



Department of  
Education

**Shaping the future**

# Applicant Information

## Teacher Flying Squad





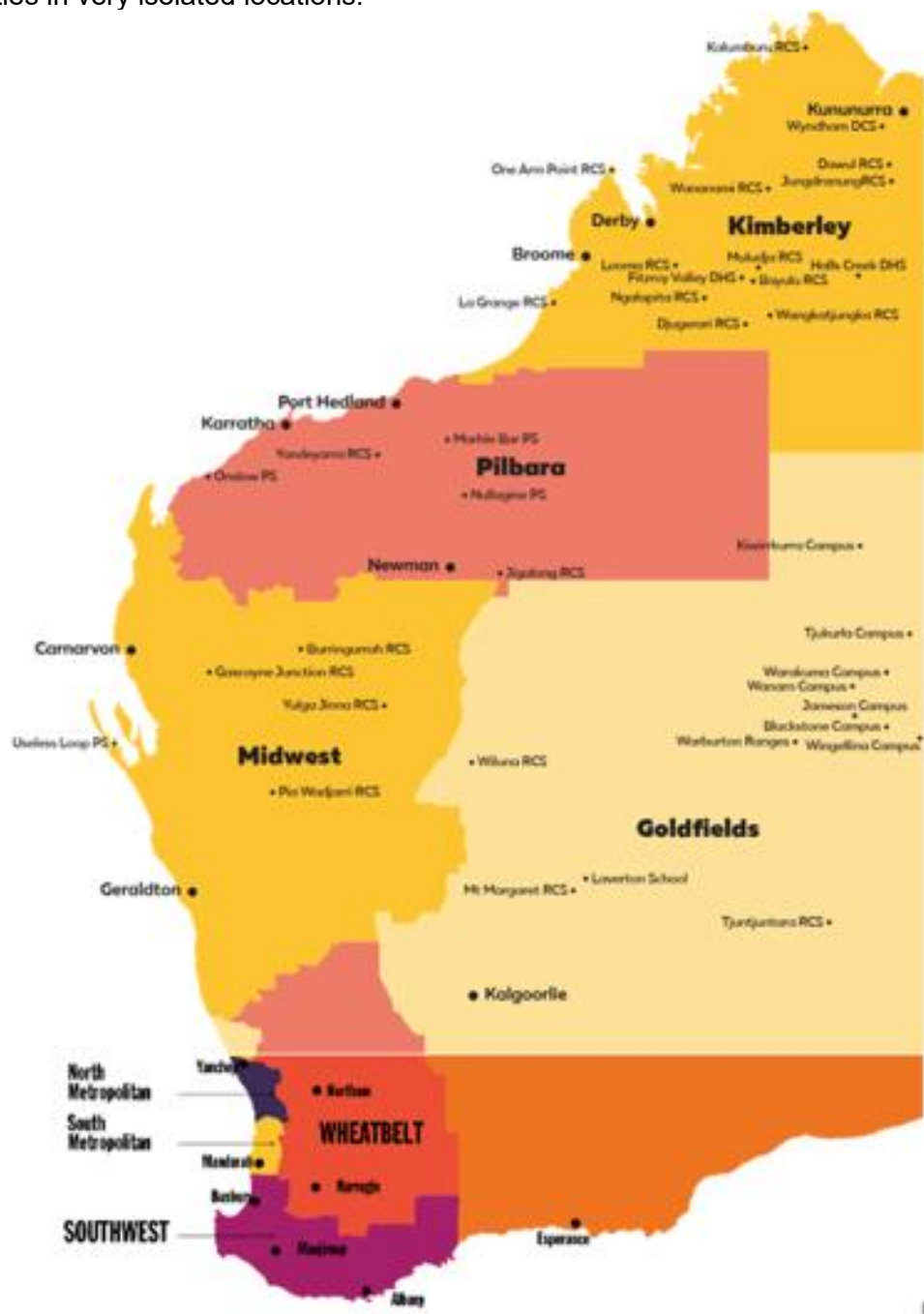
# Contents

<b>About the role .....</b>	<b>3</b>
<b>Our values.....</b>	<b>5</b>
<b>Eligibility .....</b>	<b>5</b>
Working rights.....	6
Criminal Screening and Integrity Checks .....	6
Working with Children Checks for child related work .....	6
Qualifications .....	6
<b>Applying to the Flying Squad Pool .....</b>	<b>7</b>
Writing your CV.....	7
Embedding cultural responsiveness.....	12
<b>What happens next .....</b>	<b>12</b>



## About the role

The Department of Education WA has over 800 public schools across WA that include Primary, Secondary, District and Senior High Schools and Specialist Education Facilities. These include schools in many regional and remote towns and locations, but also schools in our Aboriginal communities in very isolated locations.



Are you resilient and independent – ready to travel at short notice to any distant location in regional WA, to teach in a small primary or remote community school or a large district or senior high school? Do you have good teaching skills and strong classroom management ability? Do you have the flexibility and adaptability to adjust to different situations and circumstances?

If this sounds like you, then read on to learn more about the Flying Squad and why you should apply to the Teacher Flying Squad Appointment Pool.



Our Teacher Flying Squad service is primarily to assist schools that have an emergency need for a teacher to support students at that school where they don't have one. This is most often when the school has not been able to recruit a teacher to fill a fixed term or permanent vacancy and as a last resort, a Flying Squad teacher will be appointed to support the school while another recruitment attempt is made.

If the school continues to have no success in attracting teachers to their location, an extension of the initial Flying Squad appointment may be negotiated whilst the school continues their efforts to recruit to their needs.

Schools that need Flying Squad support are those that are the hardest to fill due to the location or remoteness, for example Port/South Hedland, Fitzroy Valley and the Wheatbelt or the Ngaanyatjarra Lands School campuses in the Goldfields on the WA/SA border are far less attractive than those schools on the coast such as Busselton, Esperance or Broome.

Teacher Flying Squad appointments are made for periods of between five and ten weeks in a range of schools with differing needs. On occasion, there may be a requirement for shorter term appointments and cover unexpected medical or unplanned leave as an example and where a school has no local relief options available.

The Flying Squad role requires teachers to be able to engage students quickly and readily and teachers will need to use a range of skills, have a strong knowledge of the curriculum and utilise effective classroom management strategies.

Teachers who have had success in the Flying Squad are teachers whose approach is flexible and adaptive, with a practical mindset, making themselves available to take up roles at the last minute and often outside their usual teaching areas to provide support to schools. Someone who can 'think on their feet'.

Often, the situation in a school that Flying Squad support is needed for can be dynamic and changing and your versatility to adapt in those teaching environments can be extremely useful and highly sort after.

This is a meaningful way to make a difference in your teaching career and enhance your own experiences as well as provide you the opportunity to see many different parts of Western Australia that many people in Perth will never get to see.

All travel and accommodation is funded by the Department for all Flying Squad appointments. Where you choose to travel in your own vehicle, the set WA Government rates for travel can be claimed and is based on the engine capacity of your vehicle. However, as it is not always possible to use your own car due to distance or location, alternative travel will be arranged for you.

Wherever possible, the Department will secure self-contained accommodation with some type of cooking facilities at your appointment. This will allow you a little living space and be able to prepare your own meals. Where this is not possible, a single room in a hotel or motel may be booked and meal costs can be charged to the room. Alternatively, teachers may elect to eat outside the establishment and should retain receipts for their meals so they can submit a claim for re-imbursement at the conclusion of the appointment.

Can we bring pets to our appointment? We often get the request to take pets when placed in a Flying Squad appointment. Please understand that it is not possible or practical to be able to take pets along with you for many reasons. Many accommodation options do not allow for pets and in small communities, there is no alternative accommodation option.

Additionally, it can also be problematic for partners to go along to the Flying Squad appointment if there is only single accommodation available at the location of a posting.



## Our values

Our people are guided by our shared values and embody them in their work and interactions with students, parents and carers, each other and our wider communities. You are encouraged to [familiarise yourself with them](#) and represent them in your communications with us.



## Eligibility

The Department has specific eligibility requirements for each job. The vacancy for which you are applying outlines these requirements. The following requirements must be met and maintained if you work at one of our schools:

- Working rights (including any visas)
- Criminal screening and other probity checks
- Working with Children Checks for child related work
- Qualifications and essential requirements for some roles.

Teachers and school administrators (Principals and other leadership positions in schools) are also required to maintain appropriate professional registration with the *Teacher Registration Board* of Western Australia. Find out more about the *Teacher Registration Board* at [trb.wa.gov.au](http://trb.wa.gov.au).



## Working rights

Non-permanent residents with working rights, and temporary visa holders with working rights are eligible to be appointed to fixed term (temporary) positions. Some visas restrict the number of hours you can work, or the locations you can work in.

Please check this carefully before applying. It is your responsibility to maintain appropriate working rights while you are employed with us. If your situation changes, you must update us immediately.

**Find out more** about working rights, visas, and your personal situation through the Department of Home Affairs – [homeaffairs.gov.au](https://homeaffairs.gov.au).

## Criminal Screening and Integrity Checks

We have a strict 'no screen, no start' policy, requiring all prospective employees to have screening clearance prior to commencing employment with us. This is in the form of a screening clearance number (SCN), which is only granted when you have cleared the *Nationally Coordinated Criminal History Check* (NCCHC).

**Find out more** about our screening process – [education.wa.edu.au/employment-eligibility](https://education.wa.edu.au/employment-eligibility)

**Find out more** about the Nationally Coordinated Criminal History Check – [education.wa.edu.au/ncchc](https://education.wa.edu.au/ncchc).

## Working with Children Checks for child related work

You will be required to demonstrate that you hold a valid Working with Children Check while you are engaged in child related work. You do not need this to apply for positions but must have applied for it at the time of commencement and maintain it during your employment.

Working with Children Check applications are received and processed by the Department of Communities.

**Find out more** about applying for a Working With Children Check [education.wa.edu.au/wwc](https://education.wa.edu.au/wwc)

## Qualifications

We require our teachers to hold a recognised teaching qualification to be employed in our schools, including relief teaching, and be registered with the Teacher Registration Board of Western Australia.

Teaching qualifications must be a four-year Bachelor of Education, or a three-year (minimum) degree, in conjunction with a Graduate Diploma of Education, or a Master of Teaching delivered at Australian Qualifications Framework level 8 or above.

Find out more about the Teacher Registration Board at [trb.wa.gov.au](https://trb.wa.gov.au), teacher qualifications and the Australian Qualifications Framework at [education.wa.edu.au/teacher-qualifications](https://education.wa.edu.au/teacher-qualifications)



## Applying to the Flying Squad Pool

### Submitting your application

Applications for the Teacher Flying Squad Pool must be submitted through JobsWA, and include the following documents:

- A comprehensive, up-to-date CV, of no more than five pages and must include two professional referees with contact telephone and email addresses. Where possible these should include your current or most recent line manager.
- Identification (i.e. birth certificate, or a current and valid passport). Please note, we do not accept driver's licence. If you provide documents under different names, you will also need to provide evidence of your name change.
- Eligibility to work in Australia, if your identification documents are not issued in Australia or New Zealand, evidence includes:
  - Australian or New Zealand citizenship
  - Valid Australian work visa with date of entry – [Visa Entitlement Verification Online \(VEVO\)](#)
- Academic transcripts identifying your course of study, including copies of undergraduate degrees and any postgraduate qualifications (if applicable). Your transcripts must include:
  - your name
  - university name
  - course name
  - units completed
  - course completion or conferral date.
- If you are in a current contract or a permanent employee with the Department, you will be required to provide evidence of school approval.

### Writing your CV

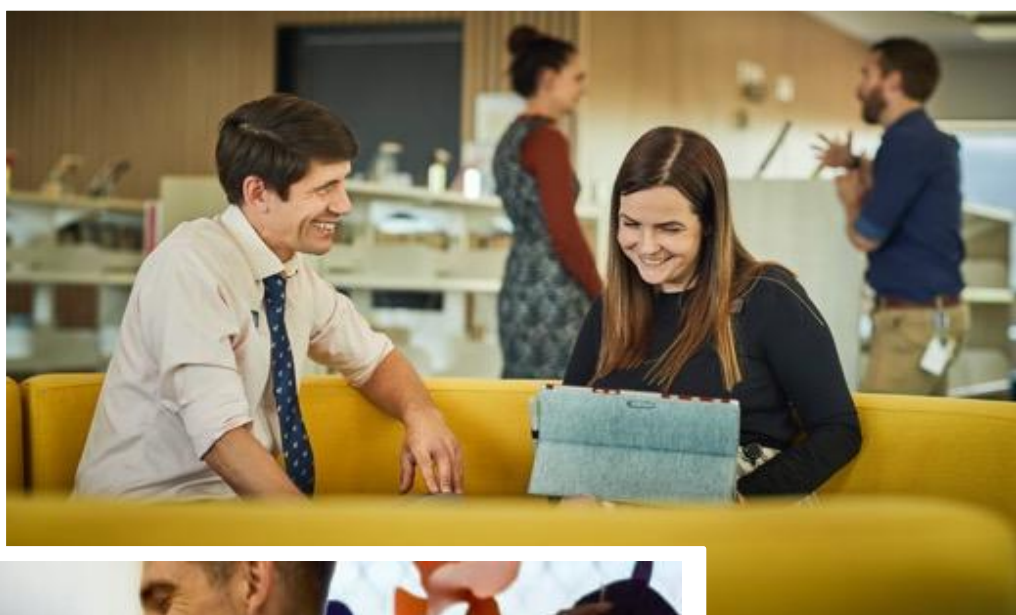
Your CV is a summary of your work history, qualifications and experience. It is important that it is comprehensive yet concise enough that Principals can get a reasonable sense of who you are as a professional, to consider how you might complement their current staff, and the needs of the school.

Where you are able, set aside time with a colleague, or your line manager, to work through your CV with them. Having worked directly with you, they may be able to help you identify suitable examples to highlight, or provide feedback on the content of your CV.

Where relevant, include the outcomes of tasks, roles or responsibilities you have had. You may even align these to the Domains.

There is no standard template for your CV, as it should reflect your own style and experiences, however, we have included one on the following page to get you started. It contains some common elements which could be included, and examples in each section of how you may choose to represent your information.







## Your name here

**A:|** your address

**P:|** your phone number

**E:|** email address

**Teacher Registration:|** registration number, state of issue, and expiry

**Working with Children Card:|** card number, and expiry

### Professional summary

This is a short paragraph outlining your experience, achievements, area of speciality, industry training, point of difference and the like. Think of it like an ‘elevator pitch’ and keep it to no more than a third of a page.

Here is an example:

I am an experienced and innovative classroom teacher, working across primary and district high schools in both primary and secondary environments. As a successful middle secondary teacher, and a numeracy and mathematics coordinator, I have developed several programs for my schools, and wider school community such as Melbourne High School mathematics community engagement program.

Having recently completed further university studies to qualify me to teach secondary mathematics to ATAR level, I am able to leverage my skill and enthusiasm for mathematics education, into teaching mathematics through to year 12.

### Qualifications

Provide details of your teaching qualification. Also include any additional qualifications you have gained (i.e. certificates to deliver VET courses). If it is not clear from the title of the qualification, provide a short summary of what you are qualified and prepared to teach.

You may also choose to change the heading to ‘qualifications and awards’ if you have received recognition for your work in a formal way.

**Note:** Professional development should not be included here. There is a section for this further down in the template.

### For example:

**2010 Bachelor of Education (Primary)**

*Melbourne University*

**2019 Graduate Certificate of Education (Mathematics)**

*Swinson University*

This qualifies me to teach secondary mathematics up to year 10.

**2020 Graduate Certificate of Education – Mathematics Education (Specialist and Methods)**

*Swinson University*

This qualifies me to teach secondary ATAR Mathematics.



## Relevant work history

The key word here is 'relevant' – consider what you include here, after you research the position. Think about your skills, experience and abilities in relation to the role that is being advertised. Making strong statements about your relevant work history and the outcomes achieved – rather than listing duties of the role – will allow the reader to better understand how you apply your knowledge, skills and abilities.

You should include:

- Positions that you have held that relate to the role, starting with the most recent.
- Details of these positions (i.e. the name of the school or organisation, your position title, the dates that you worked there)
- Short statements about what you did in the role, key achievements or programs you were involved in.
- Shorter outlines for positions that were further back in your career.
- You need not include work history that is not relevant to the role (i.e. unrelated part time jobs while studying)

For example:

---

**2018 – 2021**

**Middle School Mathematics Teacher,**

**Numeracy Coordinator**

**Year 7 Head of Year Coordinator**

*Melbourne High School*

While working in this role, I:

- Coordinated specialist support case management, in collaboration with parents, involving speech pathologists and therapists to develop and deliver differentiated curriculum for diverse groups of year 7 – 9 students, with disabilities and learning difficulties. As we neared the end of the year, I also worked closely with local primary schools to assist in the transition of year 6 students with special needs. All students and families were included in discussions, open nights and webinars, and transitioned well into secondary schooling.
- Assumed additional duties as the numeracy coordinator and mentored my colleagues in contemporary mathematics strategies. During my time in this role, the school had a noted improvement in their NAPLAN mathematics results. This was celebrated in the school community, leading to my development of the school's gifted and talented program for maths, and a mathematics outreach program.
- Engaged with the school community through being the staff representative on the school board, and an active member of the P&C.

My key achievements in this role:

- In collaboration with a colleague, I developed a community mathematics engagement program which invited parents into school after hours for a series of fun workshops. This resulted from conversations with my students' parents, who were anxious in helping their children with maths homework.



Teachers across the school noted a twofold improvement from these workshops – a reduction in student anxiety about completing homework, and higher achievement levels. Due to their success, they ran for three years, and were attended by 49 families.

- Introduced online parent meetings (through Webex) across the school, offering working parents or those with other commitments the opportunity to engage with their child's teacher face to face. I upskilled colleagues and developed user guides for teachers and parents. In 2020, there were 43 online parent meetings, and the school still offer it as an option.

### **Professional learning**

Here, you would include relevant training or professional learning, other than your teaching qualification. This may change, depending on the role you are applying for. Ideally, as well as providing details of the training or professional learning, try and demonstrate how this has improved your practice or has made an impact for others.

You may organise these in date order, or group them according to type (i.e. literacy training, digital technologies, community engagement etc). Unless it is specific to the role, there is a preference to capture only contemporary training and professional learning, from the last 3-5 years.

### **Optional: Professional associations**

List all current professional associations (such as the Mathematical Association of Western Australia, WA Music Teachers Association, Australian Literacy Educators Association) including the type of membership and date joined.

### **Referees**

It is important that you select referees that can accurately comment on your skills and abilities in relation to the position, and the claims that you have made in your application. It is important to have a discussion with your referees, so they are aware you have nominated them.

While it may not always be possible, you are encouraged to include your current line manager as a referee. Suitable alternatives may include a mentor teacher from your teaching practicum, a former line manager or head of department. They may be comfortable in providing their personal or mobile number, so they can be contacted during school holidays.

Remember to note their relationship to you at the time you worked with them (i.e. current manager, former manager, former colleague).



## Embedding cultural responsiveness

We expect that all staff in public schools are culturally responsive, and this should be evident within your written application.

Being culturally responsive requires a commitment to ongoing self-reflection, expansion of knowledge and improving practices through working collaboratively with colleagues and the community.

Your approach will be flexible and adaptive, as you understand the nuances and implications for your teaching, as you get to know students and their families.

You value and respect Aboriginal languages, cultures, people and their connection to Country, and see your students' cultural identities as a strength. Access the Department's [Aboriginal Cultural Standards Framework](#).

## What happens next

This is a recruitment pool for appointments to be made commencing January 2026.

The role requires you to:

- be ready to go at anytime
- be flexible and resilient
- be able to engage students using a range of skills quickly and readily
- have strong curriculum knowledge
- be able to use effective classroom management strategies.

Your referees may be contacted about your performance in relation to the job-related requirements and/or to confirm information you have provided about your previous work experience. You can accept or decline appointments as offered and will generally remain in the pool for the school year.

If you are appointed to another position in the Department for a period of 3 months or greater you will need to advise our team. You can also withdraw from the pool at any time.

If you want to make a difference and support our regional and remote schools and students, then come join our Flying Squad team and apply now.



