



# Procedure



## Staffing Procedure for the Teaching Service in NSW Public Schools

Approved by: *Executive Director, Human Resources*

Approval date: *21 April 2016*

### **Brief Description:**

This procedure describes the principles, methods and process to be applied to recruit, promote or transfer members of the Teaching Service to Teacher positions in NSW public schools.

The procedure applies to vacant *Teacher* positions in NSW public schools; defined as classroom teacher (including school counsellors, teacher librarians, careers advisers, learning and support teachers and itinerant teachers), executive and principal positions.

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## 1. Introduction

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The Staffing Procedure for the Teaching Service in NSW Public Schools (the Staffing Procedure) describes the requirements to recruit, promote or transfer Teaching Service staff in NSW public schools.

The procedure is in accordance with the requirements of the [Agreement between the NSW Department of Education and the NSW Teachers Federation on the Staffing of NSW Public Schools 2016-2020 \(the Staffing Agreement\)](#). It describes how the Staffing Agreement must be implemented by Principals, Directors or their delegates in filling Teaching Service positions in NSW Public Schools.

The procedure may be updated and amended from time to time in accordance with operational system changes, or changes to the Staffing Agreement, government policy and legislation, or the [Crown Employees \(Teachers in Schools and Related Employees\) Salaries and Conditions Award \(2014-2016\)](#).

## 2. Audience and Application

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This procedure describes the principles, methods and process to be applied to recruit, promote or transfer members of the Teaching Service to Teacher positions in NSW public schools.

The procedure applies to vacant *Teacher* positions in NSW public schools; defined as classroom teacher (including school counsellors, teacher librarians, careers advisers, learning and support teachers and itinerant teachers), executive and principal positions.

The procedure applies to Principals, Directors and their delegates who may be responsible for these activities. The procedures will apply from the start of Term 2, 2016 to the end of Term 1, 2020.

This procedure was previously titled *Promotion and Transfer Procedures for School Teachers 2013*. This procedure rescinds and replaces all previous versions.

## 3. Responsibilities and Delegations

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The Department of Education (the Department) will maintain the procedure and oversee ongoing compliance.

Principals, Directors and their delegates will comply with the procedure for all activities to recruit, promote and transfer members of the Teaching Service to Teacher positions within NSW Public Schools.

Members of the Teaching Service will follow the procedure when applying for recruitment, promotion or transfer to a Teacher position in NSW public schools.

## 4. NSW Teaching Service Staffing Procedure

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### 4.1 Staffing Principles

#### 4.1.1 Staffing cycle

The Department staffs NSW Public Schools throughout the annual staffing operation period, starting on Day 1, Term 1 and ending on the last day of the Term 4 vacation period prior to the commencement of the new school year.

Any candidate employed under this procedure will begin duty on the first day of the next school term unless otherwise agreed by the Principal, Director or delegated authority.

Current employees of the Department and suitably qualified and approved external candidates can apply for externally advertised positions.

#### 4.1.2 Centrally Identified Positions

The Department provides every school with a centrally identified staffing entitlement based on student enrolment numbers. The staffing entitlement establishes the number and type of *Centrally Identified Positions* (classroom teacher, executive and principal) the Department will fund at each school. Staffing entitlements are established in accordance with the [NSW Department of Education Teacher Staffing Entitlements](#).

The Department recognises that permanency is a key recruitment and retention incentive for teaching in NSW public schools. Centrally identified positions are permanent positions and, as such, will generally be filled on a permanent basis.

When a centrally identified vacancy occurs, the principal will determine, based on the needs of students and local workforce planning needs, whether the position is to be filled on a permanent or temporary basis. A centrally identified position may be filled on a temporary basis when:

- i) student enrolments at the school have been and/or are projected to decline;
- ii) student enrolments at the school have been fluctuating;
- iii) curriculum offerings at the school are changing and/or some subjects are expected to decline;
- iv) part-time positions are required to target specific whole of school programs that are subject to annual review and change.

Where a school engages a temporary teacher to fill a centrally identified position, the principal must certify that the engagement complies with one or more of the reasons listed above.

The Department monitors temporary appointments to centrally identified positions on a regular and ongoing basis.

#### 4.1.3 Above Centrally Identified Positions

Under the new Resource Allocation Model (RAM) schools will have a wider discretion to allocate additional funding to fund positions above the school's centrally identified staffing entitlement to meet the needs of the school.

Consistent with the [Principles for Determining the Mix of Staff in Schools](#), a principal may make a local decision to utilise additional funding provided above the school's centrally identified staffing establishment to create additional positions for filling by permanent appointment.

Applications to establish such positions should take into account that funding sources may vary over time, such as equity loadings to meet the additional needs of identified students.

An *Above Centrally Identified Position (ACIP)* may be established on a permanent basis:

- through application by the Principal;
- after consultation with the school community; and
- with the approval of the Director, PSNSW.

In determining the case for a permanent position, consideration should be given to:

- the amount and continuity of funding;
- the ongoing requirement for the role; and
- the educational needs of the school.

The principal will be able to choose the selection method to fill the permanent position.

If the permanent position is at executive level, the role description must include general selection criteria relevant to the position level, together with the specific criteria determined by the school. This will provide relative status at the executive level in the state-wide teaching service.

#### **4.1.4 Longer Term Temporary Appointments**

Temporary teachers are defined as persons employed in one engagement full time for four weeks or more or in one engagement for one to four days per week for two terms or more. Temporary engagements can generally only occur within a school year and be for a maximum of a school year.

Commencing Term 1, 2017, a Principal or Director can make a longer term temporary appointment of up to three (3) years to fill a vacancy where:

- a permanent Teacher will be absent from the school and has right of return to the position;
- one or more of reasons in 4.1.2 (i - iv) above is met; or
- the position is above the centrally identified staffing establishment.

Should circumstances change, for example:

- the substantive teacher decides to return to their position before the originally planned time;
- the program to which the substantive teacher was engaged does not continue; or
- school enrolments require a reduction in staff that could be offset by the placing of a permanent teacher against the leave vacancy;

then normal early cessation conditions such as four weeks' notice apply.

#### 4.1.5 Qualifications and Essential Requirements

All Teachers in NSW public schools must hold qualifications that meet the requirements of the [Board of Studies, Teaching and Educational Standards \(BOSTES\)](#) and the provisions of the Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2014 or its successor.

Teachers must demonstrate a level of professional expertise consistent with the [BOSTES Australian Professional Standards for Teachers](#) and hold accreditation with BOSTES as required.

Teachers must also meet the following essential requirements:

- understand and be sensitive to the needs of Aboriginal students and students from non-English speaking backgrounds;
- understand the educational needs of students from low socio-economic status communities and schools in isolated rural locations;
- understand the educational needs of gifted and talented students;
- be aware of gender equity issues; and
- be able to integrate technology into effective classroom practice.

#### 4.1.6 Approved to Teach

The Department maintains an *Approved to Teach* list which establishes a candidate's eligibility to be considered for employment as a Teacher in a NSW Public School. Candidates apply to the Teacher Approvals team for approval to teach and are evaluated on the basis of qualification/s and essential requirements. Teachers must be on the approved list in order to be considered for appointment (casual, temporary or permanent) to a Teacher position in a NSW Public School.

#### 4.1.7 Staffing Codes

The Department appoints Teachers based on their current staffing codes. Staffing codes identify subject/teaching area qualifications and abilities, teaching skills and/or experience, position level and areas of responsibility (**Appendix 1 – Staffing Codes**).

Teachers may be appointed on approved or willing to teach subject / teaching area codes.

*Approved* means approved by the Department on the basis of qualifications, or recognised and verified experience.

Teachers can be required to teach any subject/teaching areas which they are approved to teach.

*Willing to Teach* means whilst the teacher is not approved in the subject/teaching area, they are prepared to teach that subject/teaching area, willing to do so if requested by a principal and are confident that they can do so with an acceptable level of success. Failure to do so may render the application invalid and lead to withdrawal of an appointment.

Teachers employed on a permanent or temporary basis in a NSW Public School may submit applications for new staffing codes through the employee self-service (ESS) website located at <https://www.det.nsw.edu.au/shr>

All other Teachers may apply to add new staffing codes by sending an email with supporting documentation to Teacher Approvals at [teacher.approvals@det.nsw.edu.au](mailto:teacher.approvals@det.nsw.edu.au)

Staffing codes are categorised as Primary (preschool to Year 6) and Secondary (Years 7 to 12). Teachers are approved in individual subject and teaching areas according to their teaching methodology. Staffing codes for specialist education settings can be selected from either category (primary or secondary) to provide Teachers appropriate to the student age profile and curriculum of the school.

Schools may request a Classroom Teacher approved in a different level of schooling if required. For example, a Secondary school may require a Primary Teacher to teach students in Years 7 and 8, or a Primary school may require a Secondary Teacher to conduct a particular program.

#### **4.1.8 Extended Hours of Educational Delivery**

Where the Department establishes a new school, re-purposes an existing school or establishes a specialist school such as a virtual high school, provision for the timetabling of classes beyond the core hours of operation of a school and for teachers to work within those extended hours may be made provided that the overall hours of duty of teachers shall not be exceeded.

Such provision is to be made in accord with the Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2014 or its successor.

Consideration is to be given to equity, gender and family issues involved in any proposal to implement flexible hours.

The Department will continue to trial and review pilots on flexible work organisation in schools arising from strategies to address the Great Teaching, Inspired Learning reforms, the Rural and Remote Education Blueprint and other initiatives that aim to enhance public education.

#### **4.1.9 Staffing of Multi-Campus Colleges**

A multi-campus college is a secondary school which includes campuses at several different locations overseen by a single College Principal. Multi-campus colleges are staffed according to these procedures (***Appendix 4 - Staffing Multi-Campus Colleges***).

### **4.2 Staffing Methods**

The Department uses two (2) staffing methods to fill vacant positions on a permanent basis:

1. Central Appointment
2. Local Choice

Central Appointment helps optimise teacher supply and curriculum guarantee in schools throughout NSW. The Central Appointment process ensures security in Teacher employment and provides career mobility.

Local Choice allows schools flexibility to choose how they select Teachers who best meet the local needs of the school.

This appropriately balances a state-wide transfer system and the Local Schools, Local Decisions reform agenda and optimises workforce management.

Teachers appointed to a school based position may be eligible for compensation as prescribed by the [Transferred Officers' Compensation Determination No 1 of 2001](#).



All appointments are subject to the Teacher, at the time of appointment:

- being able to fulfil the inherent requirements of the role; and
- in the case of an existing employee, demonstrating satisfactory performance.

#### 4.2.1 Central Appointment

The Department can appoint permanent employees through a *Central Appointment* method, as follows:

- i) Incentive Transfer
- ii) Aboriginal Employment applicants
- iii) Nominated Transfer
- iv) Service Transfer
- v) Priority Transfer of Aboriginal and Torres Strait Islander Teachers
- vi) Priority Transfer of Teachers in Special Education Settings
- vii) Graduate Employment
- viii) Sponsored Teachers

To be eligible for a central appointment transfer, permanent Teachers must apply through the Department's employee self-service system (ESS) (**Appendix 2 – Transfer System, C. Applying for a Transfer**).

Central appointment transfer applications remain active until they are actioned or withdrawn. It is the responsibility of the Teacher to check and maintain their employment preferences and application status. If individual circumstances mean that a candidate cannot accept a central appointment at the present time, they should withdraw (inactivate) their application until their circumstances are conducive to an appointment.

**Note:** Nominated transfers cannot be withdrawn by the nominated individual as they are identified and managed centrally by the Department. Nominated transfer candidates will be appointed within the default staffing areas. Sponsored teachers will be appointed within the service commitment area of their deed.

Where there are eligible applicants who match the requirements of the position, and who would be appointed through more than one central appointment type, the following factors will be considered in determining which appointment type will be made:

- ensuring the number of candidates who are above establishment, such as nominated transfers, are placed in positions as soon as possible; and
- wherever possible a mix of central appointment types will be made in a school.

Where changes to enrolments or curriculum requirements necessitate the nominated transfer of public school teaching staff, such employees will retain permanent employment within the state-wide teaching service. Teachers nominated for transfer will be placed in a suitable vacancy closest to their current school or in a suitable vacancy closest to their last school based appointment if returning from a non-school based appointment.

**Note:** Teachers nominated for transfer and applying for other transfers will be certified by their current Principal (or Director, PSNSW in the case of principals) to validate satisfactory performance in the position held in that school.

Central appointments will be effected. Central appointment candidates who are permanent employees of or sponsored by the Department at the time of the appointment must take up the appointment as notified.

Graduates or Aboriginal Employment applicants who do not take up a central appointment will have their priority date reset, unless a written submission for exceptional and compelling circumstances is approved by the Manager, Teacher Recruitment.

#### **4.2.2 Types of Central Appointment**

##### **i) Incentive Transfer**

The Department provides higher incentive transfer point ratings to harder to staff schools, typically in rural and remote areas of NSW. Teachers who complete a minimum required period of service in four, six and eight point incentive schools can apply for *Incentive Transfer* to a preferred location (**Appendix 2 – Transfer System, B. Schools Attracting Incentive Transfer Benefits**).

Where a vacancy arises in a preferred school and an incentive transfer applicant matches the required codes, Teacher Recruitment will appoint that candidate as a priority appointment. During recruitment, incentive transfer candidates are matched on subject/teaching area codes only.

Teaching partners of Classroom Teachers, Executives and Principals appointed on incentive transfer in or out of eight and six point incentive schools can apply to their Principal (or Director, PSNSW in the case of a Principal) to be transferred under Section 51A, transfer on compassionate grounds. Transfer of teaching partners depends on a suitable vacant position being available.

**Note:** Incentive transfer applications can be submitted no earlier than Day 1, Term 2 where the candidate is eligible for an incentive appointment from the commencement of the following year. Where applicants are not eligible for an incentive transfer appointment until the commencement of the following year, they will only be matched to positions with an entry on duty date on or after Day 1, Term 1 of the following school year.

##### **ii) Aboriginal Employment applicants**

The Department provides incentives for Aboriginal Teachers to work in NSW public schools. This is consistent with and supports the Department's objectives to make the Department an employer of choice for Aboriginal people and increase the diversity of our workforce to better engage and partner with communities across NSW.

Where a vacancy arises in a school and an Aboriginal Employment applicant matches the required codes, Teacher Recruitment will appoint that candidate as a priority appointment. Aboriginal Employment applicants are matched on subject/teaching area codes only.

Aboriginal Employment applicants are identified from the Department's centrally managed *Approved to Teach* list. Eligibility for Aboriginal Employment applicant status is based on the three-tiered criteria used by the NSW Government and as defined by the *Aboriginal Land Rights Act 1983 (NSW)*, section 3:

Aboriginal person means a person who:

- (a) is a member of the Aboriginal race of Australia, and
- (b) identifies as an Aboriginal person, and
- (c) is accepted by the Aboriginal community as an Aboriginal person.

Appointments of Aboriginal Employment applicants are managed by the Aboriginal Employment Unit, Human Resources Directorate.

### iii) Nominated Transfer

Permanency is a key recruitment and retention incentive for teaching in NSW public schools. Permanent Teachers with nominated transfer status retain permanent employment in the state-wide Teaching Service.

Teachers receive nominated transfer status\* where the teaching service position they hold substantively is affected by:

- school closure, amalgamation or reclassification;
- reduction in student numbers;
- changed curriculum needs.

*\* not applicable to P1-P5 principals except where their school falls below P1 or ceases to operate. This means that a non-teaching principal cannot revert to a teaching principal or associate principal unless they elect to remain at the school and accept a lower salary.*

Permanent teachers who hold a temporary non-school based teaching service (NSBTS) role who formerly held a permanent position as a Teacher in the Department, but no longer have right of return to a school teaching position, will receive nominated transfer status upon cessation in the temporary NSBTS position, unless otherwise appointed on merit to a permanent position within the Department.

Teacher Recruitment will appoint nominated transfer candidates to a suitable vacancy closest to their current school within their default staffing area, or their last school-based appointment if they are returning from a non-school based appointment.

Teachers with nominated transfer status can notify their transfer preferences within their default staffing area to Teacher Recruitment. If the Teacher wants to be reappointed to their current school if a vacancy occurs, they must ensure the current school is listed as their first employment preference by advising Teacher Recruitment at [TeacherRecruitment@det.nsw.edu.au](mailto:TeacherRecruitment@det.nsw.edu.au)

If no suitable position is immediately available, Teacher Recruitment will place nominated transfer candidates in a temporary vacancy or above establishment position.

Nominated transfers will be matched to the subject/teaching area codes submitted for the vacancy.

Where the vacancy includes skills/experiences codes, the Teacher Recruitment team will contact the principal to determine whether an exception can be made on the basis that the skills/experiences are essential for the position.

Where an exception to match on skills/experiences codes cannot be agreed at the school level, the matter will be referred to the local Director, PSNSW for resolution.

Teachers with nominated transfer status can also apply for *Service Transfer* if they meet the service requirements. Teachers with nominated transfer status are deemed to have continuity of service when applying for service transfer. When calculating transfer points, they are credited full points for the school they are nominated from and the school they are appointed to.

#### **iv) Service Transfer**

Classroom Teachers who have served at least three years in their current permanent school position can apply to join the *Service Transfer* list. This list will be maintained by Teacher Recruitment.

Classroom teachers must serve at least three years in their current school (or two years in specified schools in Appendix 2) from the time of entry on duty to their current position, to the time of entry on duty to a new position at another school.

Classroom teachers who are appointed to non-school based teaching positions will be considered to have continuity of service for the purpose of service eligibility requirements to be placed on the service transfer list.

In instances where a classroom teacher enters on duty in a school on or before Day 1, Term 2, that year counts as a full year of service in that school.

#### **v) Priority Transfer of Aboriginal and Torres Strait Islander Teachers**

Aboriginal and Torres Strait Islander Classroom Teachers who satisfy service transfer requirements for transfer can also apply for Priority Transfer of Aboriginal and Torres Strait Islander Teachers.

#### **vi) Priority Transfer of Teachers in Specialist Educational Settings**

Teachers who have served at least three years in a Specialist Educational Setting listed below can apply for transfer to the nearest suitable vacancy.

- Education Training Unit (ETU) in a juvenile justice centre;
- special schools/units/tutorial programs for students with behaviour difficulties;
- classes for students with behaviour difficulties, emotional disturbance or autism;
- special schools and classes for students with mild, moderate and severe intellectual disabilities;
- special schools and classes for students with physical disabilities, and hearing or vision impairment.

Teacher Recruitment will take into account the Teacher's individual circumstances in determining appointments.

#### **vii) Graduate Employment**

The Department runs a Graduate Employment Program to recruit outstanding graduates to become Teachers in NSW Public Schools.

Graduate program features include:

- The Department will make a notional quota of Graduate appointments to Primary and Secondary schools each year.
- Each year, Teacher Recruitment will make available an online survey to Principals to request a Graduate (or Graduates) be appointed to their school if an eligible vacancy occurs in the following staffing year.

- Principals can indicate whether they would prefer a Graduate appointed from the Top of List (Graduate) or via a Closed Merit process amongst Graduates who match the position requirements and have nominated the school in their preferred locations.
- Where a School with an identified preference to appoint a Graduate has a suitable vacancy to be filled by Central Appointment, Teacher Recruitment will consider appointing a Graduate.
- School Principals who did not identify a Graduate preference in Term 1 can identify later if the quota has not been filled.
- Principals who did not identify a Graduate preference in Term 1, and where the quota has been filled, can access Graduate candidates via a local choice of *Top of List* (Graduate) or *Closed Merit* process.

To facilitate appointment of Graduates, only approved subject/teaching area codes are used to match them to positions.

#### **viii) Sponsored Teachers**

The Department is committed to maintaining a diverse and dynamic workforce and ensuring that quality teachers are attracted and retained for the benefit of all students in NSW Public Schools. The Department offers targeted employment programs to support these commitments, for example teacher education scholarships, rural and remote scholarships, science, technology, engineering and mathematics (STEM) scholarships, sponsored training programs, and special education sponsorships. The Department appoints sponsored teachers and scholars into vacant teaching service positions in accordance with committed workforce intakes.

For more information on targeted programs see [www.teach.nsw.edu.au](http://www.teach.nsw.edu.au)

#### **4.2.3 Section 51A Transfers on Compassionate Grounds**

Compassionate transfers are to be dealt with under s51A of the Teaching Service Act 1980 on a case-by-case basis.

Where classroom teachers and executive have exceptional and compelling circumstances requiring transfer from their current school, an application for a Section 51A Transfer on Compassionate Grounds can be submitted via their principal to the local Director, PSNSW. In the case of principals seeking a Section 51A Transfer on Compassionate Grounds, the application is made directly to the local Director, PSNSW. Delegated authority for approval of Section 51A Transfer on Compassionate Grounds rests with the Executive Director, Public Schools NSW.

On lodgement an application will be considered as a matter of priority and will remain active unless the circumstances which led to the application alter or the application is not approved. Applicants must notify the Director, PSNSW if their circumstances change or if they wish the application to be withdrawn.

An application for s51A Transfer on Compassionate Grounds will be approved only on the basis of exceptional and compelling circumstances. Applications must contain full and substantiated grounds and supporting documentation. These circumstances need to justify not only the request to move from the school to which the classroom teacher, executive staff member or principal is presently appointed, but also the reasons for requesting the schools to which the classroom teacher, executive staff member or principal is seeking transfer.

Each case is to be analysed individually and supporting evidence weighted to arrive at a considered determination as to whether the case meets the threshold of exceptional and compelling. Refer [Section 51A Compassionate Transfer Guideline](#) for further information.

For applications approved by the Executive Director, PSNSW, the Teacher Recruitment team will work with the Director, PSNSW to case manage the transfer.

Where the last vacancy at a school was filled by a Section 51A transfer (as a compassionate transfer and/or for other exceptional and compelling reasons) this will count as a central appointment.

#### **4.2.4 Exemption from Central Appointment**

##### **i) Limited access to Local Choice**

Where the last five vacancies at any level at a school were filled by central appointment, the Principal, Director or their delegate can request an exemption from central appointment for their next vacancy. The request can be submitted [online](#) to Teacher Recruitment to confirm eligibility for exemption and facilitate a Local Choice for the next appointment upon confirmation.

##### **ii) Staffing of Identified Schools**

During the term of the Staffing Agreement the Department will identify up to eight (8) schools that will have specialised staffing arrangements.

In those circumstances where the establishment of these schools results in the amalgamation or closure of identified schools, then staff impacted by the change at those schools will transfer to the identified school as part of its establishment.

For a period of five (5) years after establishment of these identified schools, all permanent vacancies at those schools shall be filled by local choice. Following this designated period of time, staffing of the identified school will revert to the agreed state-wide practice at that time.

##### **iii) Staffing of Connected Communities Schools**

The Department has recognised a number of Connected Communities Schools that are exempt from central appointment in the filling of vacant Teacher positions:

1. Boggabilla Central School
2. Toomelah Public School
3. Wilcannia Central School
4. Walgett Community School
5. Bourke Public School
6. Bourke High School
7. Moree East Public School
8. Moree Secondary College
9. Coonamble High School
10. Coonamble Public School
11. Taree Public School
12. Taree High School
13. Brewarrina Central School
14. Menindee Central School
15. Hillvue Public School

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All vacant Teacher positions at these schools to be filled on a permanent basis shall be filled by local choice, as prescribed below in 4.3.1(ii).

Principals (Executive Principals) and Executive staff will be appointed to these schools through open merit.

Classroom Teachers will be appointed to these schools through any of the local choice options.

#### **4.2.5 Local Choice**

The Department also appoints Teachers through *Local Choice* appointments. Candidates selected under Local Choice will receive an offer of employment for acceptance. Local choice methods include:

- Open Merit
- Closed Merit
- Top of List
- Temporary Teacher Appointment to Permanent Status

The Principal, Director or delegate has the discretion to select the Local Choice method applicable to the position level.

Appointments are only effective upon written acceptance by recommended candidates.

#### **4.2.6 Types of Local Choice**

##### **i) Open Merit**

A Principal, Director or their delegate can request Teacher Recruitment to advertise a Teacher vacancy openly on [iworkfor.nsw](http://iworkfor.nsw) and other appropriate media.

The Principal, Director or their delegate can access all applications via [iworkfor.nsw](http://iworkfor.nsw) and select their preferred candidate.

Any current member of the Teaching Service and qualified Teachers external to the Department can apply via [iworkfor.nsw](http://iworkfor.nsw). Applications for and selection to positions on open merit are to be undertaken in accordance with the [Merit Selection Procedure](#).

##### **ii) Closed Merit**

A Principal, Director or their delegate can request a closed advertisement to candidates from any or a combination of the following centrally managed lists to fill a Classroom Teacher position:

- Nominated Transfer
- Service Transfer
- Approved to Teach
- Graduate Employment

Teacher Recruitment will use [iworkfor.nsw](http://iworkfor.nsw) to notify all suitably qualified candidates on the appropriate list matching the position criteria as follows:

Candidate List	Advertisement Distribution
Nominated Transfer	All Classroom Teachers on the list who: <ul style="list-style-type: none"> <li>✓ match subject/teaching area codes (approved and willing to teach) and skills and/or experiences codes, and</li> <li>✓ have a default area that includes the school.</li> </ul>
Service Transfer	All Classroom Teachers on the list who: <ul style="list-style-type: none"> <li>✓ match subject/teaching area codes (approved and willing to teach) and skills and/or experiences codes, <i>and</i></li> <li>✓ have listed the school as one of their employment preferences.</li> </ul>
Approved to Teach	All Classroom Teachers on the list who: <ul style="list-style-type: none"> <li>✓ match the subject/teaching area codes (approved and willing to teach) and skills and/or experiences codes, <i>and</i></li> <li>✓ have listed the school as one of their employment preferences.</li> </ul> <p><b>Note:</b> Not applicable to school counsellor positions.</p>
Graduate Employment	All Graduates on the list who: <ul style="list-style-type: none"> <li>✓ are identified by the Department as high performing graduates,</li> <li>✓ match the subject/teaching area codes (approved), and</li> <li>✓ have listed the school as one of their employment preferences.</li> </ul>

Individual candidates are responsible for maintaining their current contact and employment preference details.

Candidates must submit an online application through [iworkfor.nsw](http://iworkfor.nsw) addressing the specific criteria together with contact details for two referees by the prescribed deadline.

The Principal, Director or delegate can access applications through [iworkfor.nsw](http://iworkfor.nsw). A school based selection panel shortlists and interviews the applicants according to the [Merit Selection Procedure](#).

### iii) Top of List

A Principal, Director or their delegate can request Teacher Recruitment to appoint a candidate to a Classroom Teacher position from the top of a list. In these instances, an offer is made as follows:

Candidate List	Advertisement Distribution
Nominated Transfer	The candidate who: <ul style="list-style-type: none"> <li>✓ best matches the subject/teaching area codes (approved and willing to teach) and skills and/or experiences codes,</li> <li>✓ has a default area that includes the school, <i>and</i></li> <li>✓ has the highest transfer points.</li> </ul>
Service Transfer	The candidate who: <ul style="list-style-type: none"> <li>✓ best matches the subject/teaching area codes (approved and willing to teach) and skills and/or experiences codes,</li> <li>✓ has listed the school as one of their employment preferences, <i>and</i></li> <li>✓ has the highest transfer points.</li> </ul> <p><b>Note:</b> applicants on the list who are concurrent applicants for Aboriginal and Torres Strait Islander and/or Special Education Setting Transfer will receive priority placement where there is equal standing.</p>



Candidate List	Advertisement Distribution
Approved to Teach	<p>The candidate who:</p> <ul style="list-style-type: none"> <li>✓ best matches the subject/teaching area codes (approved and willing to teach) and skills and/or experiences codes,</li> <li>✓ has listed the school as one of their employment preferences, <i>and</i></li> <li>✓ has the highest priority date.</li> </ul> <p><b>Note:</b> Not applicable to school counsellor positions.</p>
Graduate Employment	<p>The candidate who:</p> <ul style="list-style-type: none"> <li>✓ best matches the subject/teaching area codes (approved), <i>and</i></li> <li>✓ has the highest ranking from the Graduate Recruitment process.</li> </ul>

**Note:** Principals of Connected Communities Schools who choose *Top of the List* will be required to conduct an interview of the matched candidate with a NSW Aboriginal Education Consultative Group (AECG) panel member and confirm candidate suitability prior to appointment.

#### iv) Temporary Teacher Appointment to Permanent Status

##### a. Permanent classroom teacher vacancy at a 2, 4, 6 or 8 point classified school

This type of local choice method provides incentives for teachers to undertake temporary appointments in harder to staff locations.

Where a permanent Classroom Teacher vacancy arises at a 2, 4, 6 or 8 point classified school and a temporary teacher has been engaged at that school:

- for a minimum of 2 years continuous service, and
- has satisfactorily participated in the Performance and Development process, and
- where the temporary teacher is deemed suitable to the position;

the Principal may elect to permanently appoint the temporary teacher to that vacancy.

Such appointment will be subject to the eligibility of the position to be filled by local choice, and the temporary teacher matching the staffing codes required in the permanent vacancy to meet the educational needs of the school.

Where more than one temporary teacher at the school meets the eligibility requirements, the principal will conduct a candidate assessment process in determining the appointment.

The candidate assessment process will include the following as a minimum:

- The Principal or delegate invites all eligible temporary Teachers to submit an application for the position, including a one page cover letter and a resume of no more than five pages.
- The Principal or delegate will:
  - Review the applications;
  - Conduct an interview of the applicants;
  - Assess each applicant against the position requirements; and
  - Determine a recommended candidate for appointment.

Principals or their delegates must notify Teacher Recruitment of proposed appointments of temporary teachers to permanent positions through OMSEE.

Following eligibility confirmation, Teacher Recruitment will notify the Principal or their delegate to proceed with a verbal offer to the recommended candidate. Once the recommended candidate notifies their acceptance of offer in writing to Teacher Recruitment they will be appointed to the position.

**Note:** Principals of Connected Communities Schools who seek to use this type of local choice method will be required to conduct an interview of the matched candidate/s with a NSW Aboriginal Education Consultative Group (AECG) panel member and confirm candidate suitability prior to appointment.

#### **b. Permanent part time teacher vacancy at a 1 point classified school**

Where a permanent part time (0.2FTE up to 0.8FTE) Classroom Teacher vacancy arises at a 1 point classified school and a temporary teacher has been engaged at that school:

- for a minimum of 2 years continuous service against the unfilled vacancy, and
- has satisfactorily participated in the Performance and Development process, and
- where the temporary teacher is deemed suitable to the position;

Principals or their delegates must notify Teacher Recruitment of proposed appointments of temporary teachers to permanent part time positions through OMSEE.

Such appointment will be subject to the eligibility of the position to be filled by local choice, and the temporary teacher matching the staffing codes required in the permanent part time vacancy to meet the educational needs of the school.

Following eligibility confirmation, Teacher Recruitment will notify the Principal or their delegate to proceed with a verbal offer to the recommended candidate. Once the recommended candidate notifies their acceptance of offer in writing to Teacher Recruitment they will be appointed to the position.

### **4.3 Staffing Process**

**Appendix 3 – Staffing Process Flow Charts** shows the process flow for the filling of a vacant Classroom Teacher, Executive and Principal positions. The process is dependent on the level of the position and whether the position is:

- designated Centrally Identified or Above Centrally Identified;
- located in a School for Special Purposes (SSP) or Education Training Unit (ETU);
- to be filled on a permanent or temporary basis.

#### **4.3.1 Filling a Centrally Identified Position on a Permanent Basis**

##### **A. SUBMISSION OF POSITION REQUIREMENTS**

To fill a vacant centrally identified classroom teacher position on a permanent basis, the Principal, Director or their delegate must first submit the position requirements to Teacher Recruitment using relevant staffing codes:

Position Vacant	Position Requirement Codes
<b>Classroom Teacher</b>	<ul style="list-style-type: none"> <li>☐ Subject/Teaching Area codes</li> <li>☐ Skills and/or Experience codes</li> </ul>
<b>Executive</b>	<ul style="list-style-type: none"> <li>☐ Position Level code</li> <li>☐ Area of Responsibility codes (as applicable)</li> <li>☐ Subject/Teaching Area codes (as applicable)</li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>☐ Position Level codes</li> </ul>

Teacher Recruitment will first confirm whether the position is exempt from central appointment, as per 4.2.4 of this procedure. If the vacant position is exempt from central appointment, Teacher Recruitment will advise the Principal, Director or delegate that they may proceed directly to Local Choice selection.

If the vacant position is not exempt from central appointment, Teacher Recruitment will proceed to Step 1 – Priority Central Appointments as described below.

## B. STEP 1 – PRIORITY CENTRAL APPOINTMENTS

Teacher Recruitment run a computerised match for eligible priority candidates as follows:

STEP 1:	PRIORITY CENTRAL APPOINTMENTS	
Position	Eligible Candidates	Matching Requirements
<b>Classroom Teacher</b>	<ul style="list-style-type: none"> <li>✓ Incentive Transfer</li> <li>✓ Aboriginal Employment applicants</li> </ul>	<ul style="list-style-type: none"> <li>☐ Subject/Teaching Area codes (approved)</li> <li>☐ Served the required number of years in 4, 6 or 8 point incentive schools</li> <li>☐ Subject/Teaching Area codes (approved)</li> <li>☐ Aboriginal employment eligibility</li> </ul>
<b>Executive</b>	<ul style="list-style-type: none"> <li>✓ Incentive Transfer</li> </ul>	<ul style="list-style-type: none"> <li>☐ Position Level code</li> <li>☐ Area of Responsibility codes (as applicable)</li> <li>☐ Subject/Teaching Area codes ( as applicable)</li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>✓ Incentive Transfer</li> </ul>	<ul style="list-style-type: none"> <li>☐ Position Level codes</li> </ul>
<b>SSPs and ETUs</b> (All position levels)	<ul style="list-style-type: none"> <li>✓ Incentive Transfer*</li> </ul>	<ul style="list-style-type: none"> <li>☐ Position Level code</li> <li>☐ Area of Responsibility codes (as applicable)</li> <li>☐ Subject/Teaching Area codes (as applicable)</li> </ul> <p><i>*Currently serving in an ETU or Special education setting (SSP or support class)</i></p>

STEP 1:		PRIORITY CENTRAL APPOINTMENTS	
Position	Eligible Candidates	Matching Requirements	
<b>School Counselling</b> (School Counsellor)	<ul style="list-style-type: none"> <li>✓ Incentive Transfer*</li> <li>✓ Aboriginal Employment applicants</li> </ul>	<ul style="list-style-type: none"> <li>☰ Position Level code</li> <li>☰ Subject/Teaching Area codes (as applicable)</li> </ul>	*Currently serving in school counselling service
<b>School Counselling</b> (District Guidance Officer)	<ul style="list-style-type: none"> <li>✓ Incentive Transfer*</li> </ul>	<ul style="list-style-type: none"> <li>☰ Position Level code</li> <li>☰ Area of Responsibility codes (as applicable)</li> <li>☰ Subject/Teaching Area codes (as applicable)</li> </ul>	*Currently serving in school counselling service.

**Note:** Eligible candidates matched on staffing codes will be appointed.

Where a Step 1 candidate matches the position requirements, Teacher Recruitment will appoint them to the position.

If no Step 1 candidate matches the position requirements, Teacher Recruitment will proceed to Step 2 – Central or Local Choice Appointment.

### C. STEP 2 – CENTRAL OR LOCAL CHOICE APPOINTMENT

Teacher Recruitment will determine the selection method to use at Step 2, based on the following:

- If the last vacancy at the school was filled by Local Choice, Teacher Recruitment will fill the position by a Central Appointment method.

OR

- If the last vacancy at the school was filled by a Central Appointment method, the Principal, Director or delegate can fill the position through a Local Choice method.

#### i) Central appointment

Where a vacancy at Step 2 is to be filled by a Central Appointment method, Teacher Recruitment run a computerised match as follows:

STEP 2:		CENTRAL APPOINTMENT OPTIONS	
Position	Eligible Candidates	Matching Requirements	
<b>Classroom Teacher</b>	<ul style="list-style-type: none"> <li>✓ Nominated Transfer</li> <li>✓ Service Transfer</li> <li>✓ Priority Transfer of Aboriginal and Torres Strait Islander Teachers</li> <li>✓ Priority Transfer of Teachers in Special Education Settings</li> <li>✓ Graduate Employment</li> <li>✓ Sponsored Teachers</li> </ul>	<ul style="list-style-type: none"> <li>☰ Subject/Teaching Area codes (approved and willing to teach)</li> <li>☰ Skills/ Experience codes (except for Nominated Transfer, Graduate Employment &amp; Sponsored Teachers)</li> </ul>	

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STEP 2:	CENTRAL APPOINTMENT OPTIONS	
Position	Eligible Candidates	Matching Requirements
<b>Executive</b>	<ul style="list-style-type: none"> <li>✓ Nominated Transfer</li> <li>✓ Priority Transfer of Teachers in Special Education Settings</li> </ul>	<ul style="list-style-type: none"> <li>☰ Position Level code</li> <li>☰ Area of Responsibility codes (as applicable)</li> <li>☰ Subject/Teaching Area codes (as applicable)</li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>✓ Nominated Transfer*</li> <li>✓ Priority Transfer of Teachers in Special Education Settings</li> </ul>	<ul style="list-style-type: none"> <li>☰ Position Level codes</li> </ul> <p><i>* not applicable to P1-P5 principals except where their school falls below P1 or ceases to operate.</i></p>
<b>SSPs and ETUs</b> (All position levels)	<ul style="list-style-type: none"> <li>✓ Priority Transfer of Teachers in Special Education Settings</li> <li>✓ Nominated Transfer*</li> <li>✓ Sponsored Teacher</li> </ul>	<ul style="list-style-type: none"> <li>☰ Position Level codes</li> <li>☰ Area of Responsibility codes (as applicable)</li> <li>☰ Subject/Teaching Area codes (approved and willing to teach)</li> </ul> <p><i>*Currently serving in an ETU or Special education setting (SSP or support class).</i></p>
<b>School Counselling</b>	<ul style="list-style-type: none"> <li>✓ Nominated Transfer* (School Counsellors &amp; District Guidance Officers)</li> <li>✓ Service Transfer* (School Counsellors only)</li> <li>✓ Sponsored Teachers (School Counsellors only)</li> <li>✓ Graduate Employment (School Counsellors only)</li> </ul>	<ul style="list-style-type: none"> <li>☰ Position Level codes</li> <li>☰ Area of Responsibility codes (as applicable)</li> <li>☰ Subject/Teaching Area codes (approved)</li> </ul> <p><i>*Currently serving in school counselling service.</i></p>

**Note:** Eligible candidates matched on staffing codes will be appointed. Teachers nominated for transfer will be matched and appointed on their approved subject/teaching area codes as determined by the Department. This requirement for nominated transferees will minimise above establishment positions in schools.

Where a suitable match is found, Teacher Recruitment will appoint the identified candidate.

In the event that a suitable match is not found, Teacher Recruitment will advise the Principal, Director or delegate that they may proceed to *Local Choice*.

## ii) Local Choice

Where a vacancy at Step 2 is to be filled by Local Choice, the Principal, Director or delegate can choose from the following selection types:

STEP 2	LOCAL CHOICE OPTIONS	
Position	Selection types	How?
<b>Classroom Teacher</b>	<ul style="list-style-type: none"> <li>✓ Open Merit</li> </ul>	<ul style="list-style-type: none"> <li>☰ External advertisement open to all qualified candidates for selection on merit <a href="http://iworkfor.nsw">iworkfor.nsw</a></li> </ul>

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STEP 2	LOCAL CHOICE OPTIONS	
Position	Selection types	How?
<b>Classroom Teacher</b>	<ul style="list-style-type: none"> <li>✓ Closed Merit <ul style="list-style-type: none"> <li>- Nominated Transfer</li> <li>- Service Transfer</li> <li>- Approved to Teach</li> <li>- Graduate Employment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>📄 Restricted advertisement to a closed pool of candidates for selection on merit <a href="http://iworkfor.nsw">iworkfor.nsw</a></li> </ul>
	<ul style="list-style-type: none"> <li>✓ Top of List <ul style="list-style-type: none"> <li>- Nominated Transfer</li> <li>- Service Transfer</li> <li>- Approved to Teach</li> <li>- Graduate Employment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>📄 Appointment of best matched candidate on the relevant list (specified by the Principal, Director or delegate)</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Temporary Teacher Appointment to Permanent Status</li> </ul>	<ul style="list-style-type: none"> <li>📄 Principal or delegate appoints suitable, eligible candidate</li> </ul>
<b>Executive</b>	<ul style="list-style-type: none"> <li>✓ Open Merit</li> </ul>	<ul style="list-style-type: none"> <li>📄 External advertisement open to all qualified candidates for selection on merit <a href="http://iworkfor.nsw">iworkfor.nsw</a></li> </ul>
<b>Principal</b>	<ul style="list-style-type: none"> <li>✓ Open Merit</li> </ul>	<ul style="list-style-type: none"> <li>📄 External advertisement open to all qualified candidates for selection on merit <a href="http://iworkfor.nsw">iworkfor.nsw</a></li> </ul>
<b>SSPs and ETUs</b>	<ul style="list-style-type: none"> <li>✓ As per classroom teacher, executive and principal positions described above</li> </ul>	<ul style="list-style-type: none"> <li>📄 As per classroom teacher, executive and principal positions described above</li> </ul>
<b>School Counselling</b> (School Counsellor)  <i>*Currently serving in school counselling service</i>	<ul style="list-style-type: none"> <li>✓ Open Merit</li> </ul>	<ul style="list-style-type: none"> <li>📄 External advertisement open to all qualified candidates for selection on merit <a href="http://iworkfor.nsw">iworkfor.nsw</a></li> </ul>
	<ul style="list-style-type: none"> <li>✓ Closed Merit* <ul style="list-style-type: none"> <li>- Nominated Transfer</li> <li>- Service Transfer</li> <li>- Graduate Employment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>📄 Restricted advertisement to a closed pool of candidates for selection on merit <a href="http://iworkfor.nsw">iworkfor.nsw</a></li> </ul>
	<ul style="list-style-type: none"> <li>✓ Top of List* <ul style="list-style-type: none"> <li>- Nominated Transfer</li> <li>- Service Transfer</li> <li>- Graduate Employment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>📄 Appointment of best matched candidate on the relevant list (specified by the Principal, Director or delegate)</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Temporary Teacher Appointment to Permanent Status</li> </ul>	<ul style="list-style-type: none"> <li>📄 Applicable to those employees currently employed as a temporary School Counsellor</li> </ul>
<b>School Counselling</b> (District Guidance Officer)	<ul style="list-style-type: none"> <li>✓ Open Merit</li> </ul>	<ul style="list-style-type: none"> <li>📄 External advertisement open to all qualified candidates for selection on merit <a href="http://iworkfor.nsw">iworkfor.nsw</a></li> </ul>

## **Notes:**

1. When filling a Connected Communities School position by Top of the List or Temporary Teacher Appointment to Permanent Status, Principals will be required to interview the matched candidate with a NSW AECG panel member to determine suitability prior to appointment.
2. When filling school counselling positions by Open Merit, the positions will be advertised as School Counsellor / School Psychologist or District Guidance Officer / Senior Psychologist Education positions.
3. Applications for school counselling positions will be accepted and considered on merit from all candidates who hold:
  - o Provisional registration as a minimum with the Psychology Board of Australia (for School Counsellor / School Psychologist position).
  - o General registration with the Psychology Board of Australia (for District Guidance Officer / Senior Psychologist Education position).
4. For school counselling positions, if the successful applicant for the position is:
  - o Currently permanently employed by the Department as a School Counsellor / School Psychologist or District Guidance Officer / Senior Psychologist Education there will be no change to their classification in the new appointment.
  - o An external applicant who has teaching qualifications, will be appointed to the position as a School Counsellor or District Guidance Officer.
  - o An external applicant who does not have teaching qualifications, will be appointed to the position as a School Psychologist or Senior Psychologist Education.

### **4.3.2 Filling a Centrally Identified Position on a Temporary Basis**

To fill a centrally identified school vacancy on a temporary basis the Principal, Director or delegate must:

- ensure that the engagement complies with one or more of the temporary appointment criteria outlined in 4.1.2 of this procedure;
- source a temporary Teacher from the Department's Approved to Teach list;
- proceed to secure a temporary teacher and complete the [Temporary Teacher Engagement Notice](#), including certification that the position meets the criteria for temporary appointment; and
- submit the completed form signed by the principal and temporary teacher to HR Shared Services.

### **4.3.3 Filling an Above Centrally Identified Position on a Permanent Basis**

To establish and fill an Above Centrally Identified Position on a permanent basis, the Principal or delegate must:

- consult with the school community;
- obtain approval from the Director, PSNSW; and
- submit an application by notifying Teacher Recruitment through OMSEE.

In determining the case for a permanent position the Principal and Director must ensure compliance with 4.1.3 of this procedure.

The position will be filled in the same manner as the Step 2: Local Choice Options process for Centrally Identified positions described in this procedure.



Where an Above Establishment executive position is being filled on a permanent basis, the Teacher Recruitment team will confirm that the role description includes general selection criteria relevant to the position level, together with the specific criteria determined by the school.

#### 4.3.4 Filling an Above Centrally Identified Position on a Temporary Basis

To fill an above centrally identified school vacancy on a temporary basis the Principal, Director or delegate must:

- source a temporary Teacher from the Department's *Approved to Teach* list;
- complete the [Temporary Teacher Engagement Notice](#); and
- submit the completed form to HR Shared Services together with teacher details and funding source for the position.

### 4.4 Professional Development Placements

The Department supports professional development of Teachers within NSW Public Schools through local mobility arrangements. The following programs are designed to facilitate professional development of Classroom Teachers and Executive and are only applicable on the basis of mutual exchange, i.e. not applicable to vacant positions for filling in accord with this staffing procedure.

#### a) Local Transfer Scheme

The local transfer scheme provides opportunities for permanent classroom teachers and executive staff to gain new skills, experiences and professional understandings through permanent transfer to another position at the same level in a different school. Classroom teachers and executive staff need to satisfy the eligibility criteria for the position to which they are seeking transfer.

Information about this scheme is available on the Department's website at:

<https://www.det.nsw.edu.au/about-us/careers-centre/school-careers/teaching/our-programs-and-initiatives/local-transfer-scheme>

#### b) Rural Teacher Exchange Program

The rural teacher exchange program provides an opportunity for teachers in rural and remote schools to exchange with teachers in other schools for one year at a time. Participating teachers would return to their substantive school at the end of the year. Through this program teachers in rural and remote schools can experience teaching in a different environment and other teachers are able to consider through direct experience whether teaching in a rural or remote school is a longer term option for them. Further details are available at the Department's *teach.Rural* website at: <https://www.teach.nsw.edu.au/enhanceyourcareer/rural-teacher-exchange>

#### c) Teachers' Professional Exchange Program

The Teachers' Professional Exchange Program enables permanent classroom teachers and executive staff in NSW government schools (including permanent part time teachers and teachers on part time leave without pay) to gain new skills, experiences and professional understandings by working in a different school setting for a set period of one school year. Further details are available at the Department's website at: <https://teach.nsw.edu.au/enhanceyourcareer>



## 5. Monitoring, evaluation and reporting requirements

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### 5.1 Appeals

Permanent Teachers who apply on merit for a promotion position (more senior than their current position) may appeal against an appointment decision on the grounds that the appointment process was irregular or improper. More information about the appeals process is available in the [Merit Selection Procedure](#).

### 5.2 Compliance Monitoring and Reporting

Compliance with this procedure will be monitored by a state level Joint Monitoring and Review Committee (JMRC) made up of equal representation from the Department and the NSW Teachers Federation. The Department's representatives will include a Director from the Schools Operation and Performance division.

The JMRC is responsible for ensuring the highest standards of probity, accountability and transparency apply to staffing NSW public schools.

The JMRC will meet each term to monitor and resolve any compliance matters.

The Human Resources Directorate will produce a Compliance Monitoring Report (CMR) that shows:

- State-wide 'Heat Map' of school groupings by unfilled teacher FTE and school entitlement bands;
- Each school's FTE entitlement, permanent FTE establishment, the difference between the two (unfilled entitlement), and the difference expressed as a percentage.
- Sorted by field Executive Director locations, highlighting schools for detailed review.

The report will also include data and analysis on Executive entitlement changes, specifically Head Teacher curriculum and non-curriculum trends.

The report will be provided to the Public Schools Executive Group (PSEG) monthly and reviewed by the JMRC each term.

Where the JMRC identifies a school for review, the local Director, Public Schools NSW will discuss the level of temporary employment with the relevant Principal to ascertain any reasons and any necessary action to rectify the situation.

## 6. More information

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For further information on this procedure, please contact the Manager, Teacher Recruitment on 9836 9599.

## 7. Document history

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### 7.1 Document information

Document title	Staffing Procedure for the Teaching Service in NSW Public Schools
Current version	1.0
Document number	DOC16/247505
Approved by	Executive Director, Human Resources
Approval date	21 April 2016
Implementation date	26 April 2016
Date of last update	Term 2, 2013 ( <i>Promotion and Transfer Procedures for School Teachers 2013</i> )
Next scheduled review date	Term 2, 2020
Audience	Internal
Location in taxonomy	Procedure
Subject keywords	Procedure, staffing of teaching service in NSW Public Schools, mandated requirements

### 7.2 Document accountability

Role	Name
Procedure Owner	Director, Recruitment & Employment
Procedure Advisor	Manager, Teacher Recruitment
Procedure Facilitator	Manager, Policy & Compliance
Procedure Contact	Manager, Teacher Recruitment

### 7.3 Document version history

Version	Date	Author	Change description
1.0	21/04/16	Trina Schmidt, Executive Director, Human Resources	Revised to align with Staffing Agreement 2016 - 2020, rescinded <i>Promotion and Transfer Procedures for School Teachers 2013</i> and replaced all previous versions.

## 7.4 Document links

### Legislation and regulation

Key relevant legislation and regulation that determines influences or defines this procedure:

Year of enactment	Title of legislation
1980	Teaching Service Act
2014	Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2014
2016	Agreement between the NSW Department of Education and the NSW Teachers Federation on the Staffing of NSW Public Schools 2016-2020 (the Staffing Agreement)

### Policy and Guideline

Reference policy, procedures, standards or guidelines that relate to this procedure:

Type	PD number	Title
Policy		Principles for Determining the Mix of Staff in Schools - September 2014
Procedure		Merit Selection Procedure – currently referred to as the Selection Panel Procedures for School Teachers 2013
Guideline		NSW Department of Education Teacher Staffing Entitlements - April 2016
Guideline		S51A Compassionate Transfer Guideline
Standard		Board of Studies, Teaching and Educational Standards

## 8. Terms and Definitions

Definitions of terms that are contained in this procedure:

Term	Definition
Above Centrally Identified Position	means a permanent position above the school's centrally identified staffing entitlement
Approved to Teach	means a teacher is Approved to teach a subject/teaching area on the basis of: <ul style="list-style-type: none"><li>• Qualifications; or</li><li>• Recognised and verified experience</li></ul>
Approved to Teach List	means a list of qualified teachers registered and approved by the Department as seeking employment in a NSW public school
Central appointment	means an appointment action made by the Department as noted in clause 4.2.1 of this Procedure
Centrally Identified Position	means a permanent substantive position included in the school's approved teacher entitlement based on student enrolments
Classroom Teacher	means a classroom based teacher employed under the <i>Teaching Service Act 1980</i> in a NSW public school excluding executive or principal positions
Closed Merit	means a closed advertisement to identified candidates as detailed in clause 2.4.6 of this Procedure
Teacher Staffing Entitlement	means a school's teacher and executive entitlement based on enrolments determined in accordance with the NSW Department of Education Teacher Staffing Entitlements April 2016

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Term	Definition
Connected Community School	refers to schools listed in clause 4.2.4 iii) of this Procedure
Executive	means a Head Teacher, Assistant Principal, and Deputy Principal employed under the <i>Teaching Service Act 1980</i> in a NSW public school
Incentive school	means all schools referred to in Appendix 2B of this Procedure
Local Choice	means an appointment action made by the Department as noted in clause 4.2.5 of this Procedure
New Principal Classification Structure	refers to the New Principal Classification Structure detailed in the <i>Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2014</i> <a href="http://www.teach.nsw.edu.au/documents/teachawd2014.doc">http://www.teach.nsw.edu.au/documents/teachawd2014.doc</a> that became operative from 26 January 2016. The new structure consists of two levels of teaching principals (TP1 and TP2) and five levels of non-teaching principal (P1 – P5)
NSBTS	means non-school based teaching service staff
Old Principal Classification Structure	refers to all principals employed up to and including 8 April 2016 who did not elect to 'opt in' to the New Principal Classification Structure and will be subject to annual review through the Primary and Secondary Executive Review Process
Open Merit	means an advertisement and merit selection process as identified in clause 2.4.6 of this Procedure
Principal	means all Principals, College Principals, and Executive Principals as employed under the <i>Teaching Service Act 1980</i> in a NSW public school
Priority central appointment	means Step 1 appointment process as detailed in clause 4.3.1 B of this Procedure
Priority Transfer of Teachers in Special Education Settings	refers to the central appointment type as detailed in clause 4.2.2 of this Procedure and formerly known as 'Nominated Special School Transfer'
Teacher	means all members of the NSW Teaching Service, employed under the <i>Teaching Service Act, 1980</i> , and working in a NSW Public School, including Classroom Teachers, Executive, and Principals
Willing To Teach	means a teacher that whilst <i>not</i> Approved by the Department is prepared to: <ul style="list-style-type: none"> <li>▪ teach that subject/teaching area,</li> <li>▪ willing to do so if requested by a principal and</li> <li>▪ is confident that they can do so with an acceptable level of success.</li> </ul> <p><u>Note:</u> To be provided a willing to teach code for special education (flagged), Teachers must provide evidence to Teacher Approvals of successful teaching in special education (excluding vision and hearing impairment) for a minimum of twelve months full time (or the part time equivalent) within the last five years in NSW public schools or in another Australian school or education system.</p>

# Appendices

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## APPENDIX 1 – Staffing Codes

The staffing codes are listed in categories of primary (preschool to Year 6) and secondary (Years 7 to 12), as teachers are provided with approval in these individual subject and teaching areas according to their teaching methodology. Special schools may choose from either list to provide teachers appropriate to their age cohort and curriculum.

Schools may also have a need to request a teacher who has approval in a different level of schooling, for example, a secondary school may require a primary teacher to teach students in Years 7 and 8 or a primary school may require a secondary teacher to conduct a particular program.

Teachers may submit applications for new staffing codes by selecting the *My Skills* option in the *My Details* section of the employee self-service website. For a transfer to be considered, both the *My Transfers* and *My Skills* sections must be completed. Staffing codes can be updated through the *My Skills* section at any time, without applying for transfer.

### **Notes:**

1. Teachers will be appointed to a position on the basis of their current staffing codes: Position Level, Areas of Responsibility, Subject/Teaching Area, Skills and/or Experience.
2. Subject/Teaching Area Codes
  - Teachers may be appointed to positions based on *Approved* and/or *Willing to Teach* subject/teaching area codes.
  - Teachers can be required to teach any subject/teaching areas which they are approved to teach.
  - *Approved* means subject / teaching area approval by the Department on the basis of:
    - a) **Qualifications** in accordance with the Department's guidelines; or
    - b) **Recognised and Verified Experience** in successfully teaching subject / teaching areas\* for a minimum of two years full time (or the part-time equivalent) within the last five years in NSW public schools or in another Australian school or education system.

\*Applicable to primary subject / teaching areas to junior and senior classes (except where the subject is taught to only junior or senior classes) and to secondary subject/teaching areas in the Key Learning Areas (KLAs) of Technological and Applied Studies, Personal Development Health and Physical Education, and Human Society and Its Environment.

The teacher will have taught a load sufficient for the principal to attest that the teacher gained the relevant experience for classification as a teacher of the subject in NSW government schools.

Approved subject / teaching codes are only granted through an applications process via Teacher Approvals.

- *Willing to Teach* means whilst not approved by the Department:
  - Teachers are indicating that they are prepared to teach that subject/teaching area, willing to do so if requested by a principal and are confident that they can do so with an acceptable level of success. Failure to do so may render the application invalid and lead to withdrawal of an appointment.

Note: To be provided a willing to teach code for special education (flagged), Teachers must provide evidence to Teacher Approvals of successful teaching in special education (excluding vision and hearing impairment) for a minimum of twelve months full time (or the part time equivalent) within the last five years in NSW public schools or in another Australian school or education system.

### 3. Skills and/or Experience Codes

- Teachers must demonstrate particular skills and/or experience to use these codes. These must be at a level which equips the teacher to lead and manage whole school programs requiring the relevant skills and/or experiences, across the full range of schools to which the teacher may be considered for appointment. This capacity must also be endorsed by the teacher's principal.
- Schools seeking to use these codes for position matches must have a need for the skills and/or experience through significant existing school programs or an identified need to establish such programs.

## SECTION 1: PRIMARY POSITIONS

### CATEGORY A: PRIMARY, CENTRAL OR SSP CLASSROOM TEACHER POSITIONS

The staffing codes listed below are to be used by:

- Classroom Teachers completing an online application form to apply for transfer to a primary school, central school or school for specific purposes (SSP) classroom teacher position.
- Principals defining the requirements of a primary school, central school or school for specific purposes (SSP) classroom teacher vacancy when it is to be filled.

#### POSITION LEVEL CODES

The position level code refers to the level of the teacher's current substantive school position.

POSITION LEVEL	CODE
Teacher	TCH

#### SUBJECT/TEACHING AREA CODES

CODE DESCRIPTION OF SUBJECT/TEACHING AREA	CODE DESCRIPTION OF SUBJECT/TEACHING AREA
<b>General</b>	<b>Community Languages cont'd</b>
INF Infants (K – 2)	CPO Portuguese
PRI Primary (3 – 6)	CPU Punjabi
PSC Pre-school	CRU Russian
<b>Primary Languages</b>	CSA Samoan
PAB Aboriginal Languages	CSE Serbian
PMA Chinese (Mandarin)	CSP Spanish
PFR French	CTA Tamil
PGE German	CTO Tongan
PIN Indonesian	CTU Turkish
PIT Italian	CUR Urdu
PJA Japanese	CVI Vietnamese
PKO Korean	<b>Other</b>
PSN Spanish	ESP English as a Second Language
<b>Community Languages</b>	LIP Library
CAA Arabic	RER Reading Recovery
CAS Assyrian	DSC School Counselling
CAU Auslan	<b>Special Education</b>
CBE Bengali	AUP Autism
CCH Chinese (Mandarin) CCC Chinese (Cantonese)	BCD Behaviour Difficulties
CDA Dari	BLE Braille (Specific positions only)
CFI Filipino (Tagalog)	SCP Substitute Care Program
CFR French	EDP Emotional Disturbance
CGE German	HDP Hearing Impairment
CGR Greek	LAL Learning Assistance – Language
CHB Hebrew	LAR Learning Assistance – Reading
CHN Hindi	LSP Learning and Support Primary
CIN Indonesian	LXS Learning and Support K-12
CIT Italian	MIP Mild Intellectual Disability
CJA Japanese	MOP Moderate Intellectual Disability
CKH Khmer (Cambodian)	PDP Physical Disability
CKO Korean	EIT Early Intervention
CLO Lao	SDP Severe Intellectual Disability
CMA Macedonian CMI Maori	VDP Vision Impairment
CFA Persian	

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## SKILLS AND/OR EXPERIENCES CODES

SKILLS AND/OR EXPERIENCE	CODE	SKILLS AND/OR EXPERIENCE	CODE
Band	BAN	Information Communication Technology	ICT
Choir	CIR	Music	MUC
Dance	DAN	Public Speaking and Debating	PSD
Drama	DRM	Sport	SPO
Gifted and Talented	GFP	Visual Arts	VIA

**Note:** The ICT code is for teachers who lead and embed technology into teaching and learning beyond their own classroom. Teachers with the ICT code will be expected to have extensive knowledge of current and emerging technologies which enhance teaching and learning and be able to advise teachers on the most appropriate use of that technology in their classrooms. The ICT code is not intended to be a replacement for the obsolete Computer Coordinator (CCO) staffing code. Teachers who were previously assigned the CCO staffing code will not automatically be given the ICT code.



## CATEGORY B: PRIMARY, CENTRAL OR SSP EXECUTIVE POSITIONS

The staffing codes listed below are to be used by:

- Executive staff completing an online application form to apply for transfer to a primary school, central school or school for specific purposes (SSP) executive position.
- Principals defining the requirements of a primary school, central school or school for specific purposes (SSP) executive vacancy when it is to be filled.

### POSITION LEVEL CODES

The position level code refers to the level of the executive's current substantive school position.

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

### AREAS OF RESPONSIBILITY CODES

Areas of responsibility describe the specific nature of executive positions.

POSITION LEVEL	AREA OF RESPONSIBILITY	CODE
Assistant Principal (Primary, Special Education)	Primary (K – 6)	PIW
	Learning and Support Primary	LSP
	Learning and Support K-12	LXS
	Special Education – General	SSE
	Special Education – Emotional Disturbance	EDP
	Special Education – Hearing Impairment	HDP
	Special Education – Vision Impairment	VDP
Deputy Principal (Primary, Special Education)	Primary (K – 6)	PIW
	Special Education – General	SSE
	Special Education – Behaviour Difficulties	BCD
	Special Education – Emotional Disturbance	EDP
	Special Education – Hearing Impairment	HDP
	Special Education – Vision Impairment	VDP

## SUBJECT/TEACHING AREA CODES

CODE DESCRIPTION OF SUBJECT/TEACHING AREA	CODE DESCRIPTION OF SUBJECT/TEACHING AREA
<p><b>General</b></p> <p>INF Infants (K – 2)            PRI Primary (3 – 6)            PSC Pre-school</p> <p><b>Other</b></p> <p>ESP English as a Second Language            LIP Library</p> <p><b>Special Education</b></p> <p>AUP Autism            BCD Behaviour Difficulties            BLE Braille (Specific positions only)            SCP Substitute Care Program</p>	<p><b>Special Education cont'd</b></p> <p>EDP Emotional Disturbance            HDP Hearing Impairment            LAL Learning Assistance – Language            LAR Learning Assistance – Reading            LSP Learning and Support Primary            LXS Learning and Support K-12            MIP Mild Intellectual Disability            MOP Moderate Intellectual Disability            PDP Physical Disability            EIT Early Intervention            SDP Severe Intellectual Disability            VDP Vision Impairment</p>

## CATEGORY C: PRIMARY, CENTRAL OR SSP PRINCIPAL POSITIONS

The staffing codes listed below are to be used by:

- Principals completing an online application form to apply for transfer to a primary school, central school or school for specific purposes (SSP) principal position.
- Directors, Public Schools NSW defining the requirements of primary school, central school or school for specific purposes (SSP) principal vacancy when it is to be filled.

### POSITION LEVEL CODES

The position level code refers to the level of the principal's current substantive school position.

POSITION LEVEL (NEW PRINCIPAL CLASSIFICATION STRUCTURE)	CODE
Teaching Principal – Level TP1	TP1
Teaching Principal – Level TP2	TP2
Associate Principal – Level AP1	AP1
Associate Principal – Level AP2	AP2
Principal Level 1	PNA1
Principal Level 2	PNA2
Principal Level 3	PNA3
Principal Level 4	PNA4
Principal Level 5	PNA5

POSITION LEVEL (OLD PRINCIPAL CLASSIFICATION STRUCTURE)	CODE
Primary Principal Level 1	PP1
Primary Principal Level 2	PP2
Primary Principal Level 3	PP3
Primary Principal Level 4	PP4
Central School Principal Level 1	PC1
Central School Principal Level 2	PC2
Central School Principal Level 3	PC3
Central School Principal Level 4	PC4
SSP Principal Level 1	PS1
SSP Principal Level 2	PS2
SSP Principal Level 3	PS3
SSP Principal Level 4	PS4

## SECTION 2: SECONDARY POSITIONS

### CATEGORY A: SECONDARY, CENTRAL OR SSP CLASSROOM TEACHER POSITIONS

The staffing codes listed below are to be used by:

- Classroom Teachers completing an online application form to apply for transfer to a secondary school, central school or school for specific purposes (SSP) classroom teacher position.
- Principals defining the requirements of a secondary school, central school or school for specific purposes (SSP) classroom teacher vacancy when it is to be filled.

#### POSITION LEVEL CODES

The position level code refers to the level of the teacher's current substantive school position.

POSITION LEVEL	CODE
Teacher	TCH

#### SUBJECT/TEACHING AREA CODES

CODE DESCRIPTION OF SUBJECT/TEACHING AREA	CODE DESCRIPTION OF SUBJECT/TEACHING AREA
<b>English</b>	<b>Languages (other than English) cont'd</b>
ENG English (Years 7 – 10)	ARM Armenian
ESG English (Years 11 – 12)	CHI Chinese (Mandarin)
<b>Mathematics</b>	CRO Croatian
MTH Mathematics (Years 7 – 10)	DUT Dutch
MSH Mathematics (Years 11 – 12)	FIL Filipino
<b>Science</b>	FRE French
BIO Biology	GER German
CHE Chemistry	GRC Greek Classical
EVS Earth and Environmental Science	GRM Greek Modern
PHY Physics	HBC Hebrew Classical
SCI Science	HBM Hebrew Modern
<b>Human Society and its Environment</b>	HIN Hindi
ABS Aboriginal Studies	HUN Hungarian
BST Business Studies	IND Indonesian
COM Commerce	ITA Italian
ECO Economics	JAP Japanese
GEO Geography	KHM Khmer
HIS History (Years 7 – 10)	KOR Korean
HIA History (Ancient)	LAT Latin
HIM History (Modern)	MAC Macedonian MAL Malay
LST Legal Studies	MAT Maltese
SOC Society and Culture/International Studies	PER Persian
REL Studies of Religion	POL Polish
<b>Languages (other than English)</b>	POR Portuguese
ABL Aboriginal Languages	RUS Russian
ARA Arabic	SER Serbian
	SPA Spanish
	SWD Swedish
	TML Tamil
	TUR Turkish
	VIE Vietnamese

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CODE DESCRIPTION OF SUBJECT/TEACHING AREA	CODE DESCRIPTION OF SUBJECT/TEACHING AREA
	<b>Vocational Education and Training Industry Curriculum Framework areas</b>
<b>Creative Arts</b>	VBS Business Services
DNC Dance	VCG Construction
DRA Drama	VNG Entertainment Industry – General
MUS Music	VHO Hospitality – Commercial Cookery
PHO Photographic and Digital Media	VHF Hospitality – Food and Beverage
ART Visual Arts	VIF Information Technology – Foundation
VDN Visual Design	VIG Information Technology – General
	VIN Information Technology – Network Administration
<b>Personal Development, Health &amp; Physical Education</b>	VIS Information Technology – Software Applications
CFS Community & Family Studies	VEG Metal and Engineering
ECS Exploring Early Childhood/Child Studies	VPL Primary Industries – Conservation and Land Management
PHP PD/Health/PE	VPG Primary Industries – General Agriculture
SLR Sport, Lifestyle and Recreation/Physical Activity and Sports Studies	VPH Primary Industries – Horticulture
	VRO Retail Services – Operations
	VRF Retail Services – Fresh Food
<b>Technology</b>	<b>Other</b>
AGR Agriculture/Agriculture Technology	CAR Careers
DAT Design and Technology	ESS English as a Second Language
ITX Technology Mandatory (Years 7-8)	GEN General
ENS Engineering Studies/ Industrial Technology – Engineering	LIS Library
FTY Food Technology	DSC School Counselling
ITG Industrial Technology – Graphics/Graphics Technology	
ITO Industrial Technology – Automotive	<b>Special Education</b>
ITB Industrial Technology – Building & Construction	AUS Autism
ITE Industrial Technology – Electronics	BCD Behaviour Difficulties
ITF Industrial Technology – Farm Maintenance	BLE Braille (Specific positions only)
ITM Industrial Technology – Metal	SCP Substitute Care Program
ITD Industrial Technology – Multimedia/Photography	EDS Emotional Disturbance
ITP Industrial Technology – Polymers	HDS Hearing Impairment
ITW Industrial Technology – Timber	LSS Learning and Support Secondary
IPT Information Processes & Technology	LXS Learning and Support K-12
IST Information & Software Technology	MIS Mild Intellectual Disability
MAR Marine Studies/Marine and Aquaculture Technology	MOS Moderate Intellectual Disability PDS Physical Disability
SDD Software Design & Development	SDS Severe Intellectual Disability
TXD Textiles and Design/Textiles Technology	TRI Transition
	VDS Vision Impairment

## SKILLS AND/OR EXPERIENCES CODES

SKILLS AND/OR EXPERIENCE	CODE	SKILLS AND/OR EXPERIENCE	CODE
Band	BAN	Information Communication Technology	ICT
Choral	CRL	Mathematics Extension 1 & 2	MAE
Dance	DAN	Music Extension	MUE
Public Speaking and Debating	PSD	Multimedia	MMA
English Extensions 1 & 2	ENE	Musical Theatre	MUT
Film Making	FLM	Orchestra	ORC
Gifted and Talented (whole school programs)	GAT	Sports Coaching	XSC
History Extension	HIE		

### **Notes:**

1. Teachers who use the skills and/or experiences codes of English Extensions 1 and 2, History Extension, Mathematics Extensions 1 and 2, and Music Extension, are expected to have the capacity to teach these Board of Studies, Teaching and Educational Standards extension course/s. Teachers who use these codes must be willing to accept an appointment to teach the extension course/s indicated.
2. A teacher may demonstrate the capacity to teach the extension course/s through a range of ways including successful teaching experience with extension classes, completion of related academic study, participation in relevant professional learning activities, involvement in related professional association courses and/or successful teaching of talented students in the junior years.
3. In the case of the other codes, the teacher's skills and/or experiences must be at a level which equips the teacher to lead and manage whole school programs requiring the relevant skills and/or experiences, across the full range of schools to which the teacher may be considered for appointment.
4. In the case of English Extensions 1 and 2, History Extension, Mathematics Extensions 1 and 2 and Music Extension, the principal will need to submit to the Teacher Recruitment team supporting documentation that shows either the course is currently being offered or that it will be offered. This documentation should include at least one of the following:
  - 📄 Elective lines
  - 📄 Timetable
  - 📄 Board of Studies, Teaching and Educational Standards entry records
  - 📄 School plan
  - 📄 Faculty evaluations
  - 📄 Class roll for the particular course

## CATEGORY B: SECONDARY, CENTRAL OR SSP EXECUTIVE POSITIONS

The staffing codes listed below are to be used by:

- Executive staff completing an online application form to apply for transfer to a secondary school, central school or school for specific purposes (SSP) executive position.
- Principals defining the requirements of a secondary school, central school or school for specific purposes (SSP) executive vacancy when it is to be filled.

### POSITION LEVEL CODES

The position level code refers to the level of the executive's current substantive school position.

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

### AREAS OF RESPONSIBILITY CODES

Areas of responsibility describe the specific nature of executive positions.

#### **Notes:**

1. The role of Head Teacher, Teaching and Learning will involve coordination across secondary school areas such as curriculum implementation, assessment and reporting, literacy and teacher development.
2. In confirming a head teacher's application for transfer to a position of Head Teacher, Teaching and Learning, the principal is also confirming that the head teacher has the capacity to undertake the role of this classification.
3. To be eligible for head teacher positions in secondary or central schools candidates need to meet the *Eligibility Requirements for Head Teacher Positions in NSW Government Schools*.  
[https://www.det.nsw.edu.au/policies/employment/recruit/head\\_teach/PD20050275.shtml](https://www.det.nsw.edu.au/policies/employment/recruit/head_teach/PD20050275.shtml)

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



## SUBJECT/TEACHING AREA CODES

CODE DESCRIPTION OF SUBJECT/TEACHING AREA	CODE DESCRIPTION OF SUBJECT/TEACHING AREA
<p><b>English</b></p> <p>ENG English (Years 7 – 10) ESG English (Years 11 – 12)</p> <p><b>Mathematics</b></p> <p>MTH Mathematics (Years 7 – 10) MSH Mathematics (Years 11 – 12)</p> <p><b>Science</b></p> <p>BIO Biology CHE Chemistry EVS Earth and Environmental Science PHY Physics SCI Science</p> <p><b>Human Society and its Environment</b></p> <p>ABS Aboriginal Studies BST Business Studies COM Commerce ECO Economics GEO Geography HIS History (Years 7 – 10) HIA History (Ancient) HIM History (Modern) LST Legal Studies SOC Society and Culture/International Studies REL Studies of Religion</p> <p><b>Languages (other than English)</b></p> <p>ABL Aboriginal Languages ARA Arabic ARM Armenian CHI Chinese (Mandarin) CRO Croatian DUT Dutch FIL Filipino FRE French GER German GRC Greek Classical GRM Greek Modern</p>	<p><b>Languages (other than English) cont'd</b></p> <p>HBC Hebrew Classical HBM Hebrew Modern HIN Hindi HUN Hungarian IND Indonesian ITA Italian JAP Japanese KHM Khmer KOR Korean LAT Latin MAC Macedonian MAL Malay MAT Maltese PER Persian POL Polish POR Portuguese RUS Russian SER Serbian SPA Spanish SWD Swedish TML Tamil TUR Turkish VIE Vietnamese</p> <p><b>Creative Arts</b></p> <p>DNC Dance DRA Drama MUS Music PHO Photographic and Digital Media ART Visual Arts VDN Visual Design</p> <p><b>Personal Development, Health &amp; Physical Education</b></p> <p>CFS Community &amp; Family Studies ECS Exploring Early Childhood/Child Studies PHP PD/Health/PE SLR Sport, Lifestyle and Recreation/ Physical Activity and Sports Studies</p>

CODE DESCRIPTION OF SUBJECT/TEACHING AREA	CODE DESCRIPTION OF SUBJECT/TEACHING AREA
<p><b>Technological and Applied Studies</b></p> <p>AGR Agriculture/Agriculture Technology            DAT Design and Technology            ITX Technology Mandatory (Years 7-8)            ENS Engineering Studies/Industrial Technology - Engineering            FTY Food Technology            ITG Industrial Technology – Graphics/Graphics Technology            ITO Industrial Technology – Automotive            ITB Industrial Technology – Building &amp; Construction            ITE Industrial Technology – Electronics            ITF Industrial Technology – Farm Maintenance            ITM Industrial Technology – Metal            ITD Industrial Technology – Multimedia/Photography            ITP Industrial Technology – Polymers            ITW Industrial Technology – Timber            IPT Information Processes &amp; Technology            IST Information &amp; Software Technology            MAR Marine Studies/Marine and Aquaculture Technology            SDD Software Design &amp; Development            TXD Textiles and Design/Textiles Technology</p> <p><b>Vocational Education and Training Industry Curriculum Framework areas</b></p> <p>VBS Business Services            VCG Construction            VNG Entertainment Industry – General            VHO Hospitality – Commercial Cookery            VHF Hospitality – Food and Beverage            VIF Information Technology – Foundation            VIG Information Technology – General            VIN Information Technology – Network Administration            VIS Information Technology – Software Applications</p>	<p><b>Vocational Education and Training Industry Curriculum Framework areas cont'd</b></p> <p>VEG Metal and Engineering            VPL Primary Industries – Conservation and Land Management            VPG Primary Industries – General Agriculture            VPH Primary Industries – Horticulture            VRO Retail Services – Operations            VRF Retail Services – Fresh Food</p> <p><b>Other</b></p> <p>CAR Careers            ESS English as a Second Language            GEN General            LIS Library            DSC School Counselling</p> <p><b>Special Education</b></p> <p>AUS Autism            BCD Behaviour Difficulties            BLE Braille (Specific positions only)            SCP Substitute Care Program            EDS Emotional Disturbance            HDS Hearing Impairment            LSS Learning and Support Secondary            LXS Learning and Support K-12            MIS Mild Intellectual Disability            MOS Moderate Intellectual Disability            PDS Physical Disability            SDS Severe Intellectual Disability            TRI Transition            VDS Vision Impairment</p>

## CATEGORY C: SECONDARY PRINCIPAL POSITIONS

The staffing codes listed below are to be used by:

- Principals completing an online application form to apply for transfer to a secondary school principal position.
- Directors, Public Schools NSW defining the requirements of a secondary principal vacancy when it is to be filled.

### POSITION LEVEL CODES

The position level code refers to the level of the principal's current substantive school position.

POSITION LEVEL (NEW PRINCIPAL CLASSIFICATION STRUCTURE)	CODE
Principal Level 1	PNA1
Principal Level 2	PNA2
Principal Level 3	PNA3
Principal Level 4	PNA4
Principal Level 5	PNA5

POSITION LEVEL (OLD PRINCIPAL CLASSIFICATION STRUCTRE)	CODE
High School Principal Level 1	PH1
High School Principal Level 2	PH2

## APPENDIX 2 – Transfer System

### A. TRANSFER POINTS

Teachers accrue transfer points while serving in NSW public schools. In calculating transfer points, Teachers should refer to the transfer points calculator on the online ***Application for Transfer*** located at <https://www.det.nsw.edu.au/shr>

1. Transfer points are credited:
    - for all service as a permanent teacher
    - on a pro rata basis for permanent part-time Classroom Teachers and Executive staff.
  2. Teachers receive full points for their current school and half points for previous schools except where otherwise indicated below.
  3. For Executive and Principals, transfer points for incentive or nominated transfer are calculated on the basis of full points for each location and for each year served at the current executive level.
  4. Transfer points are credited for all temporary and/or casual service for period in excess of one term when the teacher becomes permanent and subsequently seeks a transfer as follows:
    - For service as a casual teacher for periods in excess of one term in all 4, 6 or 8 point schools, transfer points are credited retrospectively.
    - For service as a casual teacher in 1 and 2 point schools, transfer points are credited if the service as a casual teacher for periods in excess of one term was from Term 3, 1997 onwards.
    - For service as a temporary teacher, transfer points are credited if the service as a temporary teacher for periods in excess of one term was from Term 1, 2001 onwards.
- Note:** The transfer points for any eligible casual or temporary service are considered in the same way as the transfer points for service in previous schools. That is, the transfer points related to the casual or temporary teaching are halved.
5. If a Classroom Teacher has been a nominated transfer to their current school, full points apply to both the school from which the teacher was a nominated transfer and the current school.
  6. At the time of completing an application form, transfer points for any year should be determined according to where the teacher was located on Day 1, Term 2. That is, applications submitted during Term 1 will not include calculation of transfer points for the current year.
  7. Fractional transfer points for part year service equivalent to  $\frac{1}{3}$  of a year's credit for each term or part of a term of service prior to 1987 and  $\frac{1}{4}$  of a year's credit for each term of part or a term of service from 1987 will be credited in the following situations:

- Where a Teacher is appointed to a new position level or a first appointment (classroom teachers only) which includes part of one year.
- Where a Teacher gains re-employment in the teaching service in the Department at the same position level which includes part of one year.

**Note:** Teachers who commenced service in a new position level or a first appointment on or before Day 1, Term 2 may claim credit for one full year.

8. Teachers who have been temporarily appointed to non-school based teaching service positions within the Department may claim the transfer points at the nearest school to their main office. Points for the school prior to taking up a non-school based temporary appointment are calculated at full points. Teachers who have been approved to work with other authorities may submit a special case for credit to the Director, Recruitment & Employment for consideration.
9. Approved leave, excluding leave without pay for personal reasons, attracts the transfer points of the school from which the leave was granted.
10. If a Teacher has resigned and is later re-employed in the teaching service in the Department, both periods of service may be used in the calculation of transfer points. The transfer points for service in previous schools prior to re-employment are halved.
11. Where teachers have had service in schools that are now closed (and the school is no longer included in the transfer points list), the school is deemed to have the same points as the nearest school of the same type.
12. Service in schools other than NSW public schools is not recognised for the purpose of calculating transfer points.

## B. SCHOOLS ATTRACTING INCENTIVE TRANSFER BENEFITS

Teachers in 8, 6 and 4 point incentive schools are eligible to apply for an incentive transfer from those schools after completing the required years of service, as prescribed below.

2 Years of Service – Incentive Transfer		
<b>8 point incentive schools</b>		
Clare Public Enngonia Public Goodooga Central	Louth Public Tibooburra Outback School of the Air Wanaaring Public	Weilmoringle Public White Cliffs Public Wilcannia Central
3 Years of Service – Incentive Transfer		
<b>8 point incentive schools</b>		
Booligal Public Boomi Public Bourke-Walgett School of Distance Education Brewarrina Central Bullarah Public Burren Junction Public Carinda Public	Carrathool Public Collarenebri Central Gwabegar Public Ivanhoe Central Lightning Ride Central Mallawa Public Marra Creek Public Menindee Central Mungindi Central	Pilliga Public Quambone Public Rowena Public Toomelah Public Tulloona Public Walgett Community College High Walgett Community College Public
<b>6 point incentive schools</b>		
Alma Public Balranald Central Barham High Barham Public Bellata Public Boggabilla Central Bonshaw Public Bourke High Bourke Public Broken Hill High Broken Hill North Public Broken Hill Public Burke Ward Public Buronga Public Bylong Upper Public Cabramurra Public Cobar High Cobar Public Condobolin High Condobolin Public Comealla High Coonamble High Coonamble Public Croppa Creek Public Dareton Public	Darlington Point Public Emmaville Central Euabalong West Public Euston Public Fairfax Public Garah Public Girilambone Public Gol Gol Public Goolgowi Public Gravesend Public Gulargambone Central Hay Public Hay War Memorial High Hermidale Public Hillston Central Khancoban Public Lake Cargelligo Central Mingoola Public Morgan Street Public Moulamein Public Naradhan Public Niangala Public North Star Public Nowendoc Public Nyngan High	Nyngan Public Oaklands Central Palinyewah Public Pomona Public Railway Town Public Rankins Springs Public School of the Air Tallimba Public Tingha Public Tooleybuc Central Tottenham Central Trundle Central Tullamore Central Tullibigeal Central Ungarie Central Urana Central Wakool Burraboi Public Walhallow Public Weethalle Public Wentworth Public Willyama High Wyaliba Public Yetman Public

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## 5 Years of Service – Incentive Transfer

4 point incentive schools		
Ardlethan Central Arian Park Central Baradine Central Barellan Central Barwon Learning Centre Beckom Public Berrigan Public Binnaway Central Blighty Public Bombala High Bombala Public Boree Creek Public Brocklesby Public Bunnaloo Public Coleambally Central Conargo Public Delegate Public Deniliquin High	Deniliquin North Public Deniliquin South Public Edward Public Finley High Finley Public Gralee School Jerilderie Public Leeton High Leeton Public Mathoura Public Mayrunga Public Mendooran Central Moree East Public Moree Public Moree Secondary College, Albert Street Campus Moree Secondary College, Carol Avenue Campus	Murrumbidgee Public Narrandera East Infants Narrandera High Narrandera Public Pallamallawa Public Parkview Public Quandialla Central Trangie Central Wamoon Public Warren Central Wee Waa Public Wee Waa High West Wyalong High West Wyalong Public Whitton Public Wyalong Public Yanco Public

### **Note:**

1. The *teach.NSW* benefits calculator located at [www.teach.nsw.edu.au/calculator](http://www.teach.nsw.edu.au/calculator) provides information about allowances payable and other benefits available to teachers in NSW public schools.
2. Any information published on the calculator is indicative only and should be verified through the relevant award or industrial agreement, if necessary.

## C. APPLYING FOR A TRANSFER

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

1. Classroom teachers applying for:
  - a. Incentive Transfer
  - b. Nominated Transfer
  - c. Service Transfer
  - d. Priority Transfer of Aboriginal and Torres Strait Islander Teachers
  - e. Priority Transfer of Teachers in Special Education Settings
  
2. Executive and Principals applying for:
  - a. Incentive Transfer
  - b. Nominated Transfer

The relevant application must be submitted through the Department's employee self-service website located at <https://www.det.nsw.edu.au/shr>

After logging in, the Teacher should select the *My Details* and then *My Transfers* options. In *My Transfers*, a current transfer application can be amended or a new transfer application created.

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

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

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

Teachers may submit applications for new staffing codes or changes to their existing staffing codes by selecting the *My Skills* option in the *My Details* section of the employee self-service website. For a transfer to be considered, Teachers must complete the *My Transfers* and *My Skills* sections.

**Note:** Teachers will be appointed to a position on the basis of their staffing codes. Teachers and executive staff can be required to teach any subject/teaching areas which they are approved to teach.

In completing their applications, applicants should consult:

- staffing codes in 4.1.8 and Appendix 1 of this procedure to ensure the codes for position level, areas of responsibility, subject/teaching areas, and skills and/or experiences codes are accurate, and
  
- parts A and B of Appendix 2 – Transfer System for information on calculating transfer points and eligibility for incentive transfers.



## Ensuring Quality in Teacher Transfers

- The applicant's current principal or, for applicants in non-school based teaching service positions, their state office director, senior manager or Director, Public Schools NSW, is responsible for verifying information provided by the applicant on the application form. This includes verification of service eligibility requirements where applicable.
- Teachers nominated for transfer and teachers applying for other transfers will be certified by their current principal, or Director, Public Schools NSW in the case of principals, to validate satisfactory performance in the position held in that school.
- In certifying that the teacher has satisfactory performance, the principal will use their knowledge from the Performance and Development Framework (PDF) in making this determination. The principal will endorse the application if the PDF has indicated satisfactory performance \* and there have been no performance problems raised since that time.

\***Note:** For applicants in a non-school based teaching service position, the current Director, Public Schools NSW, state office director or senior manager is responsible for using his or her knowledge from the non-school based PDF in making this determination.

**APPENDIX 3 – Staffing Process Flow Charts –  
Fill a Classroom Teacher Position**

**NOTE: SECTION 51A TRANSFER ON COMPASSIONATE GROUNDS**

- Compassionate transfers are to be dealt with under s51A of the Teaching Service Act 1980 on a case-by-case basis, with the approval of the Executive Director, PSNSW.
- 51A Transfers on Compassionate Grounds are to be approved only on the basis of exceptional and compelling circumstances (to be counted as a central appointment).

**NOTE: EXEMPTIONS FROM CENTRAL APPOINTMENT (Section 4.2.4 i - iii)**

- Limited Access to Local Choice
- Staffing of Identified Schools
- Staffing of Connected Communities Schools

**\*\* NOTE: Central appointments for specified positions are restricted as follows**

**SSP & ETU POSITIONS**  
**Step 1:**

- Incentive Transfer\*

**Step 2:**

- Priority Transfer of Teachers in Special Education Settings
- Nominated Transfer\*
- Sponsored Teachers

\*currently serving in an ETU or Special Education Setting (SSP or support class)

**COUNSELLING SERVICE POSITIONS**  
**Step 1:**

- Incentive Transfer\*
- Aboriginal Employment applicants

**Step 2:**

- Nominated Transfer\*
- Service Transfer\*
- Graduate Employment
- Sponsored Teachers

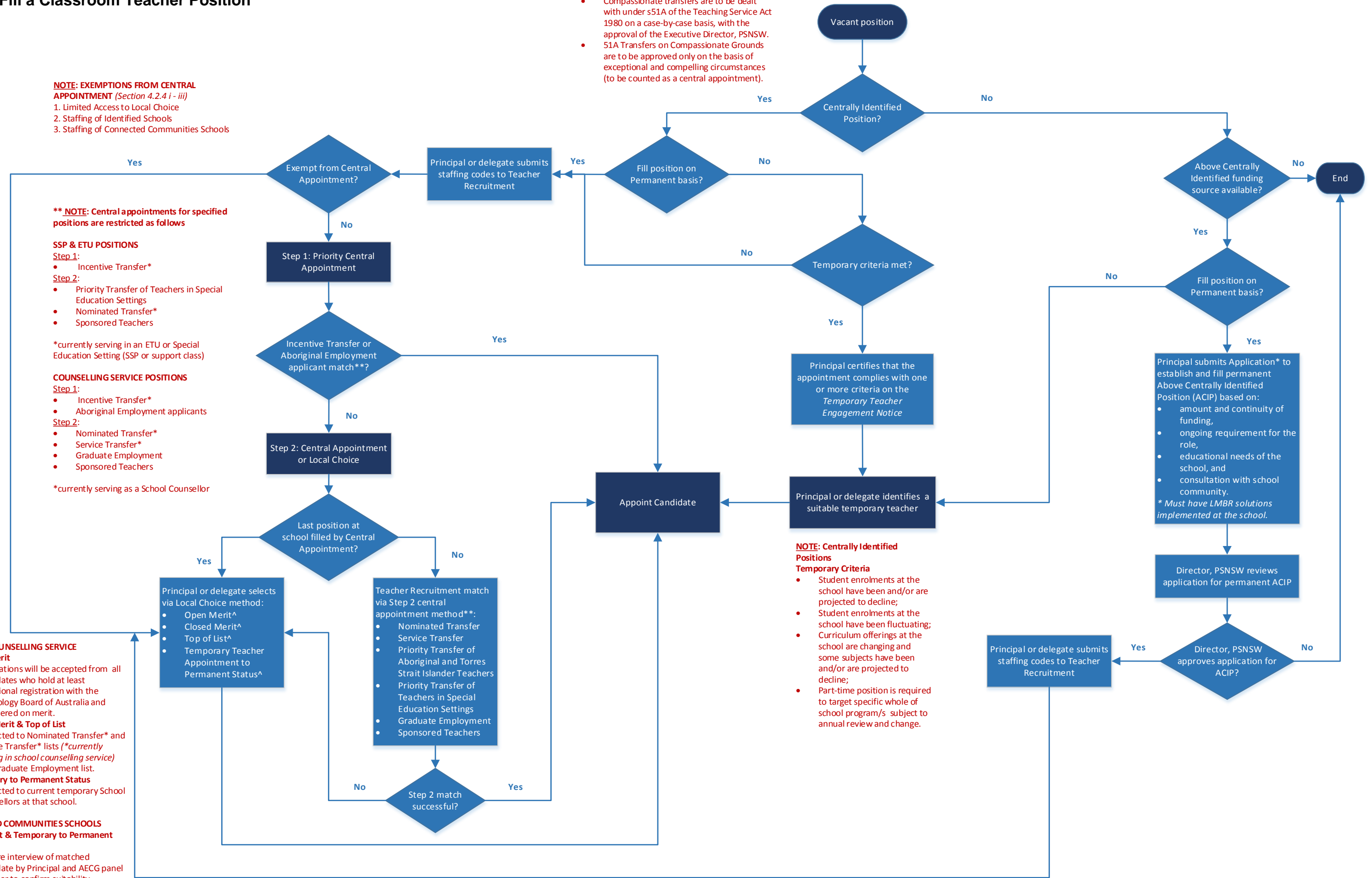
\*currently serving as a School Counsellor

**^ NOTE: SCHOOL COUNSELLING SERVICE**

- Open Merit**
  - Applications will be accepted from all candidates who hold at least provisional registration with the Psychology Board of Australia and considered on merit.
- Closed Merit & Top of List**
  - Restricted to Nominated Transfer\* and Service Transfer\* lists (\*currently serving in school counselling service) and Graduate Employment list.
- Temporary to Permanent Status**
  - Restricted to current temporary School Counsellors at that school.

**CONNECTED COMMUNITIES SCHOOLS**

- Top of List & Temporary to Permanent Status**
  - Require interview of matched candidate by Principal and AECG panel member to confirm suitability.



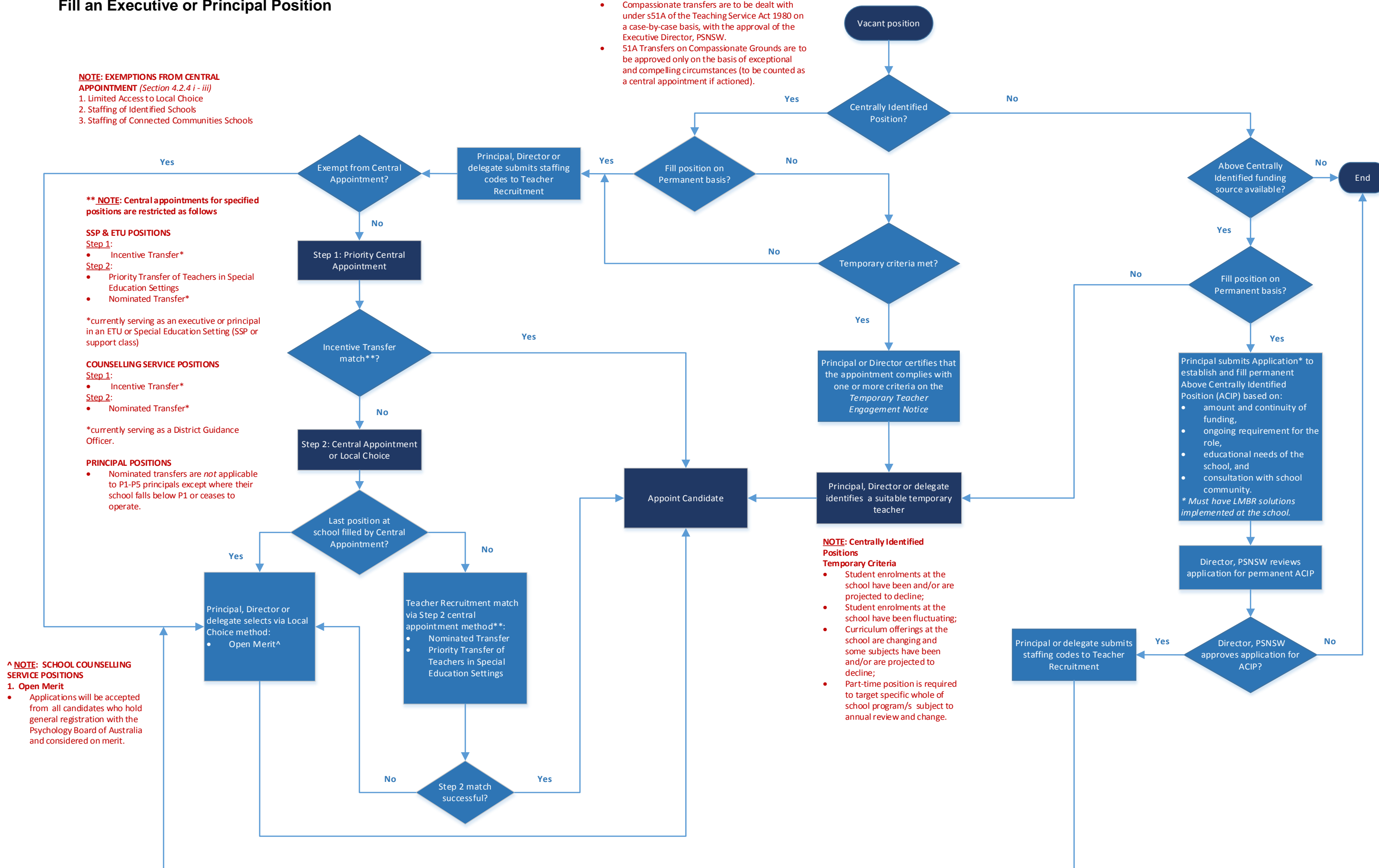
**APPENDIX 3 – Staffing Process Flow Charts –  
Fill an Executive or Principal Position**

**NOTE: SECTION 51A TRANSFER ON COMPASSIONATE GROUNDS**

- Compassionate transfers are to be dealt with under s51A of the Teaching Service Act 1980 on a case-by-case basis, with the approval of the Executive Director, PSNSW.
- 51A Transfers on Compassionate Grounds are to be approved only on the basis of exceptional and compelling circumstances (to be counted as a central appointment if actioned).

**NOTE: EXEMPTIONS FROM CENTRAL APPOINTMENT (Section 4.2.4 i - iii)**

1. Limited Access to Local Choice
2. Staffing of Identified Schools
3. Staffing of Connected Communities Schools



**\*\* NOTE: Central appointments for specified positions are restricted as follows**

- SSP & ETU POSITIONS**
- Step 1:
- Incentive Transfer\*
- Step 2:
- Priority Transfer of Teachers in Special Education Settings
  - Nominated Transfer\*

\*currently serving as an executive or principal in an ETU or Special Education Setting (SSP or support class)

- COUNSELLING SERVICE POSITIONS**
- Step 1:
- Incentive Transfer\*
- Step 2:
- Nominated Transfer\*

\*currently serving as a District Guidance Officer.

- PRINCIPAL POSITIONS**
- Nominated transfers are *not* applicable to P1-P5 principals except where their school falls below P1 or ceases to operate.

**^ NOTE: SCHOOL COUNSELLING SERVICE POSITIONS**

1. Open Merit
- Applications will be accepted from all candidates who hold general registration with the Psychology Board of Australia and considered on merit.

**NOTE: Centrally Identified Positions**

- Temporary Criteria**
- Student enrolments at the school have been and/or are projected to decline;
  - Student enrolments at the school have been fluctuating;
  - Curriculum offerings at the school are changing and some subjects have been and/or are projected to decline;
  - Part-time position is required to target specific whole of school program/s subject to annual review and change.

## APPENDIX 4 – Staffing Multi-Campus Colleges

The following principles will apply to the organisation and staffing of multi-campus colleges.

1. A multi-campus college will be considered a regular comprehensive high school and as such will receive its ordinary monetary allocations, global budget allocations, staffing allocations and other relevant resourcing allocations as detailed in these procedures.
2. Each college will have a College Principal with overall management responsibilities for the college. At colleges where the College Principal role is shared on a rotational basis among the campus principals, a non-teaching deputy principal position will continue to be allocated.
3. A college principal will be an additional member on a selection panel for a campus principal.
4. A principal will be appointed to each campus.
5. A College Principal will receive a salary outcome that equates to a P5 on the new classification structure. The salary is not determined by the principal classification thresholds.
6. Teachers and executive staff will be appointed to the college, with an initial location of a campus. Following a teacher's appointment to a college and the initial allocation of that teacher at a campus, the College Management Group (CMG) can allocate a teacher or executive staff member to a different campus. Consistent with the principles in these procedures, principals will consider the preferences of individual teachers and executive staff, the approved subjects and teaching areas of individual teachers and executive staff, the experience and skills of individual teachers and executive staff and the needs of the students on each campus.
7. Teachers will have an opportunity to indicate their class and campus preferences each year for the following year.
8. The CMG, comprising the college principal and the campus principals, will assign teachers and executive staff to classes and campuses for the commencement of each school year.
9. The CMG will ensure that all staff members have access to cross campus teaching opportunities and will provide initiatives which enhance these opportunities such as part-time arrangements, common timetabling and complementary timetabling.
10. In assigning teachers and executive staff to classes and campuses, the CMG will consider:
  - 10.1 the needs of the students on each campus
  - 10.2 the preferences of individual teachers and executive staff
  - 10.4 the approved subjects and teaching areas of individual teachers and executive staff
  - 10.4 the experience, skills and professional needs of individual teachers and executive staff.
11. Vacancies identified by the CMG will be filled in accordance with the Staffing Agreement.
12. A College General Staffing Entitlement (CGSE) will be provided to each College to ensure staffing and resourcing levels for a College are not less than what the aggregate of the staffing and resourcing levels would have been for the "stand alone schools".

- 12.1 The CGSE will be calculated as the difference between the general scale upper entitlement calculated for the total number of Year 11 and 12 students within the College and the total of the general scale upper entitlements for each campus within the College calculated after a notional equal distribution of Year 11 and 12 student enrolments to each campus.
- 12.2 The CGSE will be used to establish college teacher concessional allowances (CCA) and additional recognised executive positions (e.g. head teacher welfare, deputy principal). At least 60% of the CGSE will be used for CCA.
- 12.3 The CCA will be used to reduce individual school teaching staff timetabled period loads where these teachers are cross campus teaching.
13. The CCA may additionally be utilised by school teachers to address the following operational needs:
- coordination and communication issues
  - welfare issues
  - professional dialogue
  - curriculum support
  - support for year advisers
  - release and relief for consultation between the College Management Group and the local NSW Teachers Federation Representatives College Committee (TFRCC).
14. The College General Staffing Entitlement will be used to support head teachers who have responsibility across more than one college campus. Head teachers with faculty management responsibilities on more than one campus within the College, shall be entitled to an additional 0.2 executive release for each additional campus on which they have such responsibilities, drawn from the CGSE.
15. The College Management Group will consult with the local TFRCC (where established) prior to determining the use of the CGSE.
16. Documentation must be provided to the Director of Recruitment & Employment as well as the Director, PSNSW and the Teachers Federation organiser with responsibility for the College, by the commencement of the next Staffing Operation i.e. Day 1 Term 2 of each year, in regard to the use of the CGSE.
17. A small schools supplement, as detailed in the Department's staffing entitlement guidelines, will continue to be allocated to each campus within a college, provided that enrolments are consistent with the guidelines and the allocation of a small schools supplement.
18. Further additional deputy principal and/or head teacher positions and appropriate executive allowances may be created by utilising up to 40% of the CGSE.
19. The travel provisions of the Crown Employees (Teachers in Schools and Related Employees) Salaries and Conditions Award 2014 or its successor will apply to teachers, executive staff and principals who work across campuses within a college.