



Application Guide



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Teach where you're truly needed with the Department for Education, Children and Young People

Step 1 – Read and save a copy of this guide

Step 2 – Read and save the statement of duties

Step 3 - Apply!

1 Understanding the selection

The selection process begins once applications for the vacancy have closed. A selection panel assesses the applications, undertakes any interviews and makes a recommendation on who is the best candidate for the job.

Each selection process for vacancies within DECYP may vary slightly, using different methods to determine who is most suited to the vacancy. The selection process for this campaign will include the following steps;

1.1 Application

Open for application for permanent teaching opportunities between 1 and 21 July 2026.

Applicants must:

- Complete the **online application form** to provide details on:
 - Personal contact info
 - Qualifications/Registrations
 - Skill set/Areas of expertise
 - Preferred hours of employment
 - School location preferences
- Upload a **short form application (SFA)** (recommended one to two pages).

The SFA replaces the requirement to provide lengthy written responses against each selection criterion. It should outline your experience, skills and knowledge relating to the either the [Teacher](#) statement of duties, or the [Specialist VET Teacher](#) statement of duties with a focus on how you achieved outcomes. You are encouraged to use examples to support your response.

- Upload an up-to-date **resume** (up to four pages)

Your resume should be concise, it should demonstrate your relevant experience and achievements to the panel, as well as summarise any relevant education, qualifications and/or training history.

- Provide contact details of **two referees**.

One referee needs to be your current Principal (who can comment on your current teaching practice). The second referee can be either your most recent previous Principal, or a current educational leader, such as your current Assistant Principal etc.

If you are due to graduate this year, we require two practical placement supervisor referees.

The nominated referee must be well qualified to comment on your teaching experience and capacity to fulfil the requirements of the role of Teacher.

If shortlisted for interview from your written application, your referees will be contacted at that point.

It is good practice to speak to your referees prior to nominating them, alerting them to the vacancy you are applying for. We encourage you to let them know they will be contacted by email. Please speak with the contact person if you have any concerns about this.

We are unable to accept References from a family member, relative or close friend.

1.2 Shortlisting

The panel will consider your SFA together with your resume when assessing your application. All applicants (successful or unsuccessful) will be notified via email of the shortlisting outcome by 5 August 2026.

1.3 Referees

Your nominated referees will be emailed a request to complete an online referee report between 5 August and 7 August 2026.

Your referees will be asked to respond about your skills and knowledge based on the requirements of the position as well as your experience and general work behaviour and performance.

1.4 Interview

If you are shortlisted, you will have the opportunity to book in for an in-person or online interview via Microsoft Teams.

We support reasonable adjustments during every step of the recruiting process. Everyone's needs are different, so if you'd like to talk about what support might help you, please reach out to the contact person listed in the job advertisement. We'll work with you to make sure you can fully take part in the selection process.

INTERVIEW SCHEDULE

Southern	Northern	Online
In Person or Online	In Person only	Online
Professional Learning Institute & Online	CH Smith Building	Online
9 Timsbury Road, Glenorchy & Online	20 Charles Street, Launceston	Online
24 & 28 August, 2 & 3 September	8,9 & 10 September	25 & 26 August

A series of questions relating to the role is used to enable the panel to assess each applicant. You will receive your interview questions 15 minutes prior to your interview.

1.5 Selection

The selection panel will make a recommendation to the Head of Agency (or delegate) as to who should be appointed to the vacancy. If the recommendation is accepted, then an offer of employment will be made.

All applicants will be advised of the outcome of the selection process.

If your application is unsuccessful, you can request post-selection feedback to discuss your application and how you can improve your prospects in future selection processes.

1.6 Placement/Offer of employment

Following the completion of interviews and the finalisation of the selection process, Regional People and Culture Partners in conjunction with Principals will match successful applicants to vacancies, based on qualification/skill set and nominated location preferences.

You will be contacted via phone and/or email when matched with a vacancy and offered a location. The offer will need to be accepted or declined within two-weeks from the time such is provided.

Principal contact details will be provided for you to arrange a discussion and find out information in relation to the school context.

Finding the best fit between candidates and opportunities is rarely straightforward and often involves balancing multiple factors. We appreciate your patience while we navigate this process.

1.7 Confirmation of appointment

Your appointment is dependent on you obtaining your qualification, Registration to Work with Vulnerable People and your Teacher Registration issued in Tasmania.

You will receive employment correspondence detailing start date, location, hours of work and salary range.

Salary placement will be in accordance with your qualifications and experience.

A copy of your qualification(s) and/or official academic transcript and a statement of employment relevant to your teaching service (from current/previous employers) is required by the Department to determine where your salary would commence.

2 Application Checklist

End-to-end statewide selection timeframes vary dependent on a number of factors. Providing all required documentation and being sincere with your employment location preferences is of great importance. Before you lodge your application, please check that:

- you have all the information you need to decide to apply, noting that in some cases relocation may be required
- you have provided honest location preferences on your application form
- you have written your SFA
- your resume or CV is included and up to date

- your contact details are current
- your referee contact details are current and correct
- you are aware of the requirements to apply for and obtain Teacher Registration and Registration to Work with Vulnerable issued in Tasmania prior to commencement date

3 Getting Started – What do I need to know?

Essential Requirements - Teacher

To be eligible to be appointed as a Teacher, it is the responsibility of the applicant to ensure you meet the essential requirements prior to the commencement date. Essential requirements are additional elements which you must meet in order to successfully undertake the duties and responsibilities of the position.

Essential:

- Qualifications as established by the Tasmanian Industrial Commission in the Teaching Service (Tasmanian Public Sector) Award 2005.
 - Visit www.tic.tas.gov.au
- Current teacher registration (Provisional or Full Registration) granted by the Teacher Registration Board Tasmania (TRB).
 - Visit www.trb.tas.gov.au
- Current Tasmanian Registration to Work with Vulnerable People (RWVP) - Class of Registration – Employment/Volunteer.
 - Visit [Registration to work with vulnerable people \(cbos.tas.gov.au\)](http://Registration to work with vulnerable people (cbos.tas.gov.au)
- be either an Australian citizen, a permanent resident of Australia, a New Zealand citizen with a current New Zealand passport or hold a current visa that allows you to work within Australia.
 - Refer to [Immigration and citizenship \(homeaffairs.gov.au\)](http://Immigration and citizenship (homeaffairs.gov.au)

Essential Requirements – Specialist VET Teacher

To be eligible to be appointed as a Specialist VET Teacher, it is the responsibility of the applicant to ensure you meet the essential requirements prior to the commencement date. Essential requirements are additional elements which you must meet in order to successfully undertake the duties and responsibilities of the position.

Essential:

- Current teacher registration (Specialist VET) granted by the Teacher Registration Board Tasmania (TRB).
 - Visit www.trb.tas.gov.au
- Vocational competencies and current industry skills combined with an appropriate level of knowledge and experience relevant to the identified delivery area and commensurate to the level of the training and assessment being delivered.
- As per the requirements detailed in the Australian Skills Quality Authority Standards for Registered Training Organisations (RTOs) 2015, the occupant must have either a TAE40116/TAE40122 Certificate IV in Training and Assessment or its successor.

OR

- TAE40110 Certificate IV in Training and Assessment, and the following credentials;
 - Address adult language, literacy and numeracy skills either TAELLN411 or TAELLN401A or its successor, and;
 - Design and develop assessment tools either TAEASS502 or TAEASS502A or TAEASS502B, or its successor.

OR

- A diploma or higher-level qualification in adult education.

OR

- A Bachelor of Education or Graduate Diploma of Education and obtainment of either TAESS00019 Assessor Skillset (TAEDES411, TAEASS412, TAEASS413) or TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set (TAEPDD401, TAEDES411 TAEASS412, TAEDES412, TAEASS413).
- Current Tasmanian [Registration to Work with Vulnerable People \(RWVP\)](#) - Class of Registration – Employment/Volunteer.
 - Visit [Registration to work with vulnerable people \(cbos.tas.gov.au\)](http://cbos.tas.gov.au)
- be either an Australian citizen, a permanent resident of Australia, a New Zealand citizen with a current New Zealand passport or hold a current visa that allows you to work within Australia.
 - Refer to [Immigration and citizenship \(homeaffairs.gov.au\)](http://homeaffairs.gov.au)

Desirable:

- Experience in a vocational education training environment.

Existing Department employee – can I apply?

If you are an existing Department non-teaching permanent employee (for example, permanent Teacher Assistant undertaking fixed-term teacher work) you are eligible to apply.

Existing permanent teachers (including those in the Flexible Teaching Pool) need not apply. If you are looking to change location, please contact your current Principal in the first instance and discuss the Teacher Transfer process.

How do I submit the application?

Applications must be submitted online by the advertised closing date and time via [Tasmanian Government Jobs - Department for Education, Children and Young People](#).

Find the relevant vacancy and click the 'Apply now' button.

You will be prompted to complete an online application form including the details of two referees, attach your SFA and resume.

Ensure all your documentation is correct and has uploaded properly. Once your application has been submitted you are unable to make further changes to most of your information.

You will be sent an email acknowledging your application has been received.

If you cannot submit your application online or wish to amend uploaded documents, please email Teacher.Recruitment@decyp.tas.gov.au before the closing date and time.

How do I consider my placement preference?

The application form will ask for nominated preference(s) of Schools within Tasmania where you are wanting to work. Your preference is a large factor in the determination of the employment offer. *Please note, it may not always be possible to offer within your preferences.*

Permanent opportunities are available across District Schools, High Schools, Isolated Schools, our Hard-to-staff Schools and Support Schools.

Not all Department schools are included in this process as they do not have current permanent vacancies. It is important to select your preferences as a true reflection of your circumstances as suitable applicants will be offered employment within these preferences.

Ensure you have researched the regions and municipalities on the [DECYP School Map](#) to inform your choice of preferences. It is encouraged to download the [Teacher Incentives and Allowances](#) document for information on additional payments that will supplement your annual salary and perhaps inform your choices as some regional or high priority locations attract additional allowances.

I am interested in working with students with disability. Where are the Support Schools?

The Departments' Support Schools build inclusive school communities focused on ensuring all students with disability are supported to learn, contribute and participate in all aspects of school life.

The teaching staff work collaboratively with families, therapists and other key stakeholders (including mainstream teachers for dual enrolled students) to develop a personalized Individual Education Plan (IEP) for all children. The IEP combines multi-disciplinary approaches with the aim of students achieving their personal best through authentic and relevant learning experiences aimed at developing and enhancing academic skills, social competencies, and daily living and recreational skills. For more information:

[North-West Support School](#)

[Northern Support School](#)

[Southern Support School](#)

If you are interested in employment opportunities within these schools, please select '**Students living with disability**' in the application form.

Support Teacher positions – are there any?

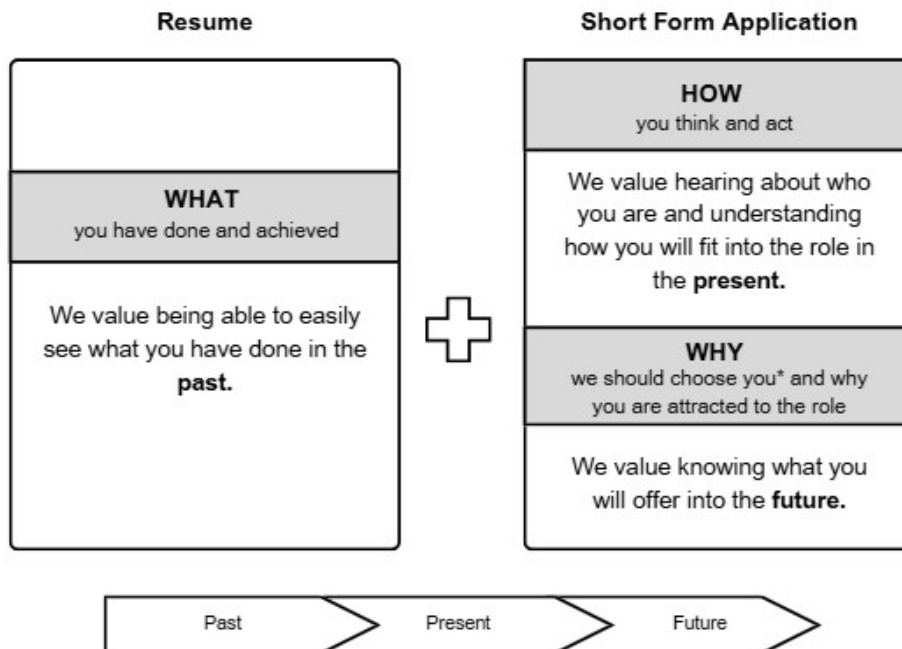
In addition to the above, there are also opportunities to be a Support Teacher. Schools are provided a support teaching staffing allocation that enables them to build capacity of school staff to maximise the educational opportunities, engagement and learning outcomes for students requiring educational adjustments.

Support Teachers focus on the provision of quality programs for students with disability. If you are interested in working as a Support Teacher, please read the [Support Teacher Task Statement](#) and select '**Support Teacher**' in the application form.

What should I include in a short form application and resume?

In asking for a short form application the panel is aware that it may not be possible to include details of all your skills, knowledge, and capabilities in such a short amount of writing.

What, how and why model



*In senior roles this would include your vision for where you want to take the role.

What? (resume)

The panel wants to know what you have done previously that is relevant to the advertised vacancy. This should include:

- Relevant work history (this can include paid and unpaid work)
- Relevant education, qualification and/or training history
- A summary of your key skills that will support you in doing the role
- Contact information for two referees

How? (short form application (SFA))

The panel will use your resume to gain an understanding of what you have done in the past that is relevant to the role. Use the SFA to expand on how you think and act. Give specific examples of the work you have done, with a focus on how you achieved outcomes. This will give the panel a good insight into your skills and knowledge.

Why? (short form application)

This is your opportunity to demonstrate why you are the ideal candidate for the role. Focus on showcasing your unique strengths, experiences, and qualities that align with the role's requirements. Highlight your achievements and the value you bring to a team or organisation.

The STAR approach

The STAR approach is a useful tool to effectively describe how you meet the selection criteria within your SFA response.

Situation — provide a brief outline of the situation or setting. What was the context?

Task — what was your role? What did you have to do?

Actions — what did you do and how did you do it?

Results - what did you achieve? How do the results relate to the job you are applying for?

For example - *As a Research Support officer at the Department of XYZ, I needed to ensure that managers were kept informed of policies and procedures (**Situation**). To do this, I initiated a monthly newsletter, which was emailed to each manager. I took responsibility for writing the main articles in each publication (**Task**). This involved obtaining ideas and input from other stakeholders to ensure that the articles reflected the needs of managers, both in terms of content and language (**Actions**). I consistently received excellent feedback in relation to this newsletter from internal clients and my own manager. I received a divisional achievement award for the quality of this newsletter from management. Importantly, this initiative resulted in approved lines of communication between managers and the Research Support Unit (**Results**).*

How is the application assessment undertaken?

The panel will consider your SFA together with your resume when assessing your application, using a rubric rating from 1 (does not meet requirements) through to 5 (Teacher of high quality).

This will be assessed against the five selection criteria in the [Teacher](#) statement of duties:

1. Evidence of well-developed and current knowledge of curriculum content and teaching methodologies appropriate to the applicant's area of teaching expertise.
2. Good interpersonal and communication skills with students and peers.
3. Personal skills of flexibility, adaptability as well as a high degree of motivation.
4. Commitment to the principles of equal opportunity in education for all students.
5. A demonstrated capacity to commit to the Department's values, with the ability to apply them through individual behaviours and actions.

Alternatively, this will be assessed against the six selection criteria in the [Specialist VET Teacher](#) statement of duties:

1. A capacity to teach and assess in a competent manner with a sound understanding of basic teaching philosophies, the principles of assessment and the ability to adopt new teaching strategies and delivery techniques in relation to identified area/s of expertise.
2. Highly motivated with an ability to adapt to change, undertake further training, and develop new knowledge and skills related to technological change and industry innovation.
3. Well-developed communication and interpersonal skills, with the ability to relate effectively to students, parents, employers, staff and representatives from external organisations.
4. Commitment to the principles of equal opportunity in education for all students, with a demonstrated understanding of the problems that may be faced by students, and an ability to provide assistance to students experiencing study difficulties, including assessing, helping and referring students for further assistance.

5. Evidence of well-developed and current knowledge of the designated vocational industry area.
6. A demonstrated capacity to commit to the Department's values, with the ability to apply them through individual behaviours and actions.

Panels include those in senior education leadership roles and People and Culture staff as key in the decision-making process.

What if I decline an offer I receive?

If you choose to decline an offer, it may be extended to another suitable applicant. While you may be considered for future opportunities, we are unable to guarantee that another offer will be made.

If I am not successful, what other opportunities are there for me?

Our vacancies are advertised weekly at www.jobs.tas.gov.au. We encourage you to [subscribe](#) to job alerts so that you do not miss any exciting opportunities.

There is also a [employment register](#) you can nominate your interest in fixed term and relief teaching positions. To be considered 'job ready' you must hold a current Teachers Registration issued in Tasmania, and a current Tasmanian Registration to Work with Vulnerable People.

4 What's in it for me?

Teachers shape bright lives and positive futures. It's rewarding to support students to reach their goals. We provide a supportive environment where teachers can:

- build on their quality teaching practice
- pave a career path and reach their full potential
- empower students to reach theirs

As a Teacher within DECYP you will be part of a [values-based](#) workplace and have access to:

- flexible working arrangements
- substantial leave entitlements
- a supportive workplace with induction mentoring
- professional development opportunities
- various incentives and allowances

The Department is committed to flexible and inclusive workplaces that celebrate diversity, equity and inclusive practices.

At DECYP, we believe that diversity drives innovation, equity fosters fairness, and inclusion builds stronger teams. We are committed to creating a workplace where every individual feels valued, respected, and empowered to bring their authentic selves to work.

We celebrate the unique backgrounds, perspectives, and experiences of our employees, and our children. Our DEI efforts are embedded in our hiring practices, professional development programs, community engagement, and company culture. We actively work to identify and remove barriers to equity and strive to ensure that all voices are heard and represented.

Through continuous learning, open dialogue, and accountability, we aim to cultivate an environment where everyone can thrive. We know that our differences make us stronger, and we are dedicated to building a future that reflects the diverse environment we serve.

Salary

The salary is based on your qualification and years of experience in Teaching roles, alongside the type of Teacher registration held, and you increment through the levels annually.

New employees with full TRB registration and sufficient (10 years) prior teaching service are able to be placed straight on Band 1 Level 13 of either 4 or 5 year trained.

For those who have continuous teacher employment with a break no longer than three months and are employed by the Commonwealth or another State or Territory, we are able to recognise previous service. If no breaks of service have been taken your long service leave date is maintained and any unused long service leave balance can transfer to DECYP.

Description	Class Code	Level	Per Annum	Per Hour
Specialist VET Teacher Band 1 Level 1	tr03	01	74,919	41.006570
Specialist VET Teacher Band 1 Level 2	tr03	02	77,158	42.232076
Specialist VET Teacher Band 1 Level 3	tr03	03	79,381	43.448825
Specialist VET Teacher Band 1 Level 4	tr03	04	82,828	45.335525
Specialist VET Teacher Band 1 Level 5	tr03	05	87,040	47.640944
Specialist VET Teacher Band 1 Level 6	tr03	06	91,463	50.061852
Specialist VET Teacher Band 1 Level 7	tr03	07	96,126	52.614124
Specialist VET Teacher Band 1 Level 8	tr03	08	101,019	55.292285
Specialist VET Teacher Band 1 Level 9	tr03	09	106,104	58.075536
Specialist VET Teacher Band 1 Level 10	tr03	10	110,978	60.743298
Specialist VET Teacher Band 1 Level 11	tr03	11	116,494	63.762455
Teacher (4 Year Trained) Band 1 Level 5	tr07	02	82,828	45.335525
Teacher (4 Year Trained) Band 1 Level 6	tr07	03	87,040	47.640944
Teacher (4 Year Trained) Band 1 Level 7	tr07	04	91,464	50.062400
Teacher (4 Year Trained) Band 1 Level 8	tr07	05	96,126	52.614124
Teacher (4 Year Trained) Band 1 Level 9	tr07	06	101,019	55.292285
Teacher (4 Year Trained) Band 1 Level 10	tr07	07	106,104	58.075536
Teacher (4 Year Trained) Band 1 Level 11	tr07	08	110,978	60.743298
Teacher (4 Year Trained) Band 1 Level 12	tr07	09	116,494	63.762455
To progress to Band 1 Level 13 full TRB registration required and 12 months at Band 1 Level 12				
Teacher (4 Year Trained) Band 1 Level 13	tr07	10	118,328	64.766286

Teacher (5 Year Trained) Band 1 Level 5	tr08	01	82,828	45.335525
Teacher (5 Year Trained) Band 1 Level 7	tr08	02	91,464	50.062400
Teacher (5 Year Trained) Band 1 Level 8	tr08	03	96,126	52.614124
Teacher (5 Year Trained) Band 1 Level 10	tr08	04	106,104	58.075536
Teacher (5 Year Trained) Band 1 Level 11	tr08	05	110,978	60.743298
Teacher (5 Year Trained) Band 1 Level 12	tr08	06	116,494	63.762455
To progress to Band 1 Level 13 full TRB registration required and 12 months at Band 1 Level 12				
Teacher (5 Year Trained) Band 1 Level 13	tr08	07	118,328	64.766286

Incentives and Allowances

The Department is committed to supporting teachers by offering a range of incentives and benefits in addition to annual salary.

Additional payments are available for teaching employees who are wanting to work in one of eight identified Isolated Schools, particularly in the North West and West Coast regions where skilled educators are in high demand. These positions provide a unique opportunity to make a meaningful professional contribution while enjoying a distinctive lifestyle and strong connection to the local community.

Further incentives are also available for purpose-driven educators seeking to make a positive impact in identified Hard-to-Staff Schools. These roles offer the opportunity to play a key part in improving outcomes for young people within a system that is committed to trauma-informed, evidence-based practice. Teachers are supported to develop strong, positive relationships that underpin student engagement and success.

For more information on available incentives and allowances, please refer to the [supporting links](#).

Departmental Residential Accommodation

The Department owns some [residential accommodation](#) which may be able to be provided to staff relocating to rural or remote areas of the state and these are managed by the local schools. The schools allocate the properties on a year-by-year basis.

The current policy is that staff are only allocated a property for a maximum of one year at a time. The school has responsibility to assess their needs in Term 4 each year, for the following year and allocate accordingly.

Professional development and career progression

The Department values the importance of professional development, providing many learning opportunities delivered through the [Professional Learning Institute](#) (PLI) that is matched to individual career stage and context, supporting clear career pathways for Tasmanian teachers and leaders.

The PLI delivers high quality professional learning that is fundamental to the development of a highly effective and continually improving our workforce.

Successful applicants would have the opportunity to participate in a range of [programs](#) offered whilst benefiting from the experience and support of quality teacher colleagues within the workplace.

Inclusive recruitment and flexible work

The Department is a diverse and inclusive workplace and knows how important flexible working is.

We encourage people from all backgrounds to apply, including:

- First Nations Australians
- People with disability
- People from different cultures and who speak different languages

- Older workers
- LGBTIQA+ people

We support reasonable adjustments during every step of the recruiting process. Everyone's needs are different, so if you'd like to talk about what support might help you, please reach out to the contact person listed in the job advertisement. We'll work with you to make sure you can fully take part in the selection process.

5 Supporting Links

[DECYP Strategic Plan](#)

[Salary Scales](#)

[Teaching careers - Department for Education, Children and Young People](#)

[Teacher Statement of Duties](#)

[Specialist VET Teacher Statement of Duties](#)

[DECYP School Map](#)

[DECYP Residential Accommodation](#)

[Teacher Incentives and Allowances](#)

[Support Teacher Task Statement](#)

[Travel and Relocation Assistance \(Ministerial Direction No. 21\)](#)

AWARDS AND AGREEMENTS

[State Service Act 2000](#)

[Teaching Service \(Tasmanian Public Sector\) Award](#)

[Teachers Agreement 2023](#)

[Variation of the Teachers Agreement 2023](#)

[Teacher Transfer/Assignment of Permanent Duties Industrial Agreement 2013](#)

EXTERNAL SITES

[Teachers Registration Board](#)

[Registration to Work with Vulnerable People](#)

[Australian Institute for Teaching and School Leadership \(AITSL\)](#)

[The Official Tourism Tasmania Website | Discover Tasmania](#)

Visit us at www.decyp.tas.gov.au and follow us on [Facebook](#), [LinkedIn](#) and [Instagram](#) to see the exciting work that is underway within the Department.

For queries phone (03) 6165 6278 or email Teacher.Recruitment@decyp.tas.gov.au