

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

The level 1, range 1 classification is a training grade for employees participating in formal trainee or cadetship programs or other similar public sector wide entry level employment programs. For further advice please contact Schools Recruitment Unit.

Education support class Level 1 Range 2

GENERAL

An education support class position at this range will perform tasks that are carried out in accordance with guidelines, accepted practice, and school policy under supervision and direction. This may include coordination of other education support class staff within the work area or educational program.

The commencing salaries for persons employed at level 1 range 2 are set out in clause 18(4) of the Victorian Schools Government agreement.

An education support class position supports the educational services being provided to students but must not include duties of a teacher as defined in clause 2.6.1 of the Education and Training Reform Act 2006 (Vic) or its successor. Supervision of students can be required individually or in groups up to 4 in controlled circumstances and where the responsibility for students remains clearly with a teacher.

Certification and/or qualifications of up to three years can be required at this level (noting that Registered Nurse is not included at this level, the first level for which is Level 1 range 3).

A role at this range may include:

- Specific support tasks to achieve outcomes. Typically, this will involve accountability for a single function, (e.g. ensuring data is properly maintained) or the co-ordination of a work area under the direction of the principal or a manager.

- Assisting teachers, within an educational program, by undertaking specific support tasks or the coordination of the support function.
- Supervised health and wellbeing support tasks, medical intervention support tasks, or other specialised student/teacher support roles (e.g. enrolled nurses performing the role as described in schedule 3). These roles require specific qualifications and/or training, including roles where further training must be undertaken 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.
- 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 would be typical examples.

An education support class position at this range commencing at the base will initially be limited to undertaking routine tasks that are 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. Subject to any specific qualification and/or training requirement, an education support class employee employed in this range may be progressively required to undertake coordination, specialized student/teacher support tasks, or technical tasks as experience in the role is gained.

DIMENSIONS OF WORK

Student/Teacher Support	Administration/Operations	Technical	Health and Wellbeing Services
<ul style="list-style-type: none"> • Undertakes routine tasks with clear priorities in line with the job description, well established procedures, and under supervision, such as: <ol style="list-style-type: none"> Providing routine support for teachers Assisting with planning of student routines • Duties mainly focused on routine tasks such as: <ol style="list-style-type: none"> Communicating with teachers about routine matters Assisting teachers with communication with parents about routine matters Providing basic physical care and wellbeing support for students such as toileting, meals, and lifting Communicating with student/s to support comprehension of basic tasks and information Addressing immediate behavioural presentations relating to specific students within a classroom setting aligned to school policy and procedure • Provides basic support and supervision for individuals or small groups of up to 4 	<ul style="list-style-type: none"> • Performs routine administrative or operational tasks, including: general telephone, front office enquiries, mail deliveries, assisting with stock control, supporting organisation of meetings, receiving and initial processing of standard paperwork • Operate and instruct others in the routine use of equipment and computer systems • Supports financial and budgetary processes and utilises standard software • Conducts induction processes for school visitors or tradespeople on school operational health and safety policies and procedures • Undertakes systems processing work such as data entry, purchasing, payments and reports • Coordinates the preparation of standard routine internal and external communication Provides support services in trade areas such as school grounds and building maintenance • Provides student transportation services such as bus driving, and scheduling • Undertakes VASS and/or VET administration support 	<ul style="list-style-type: none"> • Conducts routine scientific, technical, or specialist procedures and/or data collection, collation, and analysis • Applies basic technical knowledge to diagnose and correct faults and problems with technical equipment • Applies basic technical and/or scientific principles to enable the performance of a variety of interrelated technical tasks • Application of specialised knowledge is confined to a specific functional area (e.g. science laboratory, information or food technology support, library) • Provides specialised knowledge that is relied upon to deliver support services, under direction (e.g. information technology and technical support in science laboratories, food technologies and libraries) • Contributes to a small project team providing technical support to a school/s • Conducts training and/or instruction with respect to technical systems or scientific processes • Prepares experiments or use of equipment and conducts 	<ul style="list-style-type: none"> • Supports the first aid facilities and assists in delivering first aid to students • Undertakes administrative procedures associated with: <ol style="list-style-type: none"> delivery of various health, counselling, wellbeing and therapeutic services to a school(s) health assessments delivery of health and wellbeing education and promotion programs in collaboration with school community provision of follow-up service for students medical alerts and specific medical conditions

<p>students within a classroom setting</p> <ul style="list-style-type: none"> • Provides support to careers advisor • Supports teachers in the coordination of educational programs independently or under minimal supervision, such as: <ul style="list-style-type: none"> (i) Rostering and organising the work of a team of aides (ii) Providing routine coordination, guidance, and support to other student support staff (iii) Liaising with external providers of support services about clearly defined support needs and resources (iv) Supporting teachers in communicating objectives and outcomes relating to educational programs and/or students, including routine presentations (v) Assisting teachers with the communication of student outcomes and educational programs • Can 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 relevant policy (iii) The support needed requires specialised training/ in the tasks to be performed; and (iv) The position requires ongoing professional development and/or training to gain or maintain skills and knowledge relevant to the medical procedure. • Provides specialised communication support for students and teachers in areas such as AUSLAN and braille 		<p>demonstrations, where required, under direct supervision</p> <ul style="list-style-type: none"> • Undertakes relevant occupational health and safety requirements and, where necessary, risk assessments within the relative work area • Undertakes low/medium risk tasks as defined by the Departmental Risk Matrix or its successor 	
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Education support class Level 1 Range 3

GENERAL

An education support class role at this range is distinguished by the introduction of:

- management responsibility and accountability for the delivery of services. At this level, an employee may direct and supervise the work of other staff members to achieve specific objectives in school administration, operations or educational programs; or

- professional student support positions where standard professional services are delivered.

An education support class position supports the educational services being provided to students but must not include duties of a teacher as defined in clause 2.6.1 of the Education and Training Reform Act 2006 (Vic) or its successor. Supervision of students can be required where it is an integral part of the employee's position or in circumstances where supervision is required individually or in groups up to 4 in controlled circumstances and where the responsibility for students remains clearly with a teacher.

This is the minimum range at which business manager or occupational health and safety manager functions can be performed.

This is the minimum range for positions that carry a required qualification of AQF 7 level or equivalent (or in the case of Registered Nurses an equivalent qualification leading to registration).

A role at this range may include:

- Some degree of professional autonomy to determine how targets and goals are achieved within clearly established directions or framework Professional autonomy will generally be limited by standard procedures and school policy. Deviation from standard procedures and school policy will require guidance and direction from a senior manager.

- Management of the expected outcomes is a key responsibility in some areas such as school administration, operations, technical, or educational programs. Senior management will be provided with 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.

- Management of staff to achieve the expected outcomes is a key responsibility in some areas, such as school administration, operations, or educational programs. Staff management issues will be resolved with minimal reference to a senior manager, although guidance will be required in more complex cases.

- Professional support positions such as registered nurses (performing the role of Registered Nurse range 3 as described in schedule 3), speech pathologists, psychologists, occupational therapists, physiotherapists, and social workers. Professional support and guidance will be close at hand and deviation from standard procedures and school policy will require guidance and direction from a manager or senior practitioner where relevant.

DIMENSIONS OF WORK

Student/Teacher Support	Administration/Operations	Technical	Health and Wellbeing Services
<ul style="list-style-type: none"> Provides instruction or coaching to students not including any duties of a teacher (e.g. instrumental music instruction, sport coaching, dance instruction) Provides career advisory services to students Undertakes VASS coordinator role in the school Undertakes VET co-ordination role in the school 	<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, and features supervision of other ES 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 financial and budgeting documents and contribute to financial decision making Manages a range of functions, such as finance, human resources and other support 	<ul style="list-style-type: none"> Manages school science laboratory, library or information technology functions, including where they are the sole technician Manages the flow of information to staff and students to ensure appropriate awareness of technical operations and safety Advises school staff and students on aspects of information technology Conducts training and instruction to school colleagues within the technical field Undertakes small technical or specialist projects defined by others 	<ul style="list-style-type: none"> Delivers care through various health, counselling, wellbeing and therapeutic services to a school(s) Assesses student needs and delivers a range of services within generally defined parameters Provides standard professional services independently within defined organisational parameters with professional support and guidance that is close at hand. Provide standard clinical professional services to students within the parameters of school policy and guidelines and the standards set by the relevant registration body Provide professional reports requiring in-depth factual

	<p>areas that contributes significantly to the business management function within the school</p> <ul style="list-style-type: none"> • Adapt the way work is organised and modify existing practices within precedent and established methods • With broad direction manage the delivery of administrative and/or operational services • Implements the delivery of a particular service or function (e.g. finance, library, human resources, facilities) • Prepares and analyses reports from School databases to support decision making 	<ul style="list-style-type: none"> • Implements non-standard technical systems or equipment to a specification • Explains professional concepts and approaches to school stakeholders, colleagues, and staff • Applies sound theoretical knowledge and practical expertise • Provides professional services independently within defined school procedures • Influences operational leadership and strategic planning with respect to school service delivery • Provides reports for school staff or stakeholders, requiring indepth factual analysis, including assessments and recommendations for consideration by others • May undertake low, medium and high-risk tasks as identified in Departmental Risk Matrix or its successor 	<p>analysis, including assessments and recommendations for consideration by others</p> <ul style="list-style-type: none"> • Retains accountability for individual practice • Contributes to policy development within the school • Contributes to and/or conducts training and instruction to school colleagues within the professional field and individual scope of the practice • Explain professional concepts and approaches to students, stakeholders, colleagues and staff • Facilitate individual or group programs for students • Apply sound theoretical knowledge and practical expertise
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Education support class Level 1 Range 4

GENERAL

An education support class role at this range is distinguished by:

- broader management responsibility, particularly in the areas of finance and human resources where management responsibility is for a range of functions under a wide range of conditions, subject to the size and complexity of school operations; or
- delivery of professional student support services and/or clinical management of students and other support functions.

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.

An education support class position supports the educational services being provided to students but must not include duties of a teacher as defined in clause 2.6.1 of the Education and Training Reform Act 2006 (Vic) or its successor. Supervision of students can be required where it is an integral part of the employee's position or in circumstances where supervision is required individually or in groups up to 4 in controlled circumstances and where the responsibility for students remains clearly with a teacher

A role at this range may include:

- Provision of key support and advice to the leadership team and school council and/or liaison with the general school community, the Department, and other government agencies and service providers.
- Professional student support positions where duties and responsibilities, relative to their professional discipline, are carried out with a higher level of autonomy and with minimal reliance on professional supervision. These positions provide health advice and clinical resources to the school community. Typical professional support positions operating at this level would be registered nurses (performing the role of Registered Nurse range 4 as described in Schedule 3), speech pathologists, psychologists, occupational therapists, physiotherapists, and social workers.
- Responsibility for the development and implementation of professional support programs within an educational environment, including guidance to other professional staff.

DIMENSIONS OF WORK

Student/Teacher Support	Administration/Operations	Technical	Health and Wellbeing Services
N/A	<ul style="list-style-type: none"> • Provides expertise and/or professional leadership dealing with more complex issues requiring specialised support • Interprets and analyses data to inform and provide authoritative advice to the leadership team • Delivery of services on behalf of the leadership team • Reference to a manager 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 • Coordinate delivery of a range of support services across a school/s involving a range of work areas • Manage the school/s budget involving liaison with school staff and the leadership team to ensure budget targets are met 	<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 school staff • Formulate and supervise experimental and professional development programs for colleagues or other staff involved in the scientific or technical field • Undertakes research and analysis within an area of expertise consistent with school objectives • 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 school staff • Applies sound theoretical knowledge and practical expertise in development of standards relating to the school program or operation 	<ul style="list-style-type: none"> • 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 school staff • Provide expert advice in the professional field, which will influence the strategic approach to student support and learning • 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 • Actively promotes primary health care, mental health, or wellbeing within the education curriculum. Provides information and facilitates links between the school community and relevant services • Delivers health and wellbeing education and promotion programs in collaboration with school community. Provides health and wellbeing advice to the school community • Implements evidence-based health promotion and preventive care within the school community • Undertakes nursing and/or health and wellbeing assessments and plans ongoing care to effectively address healthcare needs of individual students and groups within the school community. Acts on referrals by parents, guardians and employees • Delivers primary health care, counselling, wellbeing, and therapeutic services to students (or staff) in allocated schools through health education, assessment, support, referral and health

			and wellbeing promotion activities <ul style="list-style-type: none"> • Provides support for students (or staff) on sensitive health and wellbeing issues • Works actively to reduce negative health and wellbeing outcomes and risk-taking behaviours
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Education support class Level 1 Range 5

GENERAL

An education support class role at this range is usually 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). They provide a range of services and/or undertake the analysis of complex problems that form part of the policy framework.

An education support class position supports the educational services being provided to students but must not include duties of a teacher as defined in clause 2.6.1 of the Education and Training Reform Act 2006 (Vic) or its successor. Supervision of students can be required where it is an integral part of the employee's position or in circumstances where supervision is required individually or in groups up to 4 in controlled circumstances where the responsibility for students remains clearly with a teacher.

A role at this range may include:

- Professional support management responsibilities, including Nurse Managers (performing the role of Nurse Manager as described in Schedule 3)

- Management of a major school or network function, initiative or project, or Department targeted strategy

DIMENSIONS OF WORK

Student/Teacher Support	Administration/Operations	Technical	Health and Wellbeing 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 and initiates new developments in policy and practice • Manage delivery of the school/s' budgetary, administrative and operational targets, involving liaison with school staff and leadership • Contributes to the overall management of the school through internal decision making 	<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 • Manages a scientific, technical or specialist team and/or projects • Specialist in an area of their profession and relied on for advice in this field 	<ul style="list-style-type: none"> • As a member of the leadership team lead, develop and/or implement key policy initiatives/improvement strategies in health and wellbeing in a school or group of schools • Specialist in an area of their profession and relied on for expertise in their profession • Manages a defined service delivery function or project/s • Undertakes advanced interventions in dealing with particularly complex cases that may require cross-profession or agency collaboration • Makes decisions on complex intervention strategies that may have significant consequences for students and their families • Contributes to the development of knowledge

			<p>and innovation in a specific field of the profession</p> <ul style="list-style-type: none"> • Provides leadership, training, and development for others in the adaptation and application of professional concepts which relate to health and wellbeing
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Education support class Level 2, Range 6

GENERAL

An education support class role at this range is a senior member of School leadership, accountable for multiple key areas or functions for the school(s), including the achievement of established school objectives. An education support class position supports the educational services being provided to students but must not include duties of a teacher as defined in clause 2.6.1 of the Education and Training Reform Act 2006 (Vic) or its successor. Supervision of students can be required where it is an integral part of the employee's position or in circumstances where supervision is required individually or in groups up to 4 in controlled circumstances where the responsibility for students remains clearly with a teacher and under the overall responsibility of a teacher.

Range 6 applies across all streams of education support class work as relevant.

The duties and responsibilities for the types of education support class work that can be expected at this level are set out below.

- Significant contribution to the overall management of the school through involvement in policy formulation and decision making
- A primary responsibility for the management of areas or functions within the school(s), each with significant budget, staff responsibilities or strategic importance
- The authority to make 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
- Responsible for implementation of strategic school policy across functional areas
- Provides leadership and guidance based on advanced professional or technical expertise
- Subject matter expert that conceptualises, initiates, implements, promotes, and evaluates complex and innovative technical programs
- Routinely advises the school leadership team on policy issues and solutions within a functional area
- Develops technical or professional standards

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 workplace.relations@education.vic.gov.au