



Support Staff in Schools' Collective Agreement 2014-16 Best Practice Guidance for Boards of Trustees and Principals New Remuneration System Effective 29 June 2015

Note:

For the avoidance of doubt this joint guidance is intended to be read alongside the terms and conditions of the Support Staff in Schools' Collective Agreement 2014-16 (SSSCA).

Any apparent inconsistency between the two documents should be interpreted consistent with the SSSCA.

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Best Practice Guidance for new Support Staff Remuneration System

Why, When, What and How

Part 1: Purpose and overview of this guidance material

1. Purpose

The purpose of this material is to give guidance on:

- why the support staff pay system is changing, and when the change will happen
- how salaries on the current scales will automatically translate to the new pay scale
- what temporary arrangements are available if specific categories of staff feel the automatic translation process has disadvantaged them
- how schools will grade newly established positions or re-grade existing positions which have substantially altered responsibilities, after the changes come into effect
- how to create job descriptions for new or existing positions
- how to appraise support staff positions following the introduction of the new remuneration system.

2 Overview

In June 2014, as a result of agreement to a new Support Staff in Schools' Collective Agreement (SSSCA), the Ministry of Education (MoE) and New Zealand Educational Institute (NZEI-Te Riu Roa) with the support of the New Zealand School Trustees Association (NZSTA), agreed to a new remuneration system for school support staff, to come into effect on 29 June 2015¹.

The change to the remuneration system was seen as better meeting individual schools' needs, by providing greater flexibility for employers to structure and grade support positions.

This flexibility is desirable considering that support staff roles are highly diverse, both in content and context. Roles are wide ranging. They include receptionists, school secretaries and teacher aides, librarians, IT staff, and laboratory technicians. Support staff work sites include tiny primary schools in remote, rural areas, through to our largest metropolitan secondary schools.

The change to the pay scales offered a greater sense that employees can progress from positions of lower to higher responsibility over the course of a career, based on accumulation of generic as well as specific skills and experience.

¹ Please note: previous documentation cited Saturday 27 June 2015 as the date of translation. The actual date, as indicated in the SSSCA is Monday 29 June 2015.

3. The new school support staff pay grades

As a result of the June settlement, the previous support staff scales of two occupational classes with three grades each are replaced by a single pay scale with four grades (see Table 1 below), together with the establishment of a new Executive Management Group.

Table 1.

Step	Effective 29 June 2015		Effective 30 March 2016		Grade ranges		
	Hourly	Annual	Hourly	Annual			
1	\$15.60	\$32,538	\$15.68	\$32,700	Grade A		
2	\$16.29	\$33,977	\$16.42	\$34,248			
3	\$16.61	\$34,644	\$16.80	\$35,040			
4	\$17.09	\$35,645	\$17.18	\$35,824	Grade B		
5	\$17.48	\$36,459	\$17.75	\$37,022			
6	\$18.09	\$37,731	\$18.38	\$38,336			
7	\$18.73	\$39,066	\$18.98	\$39,587			
8	\$19.38	\$40,422	\$19.58	\$40,839	Grade C		
9	\$20.06	\$41,840	\$20.16	\$42,048			
10	\$20.76	\$43,300	\$20.96	\$43,717			
11	\$21.49	\$44,822	\$21.76	\$45,386	Grade D		
12	\$22.24	\$46,387	\$22.56	\$47,054			
13	\$23.02	\$48,014	\$23.36	\$48,723			
14	\$23.98	\$50,016	\$24.17	\$50,412			
Range of Rates	↓	↓	↓	↓			
15	\$32.68	\$68,162	\$32.97	\$68,766			

Note:

The single pay scale remains a minimum rates pay scale so employers retain the ability to pay employees at a rate above the actual step upon which their position is placed (see clause 3.2.1 of the SSSCA).

Automatic translation

All existing support staff positions will automatically translate to an appropriate grade and step on the new pay scale on 29 June 2015. Translation will be based on an employee's current grade and step. This is in accordance with the details agreed in the Terms of Settlement of the Support Staff in Schools' Collective Agreement 2014-16.

For a detailed explanation of the automatic translation process see **Appendix 1**, which contains information sent to boards, principals and support staff in early 2015.

One-off opportunity for staff on new Grades B and C to raise concerns

Between 29 June and 20 July 2015 there is a one-off opportunity for employees on new Grades B or C to raise any concerns they may have about which grade their position has translated to as part of the automatic translation process.

Full details are provided in **Appendix 2** of this guidance material.

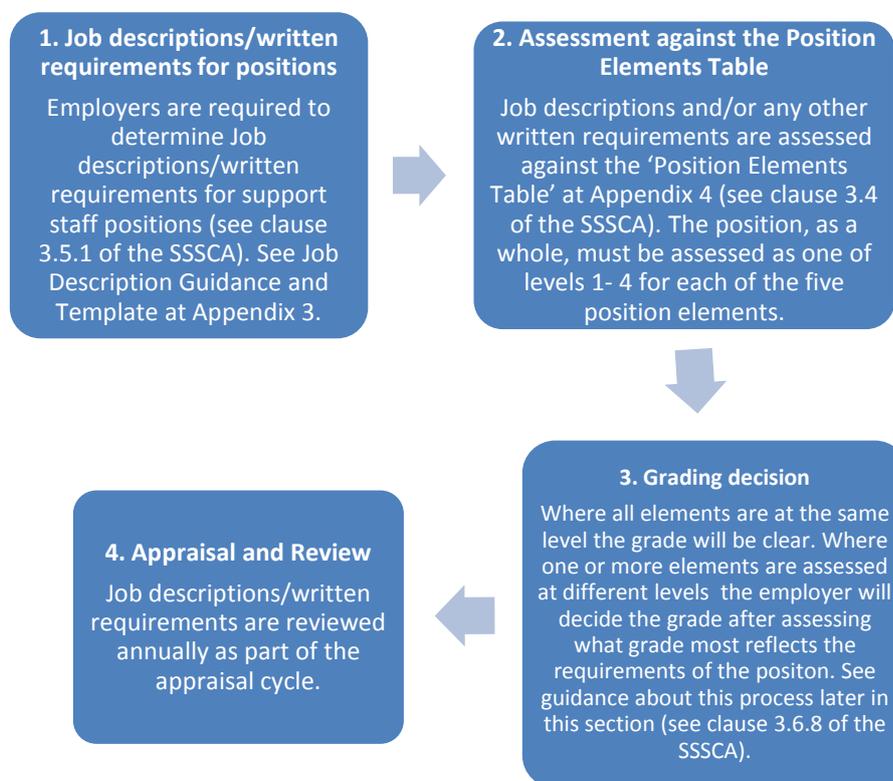
4. Key elements of the new remuneration system and processes

The new system has four key aspects which are described in detail in Part 2:

- greater emphasis upon the development of job descriptions as best practice
- the process for assigning an appropriate grade to a support staff position
- flexibility for employers to grade individual positions
- integration of job descriptions into the performance appraisal cycle.

Part 2: How the new system will work

The following flowchart provides an overview of the new system:



Note:

Separate to the above process, an employer may agree to regrading a position at any time where the requirements of a position have altered substantially (see clause 3.9.1 of the SSSCA).

1. Job Descriptions for support staff

The SSSCA currently (prior to 29 June 2015) includes a provision that support staff have written requirements for the position for the purposes of progression.

- a) As part of the new system for grading support staff positions, job descriptions and/or written requirements for the position will also form the basis for all support staff grading decisions in the future (see clause 3.6.3 of the SSSCA).
NB: 'Other written requirements'
 - *written requirements are generally less structured than job descriptions*
 - *the SSSCA refers to both job descriptions and/or written requirements for the position as the basis for future grading processes.*
- b) The advent of these changes means that this is an appropriate time for employers to review the job descriptions/written requirements that they have in place for their support staff employees. Best practice is to convert written requirements into job descriptions. Accordingly, NZEI Te Riu Roa, the MoE and NZSTA have developed and agreed upon a job description template for support staff positions. This can be found in **Appendix 3** of this guidance material.

- c) Schools will likely have a range of approaches to job descriptions; it may take time for schools to develop job descriptions which suit their particular school context. As a guide schools should endeavour to have up to date job descriptions and/or written requirements in place for all support staff employees by the time the next round of SSSCA bargaining commences late in 2016. Guidance on how to write an effective job description can be found in Appendix 3 of this document. NZSTA HR Advisers are available to assist employers with doing this. Go to <http://www.nzsta.org.nz/services/human-resource-services/regional-human-resource-team> or phone 0800 STAHELP, option 2.
- d) As job descriptions/other written requirements form part of the basis for appraisal and/or future grading decisions, it is suggested that boards/school management prioritise a process for ensuring that all new support staff positions that are advertised have a job description and that employees in their school have current job descriptions/written requirements before any appraisal/grading decisions are made. Further guidance for how schools can transition into this new system can be found in Part 3 of this document. Your local NZSTA HR Adviser can also be contacted for advice. Go to <http://www.nzsta.org.nz/services/human-resource-services/regional-human-resource-team> or phone 0800 STAHELP, option 2.

2. Assessment against the Position Elements Table

The previous Administrative and Associate pay scales had 'core descriptors' which described the overall requirements determining the particular grade of a position.

In the new system the 'core descriptors' have been replaced by the Position Elements Table (the 'table'). The table was developed after consultation and feedback with support staff, principals and boards. In contrast to the old system, which effectively combined descriptors of all elements of a position into one single grade descriptor, the Position Elements Table contains descriptors of each level for each of the different elements of a position.

In the new system, the table is to be used as a tool to determine an overall grade. The employer is required to assess the job description/other written requirements against the table and determine a level for each of the five elements of the position. Once levels for each of the five elements have been identified the employer is then able to use this information to arrive at a final grading decision.

Further detail about what each of the five elements of the position recognise in a support staff position are as follows:

- *Skills and knowledge* – from a position requiring basic skills and knowledge, including in numeracy, literacy and communication, at level 1, to one which requires advanced specialist skills and knowledge at level 4.
- *Problem solving ability* – this ranges from ability to identify basic problems at level 1 through to a position requiring specialist skills and knowledge to anticipate, identify and resolve complex problems at level 4.
- *Degree of freedom to act* – at level 1 this involves following instructions and carrying out set duties and tasks through to level 4 where the position involves the development and maintenance of systems and procedures and ensuring that these are effective and are followed appropriately.

- *Degree of Accountability*– at level 1 this position acts within defined parameters with minimal accountability and at level 4 the position has significant accountability and risk with the expectation to justify decisions to the senior management team and/or the board.
- *Level of Supervision and/or management* - at level 1 there is no expectation of supervising or managing others and at level 4 there will be supervision of others' work and is likely to involve management of staff.

The Position Elements Table is found at **Appendix 4** in this document.

3. Grading decision

1. Clause 3.6.3 of the SSSCA states that 'The employer will determine the grade for each position after considering the job description and/or any other written requirements of the position against the Position Elements Table in clause 3.4 of the SSSCA.
2. A position must be assessed by the employer, as either level 1, 2, 3 or 4 for each of the five position elements (see clause 3.6.4 of the SSSCA). Each position element shall be assessed by the employer at the level which most reflects the requirements of the position (see clause 3.6.6 of the SSSCA). This can be achieved by circling the relevant level for each position element in the Position Elements Table at Appendix 4.
3. Once an employer has assessed the job description and/or other written requirements against the position elements table, in terms of each position element, the next step is for the employer to make the final grading decision.
4. If all of the position elements are assessed as being the same level, then this will become the grade of the position (see clause 3.6.7 of the SSSCA e.g. level 1 – grade A; level 2 – grade B; level 3 – grade C; level 4 – grade D). However, it is likely that for many positions the elements will not all be assessed at the same level.
5. If one or more position elements are assessed at different levels, then the employer shall decide the grade of the position by assessing what grade most reflects the requirements of the position (see clause 3.6.8 of the SSSCA). There may be different approaches to this exercise but employers may wish to consider the following questions:
 - a) How many of the elements of the position are assessed at the same level? For example if four of the elements of the position are assessed at the same level then this may well be a good indication of what the grade should be.
 - b) How would the distinct responsibilities/tasks/duties that are detailed in a job description themselves be assessed? This assessment may take into account matters which might include how important these distinct responsibilities/tasks/duties are in terms of:
 - i) how much time is spent on them; or
 - ii) how crucial they are to the position's overall purpose.
 - c) How important are each of the five position elements to the actual position? For example, if one of the position elements is assessed by the employer as being of more relevance to the position than the others then the employer may choose to regard that element as carrying more weight than the other elements towards the grade assessment.

4. Appraisal and Review

The appraisal process is addressed in clause 3.8.1 of the SSSCA. It states:

'Progression through steps within grades will be on an annual basis provided that the employee has met or exceeded standards of performance as assessed by the employer against the job description and/or written requirements for the position.'

Part of what might be addressed within the appraisal process is addressed in clause 3.5.3 of the SSSCA. It states:

The job description and/or written requirements for the position will be reviewed as part of the annual appraisal under clause 3.8.1.

This process is therefore an opportunity for the employer and employee to discuss whether the job description and/or written requirements for the position still accurately reflect the work that is required of that position.

Clause 3.5.4 of the SSSCA states: *The job description and/or written requirements may be updated by the employer as required following consultation with the employee (at the time of annual appraisal or at any other time). Substantial changes to the job description and/or written requirements for the position may not be made until after the employer has consulted the employee and endeavoured to reach agreement.*

This reflects the employer's right to make changes to the work that they require an employee to do. In doing this it is expected that employers will act consistently with the provisions of the State Sector Act 1988 and particularly those of being a good employer who 'operates a personnel policy which is consistent with the fair and proper treatment of its employees in all aspects of their employment' (see section 56(2) of the State Sector Act 1988).

As part of this annual appraisal discussion, there is the opportunity for employees and employers to review the job description and discuss whether the job description and/or written requirements for the position still accurately reflect the work that is required in that particular support staff position.

Part 3: Phasing and transition to the new requirements

1. Prior to translation to the new pay scale on 29 June 2015:
 - Please ensure support staff employees are aware that this is an automatic process and that it does not provide an opportunity for a general regrading of positions.
 - Also ensure that support staff employees who will translate into new grades B and C are aware of their right to raise any concerns they may have about their placement in light of the new descriptors, and that they must raise any concerns within 15 working days after 29 June 2015 (i.e. by 20 July 2015)
 - Make sure you are aware of the process described in **Appendix 2** for how concerns raised by support staff employees in new Grade B and C in the 15 working day period after 29 June 2015 (i.e. by 20 July, 2015) should be addressed.
 - Employers have until 17 August 2015, to advise the employee of the employer's decision about the employee's concerns. Best practice is that this is done in writing.

2. Do your support staff all have job descriptions/written requirements?²
 - If no then it is advisable that you use this guidance (see **Appendix 3** of this guidance material) to put in place job descriptions/written requirements for your support staff prior to or in conjunction with their next appraisal date.
 - If yes then are these job descriptions/written requirements up to date?
 - If no then, in consultation with your support staff, you should update these job descriptions/written requirements prior to or at the time of their next appraisal date.
 - If yes then you are likely to be well prepared for the new system.

3. Do you understand the process contained within clause 3.6 of the SSSCA for grading new positions or regrading existing positions that have changed substantially?
 - Even if you think you do understand this process well, please familiarise yourself with this clause and the guidance in Part 2 of this document which explains how the grading exercise should be undertaken.

Further employer and employee assistance is available from NZSTA and NZEI Te Riu Roa respectively.

² Best practice is that all support staff should have job descriptions.

Part 4: Appendices

Appendix 1: Automatic translation to new scales on 29 June 2015

Appendix 2: One-off opportunity for staff in new Grade B or C to raise concerns

Appendix 3: Job description Guidance and Job description Template

Appendix 4: The Position Elements Table



Joint NZEI, Ministry of Education and NZSTA memo: Automatic Changes to School Support Staff pay scale [Issued 20 February 2015]

On 27 June 2015 a new pay-scale will be introduced to the Support Staff in Schools' Collective Agreement (SSSCA). The new scale will contain four new grades for all support staff employees. It replaces the two current Associate and Administrative pay scales.

The new pay scale is included as part of a number of changes being introduced. These changes are designed to allow for better and more transparent career pathways and will be simpler for employers.

The changes will only occur for those employed under the terms and conditions of the current SSSCA.

The translation to the new pay scale will be processed through Novopay automatically (those not on the Novopay system will need to undertake their own separate action) so on 27 June 2015 there is no need for support staff employees or employers to take any direct action other than monitor their pay slip or SUE report.

To help you understand the automatic translation process, NZEI Te Riu Roa, the Ministry of Education and the New Zealand School Trustees' Association (NZSTA) have developed two resources for schools to use to clarify exactly where support staff employees will move to on 27 June 2015:

- Resource 1. A colour-coded representation of the current and new pay scales with an exercise for employees to go through to understand which grade and step they will move to.
- Resource 2. A 'point-to-point' resource which shows payroll administrators and staff precisely which step a support staff employee will move to.

These resources are attached.

This automatic translation process was agreed on 6 June 2014 as part of the settlement of the SSSCA. This is a direct point to point process and you will note that the majority of employees will either not receive a pay increase, or will only receive a pay increase of \$0.01-\$0.03 per hour, on translation. As this is an automatic process, translation to the new scale will have no impact on the new grading system currently being developed.

Support staff currently in Grades B and C will have a one-off opportunity to raise any concerns they may have about their automatic placement on the new scale. Please note that more information about both the new grading system and this one-off process will be circulated to schools closer to term 2.

If you have any questions, please contact the New Zealand School Trustees Association on 0800 782 435 (Option 3).

How and when will I translate to the new scale?

Please note that the translation process described below will occur completely automatically on 27 June 2015. No action is required by employees or employers in order for this to happen.

Current support staff pay-scales and grades

- Tables 1 and 2 show the current pay-scales and grades in the SSCA. The scales include the 1.5% pay increase that was effective from 27 June 2014.
- The coloured boxes indicate the steps that support staff are able to currently access; the far left column shows the hourly rate for each step across the grades in both Administrative and Associate scales.

Action 1: find and circle your current step.

- You don't have to worry about the different colours at this stage. Make sure you know your current grade and step.

New single scale

- Table 3 shows what the new single pay-scale will look like.
- There is a slight increase in some rates in this scale when compared to the current rates. This is as a result of aligning the hourly and salary rates.

Action 2: look at the colour of the step you circled.

- The colour (including all variations of the colour) of the step indicates which grade on the new scale you will move to on translation.
 - Light yellow and yellow will move to New Grade A
 - Light green, lime green and green will move to New Grade B
 - Light purple and purple will move to New Grade C
 - Red will move to New Grade D.
- To find out which step you will move to on translation, see below:
 - If you have circled a light-coloured step, you need to find the equivalent light-coloured step in the new scale. This is your new step on translation. You will receive a pay increase from the date of translation.
 - If you have circled the lime green box, you will translate to the step which also has lime green shading. You will get an increase to \$19.38 from the date of translation.
 - All other current staff will translate straight across – you should move your finger directly from left to right to find the same colour you circled in Table 1 or 2. This shows which step you will be on from 27 June 2015.

Table 1 - Current Administrative pay-scales and grades

Rate (\$)	Grade A	Grade B	Grade C
15.26	1		
15.58	2	1	
16.29	3	2	
16.61	4	3	
17.08		4	
17.46		5	
18.08		6	
18.72		7	
19.29			1
19.37		8	
19.47			2
20.05		9	3
20.76		10	4
21.47		11	5
22.23		12	6
22.99		13	7
23.95		14	8
<i>Range of rates</i>			<i>Range of rates</i>
32.65			Max

Table 2 - Current Associate pay-scales and grades

Rate (\$)	Grade A	Grade B	Grade C
15.26	1		
15.58	2	1	
16.29		2	
16.61		3	
17.08		4	
17.46		5	
18.08		6	
18.72		7	
19.29		8	1
19.47			2
20.05			3
20.76			4
21.47			5
22.23			6
22.99			7
23.95			8

Table 3 - New pay-scale (implemented on 27 June 2015)

New Step	Rate (\$)	New Grade A	New Grade B	New Grade C	New Grade D
1	15.60				
2	16.29				
3	16.61				
4	17.09				
5	17.48				
6	18.09				
7	18.73				
8	19.38				
9	20.06				
10	20.76				
11	21.49				
12	22.24				
13	23.02				
14	23.98				
<i>Range of rates</i>					
15	32.68				

Note: the number in each box shows the relevant step for each grade.

Appendix 1 Resource 2: "Point to point" Translation Chart

AT 20 MARCH 2013		DATE CA SIGNED (27 JUNE 2014)		EFFECT OF TRANSLATION TO NEW SCALE (27 JUNE 2015)				
STEP	HOURLY RATE (\$)	ANNUAL RATE (\$)	HOURLY RATE (\$)	ANNUAL RATE (\$)	NEW GRADE	NEW STEP	NEW HOURLY RATE (\$)	NEW ANNUAL RATE (\$)
ADMINISTRATION CLASS - GRADE A								
1	15.03	31,383	15.26	31,854	A	1	15.6	32,538
2	15.35	32,051	15.58	32,532	A	1	15.6	32,538
3	16.05	33,472	16.29	33,974	A	2	16.29	33,977
4	16.36	34,095	16.61	34,634	A	3	16.61	34,644
ADMINISTRATION CLASS - GRADE B								
1	15.35	32,051	15.58	32,532	B	4	17.09	35,645
2	16.05	33,472	16.29	33,974	B	4	17.09	35,645
3	16.36	34,095	16.61	34,606	B	4	17.09	35,645
4	16.83	35,117	17.08	35,644	B	4	17.09	35,645
5	17.20	35,912	17.46	36,451	B	5	17.48	36,459
6	17.81	37,169	18.08	37,727	B	6	18.09	37,731
7	18.44	38,470	18.72	39,047	B	7	18.73	39,066
8	19.08	39,817	19.37	40,414	B	8	19.38	40,422
9	19.75	41,209	20.05	41,827	B	9	20.06	41,840
10	20.45	42,653	20.76	43,293	C	10	20.76	43,300
11	21.15	44,145	21.47	44,807	C	11	21.49	44,822
12	21.90	45,691	22.23	46,376	C	12	22.24	46,387
13	22.65	47,289	22.99	47,998	C	13	23.02	48,014
14	23.60	49,272	23.95	50,011	C	14	23.98	50,016
ADMINISTRATION CLASS - GRADE C								
1	19.00	39,685	19.29	40,280	C	9	20.06	41,840
2	19.18	40,080	19.47	40,681	C	9	20.06	41,840
3	19.75	41,209	20.05	41,827	C	9	20.06	41,840
4	20.45	42,653	20.76	43,293	C	10	20.76	43,300
5	21.15	44,145	21.47	44,807	C	11	21.49	44,822
6	21.90	45,691	22.23	46,376	C	12	22.24	46,387
7	22.65	47,289	22.99	47,998	C	13	23.02	48,014
8	23.60	49,272	23.95	50,011	C	14	23.98	50,016
	Range of rates	Range of rates	Range of rates	Range of rates	D	Range of rates	Range of rates	Range of rates
Max	32.17	67,139	32.65	68,146	D	15	32.68	68,162
ASSOCIATE CLASS - GRADE A								
1	15.03	31,383	15.26	31,854	A	1	15.6	32,538
2	15.35	32,051	15.58	32,532	A	1	15.6	32,538
ASSOCIATE CLASS - GRADE B								
1	15.35	32,051	15.58	32,532	B	4	17.09	35,645
2	16.05	33,472	16.29	33,974	B	4	17.09	35,645
3	16.36	34,095	16.61	34,606	B	4	17.09	35,645
4	16.83	35,117	17.08	35,644	B	4	17.09	35,645
5	17.2	35,912	17.46	36,451	B	5	17.48	36,459
6	17.81	37,169	18.08	37,727	B	6	18.09	37,731
7	18.44	38,470	18.72	39,047	B	7	18.73	39,066
8	19	39,685	19.29	40,280	B	8	19.38	40,422
ASSOCIATE CLASS - GRADE C								
1	19	39,685	19.29	40,280	C	9	20.06	41,840
2	19.18	40,080	19.47	40,681	C	9	20.06	41,840
3	19.75	41,209	20.05	41,827	C	9	20.06	41,840
4	20.45	42,653	20.76	43,293	C	10	20.76	43,300
5	21.15	44,145	21.47	44,807	C	11	21.49	44,822
6	21.9	45,691	22.23	46,376	C	12	22.24	46,387
7	22.65	47,289	22.99	47,998	C	13	23.02	48,014
8	23.6	49,272	23.95	50,011	C	14	23.98	50,016

ONE OFF OPPORTUNITY FOR NEWLY TRANSLATED STAFF IN GRADES B AND C TO RAISE CONCERNS ABOUT THE IMPACT OF TRANSLATION

- The translation to the new pay scale is automatic and will occur with effect from 29 June 2015. No action is required by either employees or employers before this happens.
- Staff in new grades B and C have 15 working days from the translation date (i.e. by 20 July 2015) to raise any concerns about their placement on the new pay scale.

Process for how this concern should be raised by the employee and addressed by the employer:

- Employee notifies employer in writing within the time limit that they have a concern with where their position has been graded on the new pay scale through the automatic translation. The employee should detail their concerns so the employer is able to consider them.
- Employer to follow grading process as per clause 3.6 of the SSSCA (which is supplemented by pages 8 and 9 of this guidance) and notify employee of its decision within 7 weeks of the date of translation to the new scale (i.e. by 17 August 2015).

GUIDE TO WRITE AN EFFECTIVE JOB DESCRIPTION – SUPPORT STAFF IN SCHOOLS

Purpose of job descriptions – Why are they a good idea?

A job description clearly communicates what the employer expects from an employee. It is therefore recommended that boards provide potential and current employees with an up to date job description.

The job description should clearly communicate why a job exists and accurately describe matters such as the responsibilities and duties required for the position. This promotes clarity of understanding between the employer and employee and should contribute to a more harmonious employment relationship all round.

Job Description Template – How to complete and use this?

NZSTA, NZEI and MoE have collaborated and created a generic job description template. This is found at the end of Appendix 3.

There are six parts to the template job description.

(1) *General Information*

This is the basic information about the role and it may vary from school to school depending on local requirements.

Position Title:	The title should clearly reflect the nature of the job (e.g. Teacher Aide, Executive Officer)
Reports to:	Describes the person the employee reports to (e.g. Classroom Teacher, Principal, SENCO)
Working relationships:	Describe key external (e.g. MoE, Novopay, Resourcing group, etc) and internal (e.g. administrative team, science department) relationships
Department/unit name:	Optional - e.g. Administrative group/team

(2) *Position Purpose*

The purpose statement should summarize the position's essential functions in relation to the school's character, and the position's role in relation to supporting, administering, or managing the activities of the school or department/unit.

(3a) *Key Responsibilities*

This section describes the key responsibilities of a position. A responsibility is a key responsibility when it is essential to the fulfilment of the purpose of the position. Accurately describing the key responsibilities of a position helps candidates and employees to have a clearer understanding of the position.

(3b) Appraisal Indicators

This section should list key indicators that align with the key responsibilities to describe what the person filling this position should be achieving for the benefit of the school. These indicators can be qualitative and/or quantitative so that both the employer and the employee are able to review how things are going. These indicators will be looked at by the employer as part of the employee's annual appraisal process.

An appraisal provides an opportunity for a proactive dialogue between the employee and employer, in which the employee can discuss their performance with their employer. This will include feedback on strengths and weaknesses and the identification of appropriate professional development opportunities.

(4) Tasks and Duties

This section lists the work required of an employee in order to fulfil the requirements of the position.

It is useful to link tasks and duties to the relevant key responsibility. This helps make it clear as to why the tasks and duties exist. A method for how to do this is detailed below:

- A. Think of the job in terms of its key responsibilities/functions. Typically, a job will have 3 - 5 key responsibilities. Here are some examples:
- Budget Management
 - Administrative Support
 - Attending to the specific needs of an ORS-funded student
- B. After identifying the key responsibilities, list specific job tasks and duties associated with each. These are the individual tasks or duties that correspond to the key responsibilities.

Example One – Key responsibilities of a position involving specific budget management might include:

- Prepare budgetary reports
- Analyse expenditure
- Monitor levels of expenditure

Example Two – Key responsibilities of a teacher aide position attending to the needs of an ORS-funded student might include:

- Supervise playground safety
- Attend to personal needs (toileting and medication)
- Provide teaching and learning assistance (as per Individual Education Plan)

(5) General Responsibilities

This section describes the general responsibilities that are common to all employees of the board of trustees. These will likely reference the board's policies and procedures and relevant legislation.

(6) Declaration

This section provides certainty about who has approved the job description on behalf of the employer and when this was done. It also provides clarity as to when the job description was last reviewed so that the employer can be best prepared for the annual appraisal process.

Appendix 4: Position Elements Table (SSSCA clause 3.4)

Elements of the position:	Level 1	Level 2	Level 3	Level 4
Level of skill and knowledge	The position requires basic skills and knowledge including communication, literacy, and the ability to interact and build relationships with other people.	The position also requires specific skills and knowledge relevant to the role.	Highly-developed skills and knowledge, relevant to the position, are required.	Advanced specialist skills and knowledge, relevant to the position, are required.
Degree of problem-solving ability	The position requires the ability to identify basic problems and take appropriate action.	The position requires the ability to identify and take appropriate action to solve intermediate level problems.	The position requires the ability to identify and resolve complex problems.	The position requires the use of specialist skills and knowledge to anticipate, identify and resolve complex problems.
Degree of freedom to act independently	The position involves following instructions and carrying out set duties and tasks within defined procedures.	The position allows a degree of initiative in carrying out duties and tasks within defined procedures.	The position allows for initiative and flexibility in carrying out duties and tasks, including implementing procedures and adapting these to suit particular situations.	The position also involves the development and maintenance of procedures and/or systems as required, as well as ensuring these are effective and followed appropriately.
Degree of accountability	As the position is likely to operate within defined parameters, there is minimal accountability associated with the position.	As the position involves some decision-making, within defined parameters, there is limited accountability associated with the position.	The position involves greater flexibility to make decisions which carry risk. Accountability in the position will therefore require such decisions to be explained and justified.	The position involves significant accountability and risk. There is expectation to report and justify decisions to the SMT and/or the Board.
Level of supervision and/or management	None.	The position occasionally involves supervision and/or oversight of others' work.	The position usually involves supervision and/or oversight of others' work.	The position will involve supervision of others' work and is likely to involve management of staff.