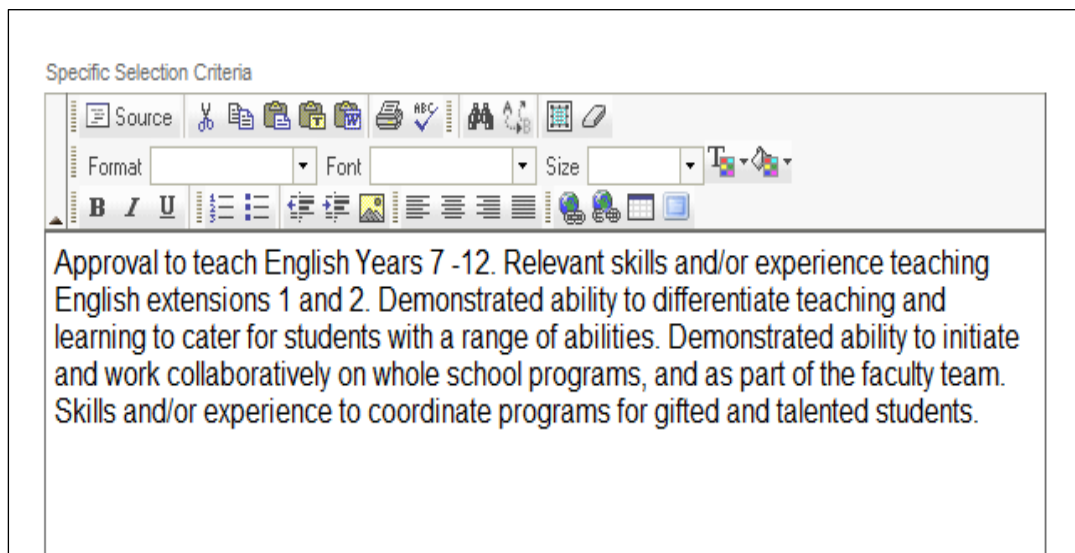
The Senior Psychologist, Education coordinates and professionally supervises a team of school counsellors/school psychologists to deliver high quality psychological services to schools. They work closely with schools, other members of educational services teams and agencies to improve student learning and wellbeing outcomes.

The Senior Psychologist Education provides professional leadership in the delivery of psychological services to school communities and has a key leadership role as part of the networked specialist centres.

Position Information needs to include the student enrolment details of the base school.

Specific Selection Criteria

Specific selection criteria identify the capacities that applicants will need to outline in order to convince the panel that they would successfully undertake the responsibilities of the particular position. For example:



The screenshot shows a Microsoft Word window with the title 'Specific Selection Criteria'. The ribbon is set to 'Source', and the 'Format' tab is active. The text in the document is as follows:

Approval to teach English Years 7 -12. Relevant skills and/or experience teaching English extensions 1 and 2. Demonstrated ability to differentiate teaching and learning to cater for students with a range of abilities. Demonstrated ability to initiate and work collaboratively on whole school programs, and as part of the faculty team. Skills and/or experience to coordinate programs for gifted and talented students.

The wording of the criteria is important in enabling applicants to show how they meet each criterion in their written application.

Specific selection criteria for classroom teacher positions – key points:

- The criteria must refer to all the staffing codes that were submitted for the vacancy through OMSEE, including approval to teach subjects, willingness to teach and skills and/or experience codes. All of these **must** be included in the selection criteria.
- List each criterion, separated by a full stop.
- Begin with “Approval to teach...” and list approved subjects as submitted on OMSEE for this vacancy.
- Follow with any willingness to teach subjects, then skills and experiences, again, as submitted on OMSEE for this vacancy.
- Write concise phrases or sentences that will assist in clearly distinguishing between the applicants. Check that each criterion is focused and precise, and does not overlap with any others.
- Check wording to ensure there are no discrimination issues. Some specific selection criteria may be indirectly discriminatory. For example, “lengthy or extensive experience” can translate as seniority. Often people are capable of becoming proficient in an area through interest and commitment in a shorter time or they have gained valuable relevant experience outside the school, for example, through project teams, consultancy roles, further academic study, voluntary work or community involvement.
- Adhere to all EEO principles and take care not to discriminate against any group. In the case of people with disabilities the principles of reasonable adjustment apply. This involves the modification of the workplace or job design, which allows people

with physical disabilities to apply for jobs, perform their jobs effectively and participate fully in all activities associated with employment.

- Avoid abbreviations and acronyms. Names of subjects should be written in full according to the *Staffing Procedure for the Teaching Service in NSW Public Schools (Updated 11 April 2016)* document, which can be found at: [Staffing Procedure for the Teaching Service in NSW Public Schools](#)
- Specific selection criteria should include only those requirements that are inherent to the skills and knowledge that are essential to the job advertised.
- Be realistic about the number of criteria you include. Think carefully about what can realistically be expected from a teacher in carrying out the roles and responsibilities listed in the advertisement. An extensive list of responsibilities may deter applicants who have the capacity to undertake the role from applying.

Some examples of specific selection criteria for classroom teachers:

Specific Selection Criteria

Approval to teach K-6. Demonstrated excellence in classroom teaching practice with an emphasis on differentiated literacy and numeracy programs. Willingness and capacity to implement public speaking and debating. Expertise in the integration of information communication technology in all key learning areas and through the provision of gifted and talented programs.

Specific Selection Criteria

Approval to teach business studies, legal studies and commerce. Demonstrated capacity to develop and implement teaching and learning programs to cater for the needs of a diverse range of students. Demonstrated capacity to integrate information and communication technology into teaching and learning.

Specific Selection Criteria

Approval to teach mathematics Years 7-12. Willingness to teach science. Demonstrated capacity to integrate technology into innovative classroom practice. Demonstrated ability to engage gifted and talented students as 21st Century learners. Demonstrated capacity to teach a differentiated curriculum through the NSW Quality Teaching Framework. Ability to work as a collaborative member of the mathematics faculty.

Specific Selection Criteria

Approval to teach pre-school and infants. The ability to teach and lead programs in dance and drama. The ability to work collaboratively as a part of a team.

Specific selection criteria – templates for particular positions:

Some classroom teacher positions include special wording that must be included in the specific selection criteria field.

Teacher Librarian positions:

Approval to teach K-6. *(Must be included for primary positions)*
Approval to teach primary/secondary *(whichever is applicable to the advertised position)*
library or currently undertaking Teacher Librarian qualifications approved by the NSW
Department of Education.

See also Special Notes

Or

Approval to teach K-6. *(Must be included for primary positions)*
Approval to teach primary/secondary *(whichever is applicable to the advertised position)*
library.

(Then any other relevant criteria which the panel wishes to include.)

Careers Adviser positions:

Approval to teach careers or currently undertaking the Careers Adviser qualifications
approved by the New South Wales Department of Education.

See also Special Notes

Or

Approval to teach careers.

(Then any other relevant criteria the panel wishes to include.)

ESL Teacher positions:

Approval to teach primary/secondary *(whichever is applicable to the advertised position)*
English as a second language or currently completing an approved post graduate
qualification for teaching English as a second language primary/secondary *(whichever is
applicable to the advertised position)* as recognised by the NSW Department of
Education.

See also Special Notes

Or

Approval to teach primary/secondary *(whichever is applicable to the advertised position)*
English as a second language.

(Then any other relevant criteria the panel wishes to include.)

Generalist Teacher positions (central and high schools):

Approval or willingness to teach as a generalist teacher.

(Then any other relevant criteria the panel wishes to include.)

Reading Recovery Teacher positions:

Approval to teach reading recovery or willingness to undertake the Reading Recovery course with the NSW Department of Education, providing the essential requirements are met.

See also Special Notes

Or

Approval to teach reading recovery.

(Then any other relevant criteria the panel wishes to include.)

School Counsellor:

Applicants must be a qualified teacher and be eligible for employment as a NSW Department of Education school counsellor. Eligible for (full or provisional) or currently holding registration as a psychologist in Australia.

(Then any other relevant criteria the panel wishes to include.)

Special Education positions:

Approval to teach special education and/or experience teaching students with.....

(Then any other relevant criteria the panel wishes to include.)

Learning and Support Teacher (primary) positions:

Approval to teach students with learning and support needs (primary) and/or experience teaching students with learning and support needs (primary) in regular classes. Capacity to provide specialist assistance to students in regular classes with additional learning and support needs and their teachers.

(Then any other relevant criteria the panel wishes to include.)

See also Special Notes

Learning and Support Teacher (secondary) positions:

Approval to teach students with learning and support needs (secondary) and/or experience teaching students with learning and support needs (secondary) in regular classes. Capacity to provide specialist assistance to students in regular classes with additional learning and support needs and their teachers.

(Then any other relevant criteria the panel wishes to include.)

See also Special Notes

Home School Liaison Officer positions:

Teaching qualifications and recent successful experience in schools. Demonstrated experience in student welfare, including implementation of attendance policy and procedures. Demonstrated ability to liaise with schools, students, parents and agencies. Proven ability to manage a range of computer applications including databases and spreadsheets. Demonstrated capacity to work as part of a team to implement attendance initiatives.

See also Conditions

Vocational Education and Training teacher positions:

Approval to teach or preparedness to undertake Vocational Education and Training (VET) teacher training in *(the VET subject)*, providing the qualification entry benchmark is met. *(Note placement of comma)*

(Then any other relevant criteria the panel wishes to include.)

VET Entertainment Industry teacher positions:

Approval to teach Vocational Education and Training Entertainment Industry Curriculum Framework, or meet the requirements indicated in the Special Notes section below.

(Then any other relevant criteria the panel wishes to include.)

See also Special Notes

Specific selection criteria for executive and principal positions:

Executive and principal positions will also have general selection criteria auto-populated by the system, so they also need to include the following statements at the beginning of the specific selection criteria section. Note that the statements vary according to the position listed below:

Head Teacher positions:

Applicants must satisfy the teacher training and academic qualification requirements for this position. In addition to the general selection criteria, ... *(Note placement of comma)*

(Then list any other relevant criteria the panel wishes to include.)

Head Teacher Vocational Education and Training positions:

Applicants must satisfy the teacher training and academic qualification requirements for this position. In addition to the general selection criteria, approval to teach in one of the Vocational Education and Training Industry Curriculum Framework areas.

Or

Applicants must satisfy the teacher training and academic qualification requirements for this position. In addition to the general selection criteria, approval to teach in one of the Vocational Education and Training Industry Curriculum Framework areas of, or*(panel can list two or more VET Industry Curriculum Framework areas.)*

(Then list any other relevant criteria the panel wishes to include.)

Some examples of additional specific selection criteria for Head Teacher VET positions:

Demonstrated capacity to coordinate whole school vocational educational programs.

Or

A sound knowledge of all areas of vocational education and training relating to schools and their students.

Or

Demonstrated ability to lead an experienced vocational education and training team.

AP and DP primary positions:

In addition to the general selection criteria, approval to teach infants and/or primary. *(Note placement of comma)*

Or

In addition to the general selection criteria, approval to teach Years K-2 and/or Years 3-6.

Or

In addition to the general selection criteria, approval to teach special education and/or experience teaching students with ... *(for special education positions).*

(Then list any other relevant criteria the panel wishes to include.)

TP1 and TP2 positions:

In addition to the general selection criteria, approval to teach infants and/or primary. *(Note placement of comma)* Demonstrated ability to manage the dual role of a teaching principal.

(Then list any other relevant criteria the panel wishes to include.)

Other principal positions:

In addition to the general selection criteria,... *(Note placement of comma)*

(Then list any other relevant criteria the panel wishes to include.)

For central and high school principal positions, see also Special Notes

Some examples of specific selection criteria for executive and principal positions:

Head Teacher Welfare:

Specific Selection Criteria

Applicants must satisfy the teacher training and academic qualification requirements for this position. In addition to the general selection criteria, capacity to provide strong leadership in the development of the school's welfare team. Capacity to provide evidence of the development of proactive, whole school, student welfare initiatives. Capacity to coordinate integrated support to individual students with high needs or at times of crisis.

Head Teacher Mathematics:

Specific Selection Criteria

Applicants must satisfy the teacher training and academic qualification requirements for this position. In addition to the general selection criteria, approval to teach mathematics Years 7-12 and relevant skills and/or experience in teaching mathematics extensions 1 and 2. Demonstrated capacity to lead the development and implementation of innovative teaching and learning programs that make mathematics engaging and significant for students of varied abilities. Demonstrated ability to initiate and lead collaborative reflection on faculty practices to improve student learning outcomes. Demonstrated commitment to whole school projects and capacity to lead and manage change as a collaborative member of the school leadership team.

Head Teacher Teaching and Learning:

Specific Selection Criteria

Applicants must satisfy the teacher training and academic qualification requirements for this position. In addition to the general selection criteria, demonstrated exemplary teaching practice with the capacity to work collaboratively to develop high functioning, outcome based teams for whole school programs and initiatives. Understanding of the professional standards for teachers with ability to lead and support colleagues through the accreditation process. Demonstrated capacity to plan and lead the provision of high quality, differentiated professional learning to enhance teacher capacity in improving learning outcomes for all students.

Assistant Principal:

Specific Selection Criteria

In addition to the general selection criteria, approval to teach K-6 with demonstrated ability to lead Stage 1 and 2 teams. Highly developed interpersonal skills with a demonstrated capacity to lead, inspire and mentor teachers with a range of experience. Demonstrated capacity to lead professional learning and drive curriculum change. Highly developed skills to lead effective assessment practice and analyse and use data to guide and inform teaching in literacy and numeracy. Demonstrated exemplary teaching practice with strong classroom management skills and ability to develop positive classroom relationships.

Assistant Principal:

Specific Selection Criteria

In addition to the general selection criteria, approval to teach infants and/or primary. Capacity to lead and mentor colleagues in embedding exemplary pedagogy. Knowledge of current educational research and practice and the ability to lead professional learning and drive curriculum change. Demonstrated ability to integrate technologies into effective teaching/learning practice, both in and beyond the classroom.

Assistant Principal Special Education General:

Specific Selection Criteria

In addition to the general selection criteria, approval to teach special education and/or experience teaching students with autism. Demonstrated ability to lead the development of an individualised curriculum to cater for the welfare and academic needs of students with autism spectrum disorder. High level organisational skills and demonstrated ability to balance classroom teaching and the complex administrative role of a newly established unit. Demonstrated strong communication skills and collaborative leadership to build and manage positive relationships with all stakeholders within the school and community.

Deputy Principal primary school:

Specific Selection Criteria

In addition to the general selection criteria, approval to teach infants and/or primary with the ability to inspire colleagues and lead collaborative teams that empower students, staff and the community. Demonstrated capacity to lead innovative programs that improve teaching practice and support 21st Century learners. Exemplary organisational and administrative skills with demonstrated capacity to lead school improvement and key educational reforms. Demonstrated ability to support students and families from a non-English speaking background and promote and enhance cultural diversity.

Deputy Principal high school:

Specific Selection Criteria

In addition to the general selection criteria, demonstrated expertise in leading whole school innovation and change projects. High level interpersonal skills in proactively managing the day to day operations of a complex school and the ability to contribute to a cohesive senior leadership team. Demonstrated high order skills in whole school leadership and management to achieve the school's strategic directions in a time of significant change. Demonstrated ability to initiate, lead and monitor dynamic and inclusive programs and curriculum that build a culture of learning, success and student wellbeing.

Teaching Principal 1 and Teaching Principal 2 :

Specific Selection Criteria

In addition to the general selection criteria, approval to teach infants and/or primary with demonstrated ability to manage the dual role of teaching principal in a small school with multiple stage classes. Demonstrated capacity to build a culture of high expectations for staff performance and student achievement at a time of significant change. Demonstrated capacity to lead the implementation of innovative programs that provide outstanding outcomes and opportunities for the full spectrum of diverse student needs. Demonstrated capacity to enhance and promote the school profile, increase parent engagement and build and strengthen community partnerships.

Principal high school:

Specific Selection Criteria

In addition to the general selection criteria, demonstrated effective, collaborative and highly visible leadership to strategically plan, implement and promote whole school future directions within current educational reforms. A strong commitment to support the individual and collective wellbeing of students. Demonstrated ability to foster a school-wide culture of high expectations and a shared responsibility for student engagement, learning, development and success. Demonstrated capacity to lead proactive engagement with parents, partner schools and the broader community.

General Selection Criteria

General Selection Criteria are specific to particular positions and this field is filled automatically based on the position chosen. General Selection Criteria relate to the following positions:

- Principal
- Deputy Principal
- Head Teacher
- Assistant Principal.

Principal positions:

General Selection Criteria

1. High level educational leadership with the skills to lead and manage a complex public school focused on the delivery of high quality education
2. Ability to lead and manage rigorous and inclusive whole school teaching and learning programs
3. High level communication and interpersonal skills with the capacity to build positive relationships and engage all levels of the school and educational community
4. Ability to lead and manage the development and performance of staff to improve teaching and learning
5. Ability to plan systems and manage resources effectively and equitably to enhance teaching and learning
6. Capacity to lead staff in implementing the Department's Aboriginal education policies and to ensure quality outcomes for Aboriginal people

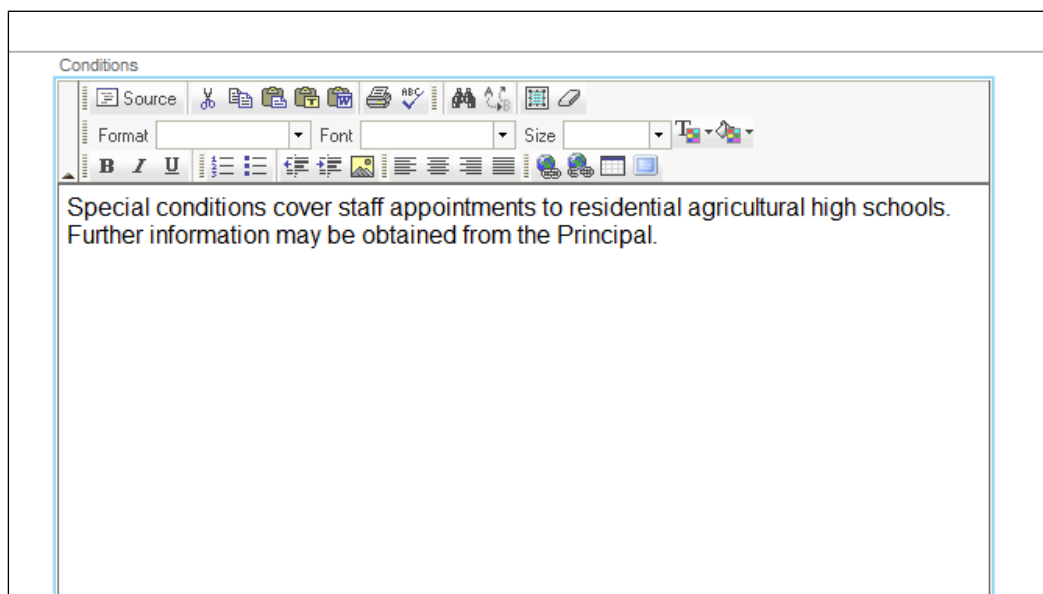
Head Teacher, Assistant Principals and Deputy Principal positions:

General Selection Criteria

1. Successful teaching experience with capacity to initiate improvement in teaching, learning and classroom practice
2. Knowledge of curriculum, assessment and student welfare with the ability to lead and design quality, inclusive teaching and learning programs
3. Educational leadership skills to build the capacity and manage the performance of individuals and teams
4. Well developed communication and interpersonal skills with the capacity to build relationships and engage students, staff and parents
5. Ability to plan and manage resources effectively and equitably to support teaching and learning
6. Knowledge of and commitment to the Department's Aboriginal education policies

Conditions (where applicable)

This section outlines any specific conditions related to the terms of employment.



Conditions

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Special conditions cover staff appointments to residential agricultural high schools. Further information may be obtained from the Principal.

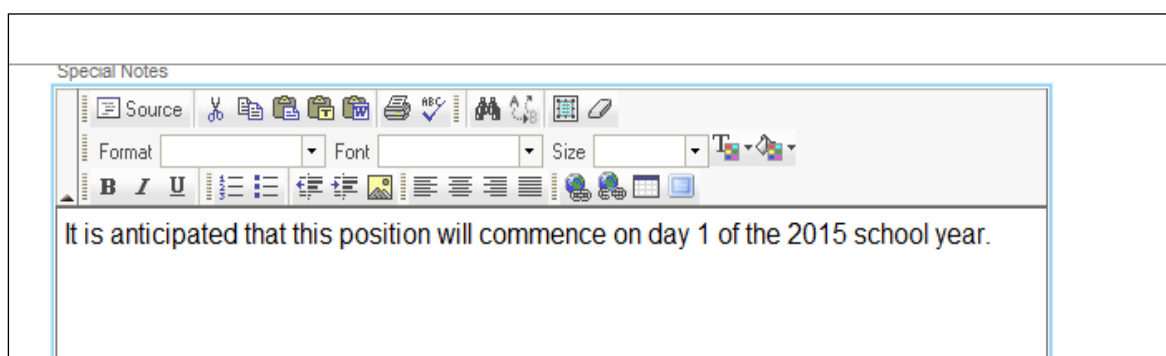
The following information is required. Some will be auto-populated:

Condition/Location/Position	Wording to be included in the Conditions section
Extended School Year	An extended school year and flexible leave arrangements may operate at this school under an enterprise agreement.
Residential schools	Special conditions cover staff appointments to residential agricultural high schools. Further information may be obtained from the Principal.
Lord Howe Island Central School	The successful applicant will be required to serve a minimum of <i>(insert either 3 years or 2 years whichever is applicable to the advertised position)</i> years. Two further annual extensions may be granted subject to the approval of the Director Recruitment and Employment and the Director, Public Schools Network. Accommodation is provided through the Teacher Housing Authority. Allowances of \$3,120 per annum without dependants and \$5,500 per annum with dependants are payable to compensate for higher living costs. Travelling expenses in connection with appointment to and completion of service on the island will be met by the Department in accordance with conditions set out in section 13 "Transferred Officers Compensation". The Department will meet the cost of one vacation journey per year in accordance with section 5.1.3 of Schedule 3 - Locality Allowances in the Crown Employee Salaries and Conditions Award.

Norfolk Island Central School	The school is funded by the Norfolk Island Government and the NSW K-12 curriculum is taught. Teaching staff are appointed in accordance with the memorandum of understanding between the NSW Department of Education and Norfolk Island Government. Appointment is for three year tenure with a possible two year extension. At the conclusion of tenure, teachers will be given priority for placements in schools in the staffing area of the teacher's choice and three adjoining staffing areas. Working conditions are consistent with the NSW teaching service including salary levels. However, teachers are expected not to take long service leave or leave without pay during their tenure. Income tax is not currently payable on income earned on Norfolk Island. The Norfolk Island Government will pay a relocation allowance, including air fares, of up to \$4000 each way, upon proof of expenditure. Should teachers terminate their appointment before the prescribed time, they may be required to refund expenses incurred in their transfer, and forfeit eligibility for paid return to NSW.
Stewart House	This position attracts a Handicapped Children's Allowance. The position has nominated teacher status at the completion of the 3 year tenure. The successful applicant must hold or be willing to obtain a light rigid licence and participate in a two days residential program induction.
HSLO positions: HSLO Keep Them Safe program positions have a two year tenure Other HSLO positions have a three year tenure	Temporary appointment for up to <i>two years/three years</i> with the possibility of extension for a further period of up to 12 months. Salary as for teachers, plus HSLO allowance. The appointee will be required to attend a training program in Sydney. Other conditions as outlined in Schedule 10 of the Crown Employees (Teachers and Related Employees) Salaries and Conditions Award Industrial Relations Commission of New South Wales

Special Notes (where applicable)

This section includes specific details relating to the school, position or the area where it is located.



The following information is required:

Situation/Position	Wording to be included in the Special Notes section
Part-time positions	This is a permanent part-time position for 2 days per week, 0.4 FTE (full-time equivalent). (<i>Amend days and FTE as required</i>)
Positions attracting extra incentive points - provide URL link to the Benefits Calculator	 is a point school and as such attracts additional incentives. Please refer to: Benefits Calculator
Positions attracting extra incentive points - provide Tourist Link. Other non-metropolitan schools may also wish to include a Tourist Link in the Special Notes section of their ad.	For information on living in <name of the town/area>, please go to <<URL link>> which will provide applicants with additional information on the <town/area/Council> in which the school is located.
Itinerant positions	This position is based atPublic School.
This wording may be used in instances where the position is advertised well in advance of the start of the following year, eg Terms 3 or 4	It is anticipated that this position will commence on day 1 of the 20.... school year.
One advertisement for two positions	This advertisement is for two classroom teacher/assistant principal positions.

College Campus positions	The successful applicant will be appointed toCollege and initially based at Campus.
Multiple College positions	This advertisement is for three classroom teacher positions within the College of schools. The successful applicants will be appointed to College and initially based at Campus or Campus or Campus.
College Principal positions	This position is the College Principal position, not a Campus Principal position. The position is located at the Campus for administrative purposes.
HSLO multiple positions in one advertisement	This advertisement is for three home school liaison officer positions, with one position based at each of the following schools:Public School,High School andHigh School Or This advertisement is for four home school liaison officer positions. Two positions are based atPublic School, one position atPublic School and one position at High School. Applicants may wish to apply for one or all positions and only one application form is required. There will be one interview conducted for all positions.
High School Principal positions and Central School Principal positions	For appointment as principal of a high school or principal of a central school, the possession of a degree from a recognised university or qualifications considered to be equivalent is regarded as essential.
Head Teacher positions	The Eligibility Requirements for Head Teacher positions in NSW Government Schools are located at: Head Teacher Eligibility Requirements
Teacher-Librarian	If applicable engagement will be temporary until successful completion of the Teacher Librarian qualifications as recognised by the NSW Department of Education, which must be completed within 24 months.
Careers Adviser	If applicable engagement will be temporary until successful completion of the Careers Adviser qualifications as recognised by the NSW Department of Education, which must be completed within 12 months.
ESL Teacher	If applicable engagement will be temporary until successful completion of the approved post graduate qualification for teaching English as a second language primary/secondary (<i>whichever is applicable to the advertised position</i>) as recognised by the NSW Department of Education, which must be completed within 12 months.

Reading Recovery Teacher	If applicable engagement will be temporary until successful completion of the Teacher Reading Recovery Training with the NSW Department of Education.
Learning and Support Teacher	The role statement for the Learning and Support Teacher may be accessed at: Role of the Learning and Support Teacher
VET Entertainment Industry Teacher training and RPL	Teachers from all key learning areas with recent and relevant industry experience and/or qualifications can seek entry to the VET Entertainment Industry teacher training program through Recognition of Prior Learning (RPL). Applications must be supported by primary documented evidence of recent and relevant industry experience and/or qualifications mapped against the competencies to be delivered in schools. Application for RPL is made to and reviewed only by the Application Review Committee (ARC).
Local Schools, Local Decisions	The school is one of the 229 schools that continue to advance key elements of the Local Schools, Local Decisions education reform. Further information is available from: Local Schools, Local Decisions
Norfolk Island Central School	Applicants should be aware that Norfolk Island is 90 minutes ahead of Eastern Standard Time.

Note: the closing time for the submission of both teacher and SAS staff advertisements for publication via *I work FOR NSW* on Wednesdays is 12:00pm on the Tuesday prior to publication.

Format – School Administrative and Support (SAS) Staff Positions, including General Assistant (GA), Farm Assistant (FA) and Household Staff Positions

Requisitions are released to the principal of the school through *I work FOR NSW*. The principal may wish to delegate the panel convener/hiring manager role to a nominee. The nominee must be in a higher role than the advertised vacant position and must be trained in the merit selection techniques.

All the SAS staff advertisements (other than household staff positions and specialist positions in schools) including GA and FA positions are standard advertisements which are auto-populated on the system, based on the position classification. Please note that auto-populated information cannot be amended by the convener/hiring assistant.

Position information:

The position information that is auto-populated in this section must not be amended. Conveners may include additional information about the school (school description), in this section.

Specific Selection Criteria:

The specific selection criteria for the position classification to be advertised will be auto-populated in this section and must not be amended.

Conditions (where applicable):

These include any specific conditions related to the terms of employment. Examples are:

Positions	Wording to be included
Aboriginal Identified positions	This position is targeted to the employment of an Aboriginal person and is authorised by the Department's EEO Management Plan in accordance with Part 9A of the Anti-Discrimination Act 1977. (This information is auto-populated.)
Residential high school positions	For household staff positions, special conditions cover staff appointments to residential agricultural high schools – further information may be obtained from the Principal. (Principals/conveners may wish to discuss wording with an HR Adviser.)
ETU – Education and Training Units	The Education and Training Unit may extend its operation with flexible leave and conditions under an enterprise agreement. (Principals/conveners may wish to discuss wording with an HR Adviser.)

Special Notes (if required):

Examples include:

Positions	Wording to be included
Aboriginal Identified positions	Applicants for this position must confirm their Aboriginality as part of their written application when addressing the position selection criteria. (This information is auto-populated.)
School administrative officer (SAO) positions	This position will be located initially in the home economics area and is likely to be rotated across other administrative areas.
In cases of newly established support class and if the SLSO position is advertised for the next school year	This position is attached to a new support class which will be established from the commencement of the 20....school year.
College campus positions	The successful applicant will be appointed toCollege and based atCampus.

Examples of auto-populated position information and specific selection criteria for some common school administrative and support positions:

School Administrative Officer:

Position Information

Responsible to the Principal for assisting in a range of school, classroom and office activities eg record keeping, book keeping and other clerical duties, reception; operating and maintaining classroom and office equipment; purchasing; preparing and maintaining stock and learning/resource materials.

Specific Selection Criteria

1. Effective communication skills.
2. Ability to meet deadlines.
3. Ability to work with teachers and students.
4. Ability to perform tasks in one or more of the following areas: office procedures; accounting procedures; word processing; operation of computers and/or classroom/office equipment; library procedures; hospitality and/or design and technology; science

School Administrative Manager:

Position Information

Responsible to the Principal for the efficient management of the school's financial and administrative functions and the supervision and training of school administrative officers, as well as providing assistance in school routines and working with teachers.

Specific Selection Criteria

1. Demonstrated ability to undertake financial and accounting responsibilities including use of computerised financial/administrative systems
2. Competency in word processing
3. Demonstrated capacity to exercise initiative, organise resources and meet deadlines
4. Capacity to provide leadership and supervise staff
5. Effective oral and written communication skills
6. Ability to manage an office
7. Knowledge of and commitment to the Department's Aboriginal education policies.

School Learning Support Officer:

Position Information

Duties focus primarily on assisting teachers in the implementation of individual educational programs and individual transition programs and also assisting teachers in providing opportunities for children with special needs to develop personal, social, domestic and pre-vocational skills and attending to the personal care needs of children. Duties may also include the operation of audio-visual aids, duplicating, issuing of learning materials and minor clerical duties.

Specific Selection Criteria

1. Awareness of the needs of students with disabilities
2. Ability to work with students with emotional, physical or intellectual disabilities
3. Effective communication skills

General Assistant:

Position Information

Duties may include minor maintenance of buildings, plant and equipment; mowing school lawns and playing fields; receipt and distribution of stores and other duties as directed.

Specific Selection Criteria

1. Effective communication skills.
2. Ability to perform tasks in one or more of the following areas: store duties; minor maintenance of buildings and equipment; and gardening duties.
3. Ability to work with minimal supervision.

Panel conveners are required to complete the following information prior to submitting the requisition:

- publication date (positions are published on Wednesdays)
- contact name and telephone number (enquiry officer's name and contact details)
- inclusion of all the panel members' names and their role (Note: there must be at least one male and one female on the panel)
- certification that you have participated in selection techniques training.

As for teacher positions, the closing time for the submission of SAS staff advertisements for publication via *I work FOR NSW* on Wednesdays is 12:00pm on the Tuesday prior to publication.

To assist you in the selection process, SASS merit selection procedures are accessed through this link:

[School Administrative and Support Staffing in NSW Public Schools Procedure](#)

Quick Checklist

- Have all your panel members been trained in merit selection procedures? (If you realise that a panel member has not been trained before the panel meets to write the advertisement, see [Selection Panel Training for Panel Members](#) to access just in time self-paced training modules.)
- Have all your panel members read and understood the *Responsibilities of Panel Members* listed in the document: *Staffing Procedure for the Teaching Service in NSW Public Schools (Updated 11 August 2016)* document, which can be found at: [Staffing Procedure for the Teaching Service in NSW Public Schools](#) (Take time at the start of your first meeting to make sure all panel members understand these points and to discuss any potential conflict of interest issues.)
- Is your Position Information description current and accurate? (If you are reusing last year's information have you checked that it is still accurate and appropriate?)
- Do you wish to include a link to your school's website in your Position Information? (Does your school website include links to information about living in the local area, such as council, community or tourist information websites that may be available?)
- Have you thought about whether to include a specific link to your local Tourism Information or Council website in your Position Information to provide applicants with an idea of activities and facilities available in your area? (Harder to staff or non-metropolitan schools may find this is helpful for potential applicants who have not visited the area.)
- In the case of executive or principal positions, do any of your specific selection criteria essentially repeat one or more of the general selection criteria? (Is there a probability that applicants will be repeating information they will address in the general criteria?)
- Have you checked whether the position advertised requires any Conditions or Special Notes that must be included?
- Have you proofread your whole advertisement one final time before submitting? (Have you asked someone who did not actually write the ad to proofread it as well? The ad will be published under your school's name.)
- If you have not appointed a Hiring Manager Assistant for this advertised position selection process, should you consider doing so for future advertised selection processes? (The Hiring Manager Assistant is able to enter information on the *I work FOR NSW* system on behalf of the Hiring Manager/Convener.)

Resources – Quick links to related documents

Detailed guides to navigating the *I work FOR NSW* e-recruitment system for teacher and for SASS positions:

[e-recruitment guides](#)

Key information for non-teaching staff in schools:

[School support staff](#)

Promotion and Transfer key documents:

[Promotion and transfer](#)

Selection Panel Procedures for school teachers:

[Selection Panel Training for Panel Members](#)

Selection panel procedures for SASS:

[School Administrative and Support Staff Staffing in NSW Public Schools Procedure](#)

Selection panel training:

[SASS Panel composition QRG](#)

Teacher staffing procedures:

[Staffing Procedure for the Teaching Service in NSW Public Schools](#)

SASS Merit Selection Procedures:

[Merit Selection Procedure](#)