Level 3 Subdivision 1-5 Classification Review
Employer Resource
Curriculum Resource Service - Specific to Laboratory

Instructions

This resource is to assist Schools in determining whether the general work and typical duties performed by an employee are categorised as Level 2 or Level 3 duties for Curriculum Resource Services. This form can be used for Laboratory Technicians, Laboratory Assistants and Senior Laboratory Technicians.

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: • 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: • 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: • 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: • 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: • 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: • 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=**

Curriculum Resource Services General duties

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) Applying specialised knowledge in specific function area i.e. science laboratory, ICT support, library;		(a) Undertaking some responsibility for other Employees in the work area;	
(b) Providing specialised knowledge that is relied upon to deliver support services under direction e.g. information technology and technical support in science laboratories and libraries;		(b) Providing assistance or guidance to other employees in the work area	
(c) Applying technical and/or scientific principles to enable the performance of a variety of interrelated technical tasks;		(c) Exercising judgement and discretion in providing technical assistance in the operation of library, laboratory, or technology centre;	
(d) Evaluating and making recommendations for the purchase of technical or computer equipment;		(d) Exercising discretion and judgement in assisting students and Employees to access information to use equipment in a library, laboratory or a technology centre;	
(e) Assist with training and/or instruction in respect to technical systems or scientific processes;		(e) Assisting with the planning and organisation of a laboratory or technology centre and fieldwork;	
(f) Maintaining booking and repair/replace systems for equipment;		(f) Investigating and reporting on the efficiency and effectiveness of system design	
(g) Routine ordering and maintenance of equipment and materials.		(g) Conducting training and instruction to school colleagues within the technical field	
		(h) Regularly interacting with a range of external or internal clients to provide advice or specialist information.	
	Total number of ticks=		**Total number of ticks=**

Typical duties table – Specific to laboratory

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) Caring for flora and fauna;		a) Providing technical assistance and advice, as requested;	
(b) Preparing teaching aids under direction;		b) Testing of experiments and demonstrating experiments with Teachers.	
(c) Preparing standard solutions and less complex experiments;			
(d) Providing technical support to Teachers;			
(e) Evaluating and making recommendations for the purchase of technical or computer equipment;			
(f) Implementing measures for proper storage control and handling or disposal of dangerous or toxic substances;			
(g) Culturing, preparing for use and being responsible to the relevant manager for the security of bacterial, viral or other like substances;			

(h) Within a defined range of contexts, where the choice of actions is clear, maintaining scientific equipment, materials and specimens;		
(i) Routine ordering of supplies and materials.		
	Total number of ticks=	**Total number of ticks=**

Determination- Total tally

Level 2		Level 3	
General work description table total		General work description table total	
Curriculum resource services general duties table total		Curriculum resource services general duties 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.