

Rokewood Primary School

DIMENSIONS OF WORK ES STAFF

PURPOSE

To explain to Rokewood Primary School parents, carers, staff and students the dimensions of work for ES (Education Support Class) staff. This policy also ensures that Rokewood Primary School is compliant with the Dimensions of Work Education Support Class document and the Department's guidelines for ES staff role descriptions.

SCOPE

This policy applies to:

- all ES staff, including Integration Aides and Business Managers.

POLICY

School Statement

Rokewood Primary School will fully comply with DET Dimensions of Work Education Support Class document and ES role descriptions.

Rokewood Primary School will ensure that all Integration Aides support PSDMS funded students with the requirements of their category of funding (Please refer: PSDMS Program Categories and Criteria).

Additional Integration Aide hours funded by Rokewood Primary School from the SRP will be used at the discretion of the school to assist PSDMS funded and unfunded students.

Communication Plan

This policy will be available on Rokewood Primary School's website so that parents and other members of the school community can easily access information about Rokewood Primary School's Education Support Staff management procedures. The parents and carers of students who are enrolled at Rokewood Primary School and are PSDMS funded for an Integration Aide will also be provided with a copy of this policy.

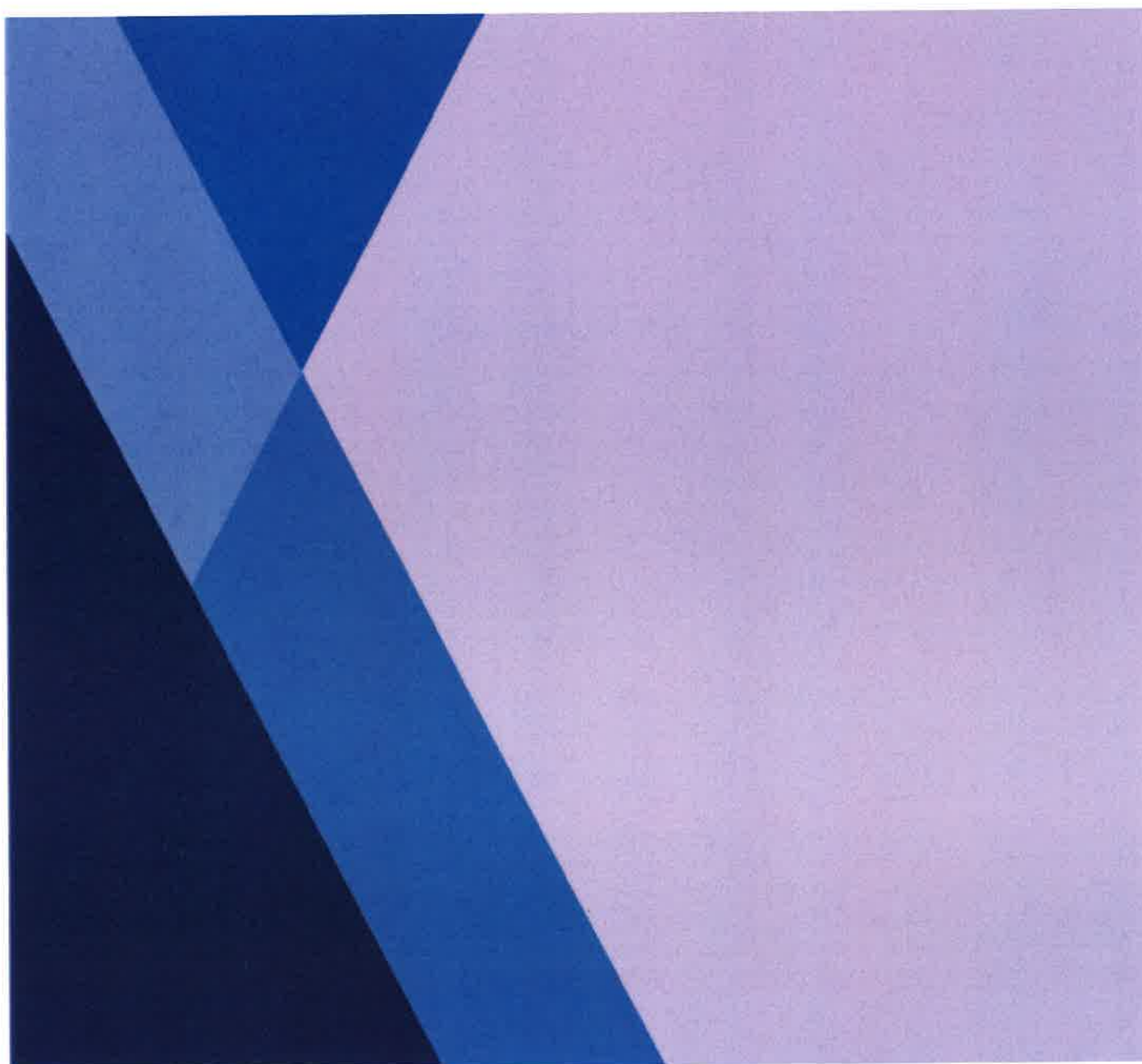
FURTHER INFORMATION AND RESOURCES

- Dimensions of Work Education Support Class
- PSDMS Program Categories and Criteria

REVIEW CYCLE AND EVALUATION

This policy was last updated on May 2020 and is scheduled for review in 3 years.

Dimensions of Work Education Support Class



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Overview

Positions are classified relative to the work value attached to the role. Work value is a concept used to determine the appropriate level at which to classify a position. The concept has particular significance to the education support class given schools create a wide range of positions to support the delivery of educational programs and to meet operational requirements.

While a number of aspects will interact in assessing work value the key elements are:

- The nature of the work
- The level of skill necessary to deliver the requirements of the position;
- The level of responsibility and accountability attached to the role
- Impact on decision making and the level of accountability attached to decision making within the role
- Level of complexity attached to the role taking into account the size and type of school and the breadth of responsibility

The Dimensions of Work for the education support class are used to assess the work value of a position. Each work value level provides a general statement relating to the typical duties that can be undertaken at that level and detailed statements relating to four broad areas of work that generally cover the span of educational support roles in schools. These four broad areas are:

- Student/teacher support
- Administration/operations
- Technical
- Professional services

Education support class positions may involve duties and responsibilities across more than one of the four broad areas of work. Where this is the case a work value assessment can still be undertaken by comparing the respective levels of responsibility and accountability.

Education support class Level 1 Range 1

GENERAL

Undertakes routine tasks that are usually carried out under close supervision and direction. Work that carries some degree of independence will generally involve a limited number of tasks performed on a regular basis where priorities are clear, procedures are well established and direction is readily available.

Work has little scope for deviation. Problems can usually be solved by reference to well documented procedures and instructions and clearly established practices. Deviation from established procedures will require reference to others for guidance and direction. Assistance is readily available when problems arise. An experienced employee at range 1 will exercise limited judgement within clearly defined guidelines and well established practices that relate specifically to the tasks performed.

Does not carry responsibility for the work of others. More experienced employees will provide basic guidance and advice to others relating to tasks within the work area.

An education support class position supports the educational services being provided to students, but must not include duties of teaching as defined in clause 2.6.1 of the *Education and Training Reform Act 2006 (Vic)* or its successor. Supervision of students cannot be required except where it is an integral part of the employee's position or involves supervision of students individually or in small groups, in controlled circumstances, where the responsibility for students remains clearly with a teacher.

Qualification requirements do not operate at range 1. Certification requirements may be required to legally perform specific tasks - e.g. driver's licence, first aid, safe food handling.

DIMENSIONS OF WORK

Student/Teacher Support	Administration/Operations	Technical	Professional Services
<ul style="list-style-type: none"> • Provide routine support for teachers • Communicate with teachers about routine matters • Assist teachers with communication with parents about routine matters • Provide basic physical and emotional care for students such as toileting, meals and lifting • Communicate with student/s about comprehension of basic tasks and information • Address immediate behaviour issues relating to specific students within a classroom setting • Assist with coordination and planning of student routines • Accountable for performance of allocated tasks 	<ul style="list-style-type: none"> • Perform routine administrative support, such as: <ul style="list-style-type: none"> (i) preparing standard documentation and data entry that requires little or no manipulation of information and/or data (ii) handling of customer enquiries and referral to appropriate personnel where appropriate • Operate and instruct others in routine use of equipment and computer systems • Prepare standard correspondence • Provide routine customer service tasks such as reception, receipting payments and providing straightforward advice about the school • Provide routine support tasks with respect to grounds and school maintenance • Accountability relates directly to performance of allocated tasks • Administrative support in a technical environment 	N/A	N/A

Education support class Level 1 Range 2

GENERAL

Performs and/or supervises tasks that are carried out in accordance with guidelines, accepted practice and school policy. This may include the supervision and coordination of other education support class staff within the work area or educational program. Supervision and coordination would be limited to ensuring routine tasks are performed to required standards. Input into identifying training needs and development of education support class staff within the work area or educational program becomes an important feature at range 2.

Specialised support to achieve specific outcomes is a feature of range 2. Typically this will involve accountability for a single function, (e.g. ensuring data is properly maintained) or the operation of a work area (e.g. managing the day to day operation of a school office) under the direction of the principal or another senior manager.

Provides support to teachers and students that is beyond the routine support provided at education support class Level 1, range 1. Within an educational program assists teachers with the coordination of the support function, such as directing/organising the work of other support staff or providing a specialist support role.

Undertakes medical intervention support tasks or other specialised student/teacher support roles (e.g. enrolled nurses) that require specific training that must be updated from time to time. The role is for a specific purpose for which there will be direct accountability as opposed to support roles that are carried out by a range of staff performing routine tasks under direction.

Performs technical tasks that require a sound knowledge of basic technical and/or scientific principles that are used to develop and adapt work methods and make judgements where there are clear guidelines and limited options. Routine technical support in libraries, science and information technology laboratories would be typical examples.

An education support class position supports the educational services being provided to students, but must not include duties of teaching as defined in clause 2.6.1 of the *Education and Training Reform Act 2006 (Vic)* or its successor. Supervision of students cannot be required except where it is an integral part of the employee's position or involves supervision of students individually or in small groups, in controlled circumstances, where the responsibility for students remains clearly with a teacher.

DIMENSIONS OF WORK

Student/Teacher Support	Administration/Operations	Technical	Professional Services
<ul style="list-style-type: none"> • Provide co-ordination support to teachers and educational programs, such as: <ul style="list-style-type: none"> (i) Rosters and organises the work of a team of aides (ii) Provides routine supervision, guidance and support to other student support staff at ES Level 1 Range 1 (iii) Liaises with external providers of support services about clearly defined support needs and resources (iv) Conducts routine presentations to parents to assist teachers in communicating objectives and outcomes relating to educational programs and/or students (v) Assists with the communication of student outcomes and educational programs • Provide medical intervention support to a student/s, provided that: <ul style="list-style-type: none"> (i) The student/s has a specific medical condition that requires assistance; (ii) The support relates to a specific medical condition identified by the Employer under its Disability and Impairment funding support policy; (iii) The support needed requires specialised training/instruction in the tasks to be performed; (iv) The position has a clearly defined responsibility for the administration of such support; and (v) The position requires regular refreshing of the training/instruction relevant to the medical procedure 	<ul style="list-style-type: none"> • Co-ordinate, organise and determine work priorities within a work area • Ensure the efficient operation of a work area • Obtain cooperation amongst staff within the work area and supervise the performance of tasks • Communicate and liaise with school staff to foster cooperation • Support financial and budgetary processes by: <ul style="list-style-type: none"> (i) ensuring the availability of system generated financial reports; (ii) appropriate recording of payments and receipts • Coordinate the preparation of school circulars, newsletters and other routine school communication • Ensure confidentiality of records is maintained • Manipulate data/information and prepare documentation/basic reports • Provide certificated trade support services such as school grounds and building maintenance • Responsible for modifying work practices and procedures within the work area to meet routine operational requirements e.g. coordinating the day to operations of the school office 	<ul style="list-style-type: none"> • Apply basic technical and/or scientific principles to enable the performance of a variety of inter-related technical tasks • Application of specialised knowledge is confined to a specific functional area e.g. science laboratory, information technology support, library • Provide specialised knowledge that is relied upon to deliver support services, under direction, e.g. information technology and technical support in science laboratories and libraries • May supervise a small project team providing technical support to a school/s • Conduct training and/or instruction with respect to technical systems or scientific processes • Prepare experiments or use of equipment and conducts demonstrations, where required, under direct supervision • Undertake relevant occupational health and safety requirements and, where necessary, risk assessments within the relative work area 	<p>N/A</p>

Education support class Level 1 Range 3

GENERAL

Range 3 is distinguished by the introduction of management responsibility and accountability for the delivery of professional support services. The role will usually impact beyond the work area or professional field. It seeks to gain cooperation of other staff members or members of the school community to achieve specific objectives, such as in school administration, operations or educational programs. Direction on targets and goals is provided but the position will have some degree of latitude in determining how they are achieved. This latitude will generally be limited by standard procedures and school policy. Deviation from standard procedures and school policy will require guidance and direction from senior management.

The provision of business management responsibilities becomes a feature at range 3. Management of staff to achieve the expected outcomes is a key responsibility. Staff management issues will be resolved with minimal reference to senior management, although guidance will be required in more complex cases. Senior management will be provided with timely reports and advice, although this will generally be confined to matters relating to the immediate work area, service provision or educational program and is unlikely to impact substantially on whole of school operations.

This is the minimum range for positions that carry a mandatory qualification requirement of not less than four years (or equivalent such as three years plus 12 months' work experience). Professional student support positions become a feature at range 3 where standard professional services are delivered. Professional support and guidance will be close at hand and deviation from standard procedures and school policy will require guidance and direction from senior management. Typical professional support positions operating at this level would be registered nurses, speech pathologists, psychologists, occupational therapists and physiotherapists.

An education support class position supports the educational services being provided to students, but must not include duties of teaching as defined in clause 2.6.1 of the *Education and Training Reform Act 2006 (Vic)* or its successor. Supervision of students cannot be required except where it is an integral part of the employee's position or involves supervision of students individually or in small groups, in controlled circumstances, where the responsibility for students remains clearly with a teacher.

DIMENSIONS OF WORK

Student/Teacher Support	Administration/Operations	Technical	Professional Services
N/A	<ul style="list-style-type: none"> Distinguished from ES Level 1 Range 2 by the level of management responsibility for the work area that will have a greater impact on school administration and operations Objectives and directions are clear, but there is a greater level of autonomy in determining the approach Manage others to achieve the objectives of the work area Manage and direct the preparation of annual budgets and regular financial statements and contribute to financial decision making Coordinate a range of functions, such as finance, human resources and other support areas that contributes significantly to the business management function within the school Adapt the way work is organised and modify existing 	<ul style="list-style-type: none"> Manage a school science laboratory where a variety of tests are undertaken, including activities that are not routine and techniques that are not standard Prepare management plans in regard to the technical support provided Manage the flow of information to staff and students to ensure appropriate awareness of technical operations and safety Advise teachers and students on aspects of information technology and use in the school Investigate and report on the efficiency and effectiveness of system design Conduct training and instruction to school colleagues within the technical field 	<ul style="list-style-type: none"> The minimum range for positions that carry a mandatory qualification requirement of not less than four years (or equivalent such as three years plus 12 months' work experience). Provide standard professional services independently within defined organisational parameters Provide operational leadership and strategic planning with respect to professional service delivery Influence management and other professional colleagues with respect to strategies Provide complex professional reports requiring in-depth factual analysis, including assessments and recommendations for consideration by others Conduct training and instruction to school

	<p>practices within precedent and established methods</p> <ul style="list-style-type: none"> • With broad direction manage the delivery of administrative and/or operational services • Manage the delivery of a particular service or function (e.g. finance, library, human resources, facilities) 	<ul style="list-style-type: none"> • Regularly interact with a range of external or internal clients to provide advice or specialist information 	<p>colleagues within the professional field</p> <ul style="list-style-type: none"> • Provide standard clinical professional services to students within the parameters of school policy and guidelines and the standards set by the relevant registration body • Explain professional concepts and approaches to clients, stakeholders, colleagues and staff • Facilitate individual or group programs for clients • Apply sound theoretical knowledge and practical expertise
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Education support class Level 1 Range 4

GENERAL

Range 4 is distinguished by broader management responsibility, particularly in the areas of finance, human resource, delivery of professional student support services and/or clinical management and other support functions. Range 4 is responsible for managing a range of functions under a wide range of conditions, subject to the size and complexity of school operations. Objectives will, generally, be clearly defined; guidelines will be broad and day-to-day direction minimal. Management responsibility extends to ensuring appropriate support levels are maintained across the school. Range 4 generally provides key support and timely advice to the leadership team and school council and liaises with the general school community, the Department and other government agencies and service providers.

Professional student support positions at this level will carry out their duties and responsibilities, relative to their professional discipline, with a higher level of autonomy and with minimal reliance on professional supervision. This position would generally be filled by an experienced professional. At this level a position would be responsible for the development and implementation of professional support programs within an educational environment, including guidance to other professional staff.

An education support class position supports the educational services being provided to students, but must not include duties of teaching as defined in clause 2.6.1 of the *Education and Training Reform Act 2006 (Vic)* or its successor. Supervision of students cannot be required except where it is an integral part of the employee's position or involves supervision of students individually or in small groups, in controlled circumstances, where the responsibility for students remains clearly with a teacher.

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Student/Teacher Support	Administration/Operations	Technical	Professional Services
N/A	<ul style="list-style-type: none"> • Coordinate delivery of a range of support services across a school/s involving a range of work areas • Determine work priorities, schedule and approach within overall school and management policy • Manage the school/s budget involving liaison with school staff and senior management to ensure budget targets are met • Reference to senior management will generally only occur where there is a need to clarify policy, priorities or broad objectives prior to making appropriate decisions • Negotiate and manage straightforward contracts and service agreements • Interpret and analyse data to inform and provide authoritative advice to senior management • Act on behalf of the leadership team in the delivery of client services • Advice and recommendations have significant influence on senior management and the development of school policy 	<ul style="list-style-type: none"> • Manage the development and effective operation of the computer systems within a school/s where there is a high degree of complexity (e.g. school size, multi-campus, integration of several functional areas) and importance to the educational objectives • Involves a level of responsibility and accountability that would impact on school functions and/or projects that would significantly affect school operations and/or support for educational outcomes. For example, in the area of school laboratories, libraries and information technology the position would provide expertise and leadership in policy development that guides the work of others, including teachers • Formulate and supervise experimental and professional development programs for colleagues or other staff involved in the scientific or technical field 	<ul style="list-style-type: none"> • Manage the delivery of a professional support service/s in a school/s, including the development of policy and operational practices that will guide the work of others, including teachers • Provide expert advice in the professional field, which will influence the strategic approach to student support and learning • Make decisions on complex intervention strategies, in accordance with professional and industry standards, that may have significant consequences for clients and their families • Provide leadership, training and development for others in the adaption and application of professional fields • Apply sound theoretical knowledge and practical expertise in developing service delivery options • Undertake advanced interventions in dealing with particularly complex cases that may require cross-profession or agency collaboration

Education support class Level 1 Range 5

GENERAL

Will usually be a member of the leadership team who is accountable for the development and delivery of key services that are integral to the effective operation of a school/s. Provides a range of services and/or undertakes the analysis of complex problems that form part of the policy framework. A school or group of schools would need to have the necessary diversity and complexity to create a role at range 5. Management of a major school or district initiative, project or Department targeted strategy would be an indicator depending on the breadth of management responsibilities.

An education support class position supports the educational services being provided to students, but must not include duties of teaching as defined in clause 2.6.1 of the *Education and Training Reform Act 2006 (Vic)* or its successor. Supervision of students cannot be required except where it is an integral part of the employee's position or involves supervision of students individually or in small groups, in controlled circumstances, where the responsibility for students remains clearly with a teacher.

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Student/Teacher Support	Administration/Operations	Technical	Professional Services
N/A	<ul style="list-style-type: none"> As a member of the leadership team contribute, develop and implement key policy initiatives in a school or group of schools Manage delivery of the school/s' budgetary, administrative and operational targets. Develop and implement operational policy and strategies and resource allocation Initiate new developments in policy, practice and precedent 	<ul style="list-style-type: none"> As a member of the leadership team develop and implement key policy initiatives in a school or group of schools 	<ul style="list-style-type: none"> As a member of the leadership team develop and implement key policy initiatives in a school or group of schools

Education support class Level 2

GENERAL

An education support class position at level 2 will have a primary responsibility for the management of significant areas or functions within the school to support the educational services being provided to students. In exercising the responsibility an education support class position at level 2 will have the authority to make all significant decisions relating to the program, budget and staff relating to their area of designated responsibility within the framework of the school's strategic plan, policies and budget but must not include duties of teaching as defined in clause 2.6.1 of the *Education and Training Reform Act 2006 (Vic)* or its successor. Supervision of students cannot be required except where it is an integral part of the employee's position or involves supervision of students individually or in small groups, in controlled circumstances, where the responsibility for students remains clearly with a teacher.

An education support class position at level 2 will contribute to the overall management of the school through involvement in policy formulation and decision making.

Further assistance

Further information, advice or assistance on any matters related to classifying positions in the education support class is available by:

- accessing the A-Z topic list on [HRWeb](#),
- using the [related topics](#) list; or
- contacting the Policy and Employee Relations Branch on 03 7022 0013 or email any query to employee.relations@edumail.vic.gov.au.