

Casual Teacher Referee Report Form

Instructions for Referees

1. This form may be completed in MS-Word or on a printed copy.
2. The completed form should be provided to the applicant for review and signature prior to being submitted to the Joint Selection Committee for consideration in the assessment of the applicant.

Instructions for Joint Selection Committees

1. This form is part of the Recruitment Selection Package.
2. This form may be completed in MS-Word or on a printed copy.
3. The completed form, together with any other documents required as part of the Joint Selection Committee Report, are to be returned to Shared Services.

Written Referee

This report contains a summary of comments provided by an applicant's referee in support of the applicant's ability to meet the selection criteria. A copy of the completed referee report must be made available to the applicant.

Note: The numerical recruitment rating scale should be used (refer to page 4).

Applicant Details	
Family Name:	Given Names:
Details of Position Applied For	
Directorate: Education Directorate	Division: N/A
Position Title: Casual Teacher	Classification: Casual Teacher
Referee Details	
Name:	Position Title:
Phone:	Organisation:
Email:	Relationship to Applicant:

Referee Comments for Selection Criteria

Criterion 1: Professional Knowledge

Demonstrated knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Note for non-educational industry settings: Demonstrated understanding and commitment to equity and diversity, participative management and occupational health and safety principles and practices in the workplace.

Rating:

Comments:

Criterion 2: Professional Practice

Ability to create and maintain supportive and safe learning environment for all students, including meeting a variety of learning needs.

Note for non-educational industry settings: High-level organisational and planning skills, with the ability to anticipate changing circumstances and manage workloads amidst competing priorities to meet deadlines in a calm and efficient manner.

Rating:

Comments:

Criterion 3: Professional Engagement

Ability to utilise highly effective communication to form and maintain positive professional relationships with the staff, students and school community.

Note for non-educational industry settings: Ability to utilise highly effective verbal and written communication skills to building and maintain productive professional relationships with stakeholders and colleagues.

Rating:

Comments:

Additional Comments

Please provide comments relating to any potential barriers or concerns of employment as a casual Classroom Teacher.

Referee

I certify that the above comments are a true and accurate record of my observations.

Name:

Signature:

Date: / /

Applicant

Name:

Signature:

Date: / /

Recruitment Rating Scale

Rating	Description	Indicators of Performance
5	Excellent	
	<p>The applicant possesses exceptionally well developed and relevant skills and abilities, and the appropriate personal qualities in relation to this criterion, and their performance is outstanding.</p> <p>This is only to be used in cases where exceptional skills have been demonstrated against this criterion.</p>	<p>Is able to perform at high level without direct supervision, for one or more reasons including:</p> <ul style="list-style-type: none"> • excellent job knowledge • exceptionally reliable • considerable demonstrated ability in problem solving and the application of change • appears to deal instinctively and effectively with all matters relating to the position.
4	Fully Competent	
	<p>The applicant possesses highly developed and relevant skills and abilities and would perform consistently well against this criterion.</p>	<p>Would require limited supervision to achieve good results, for one or more reasons including:</p> <ul style="list-style-type: none"> • reliability and responsibility • well developed (sound) job knowledge • able to suggest and initiate improvements • well able to deal with all of the routine and most of the complex matters relating to position.
3	Competent	
	<p>The applicant possesses well developed and relevant skills, abilities and personal qualities and has demonstrated competency at the required level.</p>	<p>Would require routine/little supervision to perform at an acceptable level, for one or more reasons including:</p> <ul style="list-style-type: none"> • reasonable/good job knowledge • makes few errors • generally reliable • would require guidance for more complex situations • could carry responsibility but would not seek it • could deal with all routine matters involving the position.
2	Requires Development/Satisfactory	
	<p>The applicant possesses some skills, abilities and personal qualities relevant to the criterion, but is limited on others.</p> <p>The applicant would be able to temporarily perform the duties of the position <u>with close supervision</u> but would require further training and development to meet the standard required against this criterion.</p>	<p>Would require close supervision to perform at an acceptable level, for one or more reasons including:</p> <ul style="list-style-type: none"> • only basic/general job knowledge • could follow directions but would require frequent checking/follow-up • could deal with most routine matters involving the position • inconsistency with work performance.
1	Unsuitable/Unsatisfactory	
	<p>The applicant is unable to demonstrate adequate skills, abilities and personal qualities in relation to the criterion.</p> <p>The applicant would not be suitable to perform the duties of the position relevant to the criterion, even on a temporary basis.</p>	<p>Would be unable to perform the duties and would require constant supervision, for one or more reasons, including:</p> <ul style="list-style-type: none"> • limited job knowledge • frequent errors • poor work output • difficult carrying responsibility or solving problems • difficulty dealing with routine matters relating to the position.
N/A	Not Assessed	
	<p>Where the referee was unable to comment on a particular criterion; or the Selection Advisory Committee was unable to determine whether the applicant met the selection criterion from the information provided; or referee comments were insufficient to make an assessment.</p>	