

# Guide to Completing the Application for Teacher Employment Form

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## Introduction

Applicants wishing to seek employment as a teacher in a Queensland state school must undertake the Department of Education and Training's application for teacher employment process.

The application process aims to identify an applicant's suitability for employment as a teacher in a Queensland state school. The application process in conjunction with the assessment process assists in ensuring the most suitable applicant is appointed to each vacancy.

The Application for Teacher Employment process consists of three elements:

- completion of the Application for Teacher Employment form;
- submission of a Professional Folio; and
- attendance at an interview.

The Guide to Teaching in Queensland State Schools, available from the Make a Difference. Teach website at [www.teach.qld.gov.au](http://www.teach.qld.gov.au) provides information about teaching in Queensland state schools, employment options, locations and benefits and details the full application process, including what to include in the Professional Folio and what to expect at the interview.

To commence the application process, applicants must submit their [Application for Teacher Employment form](#), directly to the Teacher Applicant Centre (TAC).

The following information provides a step by step guide to completing the Application for Teacher Employment form.

Once the application form has been processed by TAC, applicants will receive a letter welcoming them to DET. This will include written notification advising applicants of their identification number and providing them with information about how to access the relevant regional processes for the submission of the Professional Folio and to schedule an interview.

Applicants should read this guide and the [Guide to Teaching in Queensland State Schools](#) carefully before completing and submitting their application.

## Eligibility for Teacher Employment in Queensland

To be eligible to teach in Queensland, applicants must obtain teacher registration with the [Queensland College of Teachers](#).

To inquire about teacher registration, contact:

Queensland College of Teachers  
Floor 10  
Sherwood House  
39 Sherwood Road  
Toowong Qld 4066  
Telephone (07) 3377 4777  
Email – [enquiries@qct.edu.au](mailto:enquiries@qct.edu.au)  
Website – [www.qct.edu.au](http://www.qct.edu.au)

Applicants in their **final year of a preservice teacher education program** should apply for registration during the final semester of their preservice teacher education program. Applications from graduates of Queensland Higher Education Institutes will be finalised once the Queensland College of Teachers has been advised by the Institution that all program requirements have been attained.

## Who needs to complete the Application for Teacher Employment Form?

- All new applicants for teacher employment;
- Previous applicants who have not been employed by the Department of Education and Training (DET) in the past two (2) years;
- New applicants for the Grey Nomad Teacher Employment initiative.

If you have worked for DET previously and wish to apply for the Grey Nomad Teacher Employment initiative, you are only required to complete the Grey Nomad Teacher Employment Expression of Interest form. This can be accessed via: <http://education.qld.gov.au/hr/recruitment/teaching/application-forms.html>

## Completing the Application for Teacher Employment form

The [Application for Teacher Employment form](#) must be completed in full. Please read the Guide to Teaching in Queensland State Schools and this Guide before completing the application form.

The application form must be submitted in hard copy format; therefore you must print a copy of the completed form and submit it with the required documentary evidence to the Teacher Applicant Centre (TAC).

Applications not completed correctly or not supported by the appropriate and certified documentary evidence are unable to be processed.

For further information about completing the application process, please refer to the [Guide to Teaching in Queensland State Schools](#).

Only one application needs to be submitted, regardless of the number of employment types or geographical locations nominated. Application details are recorded on the Department's Human Resources Management Information System and are available to Human Resources Teams in Regional Offices across the State.

### **Documentary evidence**

Specific documentary evidence is also required to be submitted with the application form.

Certified copies of all documentary evidence is required. Certification must be by an authorised person, such as a principal or their nominee, personnel from a regional education office, a Justice of the Peace, a Commissioner for Declarations or a solicitor.

Please do not send originals as they cannot be returned to applicants.

If it is impossible for an applicant to provide certain evidence, the applicant must provide written advice detailing the circumstances with their application.

## Section 1: Applicant Personal Details

Please ensure that you complete all sections.

Surname	Please provide the name you wish to be known by on all departmental records.
Previous Surname	Any change from the birth name should be accompanied by the relevant certified documentary evidence, for example, deed poll or marriage certificate.
Given Name/s	State all given names in full.
Residential Address	Please provide the address of your usual place of residence.
	Graduate applicants should use the address at which they can be contacted after the completion of their course.
Postal Address	If your postal address is the same as the residential address, please leave this section blank.

Telephone Number	Please provide a home number, a mobile number and where possible an alternative telephone number at which the applicant can be contacted or where a message can be left. Where possible, one of the contact numbers should be attended during business hours.
Email Address	Please provide an email address.  Graduate applicants should provide an email address that is not their student email address to ensure that it is still valid after they have graduated from their preservice teacher education program.
Date of Birth	An applicant's date of birth provides a reliable method of identifying one employee from another.  Please provide a copy of your birth certificate or passport as proof of your identity.

It is important that you provide current contact details and that should any of your details change that you notify the Teacher Applicant Centre as soon as possible.

### ***Documentary evidence required***

If you were born in Australia or New Zealand please provide a certified copy of your **birth certificate** or a short extract of your birth entry.

If you were not born in Australia or New Zealand please provide one of the following certified documents:

- a citizenship certificate,
- evidence of permanent residency status together with the page of your passport which states their country of birth,
- work permit/visa stamp in passport, together with the inside main page of your passport.

## **Section 2: Additional Personal and Identification Information**

### **Teacher Registration**

Please provide a certified copy of your current certificate of teacher registration from the Queensland College of Teachers.

Applicants should indicate if they are currently registered and include their registration number. Applicants should also state the date when their annual registration fee is due.

The receipt for lodging application for registration is not accepted as proof of teacher registration.

N.B.: Graduate applicants will not be able to provide a certificate of registration with your application. You should forward evidence of your teacher registration to the Teacher Applicant Centre as soon as it has been awarded by the Queensland College of Teachers.

### **Citizenship/Residency Status**

Permanent employment as a teacher is available to:

- Australian citizens;
- Persons who reside in Australia and have permission or a right to be granted permission, under Commonwealth law, to remain in Australia indefinitely; or
- New Zealand citizens who have a special category visa or a right to be granted a special category visa under the *Migration Act 1958*.

Applicants not covered by the above definitions are eligible to apply for temporary or casual employment only, if their visa enables them to work in Australia. Offers of temporary or casual employment will be in accordance with the visa conditions and timeframe.

### **Private/sexual relationships**

Applicants who are in an ongoing lawful private/sexual relationship with a Queensland state school student aged under 18 years of age must confidentially declare this to the Department's Ethical Standards Unit prior to commencing employment.

Information about the department's policy regarding private/sexual relationships is outlined in the [Guide to Teaching in Queensland State Schools](#).

### **Convictions and Criminal History**

All applicants are required to disclose information regarding criminal conviction offences.

Details of any criminal convictions or documentation pertaining to the outcome of an investigation by a teachers' registration authority should be submitted in an envelope marked "Confidential" with the Application for Teacher Employment form. Criminal history and other background checks may be conducted by the department to verify the information provided prior to the commencement of duty.

The Queensland College of Teachers conducts criminal history checks on all applicants for teacher registration and undertakes regular checks on all registered teachers.

Applicants must confidentially declare details to the Department's Ethical Standards Unit following submission of their application if they are currently, or have previously been the subject of:

- A disciplinary investigation by your present or a past employer; or
- The subject of an investigation by police anywhere (other than for a traffic offence or an offence which you do not have to disclose by virtue of the provision of the *Criminal Law (Rehabilitation of Offenders) Act 1986*); or
- The subject of an investigation by a teachers' registration authority outside of Queensland.

### **Employment with the Department of Education and Training**

Applicants are required to advise if they are currently or have previously been employed by the Department of Education and Training, or its predecessors. This includes both school based and departmental office based positions.

Please provide your departmental employee number if you have an employment history with the department.

### **Career Change Program for teachers**

If you have previously received a grant under the Department's Career Change program for teachers you are not eligible for employment as a teacher in a Queensland state school.

### **Other Government Employment**

If you have been or are currently employed by the Queensland Government in roles other than teaching, for example a teacher aide, public servant or Crown employee or are currently on leave from any Commonwealth or other State Government department you are required to provide a statement outlining the name of the employer, State or Territory, status of employment, position, ID number, appointment date and separation date, or, if not separated, provide the dates and current leave status.

This information is required for the purpose of maintaining administrative records and determining superannuation entitlements.

Responding "Yes" to this question does not preclude you from consideration for employment as a teacher in a Queensland state school.

## **Section 3: Applicant Details**

### **(3a) Applicant Type**

Please indicate your applicant category, based on the following:

- Graduate Applicants  
Graduate applicants are applicants who have no prior teaching service or whose prior teaching service does not qualify them for general applicant status. Graduate applicants must be eligible for teacher registration with the QCT.
- General Applicants  
General applicants are applicants who can substantiate, through the provision of documentary or other evidence, that they have successfully completed a minimum of one (1) year of continuous teaching service with a recognised education authority and are eligible for teacher registration with the QCT.

General applicants are eligible for temporary (up to maximum one semester duration) and casual employment and are assigned a temporary suitability ranking (T4) pending the outcome of their suitability assessment. General applicants must undertake a suitability assessment should they be seeking permanent employment or temporary employment greater than one semester in total.

- **Grey Nomad Employment Initiative Applicants**

If you wish to apply for this program please refer to *the* [Grey Nomad Employment Initiative Applicant Guide](#) available from the department's website at [www.teach.qld.gov.au](http://www.teach.qld.gov.au).

Applicants through the Grey Nomad Employment Program are eligible for temporary and/or casual employment for up to one semester at a time. Longer placements can be negotiated with individual Regional Offices.

If you have worked for DET previously and wish to apply for the Grey Nomad Teacher Employment initiative, you are only required to complete the [Grey Nomad Teacher Employment Expression of Interest](#). This can be accessed from the department's website at; <http://education.qld.gov.au/hr/recruitment/teaching/forms-guides.html>

### ***Other Applicant Types***

The department also employs a range of instructors and assistant teachers that do not require teacher registration.

These applicants are however required to obtain a 'Blue Card' from the Commission for Children and Young People and Child Guardian. Information about obtaining a 'Blue Card' is available from the Commission's website at [www.ccypcg.qld.gov.au](http://www.ccypcg.qld.gov.au).

### ***Applicants for Specialised Areas***

Applicants for Languages Other Than English (LOTE) and Instrumental Music Instructor positions are required to undergo a proficiency assessment.

Applicants who wish to request a LOTE proficiency assessment are asked to complete section 4(d) of the Application form. Information about the LOTE proficiency assessment is provided in the Guide to Teaching in Queensland State Schools and the [Languages Other Than English Proficiency Assessment Overview](#) available from the department's website at [www.teach.qld.gov.au](http://www.teach.qld.gov.au).

Applicants seeking permanent employment as an instrumental music teacher or instructor must possess a degree in education. Possession of a qualification in music from a recognised tertiary institution that is acceptable by the Instrumental Music Assessment Panel is minimum requirement for temporary or casual employment as an Instrumental Music Instructor.

Information about how to apply for an instrumental music proficiency assessment is provided in the [Guide to Teaching in Queensland State Schools](#) and on the department's website at [www.teach.qld.gov.au](http://www.teach.qld.gov.au).

### **(3b) Type of Employment Sought**

The Department of Education and Training employs teachers in the following capacities:

- **Permanent full-time:** Teachers work full days for ten (ten) 10 days per fortnight.
- **Permanent part-time:** Teachers are employed for full or part days on two (2) to nine (9) days per fortnight.
- **Temporary Engagement:** Teachers are engaged for periods of six (6) days or more and maybe either on a full-time or part-time basis.
- **Casual:** Casual teachers can be engaged on an hourly basis, usually during the absence of a teacher on short term leave for less than six (6) days.

Detailed information about each of these employment options is provided in the [Guide to Teaching in Queensland State Schools](#).

Applicants may elect to apply for one or more of these employment types. Please number your preferences consecutively and do not repeat any numbers. If you do not wish to be considered for a specific employment category, leave the line blank.

It is a condition of permanent employment with the department that teachers may be required to work anywhere in Queensland to meet statewide staffing requirements.

Permanent teachers should expect that they will be required to teach in locations not necessarily of their choosing during their career, as all teachers are likely to be required to transfer at some stage. This condition applies to all teachers appointed on a permanent basis regardless of location preferences on their Application for Teacher Employment form.

### **Availability**

Please indicate the date that you are able to commence employment as a teacher in a Queensland state school.

Applicants with immediate availability should insert the date on which they sign the application form.

Graduate applicants should generally indicate the commencement of the school semester or term following completion of their preservice teacher education program. For example, if your final semester of enrolment in your preservice teacher education program is semester 2, 2011, you should indicate the beginning of the 2012 school year as the date from which you are able to accept a position.

## **Section 4: Teacher and Sector Preferences**

### **4(a) Sector Preferences**

Please indicate the Sector/s or Learning Phase/s that you are formally qualified to teach or have significant and verifiable teaching experience.

If you are qualified for more than one sector, please number your preferences consecutively.

Applicants may also be considered 'qualified' to teach a specific learning phase, curriculum or specialist area based on significant and verifiable teaching experience.

- **Early Phase – Prep to Year 3**  
An early childhood/prep education specialist should have a degree in early childhood education, or a degree in education with an early childhood education specialisation, including substantial professional studies in:
  - child development for 0-8 years;
  - effective learning and teaching in a range of Prep to Year 3 (P- 3) settings;
  - the nature of early childhood curriculum; and
  - the role of culture and diversity in early childhood curriculum in P-3 settings.

Applicants should also have undertaken professional experience or have teaching experience with children in P-3 settings.

- **Primary – Years 1 to 7**  
Primary teachers should have a degree in primary education, or a degree in education with a primary specialisation, including substantial professional studies in:
  - child development for ages 5-12;
  - effective learning and teaching in a range of 1-7 year level settings;
  - the nature of primary curriculum; and
  - the role of culture and diversity in primary curriculum in 1-7 year level settings.

Applicants should also have undertaken professional experience or have teaching experience with children in primary (years 1-7) settings.

- **Secondary – Years 8 to 12**  
Secondary teachers should have a degree in secondary education, including substantial professional studies in:
  - child development for ages 12-17;
  - effective learning and teaching in their specialist curriculum areas;

- the nature of secondary curriculum; and
- the role of culture and diversity in the secondary curriculum and settings.

Applicants for secondary positions *must* be qualified to teach in more than one subject area.

Applicants should also have undertaken professional experience or have teaching experience with students in secondary (years 8 -10) settings.

- **Special Education**  
Special education teachers should have a degree in education, including substantial professional studies in special education.

Applicants should also have undertaken professional experience or have teaching experience with students with special needs or in special education settings.

- **Middle Years of Schooling (Years 4 to 9)**  
Applicants specifically qualified for Middle Years Schooling should preference both Primary and Secondary Sectors and indicate Middle Schooling as a teaching area in section 4(c).

**4(b) Additional Location Information**

Many teaching vacancies are located at schools in non-metropolitan areas and therefore the department can assist applicants with relocation and subsidised accommodation in some locations.

In some locations, only single departmental accommodation is available, therefore you must indicate if your personal circumstances may restrict your availability to accept such a position. If your family will need to accompany you if you are required to relocate, please indicate this to assist with identifying possible departmental accommodation.

If you accept an offer of a position that requires you to relocate, removal of your furniture and personal effects will be managed by Toll Transitions. To facilitate this process the Department of Education and Training will need to provide Toll Transitions with your ID number and the locations that you are moving from and moving to. To facilitate this process the application form seeks your consent to share this information with Toll Transitions if required.

**4(c) Teaching Area Preferences including Languages**

To be eligible to teach a specific learning phase, curriculum or specialist area, applicants must have formal qualifications and/or have significant and verifiable teaching experience in that field.

On the application form, please only nominate those areas in which you are willing to teach during your initial appointment. The following tables will assist you to complete this section of the application form.

Not all fields in this section need to be completed.

Please list only those teaching areas for which you wish to be considered for employment.

**Early Phase and Primary Teaching Area Preferences**

Please indicate your year level preferences and any of the following specialist teaching areas in the table on page 3 of the application form.

Early Phase - Prep to Year 3	Chinese	Learning Difficulties
Middle Schooling Years 4 – 7	French	Multi-age
Years P – 3	German	Behaviour Management
Years 4 – 5	Indonesian	English as a Second Language
Years 6 – 7	Italian	Outdoor Education
Music	Japanese	Information & Communication Technologies

Physical Education	Korean	Instrumental Music
Teacher Librarian	Spanish	
	Vietnamese	

### Secondary Teaching Area Preferences

A list of the secondary teaching areas offered in Queensland is provided as Appendix 1 for your information.

Please indicate your secondary curriculum or key learning areas and the highest year level at which you can teach each area, for example 8-10, 11-12, 8-12, in the table on page 3 of the application form.

Applicants for secondary positions *must* be qualified to teach in more than one subject area. This facilitates the capacity to provide education services through effective timetabling, curriculum and placement of staff.

Information about curriculum areas taught in Queensland secondary schools is available from the Queensland Studies Authority (QSA) website at [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)

### Special Needs / Students with Disabilities Preferences

List all the following specialist areas in which you are formally qualified to teach or have significant and verifiable teaching experience in the table on page 3 of the application form.

Autistic Spectrum Disorder	Intellectual Impairment	Speech Language Impairment
Early Intervention	Multiple Impairment	Visual Impairment
Hearing Impairment	Physical Impairment	

### 4(d) Request for Languages Other Than English Proficiency Assessment

To be eligible to be employed as a LOTE teacher, applicants are required to undertake a LOTE proficiency interview in addition to the applicant suitability assessment.

The languages currently taught in Queensland state schools are Chinese, French, German, Indonesian, Italian, Japanese, Korean and Spanish.

Information about the LOTE proficiency assessment is provided in the [Languages Other Than English Proficiency Assessment Overview](#) available from the website.

Please note that LOTE Proficiency Assessments will be conducted in response to identified LOTE workforce demands and only after applicants have been assigned a suitability ranking through the suitability assessment process coordinated by regions. A LOTE proficiency assessment interview may therefore not be immediately offered to an applicant.

LOTE vacancies occur in schools across Queensland and therefore limited location preferences may impact on your eligibility for employment as a LOTE teacher.

Enquiries regarding the format of the LOTE proficiency assessment should be directed to the LOTE Centre by email: [LOTECentre.TCHLearn@deta.qld.gov.au](mailto:LOTECentre.TCHLearn@deta.qld.gov.au)

## Section 5 – Location Preferences

### 5(a): Location Preferences for Applicants seeking Permanent and/or Temporary, Full-Time and/or Part-Time Employment

For the purposes of the application form, regions and districts are listed alphabetically.

Applicants can increase their chances of employment by nominating to work in non-metropolitan areas.

#### Statewide Preference

If you indicate you are available to teach statewide, you do not need to number the regions/districts in order of preference.

If you answered 'No' to the 'available statewide' question, please nominate only the region/district/s in which you wish to be considered for initial appointment. In this case, you may number the region/district/s where you are interested in teaching in your order of preference.

Your employment opportunities may be restricted if you are not available for initial statewide appointment. However do not indicate statewide preferences if you are not prepared to accept a position anywhere in the State.

For detailed regional maps please access the Department of Education and Training website: <http://education.qld.gov.au/schools/maps>

### **Important information about preferences**

Information about your location preferences is used by regional human resources teams when considering applicants for vacancies. Please indicate any personal circumstances or other factors that you would like taken into account when being considered for vacancies, such as:

- Preference for a remote, rural or coastal region; (Information about the department's Remote Area Incentives Scheme is provided in the Guide to Teaching In Queensland State Schools)
- Preference for a small or a large school;
- Interest in Aboriginal or Torres Strait Islander education; (Information about the department's *Partners for Success* program is provided in the Guide to Teaching In Queensland State Schools)
- Interest in education of students with English as a Second Language;
- Accommodation needs if required to move residence and family (if applicable);
- Whether your spouse/partner is an employee of the department or other government department. If an employee of the Department of Education and Training, please give details including ID number;
- Any other relevant circumstances.

Please keep your comments brief, abbreviating if necessary.

Information about the rewards and incentives for teaching in remote locations, known as the Remote Area Incentive Scheme (RAIS) is available in the [Guide to Teaching in Queensland State Schools](#).

If you are required to move residence to take up a position with the Department of Education and Training, the removal of your furniture and personal effects will be managed by TOLL Transitions. Please refer to the information in regards to section 4(b) of the application form for more information.

### **5(b): Location Preferences for Applicants seeking Casual Employment**

If you have indicated in Section 3 (page 2) of the application form that you are seeking casual (relief or supply) work, please indicate the districts where you are seeking this type of employment.

Please note that offers of casual appointment are made at short notice therefore it is recommended that you only indicate those districts that are within a reasonable travel distance from your place of residence. There is no need to place these locations in any order of preference.

You may indicate more than one preferred sector/learning phase (refer to Section 4a) for casual teaching, only if you are qualified to teach in each sector.

### **Suitability Assessment Process**

Applicants for permanent and/or temporary teacher employment must undertake the suitability assessment process. This process provides applicants with an opportunity to demonstrate their professional knowledge and experience, work and life experiences and community commitment.

General applicants are automatically assigned a T4 ranking. This enables them to be offered unlimited casual employment or temporary employment up to a maximum of one semester duration (in total). General applicants seeking additional temporary employment or permanent employment are required to undertake a suitability assessment interview. Eligibility is based on the completion of 20 days of continuous temporary employment or 40 days of casual employment/any combination of temporary and casual employment.

Once assigned a suitability ranking, an applicant (general or graduate) is not eligible to request reassessment until they have completed 100 days of teacher employment with the department.

Applicants who were previously employed as a teacher with the department are required to undertake a suitability assessment interview.

Information about the assessment process is provided in the [Guide to Teaching in Queensland State Schools](#) available from the department's website at [www.teach.qld.gov.au](http://www.teach.qld.gov.au)

To facilitate this process, please nominate the closest Regional Office to your place of residence or the most convenient region for you to undertake your suitability assessment. Graduates who are completing their final professional experience or internship in Term 4 should indicate the region where they will be completing their professional experience or internship.

### **Regional Location Preference for Interview**

The interview process and submission of the Professional Folio is coordinated at a regional level.

Please nominate the closest Regional Office to your place of residence or the most convenient region for you to undertake your suitability assessment.

For example, Graduate Applicants who will be undertaking an Internship during their final semester of study should nominate the region in which the school where they will be completing their internship is located.

The Regional Office that is nominated in this section will be notified of your application for teacher employment by TAC.

Information about the regional processes is available from the website at: <http://education.qld.gov.au/hr/recruitment/teaching/forms-guides.html>

### **Section 6 – Teaching and Other Relevant Employment History**

Please provide details of teaching and other relevant employment, except that with the Queensland Department of Education and Training and its predecessors, for example the Department of Education, Training and the Arts.

Please attach a separate page if there is insufficient space in the table provided in the application form.

Employer	Please provide the name of any relevant previous or current employers. Abbreviate if necessary - maximum 45 characters.
Sector taught	Applicants should indicate the sector in which they taught for each employer by choosing one of the following sector codes: <ul style="list-style-type: none"><li>• Early childhood/Prep to Year 3 - Sector Code K</li><li>• Primary to Year 7 – Sector Code P</li><li>• Special education – Sector Code L</li><li>• Secondary Years 8-12 – Sector Code S.</li></ul>
Work Status	F = full-time P = part-time T = temporary C = casual/relief
Periods of leave without pay	Leave without pay greater than 30 days is not counted as service.  Statements of service that you provide from other authorities should show clearly any periods of leave without pay that you have taken or a nil total if no leave without pay was taken.
Other relevant work experience and current employment	Include any industrial or commercial experience, self employment, or voluntary work that may have contributed to your capacity as a teacher.  List your current employment first and leave the 'To date' blank unless your anticipated finish date is known.

This section of the application is especially important for general applicants with prior teaching service, as award classification and salary levels are determined by these details.

Timelines apply in relation to the submission and assessment of appropriate statement/s of service. It is an applicant's responsibility to provide the necessary information. Information about what is required in a statement of service is provided in the [Guide to Teaching in Queensland State Schools](#).

Applicants have three (3) months from your initial teaching appointment to ensure that satisfactory statements of service are submitted for classification assessment. Failure to meet this timeline will result in your classification level being increased only from the date of receipt of the final documentation, rather than from the initial appointment date.

### Teaching service other than with the Department of Education and Training

All general teaching with other schools or education authorities, except daily casual relief, is credited for salary purposes, provided you were a formally qualified teacher at the time. Service listed in Section 6 page 7 of the Application, must be supported by official statements from your employer(s) outlining:

- position held, commencement and cessation dates of employment (e.g. 6/3/87 to 9/12/87)
- whether you worked full-time (1.0) or part-time (provide fraction/s and from/to dates)
- any periods of leave without pay greater than 30 days, including a 'nil' total if no leave without pay was taken.

For additional information the Recognition of Prior Service - Teachers policy can be accessed at: [www.education.qld.gov.au](http://www.education.qld.gov.au)

### Documentary evidence

Certified copies of statement of service are required if you wish to have any relevant employment recognised for classification and salary purposes. Information about the statement of service requirements is provided in the [Guide to Teaching in Queensland State Schools](#).

## Section 7 – Skills and Competencies

Please provide details of any skills or competencies that you may possess.

Please list only the competencies in which they have significant training and experience. Areas for which you possess an interest, but have no training or experience, should not be included.

### Instrumental Music

Please indicate the instruments you are able to teach and your performance level as well as the level at which you are qualified to teach the instrument.

Instrument		
Bassoon	French Horn	Trumpet
Cello	Oboe	Tuned Percussion
Clarinet	Organ	Viola
Double Bass	Piano	Violin
Euphonium/Tuba	Saxophone	Untuned Percussion
Flute	Trombone	

Performance Level	
Code	Description
PA	Perform to an Advanced Level
PI	Perform to an Intermediate Level
PE	Perform to an Elementary Level

Teaching Level	
Code	Description
TA	Teach to Advanced Level
TI	Teach to Intermediate Level
TE	Teach to Elementary Level

## Other Skills and Competencies

A list of the skills and competencies areas relevant to Queensland state schools is provided as Appendix 2 for your information.

Please list only those competencies in which you have had some training or significant experience. Areas for which you possess an interest, but have no training or experience, should **not** be included.

## Section 8: Educational Qualifications

Please provide details of all of your formal qualifications.

### Section 8 (a) Educational Qualifications – Teacher Preparation (Preservice) Course

Teacher preparation (preservice teacher education) course	Provide the details of the preservice teacher education course which qualified you to become a teacher or which you are currently nearing completion.
Qualification Name	Provide the full name of your preservice teacher education / teacher preparation qualification, for example Bachelor of Education (Secondary).
Academic Institution	The name of the Higher Education Institution which has awarded you the qualification, for example University of Southern Queensland.
Qualification Type	Provide details of the qualification type, for example Graduate Diploma.
Result	Please indicate if the qualification has been completed.
Majors	Please provide details of majors completed as part of each qualification, for example Japanese and Mathematics.
Year commenced	Abbreviate if necessary - maximum 30 characters. Indicate the year that they qualification was commenced.
Years attended	Indicate the number of years that it took to complete the qualification.
Completed	Please indicate the month and year that they qualification was completed or will be completed.
Final preservice teacher education program location (Graduate applicants only)	Please provide the name of the school where you will complete your final professional experience/internship, or if your final location is still unknown, the name of the school were you completed your most recent professional experience.

### Section 8 (b) Other Tertiary Qualifications

Other tertiary qualifications	Only details of completed qualifications are required unless you are due to complete the course in the year this application is completed.  If you have more than three completed tertiary qualifications, please attach a separate page with all the details.
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### Section 8 (c) Other Qualifications

Other qualifications (if applicable).	Only details of completed qualifications are required unless you are due to complete the course this year.  If you have more than three completed qualifications, please attach a separate page with all the details.
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### Documentary evidence

Certified copies of academic transcripts/records and degree certificates are required to confirm that you have completed the qualifications listed.

Graduate Applicants can provide an unofficial academic transcript for the preservice teacher education program that they are currently completing. Once the qualification is completed they must provide a certified copy of the full academic transcript to the TAC.

## Section 9: Recognition of Diversity

The Department of Education and Training is committed to attracting, recruiting and retaining a diverse workforce that is reflective of the community it serves.

The Department has a number of recruitment and selection initiatives in place to assist members of target groups in gaining employment.

For example, to increase the number of teachers who are Aboriginal people or Torres Strait Islander people, an initiative is in place to involve the participation of people on assessment panels who are trained in cross cultural communication and Aboriginal and Torres Strait Islander education. A similar strategy is in place for overseas trained teachers from a non-English speaking background. Information on the employment strategies is available online at <http://education.qld.gov.au/workforce/diversity/equity/>

Applicants are able to indicate if they identify with one of the department's target groups. Identification on the application form is *voluntary*.

The target groups are as follows:

Aboriginal People	People of Aboriginal descent who identify as Aboriginal persons and are recognised by the Aboriginal community as such.
Torres Strait Islander People	People of Torres Strait Islander descent who identify as Torres Strait Islanders and are recognised by the Torres Strait Islander community as such.
Overseas trained teachers from a non-English speaking background	People who completed their initial teacher training overseas and migrated to Australia <b>and</b> whose first language is a language other than English; <b>or</b> Those people who have completed teacher training in Australia and whose first language is a language other than English.
People with a disability	People with a physical, neurological, sensory, intellectual or psychiatric disability or other condition which has lasted or is likely to last for two years or more (whether the disability presently exists or previously existed but no longer exists).

## Section 10: Privacy

The information collected on the Application for Teacher Employment Form will be used by the Department of Education and Training (DET) to assess an applicant's suitability for employment as a teacher with DET and the ongoing management of their employment if their application is successful.

The collection of this information is in accordance with the obligations, powers and functions concerning the employment of public sector employees by DET outlined in the *Public Service Act 2008* (including Directives made there under), *Industrial Relations Act 1999*, *Statistical Returns Act 1896*, *Commission for Children and Young People and Child Guardian Act 2000*, *Workplace Health and Safety Act 1995* and Queensland Government Policy concerning inappropriate relationships between staff and school students.

While completion of this form is voluntary, if applicants do not answer all relevant questions it may result in their application not being considered. Applicants should note that as part of the selection process the claims made on this form may be checked by contact with the nominated referees, with present or past employer/s, a teacher registration authority or police. A false answer may result in the application not being considered or in subsequent termination of employment gained with DET on the basis of this application

The information provided by applicants will be securely stored and will be made available to appropriate authorised officers of DET or agents employed by DET. The information will be disclosed to other parties without your consent where the disclosure is in accordance with law. Personal information from this form will usually be disclosed to third parties such as Queensland College of Teachers.

Personal information collected by the Department is handled in accordance with the [Information Privacy Act 2009](#) and the [Right to Information Act 2009](#).

## **Section 11: Applicant Checklist**

The following checklist is provided to ensure that you have completed all of the necessary steps and attached all of the required documentary evidence before you submit your application for Teacher Employment form.

Your application will not be processed until all of the relevant documentary evidence is received by the Teacher Applicant Centre.

Please complete the checklist and submit with your application for teacher employment form.

### **Certified Documentary Evidence**

All documentary evidence must be certified by an authorised person, such as a principal or their nominee, personnel from a region/district education office, a Justice of the Peace, a Commissioner for Declarations or a solicitor.

If you are unable to provide certain documents at the time of submitting your application for teacher employment form, please advise of the date it is likely to be received by the Teacher Applicant Centre.

## **Section 12: Applicant's Declaration**

Please read the statements related to the declaration carefully.

Once you have read the declaration, please sign and date the Application for Teacher Employment form.

Ensure that you check and submit your completed application form to the Teacher Applicant Centre.

## **Submitting your Application for Teacher Employment Form**

**For graduate applicants it is recommended that you lodge your application for employment as early as possible in the year you are completing your qualification to ensure you can be considered for offers of employment with a commencement date as early as the Semester following completion of your course.**

**For general applicants, submission of your application for teacher employment can occur at any time.**

**Graduate applicants seeking employment in high demand teaching preference areas (eg. Senior Maths/Science, Special Education and Industrial Design and Technology) are encouraged to submit their application as early as possible so that a suitability ranking interview can be arranged and early offers of employment can be made during your final year.**

**The department cannot guarantee that graduate applications received after August each year will be processed in time for a suitability ranking assessment to be undertaken and an offer of employment for the commencement of the following school year to be made.**

Please send your completed application form and the certified copies of the required documentary evidence to the [Teacher Applicant Centre](#).

Teacher Applicant Centre  
Department of Education and Training  
PO Box 469, IPSWICH QLD 4305

Phone: 1300 137 228  
Email enquiries: [tac@deta.qld.gov.au](mailto:tac@deta.qld.gov.au)

If you have any enquiries regarding any part of the application form or submission of the application form please contact the TAC by phone or email.

Written confirmation of receipt of your application will be sent by TAC and a Department of Education and Training Identification Number will be issued.

It is an applicant's responsibility to keep the Department of Education and Training informed of any change to their application information. Advice of the relevant changes is required to be in writing and should be sent to the Teacher Applicant Centre.

### **Regional Process for Submitting Folio and Scheduling an Interview**

After submitting the [Application for Teacher Employment Form](#), applicants are required to access the information about the relevant regional process for submitting their professional Folio and scheduling an interview.

Information about the regional processes is available from the department's website at:  
[www.teach.qld.gov.au](http://www.teach.qld.gov.au).

Details of each of the department's regional offices are provided as Appendix 3.

## Appendix 1: Secondary Teaching Areas

Applicants are required to indicate their secondary curriculum or key learning areas and the highest year level at which they can teach each area in section 4(c) of the application form. Applicants for secondary positions *must* be qualified to teach in more than one subject area.

Information about Key Learning Areas (KLA), Authority Subjects and Authority Registered subjects taught in Queensland secondary schools is available from the Queensland Studies Authority (QSA) website at [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)

Authority subjects	Year Level			Authority registered subjects	Year Level		
	8	9/10	11/12		8	9/10	11/12
<b>Business</b>							
Accounting			•	Business			•
Business Communication and Technologies			•	Tourism			•
Business Education		•					
Business Organisation and Management			•				
Economics			•				
Legal Studies			•				
Tourism			•				
<b>English</b>							
English	•	•	•	English Communication			•
English Extension			•	Functional English			•
English for ESL Learners							
<b>Health and Physical Education</b>							
Health and Physical Education	•	•		Early Childhood			•
Health Education			•	Early Childhood Practices			•
Home Economics		•		Hospitality			•
Hospitality Studies			•	Recreation			•
Physical Education			•				
<b>Languages Other Than English (LOTE)</b>							
Chinese	•	•	•				
French	•	•	•				
French Extension			•				
German	•	•	•				
German Extension			•				
Indonesian	•	•	•				
Indonesian Extension			•				
Italian	•	•	•				
Japanese	•	•	•				
Korean	•	•	•				
Latin			•				
Modern Greek			•				
Polish			•				
Russian			•				
Spanish			•				
<b>Vietnamese</b>			•				
<b>Mathematics</b>							
Mathematics	•	•		Functional Mathematics			•
Mathematics A			•	Prevocational Mathematics			•
Mathematics B			•				
Mathematics C			•				
<b>The Arts</b>							
Dance	•	•	•	Creative Arts			•
Drama	•	•	•				
Film, Television and New Media		•	•				
Music	•	•	•				
Music Extension	•	•	•				
Visual Arts	•	•	•				
<b>Social and Environmental Studies</b>							
Aboriginal and Torres Strait Islander Studies			•	Social and Community Studies			•
				Civics		•	

Authority subjects	Year Level			Authority registered subjects	Year Level		
	8	9/10	11/12		8	9/10	11/12
Ancient History			•	Religion and Ethics			•
Futures			•				
Geography		•	•				
History		•					
Modern History			•				
Philosophy and Reason			•				
Political Studies			•				
Study of Religion			•				
Study of Society			•				
Studies of Society and Environment	•	•					
<b>Science</b>							
Agricultural Science			•	Agriculture and Horticulture			•
Biology			•	Marine and Aquatic Practices			•
Chemistry			•	Science			
Earth Science			•				
Marine Studies			•				
Multi-strand Science			•				
Physics			•				
Science	•	•					
Science 21			•				
<b>Technologies</b>							
Aerospace Studies			•	Information and			
Engineering Technology			•	Communication Technology		•	•
Graphics			•	Manufacturing			•
Industrial Technology and Design		•					
Information Processing and Technology			•				
Information Technology Systems			•				
Technology	•	•					
Technology Studies			•				
<b>Specialist Areas</b>							
English as a Second Language	•	•	•				
Instrumental Music	•	•	•				
Middle Schooling	•	•					
Outdoor Education	•	•	•				
Special Needs	•	•	•				
Teacher Librarian	•	•	•				

## Appendix 2: Skills and Competencies

Applicants are required to identify their skill and competency areas relevant to Queensland state schools in Section 7 of the application form.

Please list only those competencies in which you have had some training or significant experience. Areas for which you possess an interest, but have no training or experience, should **not** be included.

<b>TAFE Accredited Subjects (Industry Grouped)</b>		
Aerospace (Aviation)	Food Processing	Plastics
Arts	Furniture	Printing
Automotive	Health	Real Estate
Business	Horticulture	Retail
Community Services	Insurance	Road Transport
Construction	Local Government	Rural
Electrical and Electronic	Marine	Sport and Recreation
Finance	Metal and Engineering	Textiles, Clothing and Footwear
Fishing	Mineral and Mining	Timber
Fitness	Personal Services	Tourism and Hospitality

<b>Instrumental Music</b>		
Bassoon	French Horn	Trumpet
Cello	Oboe	Tuned Percussion
Clarinet	Organ	Viola
Double Bass	Piano	Violin
Euphonium/Tuba	Saxophone	Untuned Percussion
Flute	Trombone	

<b>Manual Communication</b> (must be to a reasonable level of competency)	
Auslan	Signed English

<b>Languages Other Than English (LOTE)</b>			
Aboriginal (any dialect)	German	Malay	Swahili
Arabic	Greek	Mandarin	Swedish
Cantonese	Hebrew	Modern Greek	Tamil
Chinese	Hindi	Norwegian	Torres Strait Islander (any dialect)
Czech	Hungarian	Philipino	Ukranian
Danish	Icelandic	Pidgin	Urdu
Dutch	Indonesian	Polish	Vietnamese
Esperanto	Italian	Portuguese	Zulu
Farsi	Japanese	Russian	
Finnish	Korean	Serbo-Croatian	
French	Latin	Sinhalese	
Gaelic	Latvian	Spanish	

<b>Workplace Health and Safety</b>	
Workplace Health and Safety	Rehab Co-ordinator

<b>Sports – Accredited Coach/Trainer</b>		
Athletics	Hockey	Squash
Australian Rules	Lawn Bowls	Swimming
Baseball	Lifesaving	Table Tennis

Basketball	Netball	Touch Football
Board Riding	Rowing	Vigoro
Canoe	Rugby League	Volleyball
Cricket	Rugby Union	Water Polo
Diving	Scuba Diving	Weight Lifting
Golf	Soccer	
Gymnastics	Softball	

<b>First Aid Accreditation</b> ( <i>Only if still current</i> )		
Advanced First Aid	Resuscitation Certificate	Senior First Aid
Associate Instructor	Resuscitation Examiner	Senior Resuscitation
Emergency Care	Resuscitation Examiner Level 1	Certificate
Instructor	Resuscitation Examiner Level 2	
Medallion	Resuscitation Examiner Level 3	

### Appendix 3: Regional Office Contact Details

Region Name	Address and Contact Details
Teacher Applicant Centre (TAC) (Please note: All Applications for Teacher Employment must be forwarded to this Centre)	PO Box 469 IPSWICH QLD 4305 Phone: 1300 137 228 Fax: (07) 3202 3236 Email: <a href="mailto:tac@deta.qld.gov.au">tac@deta.qld.gov.au</a>
Central Queensland	<b>Mackay Office</b> PO Box 760 MACKAY QLD 4740 Phone: (07) 4951 6800 Fax: (07) 4951 6924  <b>Rockhampton Office</b> PO Box 138 ROCKHAMPTON QLD 4700 Phone: (07) 4938 4661 Fax: (07) 4938 4921  Email: <a href="mailto:cqregion.humanres@deta.qld.gov.au">cqregion.humanres@deta.qld.gov.au</a>
Darling Downs-South West	PO Box 38 TOOWOOMBA QLD 4350 Phone: (07) 4622 9718  Email: <a href="mailto:DarlingdownsTeach@deta.qld.gov.au">DarlingdownsTeach@deta.qld.gov.au</a>
Far North Queensland	PO Box 6094 CAIRNS QLD 4870 Phone: (07) 4046 5222  Email: <a href="mailto:FarnorthTeach@deta.qld.gov.au">FarnorthTeach@deta.qld.gov.au</a>
Metropolitan	<b>Kedron Office</b> PO Box 3376 STAFFORD DC QLD 4053 Phone: (07) 3350 7886 (Primary) Phone: (07) 3350 7806 (Sec/Spec) Email: <a href="mailto:METnorthTeach@deta.qld.gov.au">METnorthTeach@deta.qld.gov.au</a>  <b>Upper Mt Gravatt Office</b> Private Mail Bag 250 MANSFIELD DC QLD 4122 Phone: (07) 3422 8638 Phone: (07) 3422 8649  Email: <a href="mailto:METsouthTeach@deta.qld.gov.au">METsouthTeach@deta.qld.gov.au</a>  <b>Ipswich Office</b> Private Mail Bag 2 IPSWICH QLD 4305 Phone: (07) 3280 1620  Email: <a href="mailto:METwestipswichTeach@deta.qld.gov.au">METwestipswichTeach@deta.qld.gov.au</a>
North Coast	<b>Maryborough Office</b> PO Box 142 MARYBOROUGH QLD 4650 Phone: (07) 4121 1633 Email: <a href="mailto:NthcoastTeach@deta.qld.gov.au">NthcoastTeach@deta.qld.gov.au</a>  <b>Nambour Office</b> PO Box 745 NAMBOUR QLD 4560 Phone: (07) 5470 8983 Email: <a href="mailto:NthcoastTeach@deta.qld.gov.au">NthcoastTeach@deta.qld.gov.au</a>  <b>Murrumba Office</b> Ogg Road MURRUMBA DOWNS QLD 4503 Phone: (07) 3881 9600 Email: <a href="mailto:NthcoastTeach@deta.qld.gov.au">NthcoastTeach@deta.qld.gov.au</a>

North Queensland	<b>Townsville Office</b>	
	PO Box 5179 TOWNSVILLE QLD 4810	Phone: (07) 4726 3168
	Email: <a href="mailto:humanresources.townsville@deta.qld.gov.au">humanresources.townsville@deta.qld.gov.au</a>	
South East	<b>Mount Isa Office</b>	
	PO Box 1267 MOUNT ISA QLD 4825	Phone: (07) 4744 8222
	Email: <a href="mailto:NQTeach@deta.qld.gov.au">NQTeach@deta.qld.gov.au</a>	
South East	<b>Robina Office</b>	
	PO Box 557 ROBINA DC QLD 4226	Phone: (07) 5562 4845 Phone: (07) 5562 4858
	Email: <a href="mailto:SouthEastTeach@deta.qld.gov.au">SouthEastTeach@deta.qld.gov.au</a>	
South East	<b>Eagleby Office</b>	
	PO Box 5009 EAGLEBY QLD 4207	Phone: (07) 3804 9614
	Email: <a href="mailto:HREagleby.SouthEast@deta.qld.gov.au">HREagleby.SouthEast@deta.qld.gov.au</a>	