



HR002	Staff Recruitment Policy
Purpose	This policy outlines the principles and procedures for recruiting teaching and non-teaching staff.
Authority	School Committee John Calvin School Association (JCSA) Constitution
Policy	JCSA is committed to a systematic, timely and consistent approach to recruitment in order to attract, select and retain staff in accordance with the Constitution and legal procedures.
Delegation	Administrator & Principal
Related Policies	
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Authorised by: Board Chairman	
Date:	
Author/Reviewer:	Aniek Olde – October 2018



HR002 Staff Recruitment Procedure

The recruitment process of JCSA is based on the following principles:

1. Only members of the Free Reformed Churches of Australia or one of its sister churches will be appointed to positions within our schools.
2. The appointment of teaching staff is one way that the Board fulfils its objective to ensure that philosophies, curricula, programs and methods are in harmony with the JCSA's foundation as defined in Article 2 of the JCSA Constitution.
3. All teaching appointments (including Education Assistant appointments) as well as senior management appointments will therefore remain the responsibility of the Board.
4. Administration and support staff may be appointed by the Principal, in conjunction with and after consultation with the Principal according to the guidelines outlined in the procedure.
5. All applicants will be assessed fairly and will be dealt with in a confidential manner.

Recruitment of Teachers, Education Assistants, Non-Teaching Staff, Senior Management

In recruiting teachers or other staff, the following procedure will be observed:

- Position advertised
- Applications scrutinised; candidates selected for interview
- Candidates interviewed; recommendation made to Board
- Appointment by Board
- Letter of appointment sent
- Appointment accepted

Advertising

All vacancies for teaching and non-teaching positions will be advertised (on at least 2 separate occasions) as deemed appropriate, either:

- internally (current staff)
- locally
- nationally
- internationally

The advertisement will state the nature of the position, any general and specific criteria which potential applicants must meet (including membership of the Free Reformed Churches of Australia or her sister churches), the contact details of the relevant Principal or Administrator (for further information and applications), the date at which employment commences, and the closing date for applications.

Note: In some circumstances, appointments may be made without advertising, for example; where the appointment may be for one year or less.

Advertising Internally

The position will be advertised to existing staff members as well as to the relief pool.

Note 1: Existing staff members will have a preference above members from the relief pool. It is to be understood that a change of position or location during the year may not be beneficial for the school and hence an application can be rejected.



Note 2: In case of a principal's position it is at the board discretion if the vacancy will be advertised internally and externally at the same time.

Note 3: Existing Staff interested in a vacant position only have to email their expressions of interest if it is a similar position. If it is a new position or promotion for the staff member, a full application pack will be required.

Scrutinising Applications & Interview Committee

Applications must include:

- completion of JCSA Application Form
- Reference from current pastor or ward elder
- Copy of Teacher's Registration Board of WA (TRBWA) Registration Certificate, or evidence they are working towards registration (if relevant to position).
- Proof of legal requirements, e.g. Working with Children Card, Police Clearance

Contact at least two referees, including previous employer (if applicable.) Suggested referee questions:

1. Do you believe the applicant has the ability to undertake this role successfully (if no, why?)
2. Does/did the applicant perform to, or above expectations? (if not, why?)
3. Do you believe that there are any aspects of this applicant's past performance that may benefit from further development, support or training? (If yes, which areas?)
4. Can the applicant build and maintain effective workplace relationships? (if not, why?)
5. Would you re-employ this applicant? (If not, why?)
6. Are there any additional comments you would like to make?

In the case of teaching applications, the Principal, Deputy Principal and a Board member will make up the Interview Committee. Together, they will scrutinise all applications and select candidates for an interview. Applications will be considered on the basis of professional qualifications, competence and commitment to Reformed Education and the Reformed faith as well as ability to carry out the required tasks.

In the case of Education Assistant applications, The Special Education Coordinator, together with the Principal, will scrutinise all applications and select candidates for an interview. These two will conduct the interview.

In the case of non-teaching staff, the principal and another staff member (e.g. Deputy Principal or Bursar) will make up the interview Committee.

In the case of Senior Management applications, The Board Chairman, Secretary, and another Board member, together with the Principal, will be appointed to the Interview Committee.

Qualifications:

Teaching applicants must have or be working towards registration with TRBWA. Having or working towards a Diploma of Reformed Education will be considered favourably.

Education Assistant applications for Kindergarten are required to hold at least Certificate III in Education Support. For all other EA positions it is preferred that applicants have formal qualifications (at least Certificate III in Education Support as well as Certificated IV if working with students with a disability) but this is not essential, provided the applicant can demonstrate sufficient ability to cope with the demands of the task. These demands will vary with each EA position.

Applicants for a Kindergarten teaching position must hold an approved Early Childhood teaching qualification or have sufficient experience in Early Childhood (see the Australian Children's Education and Care Quality



Authority – ACECQA – website for approved qualifications.) For other Early Childhood teaching positions (especially Pre-Primary) it is desirable that the applicant holds and approved Early Childhood qualification.

Competence:

Applicants must show evidence of competence in teaching and classroom management. A resume detailing teaching or any other relevant experience should be included with the application. References from previous employers and / or practice situations should also be included with application as proof of competence. EAs must be willing to work towards becoming competent in their area.

Commitment:

Applicants must be communicant members (members in the case of EAs) in good standing of the Free Reformed Churches of Australia or any sister church. It is expected that they will be active in their calling and commitment as Christians and they will be expected to provide evidence by way of personal reference from their minister or an elder of the church where they are a member.

Interview

The Interviewing panel will interview all applicants selected during the above process (refer to Appendix for possible questions).

The interview will endeavour to ascertain level of commitment to Reformed Education and also levels of competence in teaching and classroom management. Requirements specific to the position will also be discussed.

Following the interview(s) they will discuss the results to determine whether the interviewee would adequately fill the position and, in the event of there being more than one interviewee, which of them would be the most suitable.

A recommendation will then be made to the Board. The recommendation should include a copy of the application pack of the applicant being recommended, as well as a summary of the interviews of the other applicants.

Appointment by Board

The Board will study the recommendation and either accept it or reject it. In the event that the recommendation is accepted, the Principal will verbally advise the successful applicant that subject to the conditions being properly met, an appointment will be made. The Principal will also verbally advise the unsuccessful applicants, to be followed up in writing by the School Committee (application packs are to be returned with the confirmation letter).

The appointment is made subject to successful applicant being registered with TRBWA and obtaining a Working with Children Card.

Letter of Appointment

The School Committee will send a letter of appointment including the terms and conditions of employment to the successful applicant, which the appointee will be expected to sign and return. This will be held on file as contract.

Acceptance of Appointment

The appointment will be deemed to be accepted upon return of the signed letter.

A contract of employment is drawn and signed by both the successful applicant and principal.

Probation / Employment Period



Teachers will be subject to a one-year probation period. Subject to a positive result in the appropriate appraisals prior to the end of the year, full time teachers will be offered a permanent appointment. The Principal shall initiate the proceedings. Under certain circumstances, another year of probation can be offered.

The positions of part-time teachers and education assistants are reviewed in October of each year regarding re-employment for a further period of time. The Principal is to initiate these proceedings. Workloads may vary from year to year, or if the position becomes redundant or if it becomes more expedient to fill the position through redeployment of full time staff, the position will be annulled. Persons who hold these part time positions will be given six weeks' notice in the event that the position will cease.

Non-teaching staff traineeship appointments are subject to a three-month probation period.

Other Provisions:

Notwithstanding all of the above:

1. Where part time positions are increased, e.g. they may become full time from part time, the Principal, in consultation with the Board may decide to offer the additional employment to the person presently holding the position. In deciding whether or not to do this the Board will consider qualifications, competence, commitment and ability to carry out the task required in the school.
2. The Board and Principal will not redeploy part time staff whose positions have become redundant without properly following the procedure outlined for recruiting part time staff.
3. In the event of an emergency, such as a vacancy occurring at very short notice due to unforeseen circumstances, the Principal is empowered, as a temporary arrangement, to fill this position in the best possible way, for up to three months.



Appendix 1 Possible Teacher Interview Questions

General

1. Why did you want to become a teacher?
2. What makes a good teacher? What is the most important task/quality as teacher?
3. (if just finished prac) What did you learn in your last prac? What would you do different to your mentor?
4. Appointment as a teacher will be to the JCSA. Do you have any preferences for schools / grades?
5. What are your long term employment plans?
6. Are you involved in other activities/groups outside your work? What and why?

Teacher Relationships with School Ethos

7. Why did you apply for a job at our schools?
8. What does JCSA mean when it states a requirement for Reformed Teachers?
9. Give an example as to how Reformed Education is evident in the classroom.
10. Do you think it is important for teachers to reflect a reformed character in their lifestyle?
11. Have you completed your Reformed Education Diploma Course?
12. Are you a member/donor of the JCSA? Why? And would you become a member when you commence full time work?

Teacher Relationships with Students

13. What kind of students do you like to work with? What type of students could you teach most effectively?
14. How do you help students experience success?
15. How would you individualise instruction for students?
16. What procedures do you use to evaluate student progress besides using tests?
17. How would you challenge the slow learner and the advanced learner within the same class?

Teacher Relationships with Colleagues

18. Are you a team player?
19. What kind of teachers would you prefer to work with? Why?
20. What activities would you like to work with in our school?
21. What quality or qualities do you have that would enhance our teaching staff?
22. What are some personality characteristics you find undesirable in people?
23. Who should be responsible for discipline in a school? Why?

Teacher Relationships with Parents

24. What do you feel is the most effective way to communicate with parents? Describe how you have used this/these technique(s).
25. Describe the reasons why you would contact parents.
26. What would you include in your parent night presentations?



Instructional Techniques

27. Describe any school experience you have had, particularly in student teaching (or in another teaching position) that has prepared you for a full-time position at our school.
28. How would you integrate technology into the curriculum you would teach?
29. Describe any innovative projects you have been involved in developing.
30. What four words would students use to describe your teaching strategies?
31. What rules do you have for your classroom?
32. Describe your teaching style and how you accommodate the different learning styles of the students in your classes.
33. Are you creative / full of initiative (or the type that needs to be 'spoon fed')?
34. What do you consider to be your strengths and how will you use them in your teaching?



Appendix 2 Possible Teacher Aide Interview Questions

1. Why did you apply for the position?
2. Describe your involvement with children / people with special needs and how this may assist you in the task here. (Applicable to applicants with some experience).
3. What do you think makes a good teacher assistant?
4. How do you think your qualifications and/or experience will benefit you in your job here?
5. What do you perceive your role to be?
6. Are you creative / full of initiative? (or the type that needs to be 'spoon fed')? Are you confident in working and planning independently?
7. Swimming program – can you be of assistance with this?
8. What are your strengths?
9. What are your weaknesses?
10. What are your long term employment plans?
11. Pay & conditions...
12. Any questions of your own?



Appendix 3 Possible Secretary Interview Questions

Motivation

1. Why did you apply for this position?
2. What is the challenge for you?

Qualifications & Experience

3. How do you think your qualifications and experience will benefit you in this position?
4. What can you offer to the position and to the school?

Knowledge of the Job

5. What in your opinion makes a good secretary?
6. What kind of tasks do you expect you would undertake?
7. What experience do you have in admin work?
8. How familiar are you with Microsoft Office? MYOB? Access?
9. In your past jobs which programs have you used to do your various tasks? Invoices? Etc

Character & Personality

10. What kind of person are you? Describe your personality.
11. Are you an organised person?
12. Are you flexible? You can expect interruptions in a job like this; how will you deal with this? Give an example of this type of situation in your previous employment.
13. Are you an independent worker?
14. Strengths?
15. Weaknesses?

Initiative & Efficiency

16. Are you known for seeing what needs to be done? Are you able to take the necessary initiative to see beyond the obvious? Give an example.
17. Are you a fast worker? Efficient? What are the hallmarks of an efficient person?

Professionalism

18. Why is confidentiality so important?
19. (If they have children at school) how will you react to potential conflict of interest? (e.g. where discussion is held at school relating to your child or your child's class or teacher?)
20. How could we expect you to dress?

Flexibility & Commitment

21. Are you reasonably flexible re: when you can come in?
22. Would you be available for 'overtime' if necessary?
23. Would you be available for consultation with the Principal out of contact hours if necessary?
24. What about the home/work juggle...(if have children at school) how will you juggle this if they are sick?
25. What kind of commitment can you make to this job? Temporary? Longer-term?



Spiritual aspects

26. Do you think it makes a difference to role of secretary that you are Christian and a member of the same church as other staff and students?
27. How important are our schools? Why do we have them?

Pay & Conditions

Anything else / Any questions



Appendix 4 Additional Notes Regarding Applications From International Applicants

Applications from international applicants will be subject to the following conditions:

- No Australian applicant suitable
- Valid qualifications
- TRB membership must be applied for
- Visa (temporary, 457, working holiday)

Interview – as per normal

Recommendation to the board; Board appoints applicant under the additional condition that IELTS is successful.

English Tests IELTS

The International English Language Testing System (IELTS) test can be done in the land of origin at any time.

Test requirement for a Visa is a score of 7; for TRB a score of 8 is required to pass the test.

Teacher Registration Board of WA (TRBWA) Registration

All documents must be certified etc. The rest of the process is standard. If communication with the TRBWA office is difficult, it is advised to visit the TRBWA office.

From the TRB Website:

Section 9: English language requirements:

Australia's official language is English and it is therefore a requirement that persons who are College members and permitted to teach in Western Australian schools meet standards of competence in both written and oral communications in the English language. For the purposes of this section, "exempt" countries are Australia, Canada, Ireland, New Zealand, United Kingdom and United States of America as they are identified under Australian migration policy as not requiring any English language proficiency assessment.

1. An applicant who has shown evidence of being a native English speaker by being born in and having undertaken secondary education in English in an exempt country will be deemed to have met the English language proficiency requirements of the Act.
2. An applicant who has met all qualification requirements for registration as a Provisionally Registered Teacher or Registered Teacher through studies in English, in a recognised education institution and in an exempt country will be deemed to have met the English language proficiency requirements of the Act.
3. All other applicants are required to provide evidence of English language proficiency through submission of results, from one of the following tests which meet the required results. The date of the assessment must be within 2 years of the time of application for registration:
 - a. an IELTS (academic) assessment with an average band score of 7.5 across all four skill areas of listening, speaking, reading and writing – where there is no score below 7 in any of the four skills areas and a score of no less than 8 in speaking and listening; or
 - b. an ISLPR assessment with a score of level 4 in all four areas of listening, speaking, reading and writing – such assessments are only deemed valid if provided by approved testing sites where the



- c. assessment is teacher focused; There are currently no approved testing centres in Western Australia. or
 - d. a PEAT assessment with a score of A in all four areas of listening, speaking, reading and writing.
4. Where applicants for a Limited Authority to Teach (LAT) for the purposes of a LOTE program fail to meet the English language requirements of the College, a condition requiring demonstration of ongoing improvement in English language competency shall be placed on their membership.
 5. Any applicant that does not meet one of the above English language proficiency requirements directly but believes they do meet one of the requirements in an equivalent manner, may make an application to the Director for special consideration. This is to be done in writing using the relevant 'Application for Special Consideration of English Language Proficiency' application form.

VISA (Depending on the available time the following route can be taken):

1. Working holiday

The application can be made by the applicant. The process is simple and quick; it can be completed within a few weeks. This will give more time to apply for a different type of VISA. The disadvantage is that the applicant can only work for the same employer for a period of 6 months.

2. VISA 457

Requirement is the FRSA will have a valid business sponsorship. Every 2-3 years this has to be renewed. The application process can be done on line, and is reasonable straight forward. The application of Visa 457 is more complicated and is advised that the support from a migration agent is used.

A 457 VISA is valid for maximum 4 years. There are some conditions and requirements but not extraordinary.

As mentioned an IELTS test for the VISA of a score of '7' is required but for the WACOT a score '8' is necessary to pass the test.

A health check is required and can be done in the country of origin. The applicant can only work for the same employer.

Note: As employer, FRSA is responsible that the employee will have an additional private health insurance because most of the international applicants will not be covered by Medicare. Employees must be made aware of this extra cost. Payment of the additional insurance is about \$165 per month, depending on their personal situation (single or family). A part of the premium could be refunded to employee on a monthly basis. This will be part of the negotiations between FRSA and the future employee.

Negotiation: If required, FRSA will negotiate the visa expenses with the new employee. Depending on the situation of the FRSA, (how desperately do we need an overseas applicant) and the desirability of the applicant (he / she is coming to Australia anyway), the situation payment of these fees can be negotiated.

This relates to:

- Obtaining a visa
- Expenses of IELTS
- Cost of Health check
- Cost of flying to Australia and necessary removal
- Cost of private health insurance.