

Human Resources

Dimensions of Work Education Support Class



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ES 1 RANGE 1

General

Undertake routine tasks that are usually carried out under close supervision and direction. The level of supervision will vary depending on whether there is a high variety of tasks and where priorities may change (e.g. administrative support, assisting teachers in the classroom and other educational activities, such as providing attendant care and assistance to students, general support roles, assisting in out of school care programs). Positions that work on a more independent basis will generally perform a limited number of tasks on a regular basis where priorities are clear, procedures are well established and direction is readily available.

Work has little scope for deviation. Tasks may involve a wide range of duties of a routine nature. Problems can usually be solved by reference to well documented procedures and instructions and clearly established practices. Assistance is readily available when problems arise. An experienced officer at this level 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 guidance and advice to others relative to the required tasks within the work area.

An Education Support 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 this level. 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	Administrative	Technical	Professional Services
<ul style="list-style-type: none"> • Provide routine support for teachers • Communicate with teachers and parents about routine matters • Provide basic physical and emotional care for students such as toileting, meals and lifting • Communicate with student/s 	<ul style="list-style-type: none"> • Perform routine support tasks by: <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 	N/A	N/A

Student/Teacher Support	Administrative	Technical	Professional Services
<p>about comprehension of basic tasks and information</p> <ul style="list-style-type: none"> • Address immediate behaviour issues relating to specific students within a classroom setting • Assist with coordination and planning of school routine in accordance with student needs • Accountability relates directly to performance of allocated tasks 	<p>personnel where appropriate</p> <ul style="list-style-type: none"> • 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 • Accountability relates directly to performance of allocated tasks • Administrative support in a technical environment 		

ES 1 RANGE 2

General

Positions perform and/or supervise activities that are carried out in accordance with guidelines, accepted practice and school policy. This may include the supervision and coordination of other Education Support staff within the work area. Such 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 staff within the work area becomes an important feature at this level. Specialised support to achieve specific outcomes becomes a feature at this level e.g. managing a school office under the direction of the principal or another senior manager.

A position may provide support to teachers and students that is beyond the routine support provided at ES 1 Range 1. Assisting teachers with the coordination of a support function, such as directing/organising the work of other support staff or providing a specialist support role. Positions at this level can undertake medical intervention support tasks or other specialised student/teacher support roles that require specific training that must be updated from time to time. Such specialised roles are distinguished at this level by the dedication of that role for that purpose and the accountability that goes with that responsibility as opposed to support roles that are carried out by a range of staff performing routine tasks under direction.

Technical roles will undertake 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 within the limits of clear guidelines. Routine technical support in libraries and science and IT laboratories would be typical examples.

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Dimensions of Work

Student/Teacher Support	Administrative	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 1 Range 1: (iii) Liaises with external 	<ul style="list-style-type: none"> • Co-ordinate, organise and determine work priorities within a clearly defined functional area e.g. school office • Ensure the efficient operation of the work area within the regular direction of senior management • Obtain cooperation amongst staff within the work area and supervise the performance of tasks 	<ul style="list-style-type: none"> • Apply 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, IT support, library • Provide specialised knowledge 	N/A

Student/Teacher Support	Administrative	Technical	Professional Services
<p>providers of support services about clearly defined support needs and resources</p> <p>(iv) Conducts routine presentations to parents to assist teachers in communicating objectives and outcomes relating to educational programs and/or students</p> <ul style="list-style-type: none"> • 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; <i>and</i> (v) The position requires regularly refreshing of the training/instruction relevant to the medical procedure 	<ul style="list-style-type: none"> • Obtain cooperation of other school staff for the purpose of achieving the objectives of the work area • 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 • Responsible for modifying work practices and procedures within the work area to meet routine operational requirements e.g office management tasks 	<p>that is relied upon to deliver support services, under direction, e.g. information technology and technical support in science laboratories and libraries</p> <ul style="list-style-type: none"> • May supervise a small project team providing technical support to a school/s • Conduct training and/or instruction in respect to technical systems or scientific processes • Prepare experiments or use of equipment and conducts demonstrations, where required, under the supervision of a teacher • Undertake relevant occupational health and safety requirements and, where necessary, risk assessments within the relative work area 	

ES 2 RANGE 3

General

Positions at this point are distinguished by the level of management responsibility and/or accountability for the delivery of professional support services. Positions will impact beyond the work area or professional field to the extent it needs to obtain cooperation of all staff members or members of the school community to achieve specific objectives, such as in school administration, operational 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.

The provision of business management services becomes a feature at this level. Management of staff to achieve the expected outcomes required by senior management will be a key responsibility, although in some circumstance it may be a specialised role. Staff management issues will be resolved at this level with minimal reference to senior management, although guidance will be required in more complex areas. 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. Guidance will be necessary where issues fall outside the normal scope of the position.

This is the minimum level for positions that carry a mandatory qualification requirement of not less than four years. Professional student support positions become a feature at this level (e.g. therapists, psychologists) where standard professional services are delivered. Professional support and guidance will be close at hand.

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Dimensions of Work

Student/Teacher Support	Administrative	Technical	Professional Services
N/A	<ul style="list-style-type: none"> Distinguished from ES 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 	<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 	<ul style="list-style-type: none"> The minimum level for positions that carry a mandatory tertiary qualification (minimum 4 years) Provide standard professional services independently within defined organisational parameters Provide operational leadership and strategic planning in respect to professional service delivery

Student/Teacher Support	Administrative	Technical	Professional Services
	<p>approach</p> <ul style="list-style-type: none"> • A greater emphasis on the management of 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 practices within precedent and established methods. • With broad direction manage the delivery of administrative and operational objectives • Manage the delivery of a particular service (e.g. finance, library) 	<p>staff and students to ensure appropriate awareness of technical operations and safety</p> <ul style="list-style-type: none"> • 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 • Regularly interact with a range of external or internal clients to provide advice or specialist information 	<ul style="list-style-type: none"> • Influence management and other professional colleagues in 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 colleagues within the professional field • Provide standard clinical professional services to students within the parameters of school policy and guidelines

ES 2 RANGE 4

General

Position has a broader management responsibility, particularly in the areas of finance, human resource and other support functions. May have responsibility for management of a range of functions under a wide range of conditions to achieve the objectives set out in the school charter. These objectives will, generally, be clearly defined; guidelines will be broad and day-to-day direction minimal. Would generally only operate in a school or schools that provide the necessary size and complexity to warrant a position at this level. Management responsibility extends to ensuring appropriate support levels are maintained across the school. Generally the position provides key support and timely advice to the leadership team and school council and undertakes effective liaison with the general school community, the Department and other government agencies and service providers.

As a provider of professional services within a particular field there will be a high level of independence and accountability for the delivery of professional services and achievement of objectives at this level.

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Student/Teacher Support	Administrative	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 functional 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 	<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. significant size, multi-campus, integration of several functional areas) and importance to the educational objectives to be achieved • 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 	<ul style="list-style-type: none"> • Manages 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 • Provides expert advice in the professional field, which will influence the strategic approach to student support and learning • Makes decisions on complex intervention strategies that may have significant consequences for clients and their families

Student/Teacher Support	Administrative	Technical	Professional Services
	<p>clarify policy, priorities or broad objectives prior to making appropriate decisions.</p> <ul style="list-style-type: none"> • 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 	<p>educational outcomes. For example, in the area of school laboratories, libraries and IT the position would provide expertise and leadership in policy development that guides the work of others, including teachers.</p> <ul style="list-style-type: none"> • 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"> • Provides leadership, training and development for others in the adaption and application of professional fields

ES 2 RANGE 5

General

Within established educational, business and operational objectives, and as a member of the leadership team, is accountable for the development and delivery of key services. The position 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 support a position at this level. Management of a major school or district initiative, project or Department targeted strategy would be an indicator depending on the breadth of the management responsibilities.

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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