Level 3 Subdivision 1-5 Classification Review
Employer Resource
School Administration Services

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 for School Administrative Services. This form can be used for secretary/administrative assistants, receptionists and clerical assistants.

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=**

Typical duties table – School Administration services

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) Providing administrative support to management personnel, including arranging appointments, diary and calendar management and preparing both confidential and general correspondence;		(a) Responsibility for the efficient clerical and/or financial administration of a unit;	
(b) Liaising with, and managing enquiries from students, parents, Employees and the general public;		(b) Providing designated high level support to senior school leadership, including initiating complex or confidential reports, documents and correspondence	
(c) Using computer software packages, including desktop publishing, spreadsheets, database and/or web software, at an advanced level;		(c) Administering the personnel function in a school, including: (i) maintaining personnel records; (ii) calculating and maintaining wage and salary records.	
(d) Preparing government and statutory authority returns for authorisation;		(d) Coordinating and/or administering the general financial operations of a unit;	
(e) Maintaining the schools financial records, including: (i) entering and retrieving financial data and preparing financial and management reports for review and authorisation; (ii) undertaking bank and ledger reconciliations; (iii) preparing financial documentation and data for the budget; (iv) maintaining accounting bookkeeping records.		(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)	Preparing monthly summaries of debtors and creditors ledger transactions with reconciliations;		(f)	Responsibility for functions such as: (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)	Reconciling school spending against budget;		(g)	Co-ordinating the work of School Services Officers.	
(h)	Applying inventory and purchasing control procedures;				
(i)	Administering the personnel function for a school using a payroll bureau, or in a small school, including: (i) maintaining personnel records; (ii) calculating and maintaining wage and salary records; (iii) providing standard information and advice to staff on salaries and basic details of their conditions of employment; (iv) calculating staff entitlements e.g. Positions of Leadership, leave, benefits.				
		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		
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.