

Level 3 Subdivision 1-5 Classification Review

Employer Resource

Student Support

Instructions

This resource is designed to assist Schools in determining whether the role being performed by an employee, based on the general work and typical duties performed, is categorised as a Level 2 or Level 3 role for Student Support employees. This would include Learning Support Officers.

An assessment of whether an Employee's role is a Level 2 or Level 3 role, should be made based upon an overall assessment involving the following:

- Considering the typical duties performed by an Employee as against the typical duties for Level 2 and Level 3 employees;
- Comparing the Employee's role and responsibilities as against the general work descriptions (including duties and responsibilities not identified as typical duties in the Level 2 and 3 descriptors); and
- Assessing the frequency and time spent on the duties performed.

The following examples outlined below, provide some guidance on making this assessment.

Example 1

An Employee's duties fall predominantly within the Level 2 classification descriptors. However, a small number of duties are more appropriately classified as Level 3. The Employee regularly performs these Level 3 duties and they comprise a reasonable component of their role. In this case, the Employee is likely to be appropriately classified as performing a Level 3 role.

Example 2

An Employee's duties fall predominantly within the Level 2 classification descriptors. However, there are one or two duties which are more appropriately classified as Level 3. The Employee infrequently performs these Level 3 duties and they comprise a very minor component of their role. In this case, the Employee is likely to be appropriately classified as performing a Level 2 role.

General work description table

As an initial step in making a determination of whether an Employee is performing a Level 2 or Level 3 role, it is suggested that Principals utilise the general work description table to undertake an initial comparison of the work descriptors to the role the employee is required to perform. This can be done by placing a tick next to the work description area which is most relevant to the role the employee is performing.

In regards to qualifications and experience, this should be based upon the qualifications and experience the role requires, and not the qualifications and experience they employee may have.

Typical duties tables

As an initial step in making a determination of whether an Employee is performing a Level 2 or Level 3 role, it is suggested that Principals utilise the typical duties table to undertake an initial comparison of the employee's completed form and position description to the Level 2 typical duties and then subsequently to the Level 3 typical duties.

Place ticks or crosses adjacent to the corresponding typical duty listed indicating whether the employee performs this or not.

Note: This exercise utilising the general work description table and the typical duties table will not be determinative. It is intended to assist in obtaining a preliminary view of which Level an Employee may be appropriately classified at.

As outlined above, an assessment of whether an Employee's role is a Level 2 or Level 3 role, should be made based upon an overall assessment involving the duties performed in comparison to the general work descriptors, typical duties, and the frequency and time spent on tasks and functions.

Determination

On 1 May 2019, Education Support Employees who have been reviewed in accordance with clause 44.2(a) and whose position meets the descriptors of Level 3 will translate to Level ES 3 subdivision 1 and will continue to increment in accordance with clause 44.1.

On 1 May 2019, Education Support Employees who have been reviewed in accordance with clause 44.2(a) and whose position meets the descriptors of Level 2 will translate to Level ES 3 subdivision 0 and will not increment beyond this subdivision unless they are reclassified at a later date. They will still receive percentage increases.

Any queries in relation to undertaking this assessment, should be directed to the Employee Relations Unit on 03 9267 0431 or ceoir@cem.edu.au.

General work description table

	Level 2		Level 3	
	Description	Place a tick if exercised in role or cross if not exercised in role	Description	Place a tick if exercised in role or cross if not exercised in role
Competency	(i) Competency at this level may include Level 1 competencies. In addition, competency at this level involves the application of knowledge with depth in some areas and a broad range of skills. There is generally a variety of tasks, roles and contexts. There is some complexity in the ranges and choice of actions required. Some tasks may require limited creative, planning or design functions.		(i) Competency at this level may include Level 1 – 2 competencies. In addition, competency at this level involves the development and application of professional knowledge in a specialised area(s) and utilising a broad range of skills. (ii) An Employee at this level will have a depth or breadth of expertise developed through extensive relevant experience and application, and performs work assignments guided by policy, precedent, professional standards and expertise. This may require the provision of support and advice to senior management and/or performing a support role to a senior administrator.	
Judgement independence and problem solving	(i) Roles at this level will require Employees to exercise judgment to identify, select and apply the most appropriate available guidelines and procedures, interpret precedents and adapt standard methods or practices to respond to variations. (ii) Roles may require an Employee to: <ul style="list-style-type: none"> • apply diagnostic skills, theoretical knowledge and techniques to a range of procedures and tasks; and/or • undertake tasks requiring expertise in a specialist area or a broad knowledge of a range of functions. 		(i) Roles at this level will require problem solving that involves the identification and analysis of diverse problems, and will apply appropriate technical training and expertise to decision- making. (ii) Roles at this level will generally have scope to undertake some or all of the following in their area: <ul style="list-style-type: none"> • innovate within own function and take responsibility for outcomes; • design, develop and test equipment, systems and procedures; • participate in planning involving resources used and developing proposals for resource allocation; • exercise high level diagnostic skills on sophisticated equipment or systems; and/or • analyse and report on data and experiments 	

Direction	(i) Supervision is generally required to establish general objectives relative to specific tasks, to outline the desired end product and to identify potential resources for assistance. (ii) Some positions will require routine supervision to general direction depending upon experience and the complexity of the tasks.		(i) Routine supervision to general direction, depending on tasks involved and experience. (ii) Supervision is present to review established objectives.	
Supervision	Roles at this level may be required to: <ul style="list-style-type: none"> • supervise students while performing their normal duties but may not be used instead of a Teacher; • supervise other Employees at lower levels 		Roles at this level may be required to: <ul style="list-style-type: none"> • supervise students while performing their normal duties but may not be used instead of a Teacher; • supervise other Employees at lower levels 	
Qualifications	Level 2 duties typically require a skill level which assumes and requires relevant knowledge or training equivalent to: <ul style="list-style-type: none"> • completion of a trades certificate or Certificate III; • completion of Year 12 or a Certificate I or II, with relevant experience and or education/training; or • an equivalent combination of relevant experience and/or education/training. 		Level 3 duties typically require a skill level which assumes and requires knowledge or training equivalent to: <ul style="list-style-type: none"> • Completion of a degree without relevant work experience; • Completion of an advanced diploma qualification and at least one years' relevant work experience; • Completion of a diploma qualification and at least two years' relevant work experience; • Completion of a Certificate IV and extensive relevant work experience; or • an equivalent combination of relevant experience and/or education/training. 	
		Total number of ticks=	Total number of ticks=	

Typical duties table – Student support

Level 2 typical duties	Place a tick if duties are performed or cross if duties are not performed	Level 3 typical duties	Place a tick if duties are performed or cross if duties are not performed
(a) Assisting student learning, where discretion and judgement is required (including providing more individualised approaches and intervention strategies, and assisting in identification of learning needs and evaluation of progress under the general supervision and direction of the Teacher);		(a) Undertaking specialist intervention strategies requiring advanced training and expertise;	
(b) Participate in the monitoring, evaluation and reporting of student learning and programs;		(b) Coordinating the work of a specialised unit in a school;	
(c) Work with students to enable them to use specialised augmentative communication and adaptive technology to enhance student access to the curriculum;		(c) Providing standard professional services within defined organisational parameters under general guidance from senior staff;	
(d) Under the general supervision and direction of teaching staff, undertake specialist assistance to students in specific learning areas e.g. languages, technology, the Arts;		(d) Providing professional reports requiring factual analysis, including assessments and recommendations for consideration by others;	
(e) Under the general supervision and direction of teaching staff, undertake learning support activities involving specialist cultural understanding and skills, (i) assisting students with classroom activities; (ii) supporting Teachers to understand the educational, health and welfare needs of Koori and refugee students; (iii) acting as a cultural support person or mentor; (iv) assisting in the delivery of culturally inclusive curriculum.		(e) Providing standard clinical professional services to students within the parameters of school policy and guidelines;	

<p>(f) Providing basic support to students within defined principles and parameters;</p>		<p>(f) Conducting basic training and instruction related to the professional field for school colleagues;</p>	
<p>(g) Assisting in wellbeing programs and/or supporting a Chaplaincy program.</p>		<p>(g) Working as a provisionally registered Psychologist;</p>	
		<p>(h) actively working within and for the school community to assist in creating a culturally inclusive and supportive environment through such duties as:</p> <ul style="list-style-type: none"> (i) engaging actively with parents and local aboriginal or refugee communities, agencies and networks; (ii) assisting in the professional learning of Teachers; (iii) assisting the organisation of cultural activities. 	
<p>Total number of ticks=</p>		<p>Total number of ticks=</p>	

Determination - Total tally

Level 2		Level 3	
General work description table total		General work description table total	
Typical duties table total		Typical duties table total	
	Overall total=		Overall total=

Note: This exercise will not be determinative. It is intended to assist in obtaining a preliminary view of which Level an Employee may be appropriately classified at.

As outlined above, an assessment of whether an Employee's role is a Level 2 or Level 3 role, should be made based upon an overall assessment involving the duties performed in comparison to the general work descriptors, typical duties and frequency and time spent on tasks and functions.