

# Special authority for an unregistered person to Teach (Employment-based Pathway) Policy

November 2025

Version: 3.0

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Date Approved: 



**Teachers  
Registration Board**  
OF SOUTH AUSTRALIA

# SAT (Employment-based Pathways) Policy

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## Document Control

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Version	By whom	Revision Description	Date
1.0	Leonie Paulson – Registrar	Policy created	23 March 2020
1.1	Richard Lawley - Qualifications and Registration Administrator	Policy reviewed - changes	13 November 2020
1.2	Richard Lawley - Qualifications and Registration Administrator	Policy reviewed - changes	19 August 2022
2.0	Sally Hodgson Senior Policy Officer	Policy reviewed – changes	28 May 2024
3.0	Sally Hodgson Senior Policy Officer	Policy reviewed - changes	7 November 2025

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TRIM document number: File: TRB25/117 DOC25/53105

Audience: Teachers Registration Board of South Australia Secretariat

Creator: Teachers Registration Board of South Australia

Original approval date: April 2020

Scheduled for review: November 2027

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# SAT (Employment-based Pathways) Policy

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# SAT (Employment-based Pathways) Policy

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## 1 Objective

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The Teachers Registration Board of South Australia (the Board) administers the provisions of the [Teachers Registration and Standards Act 2004](#) (the Act) for the regulation of the teaching profession.

The object of the Act Part 2 section 4 is:

*to establish and maintain a teacher registration system and professional standards for teachers to safeguard the public interest in there being a teaching profession whose members are competent educators and fit and proper persons to have the care of children.*

Pursuant to section 30 of the Act, the Board may on application by a person who is not a registered teacher, in its discretion, grant the applicant a special authority to teach for a period and subject to conditions specified by the Board.

The objective of this Policy is to provide the framework to support the Board's granting of a Special Authority for an unregistered person to teach (Employment-based Pathways) (SAT (EBP)) category to preservice teachers, who are actively enrolled in an initial teacher education (ITE) employment-based program accredited by the Board or approved by ACECQA and undertaking paid employment at a school or early childhood setting while supervised.

This Policy is designed to support the Board's promotion to raise the quality of teaching, support teacher development, retention and classroom readiness in relation to preservice teachers who are enrolled in accredited ITE employment-based programs.

This Policy is to be read in accordance with the general principles set out in the policy that applies for special authorities to teach and titled "Special Authorities to Teach Policy" as endorsed and updated over time. Wherever there is a conflict between this Policy and the Special Authorities to Teach Policy, this Policy applies.

## 2 Scope

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The scope of the SAT (EBP) Policy is limited to preservice teachers who are:

- enrolled in an accredited South Australian initial teacher education (ITE) program (either Teaching Futures or a Flinders University internship program); or in a Teach for Australia program; **and**
- employed at an approved South Australian school or early childhood site; **and**
- supported by the higher education institute (HEI) and employer with sufficient measures to guide and support their teaching responsibilities and studies commitment.

Other categories of special authorities to teach are out of scope of this policy. Holders of this SAT are not permitted to assume Principal or school leadership positions.

## 3 Policy Statement

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This Policy does not confer a right of grant to any applicant. Each application will be considered in accordance with this Policy and the provisions of the Act (section 30 applies).

Applicants are required to provide:

- a completed application form;
- a current, valid South Australian Working with Children Check;

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- the required information for a National Coordinated Criminal History Check (or International Criminal History Check, if applicable);
- fitness and propriety declarations; and
- payment of the relevant fees.

Even upon grant, the Board may, without any requirement for a hearing or other process, by written notice to the holder of a special authority, vary or revoke the special authority.

All applications for a special authority will be considered by the Registrar upon delegation of the Board. The Registrar may, in turn, authorise the Deputy Registrar and the Manager, Registration and/or other Board staff to consider and approve such application on the Registrar's behalf.

Applicants will be required to meet employer requirements.

The higher education institute (HEI) is to guarantee an applicant's successful completion of the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) / First Nations language proficiency, and in a secondary program, completion of a minor (or equivalent in combination with previous work / life experience) in discipline studies in their teaching area(s) or in a primary program, exposure to the key learning areas of the primary curriculum, prior to beginning employment. By endorsing an applicant, the HEI acknowledges that these preconditions are met and/or the student is being supported to meet the requirements of the test.

The Board will partner with the HEI provider and employer to monitor and review the SAT (EPB) holders progress through joint 6-monthly reports in relation to:

- active engagement and progress of their studies; and
- the supervision and mentoring to the holder as provided by the HEI provider and employer.

The purpose of these reports is to ensure SAT (EPB) holders are appropriately supported, and to enable the Board to monitor the effectiveness of this Policy.

## 4 Authorisation

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Under the Act, the Board may on application by a person who is not a registered teacher, in its discretion, grant the applicant a Special Authority for a period and subject to conditions specified.

## 5 Defined Terms

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**Act** refers to the *Teachers Registration and Standards Act 2004*.

**ACECQA** means the Australian Children's Education and Care Quality Authority.

**Accredited ITE program** refers to an initial teacher education program delivered by a South Australian higher education provider, or a provider in partnership with Teach for Australia, that has been accredited using the national Accreditation Standards and Procedures, and is listed on the [AITSL Programs List](#) webpage.

**Actively enrolled** means that a preservice teacher is enrolled in an ITE program, can provide an academic transcript each semester and continues to pass all subjects (with the minimum of a P2 grade).

**AITSL** means the Australian Institute for Teaching and School Leadership.

**Approved South Australian school or early childhood site** means the sites approved by the Board and listed in Appendix 1 to this Policy and updated from time to time.

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**Australian Professional Standards for Teachers (APST)** means the nationally consistent standards for teachers across four career stages, published by AITSL.

**Employment-based Pathway (EBP)** refers to preservice teachers who apply for a SAT and employment whilst completing their ITE studies and are provided with supervision and mentoring by HEI and school. This category is separate to SAT (TRT) and SAT (Advertised).

**Fees** refers to the application fee and police check fee payable on application.

**FTE** means full time equivalent which relates to the total number of hours worked in relation to a full-time employee. e.g. 0.6 FTE would mean working for 3 days per week.

**(full) Registration** means the full registration category granted to a person who has demonstrated proficiency against the APST, as evidenced by an evaluator.

**HEI** means a higher education institute.

**Preservice teacher** means a student enrolled in an accredited ITE program.

**Provisional registration** means a category of registration granted to a person who has met the graduate level of the APST through the required qualification and meets the requirements to be a fit and suitable person to teach.

**SAT** refers to a special authority for an unregistered person to teach.

**Site** means a prescribed service or school as defined by the *Teachers Registration and Standards Act 2004*.

**Setting** means a prescribed service or school as defined by the *Teachers Registration and Standards Act 2004*.

**Supervision** means in-person observation of the preservice teacher by a (full) registered teacher.

**Teacher** means an individual who has registration with the Board to undertake the duties of a teacher or early childhood teacher in a South Australian school or early childhood setting in accordance with their qualification(s).

**Teaching Futures** means the program delivered by Adelaide University from 2025 and funded by the Commonwealth High Achieving Teachers Grant Program.

**TFA** means the Teach for Australia program, currently delivered by the Australian Catholic University.

## 6 Responsibilities

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### HEI/Program providers must:

- provide adequate academic supervision and support to preservice teachers to ensure the safety and wellbeing of children; and
- provide a host school with all information regarding the requirements for hosting a SAT (EBP) including the requirements for the school-based mentor to complete professional experience reports and assessments. The term mentor may include such titles as School Instructional Coach, Academic Mentor or Teaching and Leadership Coach.

### Employers (Education sectors or individual schools or early childhood settings) must:

- provide school-based induction, in-school mentoring and support to preservice teachers to ensure the safety and wellbeing of children; and

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- provide supervision by a (full) registered teacher who has a strong working knowledge of the APST; and
- acknowledge that a SAT (EBP) is not a qualified teacher, and ensure the provision of adequate supervision, support and mentoring that is reflective of the SAT (EBP)'s level of experience.

This does not mean one-on-one supervision, rather it includes oversight of the planning and implementation of class programs, and professional support regarding teaching methods, student wellbeing, assessment procedures and related matters.

HEI providers and employers must also comply with applicable requirements relating to placement and managing professional experience as required by:

- Australian Institute for Teaching and School Leadership (2022) Accreditation of initial teacher education programs in Australia: Standards and Procedures (and as updated from time to time); and
- Australian Institute for Teaching and School Leadership (2024) Australian Professional Experience Guidelines (and as updated from time to time).

## **TRB SA may:**

- grant a SAT (EBP) to those applicants that meet the requirements of this Policy.
- consider the grant of a SAT (EBP) for preservice teachers who reside or intend to reside in South Australia and are enrolled in an TFA ITE program interstate. Interstate providers are expected to meet all requirements of this Policy including providing support to the host school and preservice teacher.

## **SAT (EBP) holder:**

While employed as a SAT (EBP), the preservice teacher has the same professional and legal obligations as a registered teacher and engages with the following elements of teaching and learning in relation to child safety and wellbeing:

- gains an 'Authorisation to Teach' from DfE (if employed at a DfE site);
- completes all employer requirements; and
- adheres to the Board's Code of Conduct and Code of Ethics and any other codes of conduct as professional standard published or adopted by the Board, as well as equivalent education sectors codes.

## **7 Time of application**

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Applicants may apply for a special authority at any time prior to commencing their employment and from approval of this Policy.

Pursuant to the Act, a special authority is granted to a person, and all applications must be made by that person (section 30(1)).

## **8 School and HEI declaration**

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Applications for SATs are to be supported by the applicant's HEI and the employer. The employer and HEI must provide information (on the Application form) in relation to the employment conditions to be undertaken by the holder of the special authority. Information to be provided includes:

- Teaching time to be no more than 0.8 FTE;

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- Academic mentor name;
- School based mentor name;
- Teaching responsibility list (subjects/year levels); and
- Signature of Principal/school leader/Director.

### 9 Cap on SAT (EPB) at each Approved South Australian school or early childhood site

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The cap per school/ early childhood site will be determined based on school/ site student enrolments.

Enrolments	SAT (EBP) cap
Over 1500	4
1000-1499	3
500-999	2
Under 500	1

This limitation may be departed from if the Registrar (or a person authorised by the Registrar) is satisfied that special circumstances exist. Special circumstances will consider the support structures in place, always having the wellbeing and best interests of children as the paramount consideration.

### 10 Period of grant of SAT (EPB)

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A grant of SAT (EBP) will be given for the duration of the internship component of the ITE program (to a maximum of 26 months). For some this will be the full length of the ITE program (TFA), and for others it may be a semester (Teaching Futures).

### 11 Review

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SAT (EBP) will operate for a 24-month initial trial, while data is collected to determine the efficacy and success of the program. The data (provided by higher education institutions and education sectors) will be reported to the Board for their determination as to the success of the program.

Success will be measured by a range of factors including the provision of site induction, mentoring and support, graduation of the SAT (EBP) and advancement towards an application for teacher registration.

This Policy will be reviewed no more than 24 months after initial approval. Depending on its success, the scope of the Policy may be expanded.

## Appendix 1

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### 2026 Approved list of schools for SAT (EBP)

Host sites are to be selected and approved based on their capacity to support preservice teachers, which includes a ratio of fully registered teachers to provisionally registered teachers of at least 3:2, the site student to SAT ratio, a commitment to professional development for all school staff and a stable teaching culture.

Catholic Education and Independent Schools will provide a list of schools that may be host schools from 2027.

The Department for Education has provided the following list of schools that may be host schools in 2026:

A Zone 2, 3 or 4 school as defined in the SA Enterprise Agreement (Schedule 2.2 2024) and Coober Pedy Area School (in recognition it forms part of the Northern Partnership of Schools including Hawker and other settlements).

Airdale Primary School  
Balaklava High School  
Clare High School  
Christies Beach High School  
Craigmore High School  
Eudunda High School  
Gawler and District College  
John Pirie Secondary School  
Kapunda High School  
Kurna Plains School  
Lake Windemere B-6 School  
Le Fevre High School  
Mannum Community College  
Mark Oliphant College (B-12)  
Mid North Education Centre  
Murray Bridge High School  
Northern Adelaide Senior College  
Ocean View P-12 College  
Para Hills High School  
Parafield Gardens High School

Parafield Gardens Primary School  
Paralowie R-12 School  
Playford International College  
Port Pirie West Primary School  
Risdon Park Primary School  
Riverbanks College B-12  
Riverton and District High School  
Salisbury East High School  
Salisbury High School  
Solomontown Primary School  
Whyalla High School  
Whyalla Primary School Memorial Oval  
Whyalla Secondary College  
Whyalla Town Primary School  
Woodville High School