

# Supporting School Workforce Needs

Hayley Green  
Acting Executive Director  
Educational Leadership, Culture and Care



# Agenda

- Northern Territory Educators' Agreement
- School Workforce Planning
- Teacher Attraction and Recruitment
- End to end recruitment model
- Investing in and growing our Aboriginal workforce
- Permanency



# Northern Territory Educators' Agreement



# Who is covered under the agreement?

- Aboriginal Team Teachers formally known as Assistant Teachers
- Classroom Teachers
- Senior Teachers
- Principals employed as ongoing employees



# Highlights of new agreement

	current	From 11 October 2024	From 1 January 2026	From 1 January 2027
Classroom Teacher 1 level (first year teacher)	\$84,191	\$92,215	\$96,180	\$100,316
Classroom Teacher 9 (9 years of teaching experience)	\$120,742	\$131,349	\$136,997	\$142,888
Senior Teacher 1	\$133,553	\$139,296	\$145,286	\$151,533
Senior Level 8	\$181,006	\$188,789	\$196,907	\$205,374
Principal Level 1 - non-contract	\$135,192	\$141,005	\$147,068	\$153,392
Principal Level 7 - non-contract	\$197,058	\$205,531	\$214,369	\$223,587

## SALARY INCREASES

- 4.3% salary increase from 11 October 2024
- 4.3% salary increase from 1 January 2026
- 4.3% salary increase from 1 January 2027

# Entitlements under Educators' Agreement

- 6 weeks paid leave per year and 6 weeks of stand down per year
- Free housing for remote teachers
- 3 return airfares to Darwin or Alice Springs per year for teachers who work in remote schools.
- Allowances for remote educators ranging from \$1450 to \$11 840 per year depending on the location of their school and whether they are single or have dependents.
- \$4500 per year for teachers who work in schools in Alice Springs and Katherine.
- \$3484 per year to for educators in a designated school - typically schools in remote locations
- Additional \$13 363 per year for highly accomplished teachers
- Additional \$26 828 per year of lead teachers

# Highlights of new agreement

## INCREASE TO NON-CONTACT TIME

- Teachers are currently entitled 3 hours per week
- Increase to 4 hours per week from 1 January 2026
- Increase to 4 hours and 30 minutes per week from 1 January 2027

## REMOVE BARRIERS TO GROW LOCAL TERRITORIANS

- Aboriginal Team Teachers will have barriers to receive increment pay progressions removed
- 2 new levels will be introduced to support Aboriginal Team Teachers to gain qualifications on pathway to become a classroom teacher
- Aboriginal Team Teachers will receive 2 hours non-contact time, previously they have not been entitled to any non-contact time

# School Workforce Planning



# Implementing school-based workforce planning

The Department of Education is committed to becoming a strong and equitable public education system where every child has the opportunity to engage, grow and achieve. To do this, our schools need to grow expert education workforces, making the best use of their budgets and funding in 2025 and subsequent years. However, there are additional complexities that schools also need to navigate when growing their workforces, including the national teacher shortage limiting the supply of teachers, challenges with remote living and housing, and consideration of staff wellbeing and administrative burden. There are also unique opportunities we are able to access through new ways of looking at the education workforce and bringing greater cultural responsiveness into schools.

This framework is intended to support our schools to think creatively about their school-based workforce plans and how they introduce more flexible staffing and service model options to optimise teacher and support staff roles and solving recruitment and retention challenges. Four steps have been outlined below that give guidance to schools on how to implement workforce plans, and how you can plan for the future (e.g. through succession planning).

## Steps to implement your school-based workforce plan

1

Revisit your workforce plan with consideration of your school's context, minimum workforce requirements and other constraints.

2

Think about your short, medium and long-term improvement goals, including what capabilities are required to achieve these.

3

Design more creative solutions for how your school will staff this capability in the short-term.

4

Consider implications for the long-term and how these feed into your workforce plans (e.g. succession planning).

## What does success look like?

Successful school-based workforce planning will see our schools make 3 key shifts to introduce more flexible staffing and service model options...

FROM...

TO...

Static school staffing structures that limit the types of teaching and non-teaching roles.



Strategic staffing options that introduce new roles and more collaborative school solutions.

Limited succession planning that leaves schools at risk of not having the right teaching capabilities and support expertise.



Longer-term succession planning linked with the goals of your school's improvement plan, targeting critical capabilities.

Varied support for delivering recruitment activities, including the design of roles and role descriptions.



Known supports available for schools to access when undertaking recruitment activities, including lists of creative staffing options and consolidated role descriptions.

## Available supports

Your school and its leaders will be able to access a range of support options to assist with implementing workforce plans and creative staffing solutions. These support options are outlined below and can be accessed through eLearn. Note that these options presented below are intended to act as templates and examples to support your school as it undertakes this process. They will need to be tailored and/or considered within your unique school context.



### *Job descriptions*

Schools can access a generic set of job descriptions that will assist with sourcing roles.



### *New positions*

A range of non-traditional teacher / classroom support positions have been drafted and should be considered by schools who are facing challenges with sourcing key roles.

*Develop | Hire  
Collaborate | Balance*

### *List of creative workforce strategies*

A sample list of creative sourcing strategies have been developed to spark inspiration of what schools could implement. Noting that schools need to work with regions to determine possibilities with funding.



### *Sample case studies*

Sample case studies have been developed where regions have seen success in introducing creative sourcing strategies to support schools. These are to be used as examples for schools to consider.

# Job Description Library

Principals and leadership roles



Teaching and learning roles



Specialist roles - coming soon



Attendance and inclusion roles



Administrative and support roles - coming soon

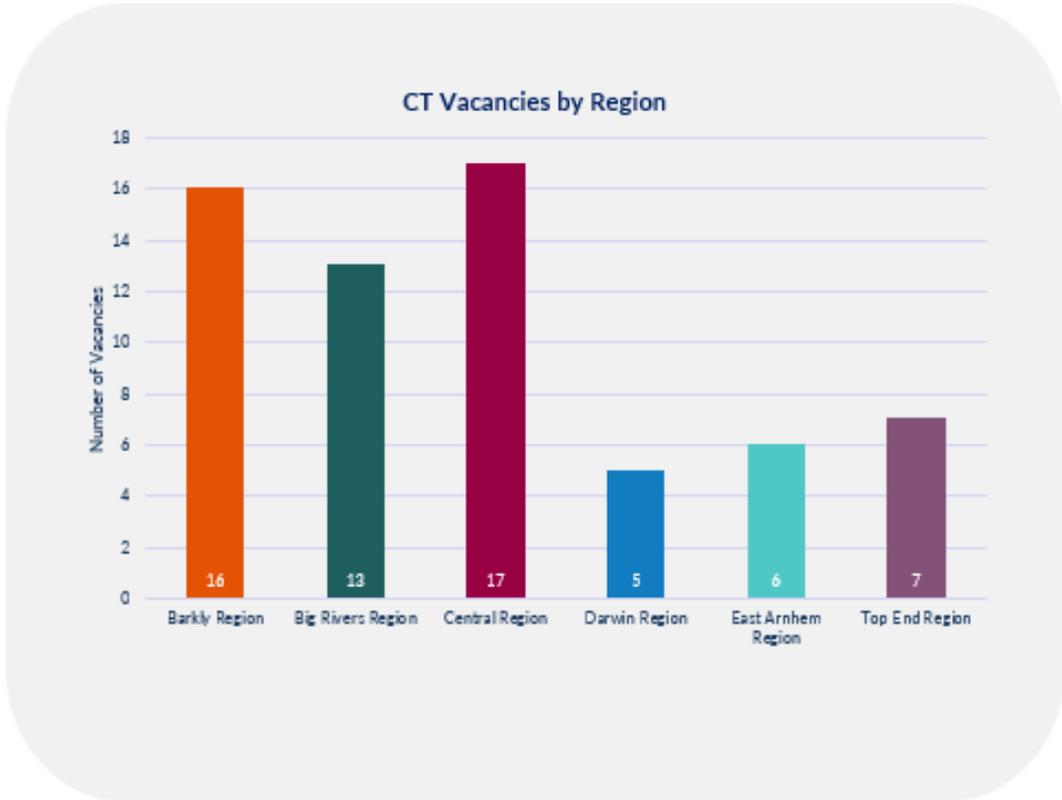


Share your JDs with other schools, send to : [oeicc.doe@education.nt.gov.au](mailto:oeicc.doe@education.nt.gov.au) and we will upload into JD library on eLearn!

# Teacher Attraction and Recruitment



## Classroom Teacher (CT) Vacancies



**JOB ALERT!**

**Multiple Opportunities**  
Milingimbi School  
EAST ARNHEM REGION

*Teach* in the **TERRITORY**

**Multiple roles are available to commence term 1, 2025:**

- Middle Years Girls Teacher (Years 7-9)
- Senior Years Teacher (Years 10-12)
- Whole School Release Teacher (Transition to Year 12)
- Homelands Teacher
- Primary Teacher (Year 4)

**The Benefits:**

- An attractive salary commencing at \$92,215 - \$131,349 + 11.5 % employer super contributions + the option to salary sacrifice + 17.5% leave loading
- Additional remote location incentives and benefits - such as 100% subsidised teacher housing, a remote incentive allowance of \$9,894 p.a (single) or \$11, 836 p.a. (with dependant) on top of our salary + more - calculate your entitlements here: <https://bit.ly/2QRCqtt>
- 6 weeks recreation leave and 6 weeks stand down leave per annum, 3 weeks personal leave per annum, 5 days per annum for Cultural and Ceremonial leave obligations
- Relocation assistance + we'll support your moving costs
- Comprehensive orientation where you will get the chance to meet and network with other educators and leaders from across the Territory and your region. As well as have access to a supportive leadership team who will provide a strong induction and mentoring support

✉ If you are interested or would like more information, get in touch with Principal Adam Dicks via email at [adam.dicks@education.nt.gov.au](mailto:adam.dicks@education.nt.gov.au) or phone 0401 197 573

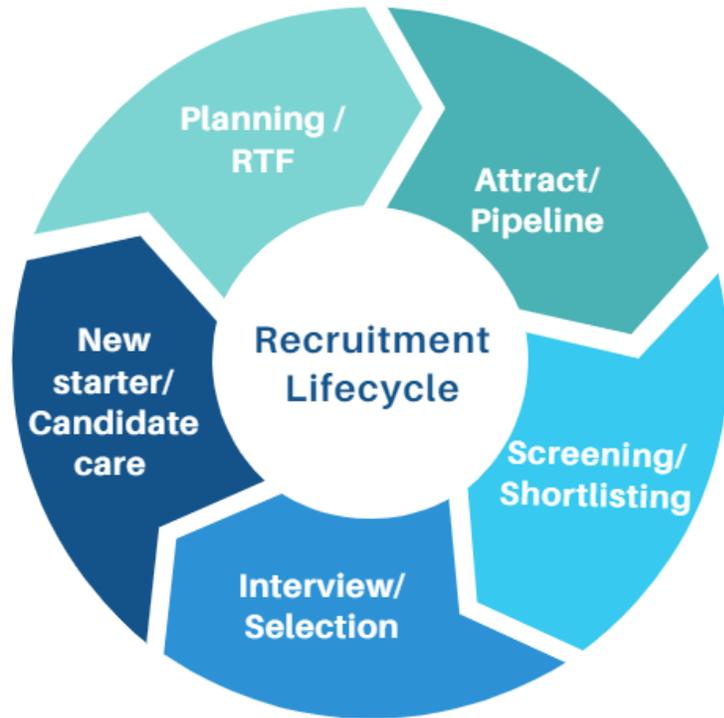
Check out the school's Facebook page here > <https://www.facebook.com/MilingimbiSchool>

\*Reporting period 30/10/2024 - 05/11/2024. Data is based on information provided to ELCC by schools and regional services.

# End to End Recruitment

*Start to finish*

Supporting our schools throughout the recruitment lifecycle



## One Point of Contact For Every School

**Talent Acquisition Partner**

Works with Principal from inception until recruitment vacancies are filled

**Talent Acquisition Officer**

Completes all recruitment administration

### Attraction & Talent Pipeline

Compelling campaigns, ads & messaging to attract teachers & principals to our schools

### Selection & Candidate Care

Principal to interview & select

Talent Attraction and Recruitment team to manage candidate relationship until commencement date

# Visa and Sponsorship

Agency	Service Fee (ex. government visa costs)	Point of Contact	Contact details
<b>Visa People</b> <a href="http://www.visapeople.com.au">www.visapeople.com.au</a>	\$3,500	Michelle O'Sullivan	<a href="mailto:michelle@visapeople.com.au">michelle@visapeople.com.au</a> T:03 9199 0399 M: 0451 822 909
<b>Sable International</b> <a href="http://www.sableinternational.com">www.sableinternational.com</a>	\$3,300 - \$5,500	Sam Hopwood	<a href="mailto:migration@sableinternational.com">migration@sableinternational.com</a> T: 1800 039 300
<b>TIA Lawyers</b> <a href="http://www.tia.au">www.tia.au</a>	\$4,500 - \$6,000	Edward Wall	<a href="mailto:ed@tia.com.au">ed@tia.com.au</a> T: 07 5535 3066

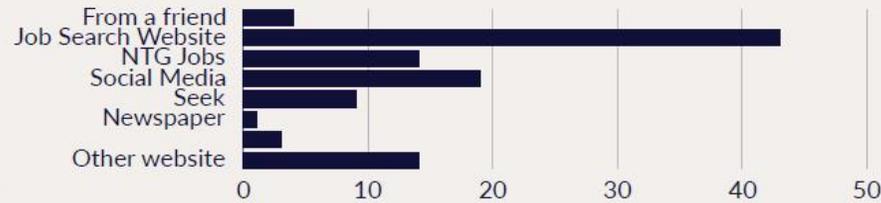
# Barkly Pilot – Campaign Update

The online campaign has been running since the 10/09/2024, the below data is current as at 09/10/2024.

**111**  
**Applications**

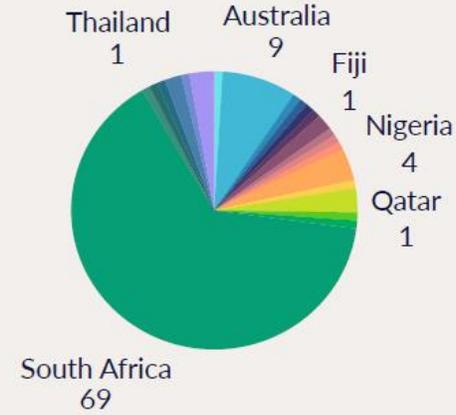
- 3 Australian Citizen, 1 Australian Permanent Resident, 99 Overseas and 4 Temporary Residents
- 69 applications are from South Africa
- 4 applicants have withdrawn

## Where the applicants have listed they found the role



RTF

## Where the are applicants from (residential address)



## Social Media Campaign (Paid)

- There has been a total of **6.24 million impressions** and **195,239 Link Clicks** across META, Google Search, Tiktok and Youtube.
- We are seeing extraordinary performance from our international social campaign (META), which has reached over **3.65 million unique users**, yielding **167k link clicks** for a CPC of \$0.8.
- South Africa continues to be the strongest performing country with a high volume of traffic to the website, enquiries via email and applications being received.



# Investing in and growing our Aboriginal workforce

- Increasing Aboriginal workforce in every school
- New Aboriginal workforce dashboard
- Delivering professional learning to support schools and workplaces to be culturally safe and inclusive for First Nations people



157 RATE participants engaged in accredited training with:

- 20 Aboriginal educators enrolled in higher education courses
- 137 Aboriginal educators undertaking education-related VET courses
- 31 Aboriginal educators have completed English language, literacy and numeracy assessments

VET courses include:		Higher Ed courses include:	
Cert II in General Education	10	First Nations Introduction to University (Completed)	3
Cert III School-based Ed Support	37		
Cert III Early Childhood	42	Diploma Educational Studies	11
Cert III in Aboriginal and Torres Strait Islander Education	9		
Cert IV School-based Ed Support	22	Bachelor of Education (EC and Primary)	9
Cert IV Teaching an Australian First Nations Language	6	*3 participants have withdrawn from Higher Education in the last month.	
Diploma Early Childhood	11		

# Supporting permanency in our workforce

- Improve job security by:
  - prioritising ongoing employment
  - new fulltime and part time positions to be Northern Territory Public Sector (NTPS) employees.
- Nominally vacant positions must be advertised as ongoing.
- Compliance checks on submitted RTFs will occur.
- ELCC supports schools transitioning existing school body staff to NTPS employees.



# Fixed Term Contracts - Key Points

	<p><i>Fair Work Legislation Amendment (Secure Jobs Better Pay) Act 2022, effective from 6 December 2023</i></p> <p>Limits fixed term appointments to 2 contracts or 2 years, whichever comes first</p>
	<p>There are six limited exceptions: high income positions, genuine backfills, time limited projects, specialist skill projects, training arrangements e.g. trainees and fixed (external funding)</p>
	<p>If provisions are breached by offering a third term or beyond 2 years, the contract terms and conditions remain valid, except the employment becomes indefinite</p>
	<p>It is illegal to take any steps to avoid the provisions even if it is done by accident</p>
	<p>All nominally filled vacancies must be advertised to fill ongoing</p>
	<p>If an exception applies, it must be very clearly outlined in the RTF as it must be included in the contract offered to the employee</p>

# What now?

- Monitor contract end dates and advertise to fill ongoing well in advance
- Question every fixed term RTF, including extensions
- If fixed term is a genuine need, explain clearly, with detail
- If a backfill arrangement, the appointment should be against a nominally filled position

# Questions?

