

Consultation Advice and Instructions

School Assistant Classification Review

Clause T21.3 of the ACT Public Service Administrative and Related Classifications Enterprise Agreement 2013-2017 (the Agreement) sets out four agreed purposes for the School Assistant (SA) Classification Review (the Review) as follows:

The parties agree that the purpose of the review will be to:

- a) Develop a classification structure that supports career development for School Assistants and meets school and system needs.*
- b) Provide clear work expectations, including the required skills and qualifications, for the School Assistant classification to enable career planning and inform recruitment decisions.*
- c) Consider the relationship between any changed expectations and appropriate remuneration, taking into account the ACT Public Service Work Level Standards (or their replacement) and equivalent level of work undertaken in other jurisdictions.*
- d) Develop clear and transparent processes for the administration of relevant allowances.*

In response to T21.3 (a) and (b), the SA Review Working Group has developed a Draft ETD School Assistant Classification Standards Framework (the Framework).

ETD School Assistant Classification Standards Framework

The Framework consists of three elements:

1. SA Work Level Standards
2. SA Activity Descriptors
3. Standard SA Position Descriptions (Duty Statement/Selection Criteria)

1) Work Level Standards

Work Level Standards describe the distinctive features of work at each classification level. They are a statement of:

- the broad job requirements, responsibilities and duties (activities/tasks);
- the operating context and characteristics of work to be performed at each classification level; and
- the knowledge and skills required of the role.

The Draft SA Work Level Standards have not been provided for consultation at this time.

2) Activity Descriptors

The Draft SA Activity Descriptors (attached) establish four broad functional streams relating to the areas of work that cover the span of School Assistant roles in ACT Government schools. The functional streams are:

- Administration / Operations
- Learning Support
- Student Services / Welfare
- Technical / Professional

Individual School Assistant position types are aligned to the functional stream that most appropriately reflects the nature of the work undertaken by the position type. The Activity Descriptors identify the key activities most relevant to each of the functional streams. However, School Assistant positions may involve activities and tasks across more than one of the four functional streams.

Each Activity encompasses a number of tasks which may be performed by School Assistants depending on the requirements of the individual position. Example tasks for each activity are provided within the Draft Activity Descriptors. These tasks have been drawn from current School Assistant Position Descriptions (Duty Statement/Selection Criteria) and through an earlier consultation process undertaken by the Working Group.

Some Activities do not list any example tasks and there are two reasons for this. The first being that a single task was considered sufficient to be identified as an Activity, the second reason being that some Activities are considered to be an inherent part of a School Assistant position but may not have previously been listed on all Position Descriptions i.e. *Participate in meetings and other forums which contribute to the operation of the immediate work area and the school.*

The Draft Activity Descriptors are not intended to be an exhaustive list of the activities and tasks that may be undertaken within a school environment. They should be regarded as general in nature and will require a level of interpretation depending upon the primary and broader responsibilities of an individual position, its context and the conditions or environment within which the activities/tasks are to be performed.

3) Position Descriptions (Duty Statement/Selection Criteria)

The new Standard Position Descriptions (attached) have been developed to replace current generic Duty Statement/Selection Criteria for School Assistant positions. The new Position Descriptions are based on the Activity Descriptors and will include an excerpt from the relevant Work Level Standard regarding the level of responsibility/direction and supervision relevant to the position.

A position description is a structured document identifying the work required of a position, as it is expected to be performed after appropriate orientation and training. A position description should provide the reader with a good understanding of the role by providing information that clarifies and describes the job, its functions, environment and reporting relationships.

A position description should accurately and completely describe the primary activities and responsibilities that are assigned to the position and which are to be performed by its occupant. Position descriptions are not intended to cover every kind of task or activity a position may have. Rather, they cover those work activities/tasks which are predominant, permanent and recurring. Ideally a position description will provide an overarching statement regarding the function of the role and will describe the key activities of the position in eight to ten concise statements.

School Assistant Review Questionnaire

The School Assistant Review Questionnaire is in effect a job analysis questionnaire which will be used by the Working Group to inform the finalisation of the Draft Standard Position Descriptions, Draft Activity Descriptors and Draft Work Level Standards.

Before you start to answer the questionnaire, you should review the Draft Activity Descriptor, the Draft Position Description and the questionnaire to get an idea of what is covered and the nature of the questions.

When responding to the questionnaire you should refer to the Draft Position Description and the Draft Activity Descriptor and, where relevant, your responses should focus on information that you feel has not been covered through either the Draft Position Description or Draft Activity Descriptor.

Respondents are also advised that responses should be based on the current requirements / expectations of the role, rather than any personal qualities, skills etc that you may bring to the role, which may see you perform other activities within the role or the work area that are not necessarily a requirement or expectation of the occupant of the role.

The questionnaire is a Microsoft Word document, respondents may complete the questionnaire electronically or may print and write responses onto the template. Once completed, the questionnaire should be emailed (or scanned and emailed) to Sarah Tarrant at sarah.tarrant@act.gov.au by close of business **Friday 15 May 2015**.

Should you have any questions regarding the questionnaire or these instructions, please do not hesitate to contact Michelle Tranda on 620 57390, Carol Zanetti on 620 59143 (Mon-Wed) or Sarah on 620 54419 (Mon-Thur).

Definitions

Task means a specific piece of work required to be done as a duty or as a part of a unit of activity.

Activity means work and actions of related fields that combine within a functional or program area.

Function a related and aligned area of activities i.e. administrative, professional, technical etc.