

# Merit Instruction 1a

## Identifying, establishing and defining a vacancy – Education and Children’s Services Act school and preschool vacancies (excluding seconded teacher vacancies)

*NB: For Seconded Teacher and Section 101B vacancies see Merit Instruction 1b: Identifying, establishing and defining a vacancy - Public Sector Act vacancies, and non-school based seconded teacher and Section 101B vacancies under the Education Act.*

### Establishing a vacancy

#### Identification of vacancies

School-based vacancies are identified by the School Principal in consultation with the Personnel Advisory Committee (PAC).

Seconded Teacher and Section 101B appointments made pursuant to the *Education Act 1973 (SA)* are identified by the relevant Director (refer to Merit Instruction 1b).

Approval for the establishment of a vacancy must be sought and obtained from the appropriate delegate prior to advertisement of the vacancy. For schools and preschools the delegate is the Assistant Director, People and Culture Operations (formerly Assistant Director, Workforce Management), or nominee.

#### Approval to fill a vacancy

The rights of teachers holding substantive leadership appointments and who require placement must be considered prior to advertising any short-term or long-term leadership vacancy. Vacancies of four weeks or longer are forwarded to the Superintendent, Site HR for approval to advertise. The Superintendent may limit appointments to the current calendar year to protect the interests of substantive officers without permanent appointments.

### Defining a vacancy

#### Vacancy descriptions

An important element in attracting a broad range of suitable applicants is ensuring that the requirements and expected outcomes of the vacancy are clearly defined and realistic.

All vacancy descriptions must include the following:

- Vacancy description: a clear, succinct and explicit description of the vacancy position/role/duties including priorities and expected outcomes.
- Context statement: a brief description of the context of the vacancy, the function of the unit/site in which it is located, and any other information relevant to the vacancy.
- The classification of the vacancy, including salary and superannuation details.
- Eligibility requirements.
- Status (e.g. part-time or full time, ongoing or term/temporary) and location.
- Reporting/working relationships.
- Any special conditions.
- The essential skills, experience and knowledge required to achieve the outcomes of the vacancy role and duties.

These should generally be limited to no more than 6.

- Any essential qualifications.

### ***Desirable requirements***

A maximum of two desirable requirements may be included in a vacancy description. Desirable requirements may only be used as a final determinant in distinguishing between applicants who have otherwise met all the essential criteria to an equivalent degree.

### **Educational, trade or professional qualifications or licensing requirements**

Educational, trade or professional qualifications or licensing requirements should only be included if these are required by legislation or an industrial instrument. The focus should be on developing selection criteria based on the capabilities (e.g. knowledge, skills and abilities) needed for the vacancy. This approach will assist in ensuring that prospective applicants are not unfairly excluded.

If deemed necessary, relevant qualifications may be included in the vacancy description as 'desirable'. 'Desirable qualifications' are to be used only as a final determinant to distinguish between applicants who have otherwise met all the essential criteria to an equivalent degree.

### **Requirements for leadership vacancies in schools and preschools**

In the case of leadership vacancies in schools and preschools, the essential minimum requirements should only include those qualifications required to register as a teacher and that allow an applicant to meet DECD' minimum employment requirements.

### **Requirements for Principals and Preschool Directors**

Site leaders in DECD are required to have specific capabilities that enable them to provide effective leadership. Accordingly, vacancy descriptions for all site leadership vacancies should contain standard essential minimum requirements and a generic vacancy description.

### **Requirements for all other vacancies in schools**

Vacancy descriptions and essential minimum requirements for all other school-based vacancies are to be developed in consultation with the PAC at the site where the vacancy is to be advertised. Essential minimum requirements should be limited to a maximum of six.

### **Aboriginal Community Education Manager, Aboriginal Community Education Officer and Aboriginal Inclusion Officer vacancy descriptions**

Generic, criteria-based vacancy descriptions apply to Aboriginal Community Education Manager, Aboriginal Community Education Officer and Aboriginal Inclusion Officer vacancies. Essential requirements should be limited to a maximum of six.

### **Occupational Health, Safety and Welfare requirements**

All vacancies have a mandatory requirement for an appropriate level of OHS&W knowledge, which must be included in the vacancy description. Panels are required to establish the capabilities of preferred applicants in this area.

## **Ethical Conduct Unit**

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