Dear Applicant

Thank you for your interest in the Teacher Flying Squad service.

**ELIGIBILITY**
To be eligible for employment in the Teacher Flying Squad with the Department of Education and Training, you must meet the following requirements:

- be registered with the WA College of Teaching (WACOT). All queries regarding registration must be directed to WACOT [http://www.wacot.wa.edu.au](http://www.wacot.wa.edu.au)
- be registered with the Department of Education and Training. An Application for Employment form can be obtained by accessing the web on [http://www.eddept.wa.edu.au/teaching/](http://www.eddept.wa.edu.au/teaching/) or phoning the Staffing Directorate on 9264 4447 and ask to speak to a recruitment officer.

Please find attached:
- Teacher Flying Squad Information
- Application Form Teacher Flying Squad
- Teacher Flying Squad Selection Criteria

**Submitting an application for Permanent Teacher Flying Squad (1 Secondary position available)**
Your application for this position needs to include:

1. a completed Application Form Teacher Flying Squad
2. a resume (recommended length of three (3) pages), including the names of two referees
3. Expression of Interest addressing the selection criteria (recommended length of two (2) pages

**Submitting an application for Pool of Temporary Teacher Flying Squad (pool valid for 12 months)**
Your application for this position needs to include:

1. a completed Application Form Teacher Flying Squad
2. a resume (recommended length of three (3) pages, including the names of two referees

Applications close at 4.00pm on 17 June 2005. Applications should be forwarded to:

Private and Confidential
Staffing Consultant, Teacher Flying Squad
Staffing Directorate
Department of Education and Training
151 Royal Street
EAST PERTH WA 6004

If you require any further information regarding the position please contact the Staffing Directorate on 9264 4904.

Yours sincerely

NEIL WILSON
A/MANAGER, STAFFING
The Staffing Directorate has a need to fill short-term vacancies in remote and difficult to staff schools. In response to this need, a group of teachers referred to as Flying Squad has been established.

There are two categories of Flying Squad teachers:

**Category 1** – Teachers in this group would be expected to fill short-term vacancies at a variety of locations for a long-term period. There is a provision for a small number of teachers to be appointed in this capacity for two years.

**Category 2** – Teachers in this group are available to fill vacancies on a short-term basis.

Category 1 teachers are attached to a host school within a district (e.g., Lockridge SHS within the Swan District). These Flying Squad members fly or drive to the location of need, e.g., Eastern Goldfields SHS, and stay for the required period. Whilst at the relief location, they live in the GEHA accommodation vacated by the departing teacher or in motel style accommodation if GEHA housing is unavailable. On completion of the contract at the school (Eastern Goldfields SHS), the Flying Squad teacher returns to their attached school (e.g., Lockridge SHS) and fills a general relief teacher role within the district (e.g., Swan).

Category 2 teachers live in metropolitan and country areas and travel to any school in the state to fill short-term vacancies. Whilst at the relief location, they live in the GEHA accommodation vacated by the departing teacher or in motel style accommodation if GEHA housing is unavailable. Flying Squad members fly or drive to the desired location, usually for a minimum of four weeks, and stay until a long-term replacement teacher is found. When the Flying Squad teacher is no longer required, he/she returns home.

**Allowances**

The following conditions are offered to Category 1 - Permanent Flying Squad teachers:

1. A dislocation allowance of $10,000 per annum, paid on a fortnightly basis, in lieu of school and district allowances.
2. Travel expenses to and from the location.
3. Permanency after the satisfactory completion of two years of continuous service.
4. Assessment for permanency to be coordinated by the Manager of District Operations at the District Office of the host school.
5. Accommodation provided - either GEHA or other if GEHA not available.

The following conditions are offered to Category 2 - Temporary Flying Squad teachers (pool valid for 12 months):

1. Payment of the locality and/or school allowance applicable to other teaching staff at the school.
2. Accommodation provided – either GEHA or other if GEHA not available.
3. Travel expenses to and from the location.
APPLICATION FORM
TEACHER FLYING SQUAD

Personal Details:
Surname ………………………………Given name/s……………………………………
Home address…………………………………………………………………..Post code…………
Telephone…………………………..….Mobile………………………………………..
ID NUMBER…………………………..

FLYING SQUAD CATEGORY (Please tick below category applying for)

(1) PERMANENT……………………... (2) TEMPORARY…………………………

AREA OF TEACHING QUALIFICATION (eg Primary, Secondary)
………………………………………………………………………………………….

Area of experience (eg Upper Primary, Design and Technology, Science)
………………………………………………………………………………………….

DISTRICT LOCALITY AVAILABILITY (Please tick)

Esperance ☐ Goldfields ☐ Kimberley ☐ Pilbara ☐
Mid West ☐ Midlands ☐ Narrogin ☐

Period of Availability (Eg Term 3, Semester 2, number of weeks)
………………………………………………………………………………………….

Comments………………………………………………………………………………..
………………………………………………………………………………………….

Signature………………………………………….Date………………………………

Please return Application for Teacher Flying Squad form to Staffing Consultant
Teacher Flying Squad, Staffing Directorate, Department of Education and
Training, 151 Royal Street, East Perth WA 6004. Fax: 9264 5777
TEACHER FLYING SQUAD

Selection Criteria

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

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

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

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

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

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

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

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

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

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

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

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