



**Australian Education Union  
Submission**

**to the**

**Australian Industrial Relations Commission  
*Workplace Relations Act 1996***

**s.576 (E) (1) – Procedure for carrying out an award modernisation  
process**

**In The Matter Of:**

**AM2008/33- Modernisation of Education Services  
(other than Higher Education) awards and NAPSAs**

**Submissions of the Australian Education Union  
Written comments on the Educational Services  
(other than Higher Education)  
Modern Award exposure drafts**

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**AUSTRALIAN INDUSTRIAL RELATIONS COMMISSION**

*Workplace Relations Act 1996*

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**IN THE MATTER OF:**

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- 1 The Australian Industrial Relations Commission (AIRC) Statement of May 22<sup>nd</sup> 2009 and the Educational Services (other than Higher Education) Exposure Drafts in Stage 3 are evidently *prima facie* intended to apply to all providers. That is the Awards will apply regardless of the denomination of the provider in the non-government sector or their status as a government system of provision, consistent with legislation and the extent of the jurisdiction. In the light of the views contained in the Statement itself, the AEU's submissions are made under that assumption.

- 2 In relation to schools, the AIRC statement says the Commission received “a number of submissions” seeking separate award coverage based on “who operated the school in question” and that its “preliminary view” was that “faith or religion of the school” should not relate to award coverage. (Para 58) No reference was made to the rejection of submissions, including that of the AEU, which sought to maintain the universal historical distinction between public and private educational award regulation.
  
- 3 In relation to the “school education industry” and the “post-secondary education industry,” which together employ approximately 500,000 teachers and general educational staff, the AEU does not believe that continuing the distinction between the public and private sectors would be inappropriate nor breach any legislative requirement or aspect of the Ministerial “Request.” On the contrary it would be to maintain the history of separate award regulation based on the distinct roles of government and private providers respectively.
  
- 4 The exposure drafts of the Educational Services (Schools) Teachers Award 2010, (Teachers’ Award), the Educational Services (Schools) General Staff Award 2010 (General Staff Award) and the Educational Services (Post-Secondary Education) Award 2010 (Post-Secondary Education Award) were made without any submission as to content by State or Territory government employers or employee representatives. This fact was due to the lack of clarity about which states may refer powers and how they would do so. The AEU, the ACTU, CPSU and the Victorian Government sought deferral on this basis but no reply has ever been given to this request. The AEU maintains that it is inappropriate to proceed to create an instrument to regulate employment without knowing to whom it will apply and thus allowing those affected to make submissions and provide evidence on which the Commission can determine relevant content and standards.

- 5 The only certainty about the extent of the Commission’s jurisdiction exists in relation to the federal territories. It is the AEU’s view that the Transitional Awards applying in the Australian Capital Territory and the Northern Territory are enterprise awards for the purpose of the Ministerial “Request” to the AIRC. Thus pursuant to the “Request” and the “Coverage” provisions of the three educational services Exposure Drafts, Modern Awards will not apply to pre-school, school and post-compulsory employers in the public sector in the federal territories.
- 6 At the time of making this submission the introduction of the Victorian Government’s *Fair Work (Commonwealth Powers) Bill* and the Commonwealth’s *Fair Work (State Referral and Consequential and Other Amendments) Bill 2009* suggest that the Federal jurisdiction is intended to apply to the public sector providers of school and post-compulsory education in the state of Victoria. However, pursuant to the terms of the two Bills, the AEU’s view is that the awards which will continue to apply will be State Reference Public Sector Transitional Awards as a consequence of Part 2 of Schedule 2 of the latter legislation. The public sector awards in Victoria which apply to AEU members as school and TAFE teachers and educational staff in schools will undergo their own modernisation process in accordance with the legislation which will then apply. The effect of the referral legislation will be to exclude the operation of the Modern Awards where a State Reference Public Sector Transitional Award applies.
- 7 Policy announcements regarding state jurisdiction over public sector provision of school and post-compulsory educational services in South Australia, Western Australia and Tasmania would suggest that in those states the federal jurisdiction will not apply. The position in respect of other states remains unclear.

- 8 Regardless of the above, the AEU submits that as the exposure drafts published on May 22 have *prima facie* application to employers and employees in both the private and public sectors of education, then the awards should contain provisions which are relevant in both sectors. To that end the AEU wishes to draw the attention of the Commission to some deficiencies in the Exposure Drafts.

### **TAFE Teachers**

- 9 The classifications included in the Post-Secondary Modern Award at Clause 3.1 do not include the principal employee classification in public sector post-secondary provision which is that of TAFE teacher. Definitions for the classifications “academic teacher” and “tutor/instructor” are defined by reference to the course, units or programmes being undertaken by the students being taught. However, “teacher” is defined as an employee engaged “where a professional teaching qualification is mandatory or required by the employer.” These classification descriptions do not describe a TAFE teacher, which is the principal classification of employee engaged in the provision of public post-secondary education and training.
- 10 A teacher employed in a TAFE Institute or the TAFE component of a University is not covered by any of the definitions above. The AEU submits that TAFE teachers can be described by the course or programme they have been engaged to teach in the same way as can an “academic teacher” or a “tutor/instructor”. The AEU proposes that the definition of “teacher” in the Post Compulsory Education Award be amended as follows:

*“teacher” means an employee engaged to teach students where the work required involves teaching a course of study or units of work recognised within or pursuant to the Australian Qualifications Framework or accredited by a relevant state authority which is neither the work of an academic teacher nor a tutor/instructor.*

- 11 Further, the minimum salaries of those engaged as a teacher should be at least those included in the Victorian TAFE Award as provided at appendix A.

### **Preschool Teachers**

- 12 The draft Teachers' Award includes preschool teachers but only where they are employed in services operated by schools. In public systems operated by a number of state and territory governments, preschools are co-located with primary schools. It is clear that these centres come within the Award definition: "**school education industry** means the provision of education, including preschool or early childhood education in a school..."
- 13 The Commission deferred to Stage 4 any further consideration of those working in other preschools, kindergartens and childcare centres. The Commission does make it clear that no final view has been taken on this matter and that the deferral to Stage 4 "should not be taken as indicating that we have formed a final view."
- 14 The AEU submits that comparably qualified teachers with comparable roles should all be included in the Teachers Award. Teachers in kindergartens, preschools and child care centres not operated by a school who are comparably qualified with those working in schools, are required to undertake the same educational programmes and have the same degree of accountability as those working in centres operated by schools should be covered by the Teachers Award. These teachers may move from employment as a teacher in a child care centre to employment in a kindergarten operated by a school with the same qualifications and position description requirements.
- 15 It would be anomalous and discriminatory to exclude professional teachers from the Occupational Teachers Award on the basis of a distinction between a centre operated by a school and a centre operated by a community committee for example. Similarly it would be anomalous and discriminatory to situate such employment in the Children's Services industry when the role clearly belongs in Educational Services.

- 16 AEU kindergarten teacher members employed in Victoria by community centres operated by local committees but substantially funded and largely controlled by the Victorian Government Department of Education and Early Childhood Development undertake the same roles and responsibilities with the same qualifications requirements as their counterparts in non-government schools. Their employment should be covered by the Teachers' Award in the same way as *prima facie* it will cover teachers in schools in other sectors, states and territories. The employment of preschool teachers in the ACT and Northern Territory occurs in the public systems as part of the operation of the primary schools in those territories.
- 17 The rates which should apply are those of the *Victorian Kindergarten Teachers Interim Award* included at Appendix B.

### **Principals and Deputy Principals**

- 18 Clause 4 of the Teachers Award provides for coverage of employers and employees in the school education industry throughout Australia but specifically excludes some classes of employees, all of whom are not qualified as teachers, other than (e) "principal or deputy principal, however named." "Principal" is defined as "the employee appointed by the employer to the most senior leadership position in the school."
- 19 Principals and Deputy Principals in the membership of the AEU are all qualified teachers generally with considerable experience and often additional teaching qualifications. The awards which apply to government schools in states and territories other than Victoria all provide for principals and deputy principals. There is no reason given for the exclusion but it may be a consequence of the assumption that principals are employers, which in some schools they may be.
- 20 The AEU submits that the exclusion of Principals and Deputy Principals from the Draft Teachers Award is not appropriate and the Occupational Teachers Award should apply.

## Public Sector School Teachers

- 21 The draft Teachers Award and the General Staff Award do not contain a fair or relevant set of minimum standards for application to the education departments of state and territory governments. It may be that due to jurisdictional limitations, the terms of state referrals and the existence of enterprise awards in the territories mean that the award will not apply to any employer on commencement in 2010. Nevertheless the Teachers' Award should not be tailored to the non-government school sector of the school education industry as it is *prima facie* an award which applies universally in the industry. The AEU submits that the draft Teachers' Award is tailored to the non-government sector and to the exclusive Independent Schools part of that sector in particular.
- 22 The AEU particularly draws attention to Part 5 of the draft Teachers Award and the "averaging" provision at clause 19 "Ordinary hours of work" which supplements the NES on the basis of "industry specific detail." The May 22<sup>nd</sup> Statement expresses the view that "traditionally teachers' awards have not regulated ordinary hours of work." However, public sector awards commonly do prescribe ordinary hours of work and have never included averaging. In some states school term breaks are included in awards, in others terms breaks are prescribed by Ministerial determination.
- 23 Requirements for professional development and student free days and other activities are often the subject of regulation in awards and agreements, thus the Draft Teachers Award provision for attendance when "students are not present" being "subject to the needs of the employer" is managerial prerogative writ large compared to current regulation in the public sector. Additional days in excess of the 205 limit for such roles as "boarding house responsibilities" and "school related overseas and interstate trips" are clearly designed for Independent Schools in particular. While this provision may have been based on a submission in relation to Independent schools, these schools represent a small minority of schools government and non-government.

- 24 What is common in public sector awards is regulation of face to face teaching or student contact time. The Teachers Award contains no regulation of face to face contact time which is the most important determinant of workload in teaching as an occupation. This regulation occurs by way of award or agreements in every public system in Australia in one form or another, but is rare in the non-government sector. This deficiency indicates that the draft Teachers' Award is based on awards and submissions derived from non-government sector employment, and Independent Schools in particular. This should be corrected by the inclusion of face to face teaching time regulation.
- 25 The AEU submits that the face to face teaching regulation which was established by an AIRC Full Bench and which is most appropriate for a Modern Award is that contained in the *Victorian Schools Award*, provided at Appendix C.

### **Practice Teaching Supervision Payments**

- 26 The Statement of May 22<sup>nd</sup> 2009 said that the Full Bench “had not considered it necessary at this stage” for the matters covered by the *Australian Higher Education Practice Teaching Supervision Award 1990* to be included in the Teachers' Award. The matters covered by the award are simple; payments to teachers for the supervision and co-ordination of university students who are undertaking the practicum component of a Bachelor of Teaching degree or a post-graduate Diploma of Education.
- 27 The only submission to this effect was that of the Group of 8 universities who argued that payment restricted the numbers of teachers available for the work of supervising students because the pool of funds was limited. Teachers, the G8 argued, should be required to undertake the work with no compensation as part of their normal duties.

- 28 Difficulties in gaining enough teachers to volunteer to undertake the work on a paid basis are legion and the Deans of Education faculties are constantly complaining of the amount of work involved in finding teachers to supervise students. The AEU believes that abandoning any system of payment, which has existed for many years in teachers awards, would be resented by the teaching profession and lead to greater problems of obtaining suitable numbers of volunteers to undertake the work.
- 29 The AEU seeks an in-principle commitment by the AIRC to include an allowance for supervision and co-ordination of practice teaching and a request to the parties to provide submissions on the appropriate hourly rate commensurate with allowances in other modern awards.

### **General Staff in Schools**

- 30 The May 22<sup>nd</sup> Statement expressed the view that the classification structure in the Exposure Draft “could be rationalised” and invited submissions on how the rationalisation could occur.
- 31 The AEU submits that the salaries and classification structure in the *School Services Officers (State Government Schools), Victoria, Award 2000* (Appendix D, extracted to include only Level 1 and 7) contains appropriate classifications for application to employment in government schools and that a number of the classifications applicable to private boarding schools should be rationalised in favour of classifications typical of the industry.
- 32 The classification structure could be further rationalised by the removal of classifications for nursing services. The AEU’s view is that the Modern Award made for the occupation of nursing should not provide an exclusion for nurses working in schools any more than a Teachers’ Award should provide an exclusion for teachers working in hospitals. Teachers commonly work in annexes of schools operating within hospitals to provide education for children staying in hospitals for longer periods, covered by the Teachers Award in Queensland for example.

Appendix A

Teacher Pay Levels derived from TAFE Teachers Conditions of Employment Award 2002 [AP8116514]

<b>Classification</b>		<b>Salary as adjusted by Wage &amp; Allowance Review Decision 2008</b>
<b>Teacher Level 1.1</b>		\$40,841.52
<b>Teacher Level 1.2</b>		\$43,288.52
<b>Teacher Level 2.1</b>		\$46,187.16
<b>Teacher Level 2.2</b>		\$47,262.16
<b>Teacher level L3.1</b>		\$49,412.16
<b>Teacher Level 3.2</b>		\$52,526.16
<b>Teacher Level 4.1</b>		\$53,267.49
<b>Teacher Level 4.2</b>		\$54,750.16
<b>Advanced Skills Teacher</b>		\$56,419.16
<b>Senior Educator 1.1</b>		\$56,974.16
<b>Senior Educator 1.2</b>		\$57,637.16
<b>Senior Educator 2.1</b>		\$58,087.16
<b>Senior Educator 2.2</b>		\$60,214.16
<b>Senior Educator 3</b>		\$61,024.16
<b>Casual Teaching Rate</b>		\$43.60
<b>Casual Non-teaching Rate</b>		\$30.80

Appendix B

Early Childhood Teacher pay levels derived from the Early Childhood Teachers Interim Award 1999 [AP780883 CRV] as adjusted to reflect the Wages & Allowances Review decision 2008

**(a) Early Childhood Teachers**

Level	Group			Weekly \$	
	A	B	C		
1	1			632.00	
2	2			645.60	
3	3			656.60	
4	4			673.10	
5	5	1		695.10	
6	6	2		702.70	
7	7	3	1	719.10	
8	8	4	2	728.80	
9	9	5	3	753.50	
10		6	4	770.50	
11		7	5	793.00	
12		8	6	822.10	
13			7	849.40	
14			8	875.10	
<b>Emergency Teacher</b>				First 3.5 Hrs	67.43
				Hourly thereafter	19.26
<b>Pre-school Field Officer</b>					
				1st year	887.90
<b>Pre-school Advisor (Dip. Teach.)</b>					
				1st year	887.90
				2nd year	8921.80
<b>Pre-school Advisor (Dip. Teach. + Additional qualifications)</b>					
				1st year	949.10
				2nd year	977.80
<b>Pre-school Advisor in Charge</b>					
				Class 1	1044.30
				Class 2	1108.30

**(b) Pre-school Play Leader**

	<b>Weekly</b>
	<b>\$</b>
At 18 years	555.10
At 19 years	566.40
At 20 years	577.60

**Adult**

1st year	592.50
2nd year	611.20
3rd year	617.70
4th year	630.90
5th year	646.10
6th year	664.10
7th year	680.90

## Appendix C

Face-to-face teaching regulation derived from the Teachers (Victorian Government Schools) Conditions of Employment Award 2001 [AP806227]

### “7. TEACHING HOURS

**7.1** In this clause **face to face teaching**, in relation to a particular teacher means regular rostered teaching sessions in a documented course of study (approved by either the employer, School Council or Victorian Curriculum and Assessment Authority), only for which course the teacher has primary responsibility for educational delivery and includes sessions of direct student instruction rostered or required by the employer:

- for curricular or pastoral functions involving student supervision, student counselling and consultation; or
- in the case of a teacher librarian, for student contact and consultation in a library.

**7.2** A teacher may be required to teach, and shall not be required to teach in excess of, the maximum standard number of hours per week of face to face teaching.

**7.3** The maximum face to face teaching hours for a secondary school teacher will be 20 hours per week unless the teacher supervises sporting activities of students on a structured basis for a period of two hours per week in which case the face to face teaching hours will be 18 hours 40 minutes per week.

**7.4** The maximum face to face teaching hours for a primary teacher will be 22 hours 30 minutes per week.

## APPENDIX D

### SALARIES AND ALLOWANCES

#### 1. Salaries

An employee, employed as a School Services Officer, shall be paid not less than the following salaries, relative to the classification of their position:

CLASSIFICATION	ANNUAL SALARY
School Services Officer - Level 1	\$29,772.95
School Services Officer - Level 2	\$35,665.67
School Services Officer - Level 3	\$39,670.67
School Services Officer - Level 4	\$44,794.31
School Services Officer - Level 5	\$49,006.31
School Services Officer - Level 6	\$53,687.31
School Services Officer - Level 7	\$59,331.31

The Dimensions of Work describe the nature and scope of work relevant to each classification level within the SSO structure.

The Dimensions of Work cover the following areas for each SSO level:

**General Work Description:** defines the typical features and characteristics of this classification and the level of instruction required to complete allocated duties. This should be used as an initial indication of where a position might be classified. Having decided the appropriate level this should then be compared with the general work description above and below the defined level to confirm the choice.

**Features and Skill Requirements:** defines the difficulty of the work, the skill level required by the position and the level of assistance the position receives through expert advice, manuals and documented procedures. This information assists in developing the key selection criteria for advertisement of the position.

**Typical Task Areas:** provides a sample of the type of duties that a person can be expected to perform at a particular classification level. It is not expected that all duties listed would be performed by one position. However a position may have a range of duties across a number of work areas (eg. office, library, teacher aide work) providing the work is within the parameters of the classification level.

## **SCHOOL SERVICES OFFICER - LEVEL 1**

### ***General Work Description – SSO1***

The SSO 1 position is the entry point of the school services officer structure.

Positions at this level work undertake a variety of duties which may include administrative, clerical, keyboard support, assisting with maintenance and management of stores and supplies, assisting teachers in the classroom and other educational activities and providing attendant care and assistance to students. The position may work within a variety of school settings, such as offices, libraries, laboratories (science, computer, language, music or other).

Work is performed under close direction using established routines, methods and procedures from which there is little scope for deviation. Tasks may involve a wide range of duties of a routine nature. The breadth of tasks will depend on the requirements of the school and the capacity to train staff in a variety of functional areas. Problems can usually be solved by reference to well documented procedures and instructions and clearly established practices. Assistance is readily available when problems arise.

This position may have a specific role within a single functional area of the school (eg administrative support in the school office) or supporting teachers in the delivery of educational programs (eg integration support).

Work may involve giving basic technical and procedural advice to other staff, students or parents (eg care in preparation of class materials). This may require some knowledge and application of specific procedures, instructions, regulations or other requirements relating to general administration and/or specific school programs or activities.

This position may assist colleagues, both teaching and non-teaching, in the tasks being undertaken.

No supervisory responsibilities are attached to this position. More experienced staff will assist new staff by providing guidance and advice.

An experienced officer at this level would be expected to have a good knowledge of the school's operations and exercise some judgement within clearly defined guidelines, practices and limitations and be able to communicate effectively with all members of the school community.

## ***Work Features and Skill Requirements - SSO1***

### **Training & Experience**

- No prior knowledge of the operations of schools is expected. However, familiarity with basic work routines, procedures and organisation of work is necessary along with a positive attitude to the work involved.
- Understanding of organisation procedures, guidelines and policies relevant to the work area are expected to be learned and applied.
- A substantial amount of the knowledge and skills required for this position will be gained through on-the-job training. The skill requirements a person would normally bring to this position would be:
  - basic numeracy and literacy
  - ability to check work and identify and rectify errors
  - written and verbal communication skills which enable communication of correct information
  - an aptitude for working with school aged children.

### **Diversity of Knowledge**

- Flexibility in meeting the needs of a school across a wide range of support areas. Adaptability to learn and undertake a diverse range of routine tasks, particularly where the day-to-day priorities may vary considerably.

### **Technical Support**

- Ability to prepare routine documentation and enter data through computer software programs.
- Ability to understand basic operational procedures for school equipment.

### **Client Relations**

- Ability to manage routine and customer enquiries.

### **Communication**

- Should be able to convey basic information about school policy and procedures.
- A school environment necessitates communication with children, teachers and parents about routine policy and procedural matters. Interaction with students will be under the supervision of teaching staff where clear verbal instructions will need to be understood and implemented.
- Problems that are identified are referred to appropriate personnel.
- Ability to listen to and understand others.

### **Records Management**

- Maintenance of confidentiality, ie able to be trusted with private and sensitive information.
- Ability to check work and identify and rectify errors.
- Ability to work to specified timelines.
- Ability to receive and sort documents and distribute or process according to established procedures.

**Complexity of  
Tasks**

- Follows established procedures and guidelines under regular supervision and instruction. Where problems of a more complex nature arise they are referred to relevant personnel and direction is provided.

**Reasoning  
Requirements**

- Objectives of work are clearly defined.
- Work problems are usually solved by reference to established procedures and methods along with clear direction from supervising staff.
- Provides assistance to students, which requires a basic understanding of program objectives and content. It will also require an aptitude to understand and assist with the tasks students are undertaking.
- Ability to ask the right question to get the required information.

**Independence &  
Accountability**

- Choices regarding appropriate course of action are limited.
- Accountable for quality, accuracy and timeliness of tasks and explaining how tasks have been undertaken or specific data or information has been derived.

**Effect of Advice  
Received**

- Generally advice relates only to immediate work area.

## *Typical Task Areas - SSOI*

<i>Function</i>	<i>Indicative Work Activities</i>
<b>General Administration</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Undertake clerical and keyboard duties in support of the school administration function.</li><li><input type="checkbox"/> Provide document preparation support.</li><li><input type="checkbox"/> Maintain, enter and retrieve data from the schools computer system.</li><li><input type="checkbox"/> Perform reception duties, including the screening of visitors to the school, and arrange interviews as required.</li><li><input type="checkbox"/> Prepare straightforward correspondence according to school procedures (eg sending out form letters).</li><li><input type="checkbox"/> Prepare inventories, requisitions and uncomplicated documents.</li><li><input type="checkbox"/> Maintain and update basic written records.</li><li><input type="checkbox"/> Obtain basic data or factual information from given sources, eg books, reports, manuals, catalogues, tables, forms, etc.</li><li><input type="checkbox"/> Check for simple inaccuracies in forms and correspondence such as spelling, punctuation and spacing.</li><li><input type="checkbox"/> Make less complex routine entries in records, eg stock movement, file movement, accounts, leave.</li><li><input type="checkbox"/> Make appointments and maintain diary records.</li><li><input type="checkbox"/> Select and use equipment in accordance with school procedures and manufacturer's instructions.</li><li><input type="checkbox"/> Receive enrolment documentation and record data.</li></ul>
<b>Finance</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Basic financial data is accurately entered and retrieved from record systems.</li><li><input type="checkbox"/> Filing according to school procedures.</li><li><input type="checkbox"/> Moneys receipted by cash register or other approved system.</li><li><input type="checkbox"/> Count money, record and prepare banking documentation.</li><li><input type="checkbox"/> Check delivery of stock against invoice documents.</li><li><input type="checkbox"/> Check records for completeness and accuracy</li></ul>
<b>Human Resources</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Prepare straightforward correspondence according to standard procedures (eg form letters).</li><li><input type="checkbox"/> Record leave and payroll data for employees.</li><li><input type="checkbox"/> Register position applications and arrange interview times.</li><li><input type="checkbox"/> Prepare recruitment documentation (eg selection reports advertising pro formas).</li><li><input type="checkbox"/> Provide straightforward information to staff on basic details relating to their employment.</li><li><input type="checkbox"/> Calculate staff entitlements (eg higher duties assignments, recreation leave, benefits).</li><li><input type="checkbox"/> Assist in the identification of own training needs.</li></ul>

**Delivery of  
School Services**

- Receive client enquiries and provide direction and advice.
- Provide straightforward information to clients in line with school policy and procedures.
- Receive, distribute and dispatch documents according to verbal and written instructions.
- Maintain confidentiality.
- Assist in the exchange of information between the community and the school.
- Assist with the liaison and communication between parents, teachers, other staff and members of the wider school community.
- Drive the school bus/car (provided that licence requirements are satisfied).

**Implementation  
of Instructional  
Programs**

- Assist students on an individual or group basis in specific learning areas.
- Assist with the communication between students and teachers, particularly the interpretation of instructions.
- Provide basic physical and emotional care for students.
- Participate in team meetings.
- Assist with toileting, meals, lifting, and administration of medication to students requiring special care.
- Assist with the supervision of pupils in playgrounds, at camps, on excursions, in sporting activities, therapy activities, life skills.
- Assist in the preparation of student resources and equipment.
- Produce basic curriculum support resources.
- Observe students and draw the attention of the teacher to them where necessary.
- Participate in the monitoring and evaluation of programs and evaluation of individual student involvement and achievement.
- Assist with communication between teachers and non English speaking parents/students.
- Assist in the translation of documents.
- Assist students with the preparation and service of meals.
- Ensure work areas and materials, equipment and appliances are maintained in a clean and ready to use condition.
- Assist in the preparation of equipment and purchasing of materials and supplies as required.

**Management of  
School  
Resources**

- Sort, arrange, file and catalogue incoming/outgoing material according to type and appropriate categories.
- Prepare descriptive lists of material and undertake accessioning procedures, box, label, shelve material and maintain daily records of loans.
- Under direction perform basic duties with regard to the general library including retrieving, shelving and maintaining books and periodicals.
- Shelve library materials and maintain the order of the collection.
- Assist with the circulation of loan items and accounting for stock.
- Gather information and resources to support clients' needs.
- Direct clients to resources.
- Assist with the care and operation of equipment and prepare class sets for faculty use.
- Assist users with school equipment such as photocopier and audiovisual equipment.
- Maintain records of overdue loans of school resource material and equipment and issue overdue notices as required.
- Assist in the preparation of displays and exhibitions.
- Minor cleaning and maintenance of equipment.
- Ensure storage areas are in a clean, safe and orderly condition.
- Catalogue and record details of reference material.
- Label, cover, assemble, sort or mark resources in accordance with manufacturer's instructions and school procedures.
- Assist with security of equipment and buildings.

**Technical  
Support**

- Perform routine tasks in preparation for practical classes, including:
  - setting up equipment and instrumentation for use in demonstration and class practice
  - clearing away equipment and materials after use and check that they are maintained in a safe, clean and ready to use condition
  - checking and maintaining equipment in working order and effect simple repairs where possible
  - preparation of materials for dissections under clear instruction
  - prepare chemicals and other laboratory solutions under clear instruction.
- Ensure an adequate supply of materials and equipment, including:
  - maintain records of stock in hand
  - maintain a record of faulty equipment and breakage
  - assist with ordering supplies
  - check deliveries and store appropriately.
- Prepare equipment for student and teacher use.
- Assist teaching staff and senior technical staff with enforcement of appropriate safety measures.
- Assist students in relation to their equipment needs.
- Assist with collection of off-campus materials.
- Assist with use of computers both for record keeping and as used in classrooms.
- Assist in field and laboratory tests and the collection of data.
- Assist in analysis of field and laboratory tests.

**Support to School Council**

- Assist in exchange of information between the community and the school.
- Perform clerical and keyboard duties in support of the school council.
- Extract standard reports from data base for presentation to school council
- Distribute and courier documents
- Provide general administrative support to school council sub-committees.

**SCHOOL SERVICES OFFICER - LEVEL 7**

***General Work Description***

This is a senior management position that will participate in and contribute to development of the policy framework within a school.

The position operates within the established corporate objectives of a school or a group of schools. It provides a range of services and/or undertakes the analysis of complex problems that form part of the policy framework.

Generally, this position will involve the management of support functions across a school or schools where there is substantial diversity in the level of support services required.

The key feature that distinguishes this position from the SSO 6 is the overall management responsibilities and level of accountability. This position will, within broad policy objectives, manage the delivery of support services. Within those objectives and policy framework the position will be accountable for the efficient delivery of those services. The breadth of operation is a key aspect.

Senior management will rely on this position to deliver the objectives of the school charter as it impacts on the financial, human resource and general resources of the school.

This position may involve management of a major school or district initiative, project or Department of Education, Employment and Training targeted strategy depending on the breadth of the management responsibilities.

***Work Features and Skill Requirements - SSO7***

**Training & Experience**

- Substantial experience required in the management of support services within an organisation, which extends across general administration, human resources, finance and business management functions.
- Substantial experience in project management.

**Diversity of Knowledge**

- Substantial knowledge of procedures relating to management of human resources, finance and delivery of support services within schools.
- Must have a comprehensive understanding of the school charter and requirements of the position within that charter.
- Must have a thorough understanding and appreciation of school culture.

**Professional Support**

- Appropriate qualifications and substantial experience relating to the category of support.

- Client Relations**
  - Accountable for client relations in relation to school administration and operations.
  
- Communication**
  - As part of the leadership team this position is expected to be able to communicate and influence the leadership team and professional staff (teachers and other professional categories) in the development of policy for support services and management of school resources.
  
- Complexity of Tasks**
  - Work will need to be adapted to ensure support services are provided across a broad area. This will need to take account of school policy and the requirements and priorities of other staff within the school.
  - Provides consultancy services to school with respect to support services and school operations.
  
- Reasoning Requirements**
  - Adapts and modifies guidelines and introduces new systems, methods and processes to ensure operational objectives are achieved.
  - High level problem solving abilities are required.
  
- Independence & Accountability**
  - Influences the development of operational strategies and resource allocation and provides advice which initiates new developments in policy, practice and precedent.
  - Position is given only broad direction in relation to work priorities and practices.
  
- Effect of Advice Received**
  - Advice will directly impact on the operation of the school or school program.

***Typical Task Areas - SS07***

- | Function               | Indicative Work Activities  |
|------------------------|---|
| General Administration | <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage the work practices and priorities of support staff.</li> <li><input type="checkbox"/> Ensure the confidentiality of all school records and communication systems.</li> </ul>   |
| Finance                | <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage the school budget and finances.</li> <li><input type="checkbox"/> Develop and implement strategies to ensure efficient use of school resources.</li> </ul>   |
| Human Resources        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Manage recruitment procedures and ensure all policy and legal requirements are met.</li> <li><input type="checkbox"/> Develop and implement professional development programs for staff and provide advice in the development of professional development policy throughout the school.</li> <li><input type="checkbox"/> Manage industrial relations policy and procedures.</li> <li><input type="checkbox"/> Develop and implement human resource planning, strategies and guidelines.</li> </ul> |

Provision of  
School Services

- Manage the delivery of support services to students, teachers, parents and other school clients.
- Ensure all external providers deliver the required service.

Management of  
School Resources

- Provide advice and recommendations with a view to maximising school revenue and optimising the use of school resources.

Support to  
School Council

- Provide consultancy advice with respect to school operations.