Classroom Teacher

Applicant Information Pack

October 2026

ACT Government

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About the ACT Education Directorate

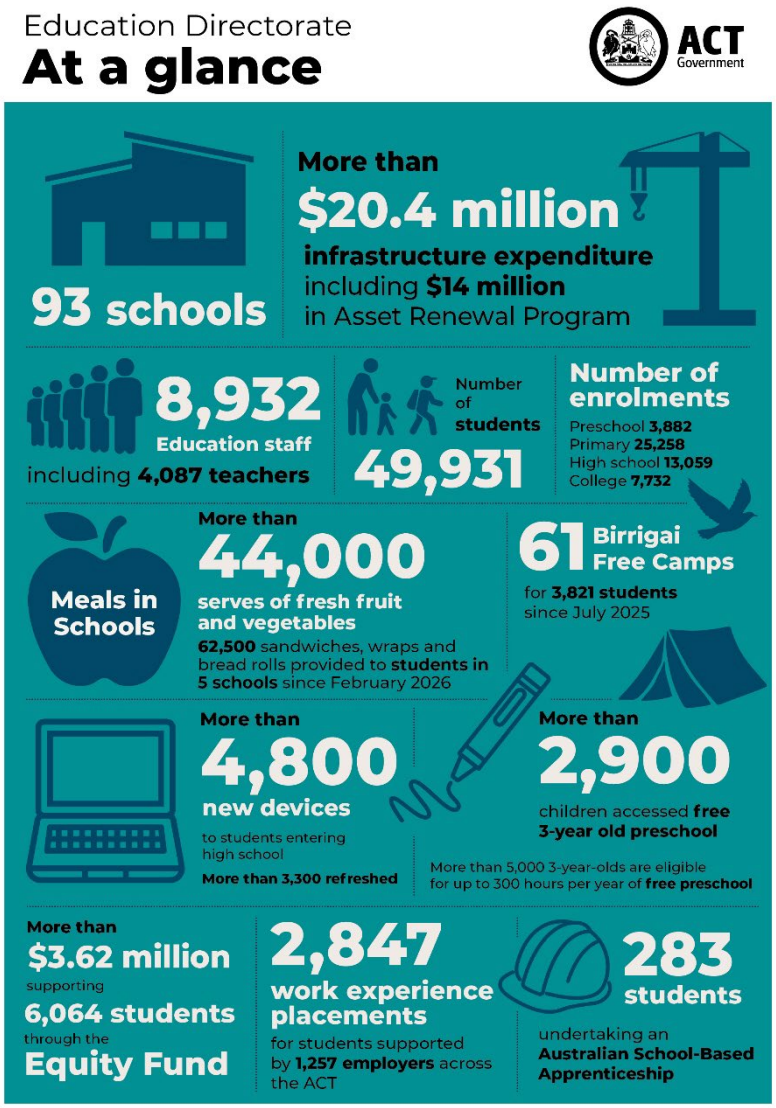
Thank you for your interest in lodging an application for a Classroom Teacher role with the ACT Education Directorate to work in ACT public schools.

We believe in the life changing impact of education. We are guided by the Future of Education Strategy, where our students are central to everything we do. The ACT public education system educates more than 50,000 students across 93 public schools, from early childhood schools to colleges.

All ACT public schools teach the Australian Curriculum (V9.0) from kindergarten to year 10.

Through our Strong Foundations program, we are delivering a consistent evidence-based approach to learning across ACT public schools.

Our 94th school, Whitlam School, will open in January 2027.



ACT public schools

In ACT public schools, you can use your teaching expertise in a range of school settings across 4 networks.

Our primary settings include preschool to year 6 primary schools and larger preschool to year 10 schools.

Our secondary settings include years 7 to 10 high schools, larger preschool to year 10 schools and colleges teaching years 11 and 12.

The ACT public education system also includes four specialist schools for students with moderate, severe or profound intellectual disability: Cranleigh School (kindergarten to year 6) and Black Mountain School (years 7-12) on Canberra's northside and Malkara (preschool to year 6) and The Woden School (years 7-12) on the southside.



Students with disability and diverse learning needs are welcome to attend their local school, where they will be supported with reasonable adjustments. ACT public schools have access to the Education Directorate's Allied Health Service, School Psychology Service and evidence-based professional learning.

Our 94th school, Whitlam School, will open in January 2027.

Advice for applicants

The ACT Public Service is committed to applying the principles of merit-based selection, equity and diversity and procedural fairness in our recruitment processes.

Visit the website for further details on how we hire.

Eligibility requirements for employment

To be able to teach within the ACT public education system you must demonstrate:

- **Education qualifications** – Have an approved four-year full-time tertiary education qualification. Applicants with qualifications gained outside of Australia should complete a skills assessment by the Australian Institute for Teaching and School Leadership (AITSL) to confirm qualification requirements and English language proficiency to teach in Australian schools. Detailed information is available from the AITSL website.
- **Teacher registration** – Hold a valid approval to teach with the ACT Teacher Quality Institute (TQI). If you do not hold a teacher registration with the ACT TQI, we suggest starting your application process at the same time as you apply for this teaching opportunity. Teachers holding registration in another Australian state or territory or New Zealand are eligible for mutual recognition.
- **Working With Vulnerable People (WWVP) registration** – Have a valid ACT WWVP. If you don't, we suggest starting your application process at the same time.
- **Approved working status** – Be an Australian citizen and/or be permanent resident and/or hold a valid working visa. Application documents

Applicants are required to provide the following to complete their application:

- **A statement**, up to three pages, addressing the AITSL Standards (Australian Professional Standards for Teachers).
- **Your resume/CV** outlining your teaching experience and qualifications.
- **Evidence of your teacher registration** or, if currently studying, evidence of your enrolment in an accredited initial teacher education course.
- **Details of two teaching referees from the past 5 years**. Referees must be from current or former supervisors.

Statement addressing AITSL Standards

Classroom teachers are expected to enact professional knowledge, practice and engagement consistent with the Australian Professional Standards for Teachers.

Your **statement** should be structured to address each standard in the three overarching domains:

- Professional Knowledge
- Professional Practice
- Professional Engagement

Professional Knowledge

1. Know students and how they learn
2. Know the content and how to teach it

Professional Practice

3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning

Professional Engagement

6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

Organise your statement with the following seven Standards as sub-headings:

Standard 1 – Know students and how they learn

Standard 2 – Know the content and how to teach it

Standard 3 – Plan for an implement effective teaching and learning

Standard 4 – Create and maintain supportive and safe learning environments

Standard 5 – Assess, provide feedback and report on student learning

Standard 6 – Engage in professional learning

Standard 7 – Engage professionally with colleagues, parents/carers and the community

Each Standard has several f*ocus areas.* **Do not try to address every focus area within a standard.** Choose one or two focus areas and write to how you have strived to meet that standard.

For example: Standard 3: Plan for and implement effective teaching and learning

- *Establish challenging learning goals*
- *Select and use resources*

Descriptor at career stage			
Graduate	**Proficient**	**Highly accomplished**	**Lead**
Focus area 3.1 *Established challenging learning goals*			
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable goals for all students.	Develop a culture of high expectations for all students by modelling and setting challenging goals.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.

The STARRL method is helpful for your planning.

Situation

Task

Action

Result

Reflection

Learning

Provide your responses in well-structured, cohesive paragraphs that flow naturally and include clear, concrete examples demonstrating your experience and capabilities.

- AI may be used to improve the clarity and presentation of your application.
- Applications should accurately reflect your qualifications, experience and teaching practice.
- We value authentic examples of your professional judgement and impact on student learning

Referees

Please ensure that you have spoken to your nominated referees before submitting their details. Reference checks will be completed prior to interview.

The selection process

All applications will be assessed by a Joint Selection Committee (JSC) composed of three individuals. This may include school principals, school leaders and classroom teachers.

The JSC will apply the principles of merit when selecting candidates, including short listing, interviewing and refereeing (not necessarily in this order) to determine a list of suitable applicants. These standard selection techniques may be supplemented by other assessment techniques that the selection committee considers necessary.

Candidates invited to interview will be able to select from a range of scheduled online interview times. Once their interview has been confirmed, they will receive an email titled *Teacher Interview - How to Prepare*. This email provides guidance on researching ACT public schools and preparing responses to questions across five key selection areas.

All candidates will be interviewed by the JSC composed of three individuals of varying gender and experience, including school principals, leaders and classroom teachers.

Interviews will be for approximately 20 minutes. You will have the opportunity to ask questions following the formal interview.

Candidates are expected to provide responses based on their own experiences and professional practice. Reading extensively from a prepared script or relying on AI-generated responses is discouraged, as it may impact the panel's ability to assess your suitability for the role.

Applicants will be notified of your outcome following completion of the selection process. Applicants will be found either ‘suitable’ or ‘unsuitable’.

Applicants assessed as ‘suitable’ will be placed in a merit pool for 12 months from the date their outcome is confirmed and may be considered for casual, temporary, or permanent classroom teacher positions within the ACT Public Schools.

Following a ‘suitable’ outcome, principals with vacancies in their schools will contact you directly in relation to employment opportunities.

Links to further information

For more information about our public schools and working in ACT public schools visit the ACT Education Directorate website.

Additional useful links are listed below:

The Education Directorate Annual Report

Future of Education: An ACT education strategy for the next 10 years

Inclusive Education: A Disability Inclusion Strategy for ACT Public Schools 2024-2034

Strong Foundations program

The ACT Education Directorate Strategic Plan

ACT Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2023-2026

ACT Education Directorate pay and benefits