

Teacher Aide interview questions

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What to expect

Teacher aide interviews focus on practical judgement with students, your understanding of safety and reporting obligations, and how you work alongside teachers rather than independently. Panels want evidence you can follow a teacher's direction while still using initiative with individual students.

- **Process:** Questions asking you to walk through how you'd run a routine task such as a reading intervention group or classroom setup.
- **Behavioural:** Questions about past experience supporting students, usually answered with a specific example rather than a general statement.
- **Scenario:** Hypothetical situations, often involving a distressed or disruptive student, testing your judgement under pressure and knowledge of school policy.
- **Safety and child protection:** Questions checking your understanding of mandatory reporting, the Working With Children Check, and care plan compliance.
- **Client-facing:** Questions about communicating with teachers and parents about student progress or concerns.

Interviews for teacher aide roles are usually 30 to 45 minutes and often run as a panel with the principal or deputy and a classroom teacher. Expect a brief opening about your background, then a run of scenario and behavioural questions, sometimes including a short discussion of a de-identified case study, and a closing chance for you to ask about classroom support structures and the students you'd be working with.

1. Walk me through how you would run a small-group reading intervention session.

Why they ask

This checks whether you understand the practical structure of intervention work, not just the concept of supporting literacy.

How to structure your answer

Describe the session step by step: setup, warm-up, focused task, checking understanding, wrap-up and recording progress.

Example answer

"I'd start by getting the group settled with their materials ready, usually four or five students. I'd begin with a quick warm-up like sounding out a few words from the previous session, then move into the focused task, whether that's guided reading or a Phonics Boost activity, keeping it short so attention stays high. I'd check understanding by asking each student to read a line or answer a question, adjusting difficulty on the spot if someone's struggling. At the end I'd note down who needs more support next time and pass that on to the classroom teacher."

2. Tell me about a time you supported a student with challenging behaviour.

Why they ask

Panels want to see you can stay calm, follow school policy, and communicate clearly with the teacher rather than acting alone.

How to structure your answer

STAR: situation, task, action, result.

Example answer

"A student in a small group I was supervising became frustrated with a maths task and started refusing to participate, raising his voice. My task was to de-escalate without disrupting the rest of the group. I moved him a short distance away, lowered my own voice, and gave him a simple choice, either take a short break or try an easier version of the task. He chose the break, came back after a few minutes, and finished the task with support. I let the classroom teacher know what had happened and what worked, so it could go into his behaviour support plan."

3. A student becomes distressed and refuses to leave the classroom at the end of a lesson. What do you do?

Why they ask

This tests judgement under pressure and whether you know when to manage a situation yourself versus involve the teacher.

How to structure your answer

Talk through immediate response, safety considerations, and when you'd escalate to the teacher or another staff member.

Example answer

"First I'd check whether the student or anyone else is at risk, then speak calmly and give them space rather than crowding them. I'd try a simple, low-pressure prompt, like asking if they need a minute or offering a known calming strategy from their care plan. If they're not responding and the class needs to move on, I'd quietly let the teacher know and ask another staff member to supervise the rest of the class while I stay with the student until they're settled enough to rejoin or be collected."

4. What do you understand about your responsibilities under mandatory reporting and the Working With Children Check?

Why they ask

Child safety obligations are non-negotiable in this role, and schools need to confirm you take them seriously and know the basics.

How to structure your answer

State your factual understanding plainly, then give one concrete example of how it applies in daily practice.

Example answer

"I understand that as a teacher aide I hold a current Working With Children Check and I'm a mandatory reporter, meaning if a student discloses something or I notice signs of harm or neglect, I report it to the teacher or the designated child safety officer straight away rather than deciding myself whether to act. I also keep any personal care or behaviour information about students confidential and only discuss it with staff who need to know."

5. How would you raise a concern about a student's progress with the classroom teacher?

Why they ask

This checks your communication skills and whether you understand your place in the reporting chain rather than going around the teacher.

How to structure your answer

Describe the approach: what you'd note, when you'd raise it, and how you'd frame it professionally.

Example answer

"I'd keep a simple written note of what I observed, for example that a student got three questions wrong in a row during numeracy practice or seemed disengaged for several sessions. I'd raise it with the teacher at a natural break, like recess or after class, rather than in front of the student, and stick to what I saw rather than guessing at causes. If the teacher wanted to involve parents, I'd leave that

conversation to them unless asked to be part of it.”

6. Why do you want to work as a teacher aide, and what do you find most rewarding about supporting students with additional needs?

Why they ask

This is a motivation question that helps the panel judge whether you'll stay in the role and enjoy the day-to-day work.

How to structure your answer

Answer specifically, linking your motivation to a real part of the job rather than a general statement about liking children.

Example answer

“I like the mix of routine and problem solving in this role. Helping a student who's been stuck on a skill finally get it, whether that's reading a tricky word or managing frustration in class, is what keeps me in this work. I also value being part of a team where the teacher sets the direction and I help make sure every student in the room, including those who need extra support, actually gets to take part in the lesson.”