



Employment of Casual Relief Teachers Policy

Policy Classification		
Policy Number:	Date of Origin: August, 2011	By Whom: The Principal
Policy Audience: Public Domain	Review Dates: September 2014 December 2015 June 2018 February 2021	Next Review Date: February 2023
Policy Approval: This policy was approved by the Board, June 2018.		
This policy supersedes all previous policies relating to matters contained herein.		
This policy is in accord with the Safeguarding Standards of Catholic Professional Standards Ltd which align with the National Principles of Child Safe Organizations.		

1.0 Rationale

On an as-needed basis the College may elect to employ a casual teacher to cover syllabus delivery. This policy outlines the guidelines and procedures for the employment of casual teachers.

2.0 Guiding Principles

- 2.1 Oakhill College only employs teachers who hold current accreditation with NESAC.
- 2.2 The recruitment process is to attract and select the applicant who best matches the College's Guideline for Casual Teachers
- 2.3 The recruitment process is to be based on a merit-based selection process.
- 2.4 The recruitment process is to provide employees and applicants with equality of opportunity regardless of gender, race, nationality, age, religion or disability. It should not favour any particular applicant or employee.
- 2.5 Applicants and employees are expected to support the Catholic ethos of the College including the College Safeguarding Policy and Child Protection Policy.

3.0 Policy

3.1 The Position

For effective recruitment, the College position has developed a Casual Teachers Guideline which outlines the duties and responsibilities of a Casual Teacher, and helps managers and employees understand what the job is and how it is to be performed.

3.2 Selection Criteria

The duties and responsibilities from the Guideline for Casual Teachers serve as criteria. This enables the applicants to be compared to the criteria and to each other. The interview questions will relate to these criteria.

3.3 Sources of Recruitment: Internal v External

Both internal and external recruitment are to be used whenever possible. Employees are to be informed about internal job vacancies. The College reserves the right to recruit by invitation for example for short temporary positions.

3.4 The Selection Process

The selection process is to be merit-driven whereby the applicant's own experience, qualifications, skills, qualities, written application, interview performance and references are cross referenced with the duties and responsibilities in the Guideline.

4.0 Procedures

- 4.1 All inquiries about casual work are to be directed to the Director of Administration and Planning.
- 4.2 The Director checks applications, particularly qualifications, accreditation level and teaching subjects.
- 4.3 Short listed applicants will be invited to interview with the Director.
- 4.4 Potential applicants will be asked to complete the mandatory steps for employment at Oakhill College prior to being considered as a potential member of the College's Casual Teachers' List.

Mandatory Steps:

- 4.4.1 Provide a Working with Children Check (Employee Status) number which will be verified by the Director of Professional Learning (DPL).
- 4.4.2 Provide a national Criminal Records Check Clearance
- 4.4.3 Provide original or certified copies of university transcripts showing teaching qualifications.
- 4.4.4 Provide a valid NSW Teacher Accreditation number to be verified by the DPL.

- 4.4.5 Provide a Curriculum Vitae detailing the applicant's work history and contact details of referees.
- 4.4.6 Provide statements of service to confirm work history.
- 4.4.7 Submit a completed Application Form (available on the College website)

After being endorsed by the Director as a successful applicant for the Casual Teachers' List, applicants

- 4.4.8 Undergo a 100-point ID check with the Director. This includes providing proof of Australian work rights such as an Australian passport or birth certificate.
- 4.4.9 Complete and return the following College documents to the Director:
 - Staff Information Form
 - Tax File Number Declaration
 - Superannuation Form
 - Staff Code of Conduct
 - The contract for casuals
- 4.4 At the conclusion of 4.4 the successful applicant's contact details will be added to the College's Casual Teachers' List kept by the Director and DPL. From time to time the Director and DPL will meet to update the list.
- 4.5 The Director manages the casual teachers and will contact casual teachers when the need arises.
- 4.6 How to make an Application:
 - 4.6.1 Teachers interested in a casual teaching position are to access an Application Form from the College website.
 - 4.6.2 Applicants are to follow the steps listed in 4.4 above. These documents are to be sent to the Director of Planning and Administration
 - 4.6.3 Oakhill College will obtain and store copies of qualifications, records of teaching experience, references, NESA accreditation details and other relevant documents used to determine the suitability of each casual/ relief teacher it has employed. The College will ensure that all casual relief staff employed are suitable according to the above criteria and meet the requirements of NESA.

4 Supporting and Related Documents

The Guideline for Casual Teachers

5 Policy Review

This Policy is to be monitored and revised at least every two years and at other times to ensure procedural fairness and in response to changes in legislation.

APPENDIX:

Guideline for Casual Teachers

1. Preamble

- 1.2 Oakhill College is an Independent Catholic Secondary School conducted in the Lasallian tradition. It is boys only in Years 7-10 and coeducational in Years 11-12. The College has contributed to the delivery of secondary education in the Hills District for over 80 years.
- 1.3 The aim of this Guideline is to ensure that the casual teacher will deliver pre-planned lessons to students for the day(s) they are employed according to the expectations and procedures set out in this Guideline.
- 1.4 Generally the absent teacher provides the pre-planned lessons for up to a fortnight of absence.
- 1.5 However, the casual teacher will plan and teach effective lessons if employed for a block of time which is longer than a fortnight to cover an absent teacher.
- 1.6 In addition, casual teachers may be assigned other duties such as Year 11 or 12 study supervision, exam/assessment supervision and yard duties.
- 1.7 It is expected that casual teachers will deliver relevant, positive and safe learning experiences in the lessons for which they are responsible; and they will execute other assigned duties with care and professionalism.

2. The Manager

In general, casual teachers report to the Director of Planning and Administration each morning, particularly in day-only employment. For longer employment blocks it is also appropriate for the casual teacher to liaise with the Academic Head for curriculum reasons.

3. Hours

Hours of attendance are 8.15 am to 3.30 pm.

4. Key Duties

- 4.1 Report to the Director's Office by 8.10 am.
- 4.2 Undergo a minor induction usually given by the Director on the first day of employment at the College.
- 4.3 Pick up the lesson plans and other duties allocated for the day.
- 4.4 If practicable, read over and familiarise yourself with the lesson plan before the lesson.
- 4.5 Upon arrival at a classroom, introduce yourself and communicate the main steps of the lesson's structure to students. Writing it up on the whiteboard is recommended.
- 4.6 Mark the attendance roll on the orange attendance sheet.
- 4.7 Supervise students actively by walking around the classroom, taking an interest in their work and keeping students on task.
- 4.8 Be ready to receive up to five lessons (six on Tuesdays).
- 4.9 Be prepared to receive other duties as allocated.
- 4.10 Provide feedback comments where required on the orange sheets provided.
- 4.11 Casual teachers employed on a daily basis are to pass on marked attendance rolls to Student Services at recess, lunch and after the last period of the day so attendance can be officially entered on Sentral.
- 4.12 If on an extended block, the Replacement Teacher needs to return College property such as keys and laptops to the DPL (if issued) by 3.25 pm on the last working day.

5. Dress

As role models, all staff are expected to dress appropriately. This standard of clothing and appearance could be described as neat, clean, modest and professional. Examples of

inappropriate clothing include: jeans, thongs, shirts/dresses above the knee and low necklines. Tattoos need to be covered.

6. Key Skills of Casual Teachers

Casual teachers need *adaptability* to meet and manage students whom they do not know in subjects they may not teach. In the rare case of an unworkable lesson plan, the casual teacher will need a *sense of initiative* to modify that plan so that a safe and satisfactory lesson is delivered. Finally, *interpersonal skills* are needed to relate to students, teachers and staff respectfully.

7. Classroom Duties and Professional Standards for casual teachers

The classroom duties below are adapted from the 37 Australian Professional Standards for Teachers overseen by NESA.

- 7.1 Ensure that the pre-planned lesson is carried out according to the instructions left by the absent teacher;
- 7.2 Deliver a relevant structured lesson which engages students in purposeful worthwhile learning activities (generally according to the lesson plan);
- 7.3 Apply knowledge of the typical stages of development of secondary school students and display an awareness of exceptions such as Special Needs students;
- 7.4 Communicate effectively so that students understand the goals and structure of the lesson;
- 7.5 Establish a positive and safe classroom environment to ensure student engagement with the learning outlined in the planned lesson;
- 7.6 Handle discipline problems quickly, fairly and respectfully;

Note that a general Position Description (Teachers) based on the Australian Standards is located on the College intranet.

8 Other Key Attributes

- 8.1 Demonstrate knowledge of and comply with education-relevant legislation such as the Child Protection Act and WHS;
- 8.2 Communicate effectively with the Director, teachers and staff;
- 8.3 Reflect critically on your professional practice and show an ability to give and receive feedback;
- 8.4 Show ethical behaviour by respecting the privacy of students and staff and the confidentiality of College information and documents;
- 8.5 Present a professional image in communication, behaviour and appearance.