The Rural and Remote Education blueprint contains strategies for schools to have greater capacity to attract and retain quality teachers and leaders:


A new range of incentives is now offered under section 7.2 of the blueprint (see page 13), and includes:

1. In rural and remote six-point and eight-point incentive schools, principals have the option of having a suitable temporary teacher, who has worked continuously for at least two years in the school directly appointed into a permanent vacant position in their school. In eight-point incentive schools, principals will also have the option of permanently appointing those teachers above establishment, if there is no vacant position at the school;

2. Principals in rural and remote eight-point incentive schools are able to recommend that following two continuous years successfully relieving or acting in an executive role, a teacher can be assessed for direct appointment into the role;

3. Newly appointed teachers and school leaders in rural and remote schools may be offered a 10 week trial before their permanent appointment is confirmed;

4. In rural and remote eight-point incentive schools, a recruitment benefit of $10,000 may be used to attract suitable applicants, if two consecutive selection processes have not filled a vacancy;

5. The payment of a 50 per cent rental subsidy to teachers in rural and remote four-point incentive schools; and

6. The payment of the NSW Institute of Teachers’ submission fee for accreditation as Highly Accomplished or Lead teacher for teachers and leaders in rural and remote schools.

The following ‘how to’ guides can assist principals in implementing those strategies relevant to your school’s situation.
How to action 1...

“In rural and remote six-point and eight-point incentive schools, principals have the option of having a suitable temporary teacher, who has worked continuously for at least two years in the school directly appointed into a permanent vacant position in their school.”

If you have temporary teachers who meet service requirements and you would like appointments to be made into a vacancy, the following will need to occur:

1. The temporary teacher will need to have a current application for permanent employment and have listed your school as a preference for appointment.

2. Submit the vacancy on OMSEE, and in the ‘comments’ section of the form indicate that you are seeking the appointment of [temporary teacher's name] as part of strategy 7.2 in the Rural and Remote Education Blueprint.

3. By naming the temporary teacher on the OMSEE form, you are deeming the teacher to be suitable* for appointment to the vacancy.

For 8 point incentive schools where there is no current vacancy:

1. The temporary teacher will need to have a current application for permanent employment and have listed your school as a preference for appointment.

2. Submit the vacancy on OMSEE, and in the 'comments' section of the form indicate that you are seeking the appointment of [temporary teacher's name] as part of strategy 7.2 in the Rural and Remote Education Blueprint as above establishment.

3. By naming the temporary teacher on the OMSEE form, you are deeming the teacher to be suitable* for appointment as permanent. The teacher will remain at your school until matched to a substantive vacancy.

Your HR Adviser at People and Careers will liaise with you regarding the appointment.

*Suitability will require the teacher to match the codes submitted for the vacancy and not be currently subject to a performance improvement program.
How to action 2…

“ Principals in rural and remote eight-point incentive schools are able to recommend that following two continuous years successfully relieving or acting in an executive role, a teacher can be assessed for direct appointment into the role.”

If you have an executive vacancy and have had a teacher acting or relieving in the position for two continuous years, and would consider recommending the teacher to be appointed to the vacancy, the following will need to occur:

1. Request the teacher to submit to you a written application in which they describe their capacity to provide successful educational leadership. This must be demonstrated through:

   - Successful teaching experience with capacity to initiate improvement in teaching, learning and classroom practice;
   - Knowledge of curriculum, assessment and student welfare with the ability to lead and design quality, inclusive teaching and learning programs;
   - Educational leadership skills to build the capacity and manage the performance of individuals and teams;
   - Well-developed communication and interpersonal skills with the capacity to build relationships and engage students, staff and parents;
   - Ability to plan and manage resources effectively and equitably to support teaching and learning;
   - Knowledge of and commitment to the Department’s Aboriginal education policies.

2. Assess the teacher against the above criteria based on their written application and performance in the role over the last two years.

3. Where you support the application, forward it using your principal email account, along with your recommendation to SchoolRecruitment@det.nsw.edu.au

4. Next, submit the executive vacancy on OMSEE, and in the ‘comments’ section of the form indicate that you are seeking the appointment of [acting/relieving teacher’s name] as part of strategy 7.2 in the Rural and Remote Education Blueprint.

Your HR Adviser at People and Careers will liaise with you regarding the appointment.
How to action 3…

“Newly appointed teachers and school leaders in rural and remote schools may be offered a 10 week trial before their permanent appointment is confirmed.”

When a teacher, executive or principal receives their first appointment to a 4, 6 or 8 point incentive school, they will have the option of a 10 week trial period.

After 10 weeks, if no advice is received from the teacher by the School Recruitment team, it will be assumed the teacher wishes to be confirmed as permanent. If the teacher decides not to continue, they can (for those who were permanent employees prior to the appointment) return to their former position.

Principals do not need to take any action where the teacher wishes to continue.

Where the teacher decides to decline the permanent appointment within the 10 week trial period, the principal needs to immediately:

1. Email SchoolRecruitment@det.nsw.edu.au and advise that the teacher is declining permanency;

2. Inform the teacher that he/she must immediately email SchoolRecruitment@det.nsw.edu.au to notify the decision to decline the permanent appointment.

Your HR Adviser at People and Careers will liaise with you regarding the next steps.
How to action 4…

“In rural and remote eight-point incentive schools, a recruitment benefit of $10,000 may be used to attract suitable applicants, if two consecutive selection processes have not filled a vacancy.”

Where a permanent teacher, executive or principal vacancy in an eight point incentive school has not been filled after being advertised then immediately readvertised, the hiring manager can offer a $10,000 recruitment benefit when next advertising the vacancy.

To action this incentive, the hiring manager needs to inform the HR Adviser at People and Careers when resubmitting the advertisement.

Your HR Adviser at People and Careers will assist you with the next steps.

How to action 5…

“The payment of a 50 per cent rental subsidy to teachers in rural and remote four-point incentive schools”

Where a permanent or temporary teacher, executive or principal is appointed to a four point incentive school, the 50% rental subsidy is available to eligible teachers.

Permanent teachers in 4-point incentive schools who have applied unsuccessfully for THA accommodation are eligible to apply for a rental subsidy.

Teachers who have not applied for THA accommodation are not eligible to apply for the rental subsidy.

Eligibility is determined on the basis of assessment of need, consistent with the current procedures of the THA in allocating THA housing. In general, this precludes teachers from applying for the rental subsidy who own housing or are purchasing a residence within 50 kilometres of the locality in which they intend to rent privately. It also excludes
those who generally reside in their privately owned residence, even if it is more than 50 kilometres from the school to which they are appointed.

Temporary teachers may also be eligible to apply for the rental subsidy in accordance with existing THA procedures for allocating THA housing to temporary teachers.

Information on eligibility requirements can be found at

Application for teacher housing is made to the Teacher Housing Authority – see

The form for applying for the rental subsidy is at

How to action 6…

“The payment of the NSW Institute of Teachers’ submission fee for accreditation as Highly Accomplished or Lead teacher for teachers and leaders in rural and remote schools.”

Teachers who have successfully completed their accreditation at the level of Highly Accomplished or Lead Teacher will have their Board of Studies, Teaching and Educational Standards (BOSTES)* submission fees reimbursed if they have spent 75% of their teaching time completing that accreditation at rural or remote schools.

After the teacher has received written advice from their Teacher Accreditation Authority (TAA) that their application for accreditation at Highly Accomplished or Lead Teacher has been successful, this advice, along with their receipt for payment of their BOSTES submission fee, should be emailed to nationalstandards@det.nsw.edu.au for consideration.

For further details, please email Cynthia Wearne, Senior Manager, Quality Teaching at cynthia.wearne@det.nsw.edu.au or telephone 9836 9091.

* In January 2014 the NSW Institute of Teachers merged with the Board of Studies NSW. The new organisation is the Board of Studies, Teaching and Educational Standards (BOSTES). BOSTES will continue to manage teacher accreditation and all the functions of the former NSW Institute of Teachers.