Education Support Employees - <u>General Work Descriptions</u> (Appendix 6, VCEMEA 2018)

	Level 1	Level 2	Level 3	Level 4	Level 5
Competency	Competency at this level involves application of knowledge and skills to a range of defined tasks, roles and contexts where the choice of actions required is clear.	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.	i. Competency at this level may include Level 1 – 3 competencies. In addition, competency at this level operates within broad principles set by management. ii. An Employee at this level is expected to undertake a high proportion of tasks involving complex, specialised or professional functions. iii. A role at this level may coordinate or manage a specific functional responsibility and/or liaise with the general community, government agencies or service providers.	i. Competency at this level may include Level 1 – 4 competencies. In addition, competency at this level generally requires Employees to be responsible for program area development and implementation, to provide strategic support and/or advice requiring integration of a range of school policies and external requirements, and an ability to achieve objectives operating within complex organisational structures. ii. A role at this level will generally lead and manage a significant functional element of a large school, and/or contribute in a major way to the development, maintenance and implementation of the policy framework of a large school.

Judgement, Independence and Problem Solving	Roles at this level will require Employees to apply generally accepted concepts, principles and standards in well-defined areas. Solves relatively simple problems with reference to established techniques and practices. Will sometimes choose between a range of straightforward alternatives.	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.
				Roles at this level will generally require Employees to be able to:
				  • independently relate existing policy to work assignments and apply a specific body of knowledge to solve problems;
				  • use theoretical principles in modifying and adapting techniques.
					i. Roles at this level may generally require Employees to develop of new ways of using a specific body of knowledge which applies to work assignments, or may involve the integration of other specific bodies of knowledge.
					ii. Employees exercise initiative in the application of professional practices demonstrating independent discretion and judgment.

Direction	Close supervision or, in the case of more experienced Employees, routine supervision of straightforward tasks; close supervision of more complex tasks.	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.	Broad direction, working with a degree of autonomy.	i. Little or no supervision is required. ii. Generally reports directly to the Principal.

Supervision	Roles at this level do not supervise students without a higher level Education Support Employee, Teacher or Principal being present.	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.
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				Roles at this level may be required to:
				  • supervise students while performing their normal duties but may not be used instead of a Teacher;
				  • co-ordinate or manage a specific functional responsibility and/or manage other Employees including administrative, technical and/or professional Employees.
					Roles at this level may be required to:
					  • supervise students while performing their normal duties but may not be used instead of a Teacher;
					  • have management responsibility for a functional area and/or manage other Employees including administrative, technical and/or professional Employees.

Qualifications and Experience	Level 1 duties do not require a qualification or prior experience upon engagement.	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.
				Level 4 duties typically require a skill level which assumes and requires knowledge or training equivalent to:
				  • a degree with relevant work experience;
				  • extensive experience and/or management expertise in the relevant field; or
				  • an equivalent combination of relevant experience and/or education/training.
					Level 5 duties typically require a skill level which assumes or requires:
					  • postgraduate qualifications or progress towards postgraduate qualifications and extensive experience;
					  • extensive experience and/or management expertise; or
					  • an equivalent combination of relevant experience and/or education/training.

Education Support Employees – __Typical Duties*__ (Appendix 6, VCEMEA 2018)

	Level 1	Level 2	Level 3	Level 4	Level 5
School Administration Services	a) Performing a reception function, including providing information, making appointments and bookings, responding to enquiries from parents, students, Employees and general public in accordance with school procedures; b) undertaking a wide range of secretarial and clerical duties, including word processing, maintain email and computerised records, taking of minutes and writing of reports (as directed); c) performing duties involving the inward and outward movement of mail, copying, maintaining and retrieving records, straight forward data entry and retrieval; d) operating routine office equipment, such as a computer, photocopier, scanner, facsimile, binding machine, guillotine, franking machine; e) assisting with the preparation of internal and external publications; f) monitoring and maintaining stock levels of stationery/materials within established parameters, including re-ordering; g) carrying out financial transactions such as receipting, banking and petty cash.	a) Providing administrative support to management personnel, including arranging appointments, diary and calendar management and preparing both confidential and general correspondence; b) liaising with, and managing enquiries from students, parents, Employees and the general public; c) using computer software packages, including desktop publishing, spreadsheets, database and/or web software, at an advanced level; d) preparing government and statutory authority returns for authorisation; 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. f) preparing monthly summaries of debtors and creditors ledger transactions with reconciliations; g) reconciling school spending against budget; 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.	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: (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: (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.	a) Managing a significant functional unit with a diverse or complex set of functions and substantial resources; b) coordinating or managing the administrative services across two or more campuses of a secondary college; c) being responsible for the financial functions and/or team in a school; d) providing high level financial advice and support and complex budget advice and support; e) managing the provision of services including buildings, maintenance, cleaning, residential, food and transport.	Leading and managing a significant functional unit with a diverse or complex set of functions and substantial resources in a large school.
Student Support	a) Assisting student learning in specified learning areas and tasks, either individually or in a group, under the specific direction and supervision of a Teacher or a higher level Employee; b) providing general assistance of a supporting nature to Teachers on a directed basis; c) providing basic physical, social and emotional care for students e.g. toileting, meals and lifting; d) assisting with clerical duties associated with regular school activities e.g. student records, equipment records; e) assisting with the collection, preparation and distribution of learning materials; f) providing limited assistance with communication between Teachers and non-English speaking parents/students; g) assisting in interpreting and/or translating of basic, non-complex documents.	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); b) participate in the monitoring, evaluation and reporting of student learning and programs; c) work with students to enable them to use specialised augmentative communication and adaptive technology to enhance student access to the curriculum; 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; e) under the general supervision and direction of teaching staff, undertake learning support activities involving specialist cultural understanding and skills, e.g.: (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. f) providing basic support to students within defined principles and parameters; g) assisting in wellbeing programs and/or supporting a Chaplaincy program.	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: (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.	a) Providing standard professional services at an experienced level within defined organisational parameters; b) providing complex professional reports requiring in-depth factual analysis, including assessments and recommendations for consideration by others; c) providing standard clinical professional services to students within the parameters of school policy and guidelines; d) making decisions on complex intervention strategies that may have significant consequences for clients and their families.	Managing at a high level the delivery of professional support services in a large school, including the development of policy and operational practices to guide the work of others.

	Level 1	Level 2	Level 3	Level 4	Level 5
Curriculum Resource Services - General	N/A	a) Applying specialised knowledge in specific function area i.e. science laboratory, ICT support, library; 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; c) applying technical and/or scientific principles to enable the performance of a variety of inter-related technical tasks; d) evaluating and making recommendations for the purchase of technical or computer equipment; e) assist with training and/or instruction in respect to technical systems or scientific processes; f) maintaining booking and repair/replace systems for equipment; g) routine ordering and maintenance of equipment and materials.	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.	a) Providing specialist technical advice, direction and assistance in the Employee's area of expertise using the application of knowledge gained through formal study/qualifications applicable to this level; b) being responsible for a significant and discrete functional unit, which ordinarily will involve the supervision of its staff; c) liaising and negotiating to a significant degree with Teachers on curriculum matters; d) providing expertise and leadership in policy development to guide the work of others, including Teachers; e) developing and delivering professional development programs for colleagues or other staff involved in a technical field.	Leading and managing a significant functional unit with a diverse or complex set of functions and substantial resources in a large school, including initiating, developing and implementing key policy initiatives.
Curriculum Resource Services - Library /AV Services	N/A	a) Performing a range of basic library transactions, including processing, cataloguing and accessioning books, stocktaking, preparing display materials, using circulation systems, general photocopying and related clerical tasks; b) maintaining, controlling, operating and demonstrating the use of audio-visual equipment, where there is limited complexity, including assisting with audio and video recording; c) assisting students and Teachers to use the catalogue and/or locate books and resource materials; d) explaining the function and use of library and library equipment to students; e) maintaining catalogues of recorded programs in accordance with established routines, methods and procedures; f) under direction, assisting teaching staff to take story groups; g) searching and identifying fairly complex bibliographic material; h) answering ready references inquiries; i) operating a wide range of audio-visual or computer equipment; j) demonstrating and explaining the routine operation of audio-visual, computer and other similar equipment; k) recording materials by means of sound and photographic equipment, etc.	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.	Demonstrating and instructing students and Employees with respect to the use of complex audio-visual or computer equipment, using a variety of routines, methods and procedures, with a depth of knowledge in the requisite areas.	

	Level 1	Level 2	Level 3	Level 4	Level 5
Laboratory	N/A	a) Caring for flora and fauna; b) preparing teaching aids under direction; 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) assisting with the design/demonstration of experiments and scientific equipment, as directed; j) routine ordering of supplies and materials.	a) Providing technical assistance and advice, as requested; b) testing of experiments and demonstrating experiments with Teachers.	a) Designing and demonstrating more complex experiments within a variety of routines, methods and experiences under supervision of Teachers where discretion and judgement are required; b) managing a science laboratory in a large or multi-campus secondary college where a variety of tests are undertaken, including activities that are not routine and techniques that are not standard (such a role would mainly only exist if curriculum leaders role was independent of the laboratory manager); c) formulating and supervising experiments for colleagues or other staff involved in a scientific or technical field.	
ICT	N/A	a) Assisting with training and develop training guides for staff and students; b) responding to faults in the first instance.	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.	Managing the development and effective operation of the computer systems within a school(s) where there is a high degree of complexity (e.g. significant size, multi-campuses, integration of several functional areas) and importance to the educational objectives to be achieved.	