

Change 2 Teaching – Initial Teacher Year 1

STATEMENT OF DUTIES

DECEMBER 2025

Number	Generic
Portfolio	Schools and Early Years
Branch	Specified Learning Services
Section/Unit/School	Specified School or College
Supervisor	<p>Direct supervision will be provided by an assigned Supervising Mentor Teacher(s)</p> <p>Line management for this position will be provided by the relevant Principal, School Business Manager and/or Change2Teaching Program Coordinator</p>
Agreement	Schedule 4 – Teachers Agreement 2023
Award	Teaching Service (Tasmanian Public Sector)
Classification	Change2Teaching Initial Teacher Year 1
Employment Conditions	<p>Fixed-term, Part-time</p> <p>Term 1, Year 1:</p> <p>0.4FTE from commencement of appointment.</p> <p>Term 3, Year 1:</p> <p>0.6FTE from commencement of Term 3</p> <p>As part of the study requirements employees will also be required to remain on site for onsite study at a HUB or Spoke school location, in addition to the paid hours of FTE worked above.</p>
Location	Statewide

Context

The Change2Teaching (C2T) program provides a 2-year pathway for degree-qualified individuals to transition to a Teaching career.

Participants are able to earn a salary while they learn, with the Program requiring participants to undertake a Master of Teaching while gaining practical teaching experience as a Department for Education Children and Young People (DECYP) employee.

Primary Purpose

The Change2Teaching Initial Teacher Year 1 will provide support with classroom instruction and student learning through instructional and differentiated support.

This includes facilitating small group work and one on one learning activities and building competencies in planning, teaching and assessing. Additionally, occupants will assist students with diverse needs in key areas such as Literacy and Numeracy.

Level of Responsibility/Direction and Supervision

A supervising mentor teacher will maintain duty of care for the class at all times, and the occupant is not left unattended in the classroom at any time.

Under the general instruction of the supervising mentor teacher, the occupant is responsible for the efficient practice, application and/or completion of tasks while maintaining regular ongoing lines of communication with the supervising mentor teacher to support student learning. The occupant assists with the physical and emotional well-being of a student or group of students.

Tasks are undertaken according to established guidelines, systems and processes with the supervising mentor teacher's guidance to achieve specified outcomes. The occupant is expected to exercise independent judgement, creativity and initiative with general instruction provided by the supervising mentor teacher.

During the period of the appointment, employees are required to:

- Successfully complete DECYPs Child Sexual Abuse Awareness Training;
- Successfully complete DECYPs training in Conduct and Behaviour Policy and Standards;
- Successfully complete Mandatory Reporting Training modules;
- Apply for and be granted a Limited Authority to Teach (LAT) from the Teachers Registration Board (TRB) for Year 2 of the Program;
- Complete the UTAS Master of Teaching in the allocated time provided.

It is the responsibility of the occupant to actively participate, promote and model behaviours which are consistent with the Department's commitment to the safety and wellbeing of

children and young people. This includes the prevention, identification and reporting of child abuse and behaviours which are not consistent with the Department's values.

The occupant is responsible for complying with all Agency policies and procedures, including those relating to fraud and corruption control, record management, confidentiality, conduct and behaviour, mandatory reporting, education, training and assessment.

The Department has a range of delegations across the operational portfolio's which include Finance, People Services and Support (HR) and Facilities. The occupant is responsible for ascertaining the delegations that are assigned to these duties and is expected to exercise any applicable delegations prudently and in accordance with a range of Acts, Regulations, Awards, administrative authorities and functional arrangements.

Primary Duties

1. Assist teachers and students during designated contact hours, both inside and outside the classroom, to enhance learning experiences and provide targeted support.
2. Participate in all stages of the planning cycle; observe and contribute to co-constructed learning plans, and document student observations and learning progress for the class teacher's (supervising mentor teacher) records.
3. Support and facilitate small group, one-on-one and class instruction tailored to individual student needs, reinforcing concepts introduced by the classroom teacher.
4. Support the planning and preparation of the learning environment by organising materials, supplies, and technologies, and implementing instructional activities and assessment templates as guided by the supervising mentor teacher.
5. Assist in gathering and recording qualitative and quantitative data to support the monitoring, assessment, and reporting of student achievement and progress.
6. Provide additional assistance to students from diverse backgrounds, including those with special needs and Aboriginal students, and actively participate in staff meetings, team planning, and ongoing professional learning.
7. The incumbent can expect to be allocated duties, not specifically mentioned in this document, that are within the capacity, qualifications and experience normally expected from persons occupying positions at this classification level.
8. In accordance with the *Work Health and Safety Act 2012* the incumbent will actively participate in and contribute to the maintenance of safe working conditions and practices, including the development and implementation of improvement initiatives, safeguarding practices and all mandatory training requirements.

Selection Criteria

The following specific selection criteria must be addressed by candidates. The nominated position objective and duties contained in this statement of duties must also be used to assist in the interpretation of these selection criteria.

1. Demonstrated understanding of, or the ability to quickly acquire knowledge of, general educational processes and methods to effectively support students with diverse learning abilities.
2. Well-developed written, verbal, and interpersonal communication skills, with the ability to engage and collaborate effectively with students, staff, families, and individuals from diverse cultural and linguistic backgrounds.
3. Proven ability to work collaboratively as part of a team in an educational setting, contributing to the planning and implementation of instructional activities that enhance student learning outcomes.
4. Strong personal attributes including flexibility, initiative, and adaptability, with a demonstrated capacity to respond proactively to changing classroom needs and priorities.
5. A genuine commitment to developing the ability to support students from a range of backgrounds, including those with special needs and from Aboriginal and Torres Strait Islander communities, in a respectful and inclusive manner.
6. A demonstrated capacity to commit to the Department's values, with the ability to apply them through individual behaviours and actions.

Requirements

Registration/licences that are essential requirements of this role must remain current and valid at all times whilst employed and the status of these may be checked at any time during employment. It is the employee's responsibility to advise the Department if there is any change to the status of a registration/licence. This includes notifying the Department of any new criminal charges or convictions and/or if a registration/licence is revoked, cancelled or has conditions applied.

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- Essential**
- Current Tasmanian Registration to Work with Vulnerable People (Registration Status – Employment)
 - Successful completion of a Bachelor degree in a non-education discipline at an approved tertiary education institution
 - Enrol and be accepted into the Master of Teaching program at UTAS

Working within the Department for Education, Children and Young People



Connection



Courage



Growth



Respect



Responsibility

Our values of **Connection, Courage, Growth, Respect, Responsibility** represent the foundation of our Department's culture and guide us in all that we do to ensure **Bright lives. Positive futures** for every child and young person in Tasmania.

We bring our values to life through our everyday behaviours and actions. We want to attract, recruit and retain people who uphold these values and are committed to building a strong values-based culture.

Our Department is committed to building inclusive workplaces and a workforce that reflects the diversity of the community we serve. We do this through a culture that ensures everyone is respected, and has equal access to opportunities and resources. We recognise and respect individual differences as well as people's career path, life experiences and education, and we value how these differences can have a positive influence on problem solving, team dynamics and decision making within our organisation.

We are committed to providing a safe workplace for all employees and have zero tolerance to all forms of violence, including child abuse and harm. The Department is a smoke-free

work environment, and smoking is prohibited in all State Government workplaces, including vehicles and vessels.

Employment within the Department is governed by the *State Service Act 2000*. All employees are responsible for ensuring that the standards of behaviour and conduct specified in the State Service Principles and Code of Conduct are adhered to. All employees are expected to act ethically and with integrity in the undertaking of their duties. Employees who breach the code of conduct may have sanctions imposed.

The State Service Principles and Code of Conduct are contained in the *State Service Act 2000* and can be found on the State Service Management Office website at <http://www.dpac.tas.gov.au/divisions/ssmo> together with Employment Direction No. 2 *State Service Principles*. All employees must read these and ensure they understand their responsibilities.

All employees are expected to utilise information management systems in a responsible manner in line with the DECYP Condition of Use policy statement located at [Department for Education, Children And Young People: Information technology policies](#)

Commitment to Children and Young People

This is a Department built entirely for children, young people and their communities. Our ultimate goal is to work together to ensure that every child and young person in Tasmania is known, safe, well and learning. The child is at the centre of everything we do, and the way we do it.

The Department is committed to providing a culturally safe environment which upholds the safety and wellbeing of all children and young people in Tasmania. The Department's Safeguarding Framework, *Safe. Secure. Supported.* underpins this commitment.

All employees must demonstrate and model behaviours which value and respect children and young people, show a commitment to child safety and wellbeing, and display an understanding of the developmental needs of children and culturally safe practices relevant to their position.

APPROVED BY PSS DELEGATE: 973874, Director Recruitment, Payroll, Systems & Data – 05/12/2025 BE

Request: Date Duties and Selection Criteria Last Reviewed: 12/25 DN
