

Victorian Catholic Education Multi Enterprise Agreement 2013

Implementation Guide for School

Part 4D: Guidelines for salary progression on 1 May 2018 Education Support Employees

2018 School Year

1. Background

The purpose of this guide is to describe the process for salary progression for eligible education support employees at salary level ES3-5 (on 30 April 2018) who are eligible to receive a salary increment on 1 May 2018. This process applies to category A, B and C employees at this level.

Clause 41.2(b) of the [Victorian Catholic Education Multi Enterprise Agreement 2013](#) (VCEMEA 2013) provides for eligible education support employees at the Maximum (which is ES3-5 on 30 April 2018) to receive a salary increment effective from 1 May 2018. Salary progression is **NOT automatic**.

2. Education support employees – Level 3 Maximum

2.1 Clause 41.2 – VCEMEA 2013

41.2 Education support

- (a) Education support employees appointed as school officers at Level 5 under the previous *Victorian Catholic Education Multi Employer Agreement 2008* (VCEMEA 2008) who translated to ES Level 3, subdivision 1 – 8 at the commencement of the VCEMEA 2013 continue to progress up to the following levels:

| Year | Maximum |
|--------------------------------|----------|
| Upon commencement of Agreement | ES 3 – 8 |
| May 2014 | ES 3 – 7 |
| May 2015 | ES 3 – 6 |
| May 2016 | ES 3 – 5 |

- (b) If on 1 May the education support employee has reached the Maximum, and can satisfactorily demonstrate to the Employer that they meet the qualifications and experience criteria (Appendix 6 clause 1.3(e)), Employees will be eligible to progress beyond the Maximum.
- (c) From the commencement of the Agreement education support employees appointed to Level 3 shall commence at one subdivision above the Maximum and in accordance with the years of experience.

Although the VCEMEA 2013 expired on 31 October 2016, the provisions of the VCEMEA 2013 including the Maximum for level 3 education support employees will continue to apply until it is replaced with a new Agreement.

2.2 The Maximum

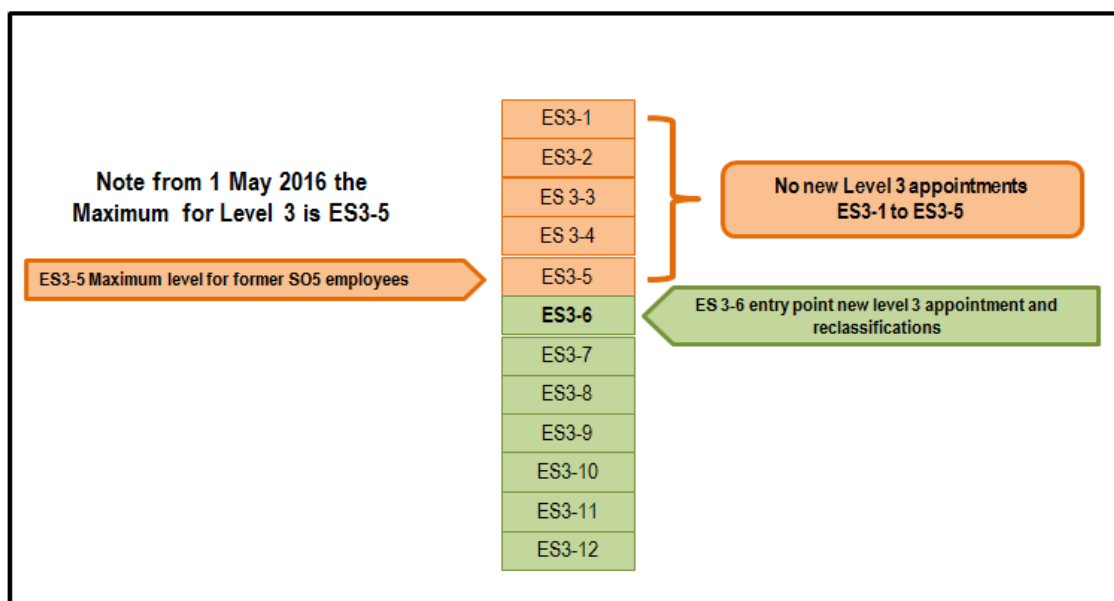
The Maximum is the maximum salary point in ES level 3 for an education support employee, who was previously classified as a School Officer Level 5 in accordance with the VCCEMA 2008 prior to 1 April 2013.

During the term of the VCCEMA 2013 there have been a number of changes to the salary structure of ES level 3 which has changed the salary level of the Maximum.

On 1 May 2016, the Maximum changed from ES3-6 to ES3-5 and ES3-5 remains the Maximum until further advice and in accordance with the VCCEMA 2013.

| | Eligible to progress beyond Maximum | | | Ineligible to progress beyond Maximum | | |
|-------------------------------------|-------------------------------------|-------------------------|-------------------------|---------------------------------------|-------------------------|-------------------------|
| | Category A | Category B | Category C | Category A | Category B | Category C |
| Salary Level (30 April 2018) | ES3-5 (\$69,377) | ES3-5 (\$64,040) | ES3-5 (\$66,709) | ES3-5 (\$69,377) | ES3-5 (\$64,040) | ES3-5 (\$66,709) |
| Salary Level (1 May 2018) | ES3-6 (\$69,691) | ES3-6 (\$64,330) | ES3-6 (\$67,011) | ES3-5 (\$69,377) | ES3-5 (\$64,040) | ES3-5 (\$66,709) |

The following diagram illustrates the salary point for ES Level 3.



Until further advice and in accordance with the VCCEMA 2013, the Maximum continues to be ES3-5.

3. New education support employee appointments to Level 3

All new employees at Level 3 must be appointed at a salary which is above the Maximum.

For the 2018 school year, new appointments to Level 3 should be at ES3-6 (or above) on or after 29 January 2018.

The salary progression for these employees is set out in Implementation guide [Part 3D](#) Salary and Allowances 2018 School Year (Schedule 4).

4. Eligibility for salary progression

An education support employee at ES3-5 on 30 April 2018 can progress beyond the Maximum on 1 May 2018 where the employee:

- (i) has at least six months of experience at ES3-5 between 1 May 2017 and 30 April 2018
- (ii) is able to satisfactorily demonstrate to the principal that the employee is able to meet the qualifications and experience criteria of Level 3 of the education support employee.

It is a requirement of clause 41.2(b) that an eligible employee **can satisfactorily demonstrate to the Employer that they meet the qualifications and experience criteria** for an education support employee Level 3 (*Appendix 6 clause 1.3(e) of the VCMEA 2013*).

The principal has the responsibility for determining if the employee has satisfactorily met the requirements for salary progression.

5. Education support employees – classification

There are five classification levels for education support employees. The classification of an education support employee is determined by the general work description which includes qualifications and experience and the typical duties that they are required to perform as set out in Appendix 6 of the VCMEA 2013.

The typical duties for each level are grouped according to the following types of work:

- School Administrative Services (ES1 – ES5)
- Student Support (ES1 – ES5)
- Curriculum Resource Services (ES2 – ES5):
 - General
 - Library / AV Services
 - Laboratory
 - Information and Communications Technology.

A [comparison](#) for both the general work descriptions and the typical duties of each of the five levels of education support employee is available from the [CECV website](#) under *Industrial Relations / Training, Resources and Communications / Implementation Guides / [Comparison for the Classification Descriptions for 5 Levels of Education Support Employee](#)*.

6. Process

An eligible employee must submit the relevant education support Level 3-5 Salary Progression Request within the timeline.

For each eligible employee, the Principal must decide whether the employee has the qualifications and experience in relation to the requirements of a level 3 education support employee.

Step 1: Employees notified of process

- Distribute relevant education support Level 3-5 Salary Progression Request form and the [Information Sheet](#) to eligible employees including employees on leave.
- Notify eligible employees of timeline for submitting and considering requests (see proposed timeline under section 7).

Step 2 Employee requests submitted

- Eligible employees seeking to progress beyond the Maximum should submit their request to the principal in accordance with the specified timeline.
- Note that eligible employees may elect to **NOT** submit a request and will simply remain on the Maximum, which is ES3-5 in 2018.

Step 3 Requests considered

- All requests submitted by eligible employees should be considered by the principal.
- Once an request has been received, the principal should make an assessment as to whether the employee has satisfactorily demonstrated that the qualifications and experience criteria of a level 3 education support employee as outlined in part 11 of this implementation guide have been met.
- Where the employee is subject to an employee improvement plan (clause 13.4 of the VCMEA 2013), the principal should contact the Industrial Relations Unit for further advice.

Step 4 Employees advised of the outcome

- Each employee who submits a request should be advised in writing of the outcome. Template letters are available from the [CECV website](#) under *Industrial Relations / Training, Resources and Communications / Implementation Guides / Part 4C Guidelines for Salary Progression on 1 May 2016 (Education Support Level 3-6)*.

Step 5 Salary adjustment

- Any necessary salary adjustment should take effect from 1 May 2018, **NOT** the first full pay period commencing on or after this date.

7. Proposed timeline

To enable any payroll adjustments to be made on 1 May 2018, it is recommended that Principals adopt the following timeline:

| Step | Task | Indicative Timeline |
|------|------------------------------------|--|
| 1 | Employees notified of process | No later than 10 March 2018 |
| 2 | Employee requests submitted | By 29 March 2018 (last day of term 1) |
| 3 | Requests considered | Completed by 21 April 2018 |
| 4 | Employee(s) advised of the outcome | Completed by 28 April 2018 |
| 5 | Salary adjustment effective date | 1 May 2018 |

Where requests are received after 1 May 2018, any salary progression (if applicable) should not occur until 1 May 2019.

8. Template letters and forms

The following information is available from the [CECV website](#).

- Employee request form are available for each type of level 3 work:
 - (i) [School Administrative Services](#)
 - (ii) [Student Support](#)
 - (iii) Curriculum Resource Services - [General](#)
 - (iv) Curriculum Resource Services - [Library & AV Services](#)
 - (v) Curriculum Resource Services - [Laboratory](#)
 - (vi) Curriculum Resource Services - [ICT](#)
- [Information Sheet](#) for eligible employees
- Template letters for notification of outcome
 - (i) [Successful](#) Request
 - (ii) [Unsuccessful](#) Request

9. Salary information

The following table provides a comparison of the salaries of ES3-5 employees in relation to salary progression on 1 May 2018.

| Date | Level | Employee meets the requirements to progress beyond the Maximum | | | Employee does NOT meet the requirements to progress beyond the Maximum | | | |
|--------------|-------|--|----------|----------|--|----------|----------|----------|
| | | Cat A | Cat B | Cat C | Level | Cat A | Cat B | Cat C |
| January 2018 | ES3-5 | \$68,352 | \$63,094 | \$65,723 | ES3-5 | \$68,352 | \$63,094 | \$65,723 |
| 1 May 2018 | ES3-6 | \$69,691 | \$64,330 | \$67,011 | ES3-5 | \$69,377 | \$64,040 | \$66,709 |

10. Cost

No additional funding will be provided to schools to meet the cost of eligible ES3-5 employees progressing beyond the Maximum.

The cost of a salary progression will not only include additional salary costs, but also additional on-costs, including school holiday pay, annual leave loading and Category B recall arrangements.

11. Qualifications and relevant work experience

11.1 Qualifications

Clause 1.3(e) of Appendix 6 of the VCMEA 2013 defines the qualifications and experience of a level 3 education support employee.

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.**

The following definitions are also provided:

- **Completion of a degree without relevant work experience**
Degree means successful completion of a recognised degree from a higher education institution, often completed in three or four years, and sometimes combined with a one year diploma.
- **Completion of an advanced diploma qualification and at least one years' relevant work experience**
An advanced diploma means successful completion of a course at a higher education or vocational educational and training institution, typically equivalent to three years' full-time post-Year 12 study.
- **Completion of a diploma qualification and at least two years' relevant work experience**
A diploma means successful completion of a course at a higher education or vocational educational and training institution, typically equivalent to two years' full-time post-Year 12 study.
- **Completion of a Certificate IV and extensive relevant work experience; or**
A Certificate IV means successful completion of a course that provides greater breadth and depth of skill and knowledge and is comparable to a two year part-time post-Year 12 or post-trade certificate course.

11.2 Certification of qualifications

Copies of all documentation in relation to qualifications must be provided by eligible employees, except where the school already has these documents.

Photocopies of the original documents should be certified by the principal.

Documents in a language other than English must be supplied with an authorised translation.

11.3 Relevant work experience

Relevant work experience means experience performing work that includes, or is similar to, the typical duties of an education support employee Level 3 as set out in *Attachment 1* (clause 4 of Appendix 6 of the VCCEMA 2013).

The principal is required to make an assessment of the employee's relevant work experience in relation to the duties performed by the education support employee based on the appropriate typical duties.

The duration of relevant work experience required is dependent upon the level of qualification of the education support employee as follows:

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.

The typical duties listed in *Attachment 1* are examples of activities typically undertaken by education support employees at level 3. Principals may also take account of comments provided by an employee in relation to other appropriate Level 3 duties which are not included in *Attachment 1*.

Employees are not required to undertake all of the typical duties listed in *Attachment 1*. However employees should provide relevant comments to demonstrate that they have the appropriate relevant experience in relation to the level 3 typical duties.

An employee may occasionally undertake some of the typical duties of other levels of the education support employee structure. In these instances, the principal should take account of the typical duties at which the employee performs the majority of their work.

12. Further queries and information

Any queries in relation to the implementation of these interim arrangements should be directed to the Industrial Relations Unit on 03 9267 0431 or ceoir@cem.edu.au.

A full copy of the [Victorian Catholic Education Multi Enterprise Agreement 2013](#), the salary tables and the [Memorandum of Understanding](#) can be found on the Catholic Education Commission of Victoria limited website at www.cecv.catholic.edu.au.

Attachment 1

Typical Duties – education support employees - Level 3

| School Administrative Services | Student Support | Curriculum Resources General |
|--|--|---|
| <ul style="list-style-type: none"> (a) responsibility for the efficient clerical and/or financial administration of a unit; (b) providing designated high level support to senior school leadership, including initiating complex or confidential reports, documents and correspondence; (c) administering the personnel function in a school, including: <ul style="list-style-type: none"> (i) maintaining personnel records; (ii) calculating and maintaining wage and salary records. (d) coordinating and/or administering the general financial operations of a unit; (e) providing high level assistance to a Business Manager/Accountant/Principal in the preparation of supporting data, reports and other documentation for financial/budgetary decision making purposes; (f) responsibility for functions such as: <ul style="list-style-type: none"> (i) preparing the accounts of a school to operating statement stage; (ii) using advanced techniques and methods to analyse and interpret the financial statements and formulating period and year end entries; (iii) monitoring and managing debtors; (g) Co-ordinating the work of School Services Officers. | <ul style="list-style-type: none"> (a) undertaking specialist intervention strategies requiring advanced training and expertise; (b) coordinating the work of a specialised unit in a school; (c) providing standard professional services within defined organisational parameters under general guidance from senior staff; (d) providing professional reports requiring factual analysis, including assessments and recommendations for consideration by others; (e) providing standard clinical professional services to students within the parameters of school policy and guidelines; (f) conducting basic training and instruction related to the professional field for school colleagues; (g) working as a provisionally registered Psychologist; (h) actively working within and for the school community to assist in creating a culturally inclusive and supportive environment through such duties as: <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. | <ul style="list-style-type: none"> (a) undertaking some responsibility for other Employees in the work area; (b) providing assistance or guidance to other Employees in the work area; (c) exercising judgement and discretion in providing technical assistance in the operation of a library, laboratory, or technology centre; (d) exercising discretion and judgement in assisting students and Employees to access information and to use equipment in a library, laboratory or a technology centre; (e) assisting with the planning and organisation of a laboratory or technology centre and fieldwork; (f) investigating and reporting on the efficiency and effectiveness of system design; (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. |
| Curriculum Resources Specific to Library / AV Services | Curriculum Resources Specific to Laboratory | Curriculum Resources Specific to Information and Communications Technology |
| <ul style="list-style-type: none"> (a) preparing descriptive cataloguing for library materials; (b) supervising the operation of circulation systems; (c) answering reference and information inquiries, other than ready reference; (d) providing advanced guidance in the use of information systems; (e) producing advanced resource materials e.g. multi-media kits, video and film clips; (f) teaching advanced audio-visual, computer and other technical skills to students and Teachers; (g) searching and verifying bibliographical data where judgement and discretion is involved; (h) assisting with supervision of students in the library where discretion and judgement is involved. | <ul style="list-style-type: none"> (a) providing technical assistance and advice, as requested; (b) testing of experiments and demonstrating experiments with Teachers. | <ul style="list-style-type: none"> (a) advising Teachers and students on aspects of information technology and use in the school; (b) supervising and maintaining hardware and software components of a computer network, with appropriate support for users; (c) responding to faults requiring more detailed attention; (d) designing and implementing systems for computer networks and deploying a significant number of computers at a time without guidance. |