



Employees Delivering First Nations Language and Cultural Education Programs

**INDUSTRIAL GUIDELINES
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Acknowledgement of Country

**We acknowledge that we live and work on stolen land
where sovereignty was never ceded.**

**We pay respects to First Nations Peoples and Elders
past, present and emerging.**

*Cover artwork by Tully Burton, winner of IEU-QNT
Excellence in Art Design Awards 2021 Indigenous Art category.*



Acknowledgements

This document is the result of discussions with Queensland unions, educators, Elders and members from community, and we wish to express our deepest appreciation for their participation, support and engagement to bring us to this point. There are a number of additional acknowledgements that must be made to express appreciation for all of the work that has occurred to bring these guidelines into being.

First Languages Australia has demonstrated immense support and commitment in the development of these guidelines. We thank them wholeheartedly for their dedication and determination in its aim to secure acknowledgement and proper recognition for this valuable work.

We invited employer groups to participate, and we thank Independent Schools Queensland and Brisbane Catholic Education for their interest and involvement in our discussions. Acknowledgment is given to the Queensland Department of Education from which examples are referenced in the guidelines.

These guidelines were derived from stakeholder discussions and from data drawn from a survey undertaken by employees working in schools where they have responsibility for delivering First Nations languages instruction, cultural education or where there is an expectation they will participate in these activities even if the activities or responsibilities do not form part of the role for which they are employed. We thank each and every participant who provided their information, advice and commentary in the survey because this could not have occurred without this first-hand, on-the-ground experience to draw on.

Although the development of this document has been a collaborative undertaking, our unions would like to formally acknowledge the work of Danielle Wilson, former Industrial Officer with IEU-QNT in leading the drafting process and ensuring that the guidelines reflect the needs of First Nations Education Workers. Thanks are also extended to Karen Devin and Aaron Watson for taking the project on following Danielle's departure and refining the text to more accurately reflect employment contexts in both government and non-government schools.

And finally, as well as recognising the languages and cultures of the oldest living civilisations in the world, encouraging the delivery of First Nations languages and cultural education means that all Australians gain a much greater understanding, appreciation and connection to this continent we now share. These industrial guidelines are extremely timely, and have a purposeful role in reconciliation as well as providing much needed support for First Nations children and their families through their school years.



Introduction

There are many things to think about when contemplating the delivery of First Nations languages and cultural education programs. All schools must recognise the violent suppression of language, arts and culture that First Nations people have experienced since colonisation, 250 years ago. First Nations peoples' deep connection to Country is something that many Australians are becoming aware of, but Australia remains a long way off affording the custodians of these lands the respect that is required for all contemporary Australians to begin to experience such a connection.

Despite the adversity, First Nations people remain strong in their efforts to share their cultures and their languages.

It must also be understood that in colonising this Country, the settlers worked hard to replace all of the traditional systems of lore and ceremony with their own. These imported systems are what Australian life is based on. Many of these systems were designed to oppress First Nations peoples, and today's education system is a strong example. As such, First Nations people are inherently wary, and frequently report feeling subjected to intimidation by these systems that they have to work with. For this reason, it is crucial that new systems which recognise and assist First Nations employees in employment are developed and implemented. Workplaces need to be culturally safe.

Provision of quality First Nations languages instruction and cultural education is crucially dependent on access to the linguistic and cultural knowledge of local First Nations communities. First Nations languages instruction and cultural education must be led by the local custodians and cannot occur until the local community is ready. To overcome historical inequities and injustices, this cultural knowledge must be assigned appropriate and adequate economic value. Given the critical status of many of our First Nations languages, it is recognised that it is essential for schools to work with communities in facilitating students' access to First Nations languages instruction and cultural education. This will, necessarily, mean that not all of those who design and/or deliver First Nations languages programs will be registered teachers. First Languages Australia has conducted a comprehensive audit of skills, qualifications and training in the field of First Nations language instruction and cultural education, but these have yet to be mapped to an appropriate industrial framework.

Assigning a value to such knowledge requires a systematic approach to the employment of those who provide First Nations languages instruction and cultural education. This document is a best-practice guide that should underpin the industrial entitlements of employees who undertake First Nations languages and cultural education duties, but we acknowledge that systemic reform is required to overcome the challenges schools might face in enacting the provisions detailed herein. We also recognise that entitlements applicable to a given school or community will be negotiated in line with the industrial framework in place at that site, and at times on a case-by-case basis. These guidelines are published to support educators and give value to the instruction they provide in both government and non-government education sectors.

Introduction continued

It is important to note the interconnection between employer and government policy, curriculum, industrial arrangements, and local First Nations custodians. This guide acknowledges that its content relies on the development of supportive policy and curriculum and acknowledges the responsibility on employers to develop supportive employment policies. This must be underpinned by the fullest commitment of governments to deliver appropriate direction, fully support the expansion of First Nations languages and cultural education programs, and effectively fund this area of work.

The intention is to offer provisions that are reasonable, practical, and give value to the work undertaken. The proposed provisions can be adopted in part or whole, or amended to suit the circumstances. These guidelines are designed to grow as needed over time and be a reference that supports and guides the offering of fair employment conditions and entitlements for First Nations employees engaged in the delivery of First Nations languages and cultural education programs.



How to use this guide

This document is aimed at assisting employers and employees to determine as a minimum, what wages and conditions of employment need to be considered for employees who deliver First Nations languages and cultural education programs and duties. It needs to be read in conjunction with, and in consideration of other existing industrial instruments.

Definitions

There are terms used in this guide that require definition:

Community support – where an employer requests a First Nations employee to provide social support to First Nations students and their families, to be appointed to represent the school as a First Nations person and any other duties that may be requested by the employer due to First Nations heritage or connection.

Cultural education – this can be delivered by any First Nations member of staff, and could be a practical component of the curriculum, or it could be duties requested of them due to their First Nations heritage. For example, employer requests employee to provide a Welcome or Acknowledgement of Country, employer requests employee to support First Nations students with their schoolwork.

First Nations languages programs – formal and informal programs delivered to students to teach the First Nations language of the land on which they are situated.

Cultural load – is the extra burden, often invisible to non-Indigenous people, carried by Aboriginal and/or Torres Strait Islander people in workplaces where there are few or no other First Nations people, based on an assumption that a First Nations staff member is the most appropriate person to deal with a wide range of issues that may arise within a school community in relation to First Nations students and their families, regardless of the fact that the issues fall outside of the employee's job description.

Industrial Frameworks

There are two dominant sectors to be accommodated in respect of industrial frameworks – the government and non-government education sectors. This guide may also be useful in other industry sectors to help determine a sense of equivalence in entitlements when employees undertake similar duties.

Government education sector employers across Australia are generally subject to a negotiated and registered or approved collective agreement, and/or a state-based Award. Government employees may also be subject to directives, orders, policies, and other legislation that govern their working conditions.

The non-Government education sector also has a variety of arrangements which include approved collective agreements, reliance on the Federal Awards (Educational Services (Teachers) Award 2020 and the Educational Services (Schools) General Staff Award),

contract arrangements and the Fair Work Act 2009 (which contains the National Employment Standards referenced later).

Non- government employees may be subject to policies and procedures as implemented by their employers.

The current Federal Awards and the National Employment Standards do not provide adequate conditions that appropriately value the work undertaken in delivering First Nations languages and cultural education programs. Employers need to consider either including additional provisions as part of a negotiated collective agreement with employees, through contractual arrangements or by the administrative application of enhanced/over-Award provisions to ensure this work is appropriately acknowledged, where this is not constrained by legislation.

Where there are no existing provisions, provided the minimum conditions of employment are met many employers can administratively apply conditions of employment to support and recognise the work of employees who deliver First Nations languages and cultural education programs. It is imperative that the framework recognises and accommodates the content and subject matter.

It may be necessary to consider applications to the respective industrial jurisdictions to vary existing instruments to ensure the inclusion of provisions for employees who deliver First Nations languages and cultural education programs. However, where this cannot be done or is deemed unsuitable, another form of binding agreement may be reached between employees, employers, and unions, to sit in addition to existing arrangements such as a Memorandum of Understanding.

Employment Conditions

Employment conditions for employees delivering First Nations languages and cultural education programs must recognise the qualifications, skills and experience of First Nations employees. Specifically, it must be recognised that there are other acceptable ways to be deemed qualified than traditional post-secondary and tertiary study.

Any conditions considered must recognise the cultural load and significant time lost to additional curricular, co-curricular and extra-curricular activity undertaken by First Nations Teachers, Teacher Aides, Community Teachers, Assistant Teachers, Language Instructors and all other First Nations workers working in educational settings.

Additionally, the organisations responsible for accreditation or registration of teachers in all jurisdictions offer varying capacity for permission to be sought to teach educational programs that are based on the national curriculum or the relevant state-based authorities.

Where possible, we encourage employers to explore the options available to them in obtaining accreditation or registration for staff delivering First Nations languages and cultural education programs, to support their recognition.

The following offers a range of employment entitlements and conditions that were

considered in the development of this guide. Some elements will offer template examples that can be adopted into existing arrangements. Other elements may describe what needs to be considered as conversation starters for the parties.

Key Minimum Provisions

The Parties

Whether the current arrangement is a collective agreement, award or employment contract, any documents referring to parties are to include the employer, the employee and relevant unions.

Aims and Objectives

Many industrial instruments refer to aims and objectives of the parties. Wherever possible or practicable, existing provisions should be varied to include the intention to ensure that all duties undertaken by employees are appropriately recognised, supported and compensated. Where such a clause does not exist, it can be inserted into letters of appointment and contracts of employment to confirm the intention.

Relationship to Other Instruments

Whether in an existing instrument, or as part of appointment documentation or new instrumentation, ensure the National Employment Standards (NES) are called up (see Example wording below), as well as any relevant Award/s as needed to assist on any matters that may be silent. When calling up other documents, ensure that employees are protected by confirming that where there is any inconsistency, the provision that is more favourable to the employee will prevail.

Example: 'This agreement will be read and interpreted in conjunction with the National Employment Standards (NES). Where there is an inconsistency between this agreement and the NES, and the NES provides a greater benefit, the NES provision will apply to the extent of the inconsistency'.

Employment Categories

In order to adequately recognise the work of all employees, employers should always commit to maximising permanency wherever possible. Work categories should be limited to:

- Permanent (continuing) full-time employment;
- Permanent (continuing) part-time/job share/term-time;
- Limited use of Fixed Term Contract;
- Casual engagements – where the work required to be undertaken is genuinely casual in nature.

While we acknowledge that some language and culture educators may prefer to work as independent contractors, we would suggest that this document still provide a reference point for rates of pay and conditions.

Hours of duty

Hours of duty for employees will vary, depending on their status of employment. Under the National Employment Standards, the maximum number of hours of work per week that a

full-time employee is engaged can be no more than 38 hours.

For registered teachers the industry standard in non-government schools is 30 hours per week that a full time teacher is engaged and state schools is 25 hours per week.

The industry standard for a part-time employee engagement is a minimum 0.2 to 0.9 full-time equivalent hours.

Where an employee is engaged on a casual basis, they are to be paid for all hours worked. The minimum casual engagement for a registered teacher should be no less than half a day for each day employed and a maximum engagement of 4 weeks in any one engagement. Casual employees are to be paid at the same classification level as an employee who would usually undertake the work and be paid a casual loading (current casual loading 25%).

The hours of all part-time and casual employees should be worked continuously.

Time release for duties and program development

All time required to deliver either a First Nations languages program or a cultural education program must be paid. Regardless of their role, employees who deliver First Nations languages and cultural education programs and duties are to be provided with adequate time to plan and prepare programs. For the purpose of determining the number of hours worked by an employee, each contact hour of program delivery will count as 1.5 hours of work, including administration, planning, preparation and assessment. Additional release time will be required to provide staff with adequate time to develop these programs, and this may need to be an ongoing commitment, in addition to administration, planning, preparation and assessment.

Collaborative planning should be established at a school level where appropriate.

Dedicated teaching spaces and resources

Wherever possible, in order to ensure integrity can be maintained in the work, employers must provide dedicated teaching and planning spaces for employees who deliver First Nations languages and cultural education programs.

Employees must also have access to appropriate resourcing of their spaces, including tools, and staffing.

All spaces must be culturally suitable and accessible.

Professional Development

Employers are to commit to providing all necessary professional development opportunities to First Nations employees to assist in carrying out their duties as requested by the employer. This could include formal professional development, or the professional development necessary for the employee to be able to carry out the work request of them, and may include a variety of pathways and entry levels for participants. The local community must be permitted to provide guidance as to the professional development needed for staff in question. It must also be acknowledged that this may also necessitate regional, state and national development opportunities.

Support should include payment for time to undertake the professional development, any expenses associated with the professional development including travel, accommodation and incidental costs.

Cultural Awareness Education

All staff in schools should be required to undertake cultural awareness training and refreshers as appropriate to assist with understanding the importance of First Nations languages and cultural education for students.

Position Description

Regardless of the role undertaken, all employees should be provided with a comprehensive position description that clarifies all the duties required of them, and the priorities of the role, and specifically validation of the core content of the programs.

The template provided with these guidelines can be used and mutually developed between the employer and the employee as needed.

Recognition for Cultural Duties

Where there is any expectation that employees undertake cultural duties in addition to their position description or where they are required to work additional hours in order to meet the expectations of their employer, this must be compensated appropriately.

Employers need to ensure staff are provided either monetary compensation consistent with available overtime arrangements, allowances or recognised by release from duty or other time off in lieu arrangements.

Appointment documentation

All employees engaged in the delivery of First Nations languages programs and who participate in cultural education as part of their role, are to be advised in writing upon their appointment of the full details of their engagement. This must include:

- The category of employment permanent, fixed term, casual;
- The number of hours per week, including any minimum engagements for casuals; The days of the week to be employed;
- The hours of duty on each day; and
- The duration and reason if fixed term.

Consideration should be given to the terms used to describe the positions. For those employees who are not traditionally qualified but are engaged to deliver these programs, the words are important. They may not be teachers in the non-Indigenous academic sense, but they instruct and educate students in the same way, delivering programs that require them to accept the same level of responsibility as qualified teachers. Appointment documents should outline the title of the role, eg First Nations languages Educator or Instructor or Teacher and consideration should be given to translating the title in local language.

It is essential that any documentation provided on appointment acknowledges any and all industrial instruments and policies that govern the employment.

Employment Security

All employers should commit to maximising employment security of staff wherever possible. While funding arrangements can impact on the capacity to offer this, employers retain capacity to use their discretion to prioritise funding and ensure educational programs continue.

For First Nations employees delivering First Nations languages and cultural education, employers should ensure they make every reasonable effort to retain and maintain permanent work for these employees. Where changes are unavoidable in the establishment numbers of staff, the hours that staff work or the duties that staff undertake, all options must be exhausted before any decision to change the nature of a person's role is considered and full and comprehensive consultation on any changes needs to occur and mutual agreement reached.

Permanent employment should always be the primary option in respect of contractual arrangements.

Requests for Flexible Work Arrangements

The NES and the counterparts in state legislation provide access to flexible work arrangements under certain circumstances, including family responsibilities. In the case of First Nations employees, it must be recognised and respected that family business may not fit the definition under the Fair Work Act 2009 or any relevant state legislation.

Cultural Leave

Where First Nations employees are required by their tradition or custom to participate in events of cultural significance, paid leave should be granted. A minimum of ten (10) days paid cultural leave should be made available to each employee per annum for this purpose. An employee should not be made to access their own leave accruals.

No employer should unreasonably refuse such a request. It is recognised that to do so could be a breach of anti-discrimination legislation.

Genuine Employee Consultation

In order to adequately respect employees, employers must enter into comprehensive and genuine consultation on any matters affecting or changing the employment in any way. This includes any intention to change policies or procedures, or any intention to consider restructuring or changing a program, a position, or any other aspect of the employment. Genuine consultation must involve those directly affected by any considerations for change, and those who may be indirectly affected. For any consultation to be considered genuine, it must be timely, it must give those affected adequate and full opportunity to consider any proposals, give their feedback and have genuine consideration of their feedback. All consultation in relation to matters affecting First Nations employees must also ensure they have access to a culturally appropriate support person. Anything less is not genuine consultation.

Probation/Qualifying period

Employers are to provide First Nations employees with all necessary support to be successful in passing any probation period nominated. First Nations employees should be provided the

same termination notice provisions as any other employee, and there should be no deviation from any usual notice requirements under any industrial instrument.

Employee Appraisal/Performance Management

Regardless of the status of employment, procedural fairness that takes into account the employee's circumstances will be applied in relation to any performance appraisal or performance management process.

When engaging in performance appraisal or performance management, employees are to be permitted to have any support requested. The process used must be respectful and considerate of First Nations culture and character.

Any person responsible for the appraisal must:

- have undertaken cultural competency training; and
- have an understanding of the local First Nations community context; and
- be respected by local First Nations community members.

Support for Employment Processes, Complaints and Grievance Procedures

It is recognised that many First Nations employees simply do not feel empowered in their places of work when it comes to participating in employment processes, lodging complaints or having to deal with grievances in the workplace.

Therefore, for those occasions when a First Nations employee may need to participate in some form of employment process, it is essential that appropriate support is provided by:

- Always ensuring any procedure or process is fully explained;
- Always ensuring that adequate time is given to discussions and to any requirements to respond that the employee may need to do;
- Always affording genuine consideration of any points raised by the employee prior to reaching any determination;
- Always ensuring there is a suitable person who can be nominated by the employee to join with this and assist in discussions and offer guidance and advocacy.

For matters of performance management, a comprehensive and interactive plan should be developed mutually between the employer and the employee with achievable goals and realistic expectations. There should be no surprises to anyone participating in a performance management process when they are drawn to a conclusion.

Resignation and Termination of Employment

Any financial penalty for not being in a position to comply with the notice requirements under any industrial instrument or contract condition should be removed to ensure that employees are not financially disadvantaged if they are unable to provide full notice.

Wages, Classifications and Allowances

We have provided examples of current Wage Schedules at Appendix (i) in relation to teachers, and other employees who support First Nations languages and cultural education programs in schools.

In respect of classifications, we have provided examples of classification matrices at Appendix (ii) and (iii).

Incremental progression between steps will occur after each 12 calendar months of service-whether that be as a full-time employee or a part-time employee.

Employees engaged casually will progress to the next step after each 12 calendar months of service or after a minimum 520 hours, whichever is the later

As referred to earlier, a suggested enhanced allowance and release structure that could be considered has been provided at Appendix (iii) to support employees who may be called upon to carry out duties associated with either First Nations languages program delivery, community support or cultural education, or who are required to take on the leadership of program delivery and mentoring.

Locality and Housing Allowance

Many employees will be located in rural and remote locations. Location allowance assists employees and their dependents to manage working in difficult conditions that are not ordinarily faced by employees who work in provincial and capital cities and their surrounds. Many large system employers utilise locality allowance provisions issued by government.

An example of the locality allowance applied in Queensland, under Directive 16/18 can be found at:

https://www.forgov.qld.gov.au/data/assets/pdf_file/0028/185491/1618-locality-allowances.pdf

Employers should give consideration to a payment of locality allowance if this does not already apply.

Housing Support

The availability of housing should also be considered for local teachers. A growing number of regions are suffering from housing shortages. In some regional and remote areas the housing shortage results in the provision of housing for teaching staff who relocate to take up school positions.

Consideration also needs to be given to the housing needs of local teaching and support staff in those same communities who find themselves without stable housing, or living in conditions that are not conducive to maintaining employment with the school.

The Practice of providing teachers who relocate to take up a position in a rural or remote location is underpinned by clear policy documentation in a number of jurisdictions. An example of a teacher housing policy from Queensland can be found at:
<https://ppr.qed.qld.gov.au/pp/teacher-housing-policy>.

In acknowledging that First Nations workers may well live in conditions that impinge in their capacity to engage with paid professional work, we suggest that employers with capacity to do so should seek to offer free or subsidised housing.

Service recognition

Provided there is no break in service of more than six months, recognition for the purposes of salary increment, sick leave and long service leave shall be provided with the same employer.

Consideration to recognise similar service with other employers should be provided for the purposes of salary increment, sick leave and long service leave.

Superannuation payments

Contributions to superannuation that assist in levelling the field, so to speak, for First Nations employees must be encouraged. Minimum payment of 11% as at 1 July 2023 should be accompanied by a minimum 1% employer-matched contributions to incentivize investment from employees to at least 5%.

Protection of Traditional Knowledge- First Nations Cultural and Intellectual Property (ICIP) Employers must take all action necessary to ensure employees are authorised to impart any traditional knowledge they share as part of any program or activity, and further that this knowledge is protected from reproduction or unauthorised use.

In much the same way that protection is provided to mainstream intellectual property, all First Nations knowledge imparted must also be authorised and protected.

For this reason, protocols at the State/Territory level should be endorsed. Where there is no such protocol, we recommend the First Nations Cultural and Intellectual Property Protocol for the teaching of Aboriginal languages and Torres Strait Islander languages in Queensland State Schools be adopted and applied as geographically relevant. This policy may be found at

<https://education.qld.gov.au/students/aboriginal-torres-strait-islander-education/indigenous-cultural-and-intellectual-property>.

We would also suggest that specific ICIP clauses may be included in agreements. A draft clause for inclusion in collective bargaining Agreements is provided below:

X.X Working With Traditional Knowledge

X.X.1 Preamble:

(a) **[Insert School name]** provides a unique opportunity to be part of a new approach to education and community development for Australian First Nations young people and their families in **[insert suburb]** and the wider community.

(b) Respectful and constructive relationships between First Nations People and Australians from other cultural backgrounds require acknowledgement that many of the challenges faced by current generations have their genesis in unfair, unjust policies and practices of colonisation and repairing the psychological, social and economic damage arising from these policies and practices is a long-term undertaking. A part of repairing the psychological, social and economic damage arising from the previous policies and practices is the sharing of knowledge and culture with the younger generations; to instill in them an identity and to build their community and nation.

(c) **[Insert School name]** is committed to valuing the knowledge of community and culture that is brought to the school by First Nations staff and community members, and the contexts in which cultural knowledge is shared with the students. **[Insert School name]** is also committed to enriching relationships with First Nations communities.

X.X.2 Sharing of Cultural Knowledge:

(a) In sharing cultural knowledge with students and other members of the school community, it is important to demonstrate and acknowledge the provenance of that knowledge.

(b) Demonstrating the provenance of cultural knowledge requires documentation within the school, including indication of who within the school has the requisite permission to share that knowledge.

(c) The school recognises that this permission cannot be transferred or shared with others in the school unless explicitly granted by the traditional owners/custodians.

(d) The school will accord proper respect to the traditional owners/custodians and the teacher/instructor by following the guidelines and instructions set down by the owners and custodians of the knowledge.

X.X.3 Ownership of Intellectual Property:

(a) Any material developed for the program will be developed in collaboration with the traditional owners/custodians, whose work in this context will be regularly, formally and informally acknowledged.

(b) Cultural knowledge remains the property of the traditional owners and custodians and does not belong to **[Insert School name]**.

X.X.4 Withdrawal of permission

(a) **[Insert School name]** recognises that there will be times with permission to use and communicate cultural knowledge will be withdrawn, for a variety of reasons.

(b) Withdrawal of permission may come from the traditional owners/custodians or from the teacher/Instructor.

(c) In the event of the withdrawal of permission materials will be returned to the traditional owners/custodians.

(d) The Teacher/Instructor will not be penalised in any way due to the withdrawal.



Template Documents

These templates need to be developed in conjunction with the relevant industrial instruments, workplace policies and these guidelines.



(i) Information for Position Description

POSITION DESCRIPTION

Job title: (insert job title)

Reporting to: (insert supervisor's title)

Salary: (insert salary per hour, per annum or total package including base salary, superannuation, commissions or benefits)

Hours: (insert number of hours per week, when work will be performed or type of employment such as casual, full-time)

Location: (insert the location of the position and any travel required)

Purpose of the position

(Insert a short paragraph which describes the overall purpose of this position and how it contributes to the goals or function of the organisation. Include the authority level, for example, "Educator/Instructor/Teacher" or "Support Officer")

Responsibilities and duties

Responsibility 1 – (insert responsibility or duty of the position including frequency or duration of work, effort and skill required, complexity of tasks and equipment required)

Work standard: (insert what aspect of the responsibility will be reviewed to determine if the job is being done correctly, for example, time frame, or number of completed tasks per week)

Responsibility 2 – for example, "to plan, prepare and deliver a First Nations languages program to students in Years 1 to 6".

Work standard: for example, "students will attain competency in the program delivered."

Responsibility 3 – (insert additional items as needed)

Work standard – (insert additional items as needed)

Qualifications and Experience

Essential qualifications

- (insert list of essential qualifications, or equivalent including inherent qualifications, for example, recognised competency in local language)

Desirable qualifications

- (insert list of desirable (but not essential) qualifications or equivalent, including inherent qualifications)

Work experience and skills

Essential experience

- (insert list of essential experience including experience on Country)

Desirable qualifications

- (insert list of desirable (but not essential) experience)

Personal qualities and behavioural traits

Essential qualities or behaviours

- (insert list of essential qualities or behaviours, for example, ability to engage with young learners)

Desirable qualities or behaviours

- (insert list of desirable - but not essential- qualities or behaviours, for example, attention to detail)

Relationships

Details of relationships relevant to this role

- (insert position name and details about the supervision given and received, for example, "This position will be overseen by the Principal with ongoing support and supervision")
- (insert details of the relationships involved both internally and externally. An example of external relationships would be "community organisations")

Manager's signature:

Performance review period: (insert review period, for example, "every twelve months")

Next review date:

(ii) Draft Letter of Appointment/Employment Contract

(Insert Employer here)

Letter of Offer and Contract of Employment

Private and Confidential

(Insert date here)

(Insert employee's name and address details here)

Dear **(insert employee's name here)**,

Re: Contract of Employment

We are pleased to offer you the position of **(Insert Position Title here – English and Local Language)** with us here at **(Insert Employer Name here)** where we hope you will enjoy your role and make a significant contribution to the success of our community.

Commencement Date

Your employment will commence on **(Insert starting date)** here.

Location

You will be based at **(Insert Employer Address here)**.

Position

(Insert Position Title here – English and Local Language)- reporting to **(Insert Manager's Position Title here)**

The roles and responsibilities of this position will be described separately in an attached Position Description.

Term

This is a **(Insert either - permanent position/contract position for # months/years or casual where the employee cannot be engaged on any other basis)**.

Probationary Period

A **three-month** Probationary Period will apply to this role. During this time, you will receive advice, training and guidance to help you become familiar with, and competent in, performing the work you have been appointed to do. The appointment is subject to the satisfactory completion of the Probationary Period which itself is subject to termination during any stage, by either party, with the employer providing a minimum four weeks' notice, or by payment in lieu of notice.

Terms of Employment

This employment contract is to be read in conjunction with **(insert agreement or award name)**. It is accepted that where any term in this contract is inconsistent with any relevant agreement, Award or the Fair Work Act 2009, that which is most favourable to the employee will apply.

Remuneration

Your starting salary is at a rate of **(insert salary amount, classification, and step level and minimum loading applicable if casual – currently 25% on the ordinary rate before other loadings or penalties are applied)**.

Payment

Your salary will be paid **weekly/fortnightly**, deposited on a **(the day that applies)**.

Superannuation

Superannuation payments will be made on your behalf in accordance with the Superannuation Guarantee **(and any applicable enterprise agreement)** into a Superannuation fund of your choice. If you do not choose a fund, or if no stapled fund exists your contributions will be placed into the default fund, (insert name of default fund here).

(where no formal co-contribution arrangements exist) To encourage your own investment in your superannuation, in addition to the superannuation guarantee, we will match any fortnightly voluntary contribution up to a maximum of **5%**.

Incremental Salary Review

Your incremental advancement will be reviewed annually on the anniversary date of your employment.

Leave Entitlements

Annual Leave and Annual Leave Loading **(delete if the employee genuinely cannot be engaged on a basis other than casual)**

As a **permanent/fixed term contract** employee you are entitled to minimum twenty **(20)** days' **(4 weeks')** annual leave per year of service. Leave is accrued in accordance with the Fair Work Act 2009/**the provisions of your enterprise agreement/Award** and can be accessed as negotiated with your manager.

You will be paid a loading of 17.5% per annum on twenty (20) days' annual leave accrual.

Personal/carer's leave

You are entitled to a minimum ten **(10)** days paid personal/carer's leave in accordance with the *Fair Work Act 2009*/**the provisions of your enterprise agreement/Award**. You are entitled to a minimum period of two **(2)** days unpaid carer's leave per occasion in accordance with the *Fair Work Act 2009*/**the provisions of your enterprise agreement**.

You are entitled to a minimum period of two (2) days paid compassionate leave per occasion in accordance with the Fair Work Act 2009/the provisions of your enterprise agreement/Award.

(Delete above three paragraphs and insert if employee is a casual) You are entitled to a minimum period of two days unpaid carer's or unpaid compassionate leave per occasion in accordance with the *Fair Work Act 2009*.

Family and Domestic Violence Leave

You are entitled to a minimum **ten (10)** days paid Family and Domestic Violence leave in accordance with the *Fair Work Act 2009*/**the provisions of your enterprise agreement (whichever is greater)**.

Long Service Leave

You will be entitled to long service leave in line with the provisions of **(insert award or enterprise agreement title, or if there are no long service leave provisions in a relevant award or enterprise agreement, the relevant state/territory Act)**.

Parental Leave

You are entitled to parental leave in line with **(the provisions of your enterprise agreement)** and the minimum entitlements under the *Fair Work Act 2009*, any other Government provision

Cultural Leave

You are entitled to cultural leave in line with **(the provisions of your enterprise agreement)** and the minimum entitlements under the *Fair Work Act 2009*, any other Government provision

Other conditions of employment

(Insert details of other entitlements and conditions that you intend to offer in recognition of the position).

Termination by the employee

The minimum period of notice required to be given by the employee to the employer is either:

- Two weeks' notice **(or equal to that prescribed by the relevant employment agreement)**. Consideration will be given to waiving the required notice period in part or full where the employee's circumstances are such that they genuinely cannot meet this requirement.

Termination by the employer

We may terminate your employment if:

- you are guilty of serious misconduct; and/or
- you are in material breach of a provision of this contract, including confidentiality undertakings.

If you are over 45 with more than one year's continuous service, you should receive an additional week's notice (or payment in lieu). Following the termination of your employment you will be required to return all Employer property.

Hours of work

The general hours of business of **(Insert Employer name here)** are between **(insert operating hours here)**. As a full-time/part-time employee, it is expected that you will work

(insert weekly hours) hours per week as negotiated during general business hours. **(or insert minimum number of likely hours for a genuinely appointed casual employee).**

From time to time, you may be required to, or may seek authorisation to, work reasonable additional hours or afterhours when necessary to perform your duties. Overtime payments will be calculated in accordance with the **(insert name of award or enterprise agreement or how this will be calculated or applied here – generally time and a half for the first three hours and double time thereafter, with double time for work performed on Sundays and double time and a half for work performed on public holidays)**. You may also elect to take this as time in lieu on a time for time basis. Any time of in lieu not taken by the end of the calendar year will be paid out at the applicable overtime rate.

Privacy

You are required to observe and uphold all of the Employer's privacy policies and procedures as implemented or varied from time to time.

Collection, storage, access to and dissemination of employee personal information will be in accordance with privacy legislation.

Employer Policy

(Insert Employer name here) has in place a number of policies and procedures. You are required to comply with Employer policy. A failure to comply with these policies may result in disciplinary action being taken against you.

These policies are found **(insert location ie policy manual or website link here)**.

Confidentiality of Information

During your employment you may become aware of information relating to the business of **(insert Employer name here)**, including but not limited to student and family information and business information.

Confidential information, including student, family and business information, and any and all documents created by you in the course of your employment remain the sole property of **(Insert Employer name here)**. You shall not, either during or after your employment, without the prior consent of the **(insert Employer name here)**, directly or indirectly divulge to any person or use any confidential information.

It is recognised, however, that where documents are created in conjunction with community members, those documents remain the property of the employee and community.

Jurisdiction

This contract is made in the **(the relevant state or Territory)**, is applicable and enforceable.

Welcome and Acceptance

(Insert employee's name here), we would like to take this opportunity to welcome you to **(Insert Employer name here)** and wish you a long and rewarding career with us.

Yours sincerely,

(Insert Manager's name & Position Title here)

I, **(insert Employee's name here)**, accept the terms and conditions of this contract.

Signed:

Dated:

A copy is provided for your records.



Appendices



(i) Suggested Wages Schedules

Guide for Competitive Rates of Pay estimated as at 1 July 2024 (QLD)

Teacher Aides, Teacher Assistants, Assistant Teachers, Community Teachers, Language and/or Cultural Education Instructors
(Based on a 38-hour week)

Registered Teachers (University-Qualified)
(Based on Dept of Education State School Teacher Rates)

Level	May-24 \$ PA	Level	May-24 \$ PA
1.1	58,753	6.1	97,922
1.2	60,059	6.2	101,185
1.3	61,363	6.3	104,449
2.1	62,669	7.1	107,713
2.2	63,975	7.2	110,977
2.3	65,281	7.3	114,242
		7.4	117,507
3.1	68,545	7.5	120,771
3.2	71,809	7.6	124,035
3.3	75,073		
		8.1	127,298
4.1	78,337	8.2	130,562
4.2	81,602	8.3	133,826
4.3	84,866	8.4	137,090
		8.5	140,354
5.1	88,130	8.6	143,618
5.2	91,394	8.7	146,883
5.3	94,658		

Classification	Fortnightly***	Annual
	\$	\$
3yr Trained Band 1 Step 1	2,842.00	74,146
Step 2	2,939.90	76,700
4yr Trained Band 2 Step 1	3,222.70	84,078
Step 2	3,380.20	88,187
Step 3	3,540.60	92,372
Step 4	3,707.30	96,721
Band 3 Step 1	3,860.10	100,707
Step 2	4,018.60	104,842
Step 3	4,178.90	109,025
Step 4	4,278.00	111,610
Senior Teacher (4yr trained)	4,474.20	116,729
Experienced Senior Teacher Step 1	4,644.50	121,172
Experienced Senior Teacher Step 2	4,718.50	123,102
Highly Accomplished Teacher	5,012.40	130,770
Lead Teacher	5,472.20	142,766

*** all rates rounded up to the nearest 0.10

(ii) Suggested Classification Structures to recognise non-traditional skills, experience and qualifications

ALTERNATIVE SCHOOL OFFICER CLASSIFICATION SYSTEM

1. Classification Coverage

1.1 The classification system covers School Officers employed in a school who are not registered teachers and are not employed under existing agreements as Teacher Aides, Teacher Assistants, Assistant Teachers or Community Teachers.

1.1.1. Classroom Support – principal duties to provide support to teachers and students in a primary or secondary classroom, individual students or groups of students.

1.1.2. Administration – principal duties are in the functional areas of a school's business operations, including but not limited to clerical, administration, finance, marketing, fundraising, public relations, information technology, human resources, and information/record management and property/facilities management.

1.1.3. Curriculum/Resources – principal duties are to support the operation of curriculum-related services, such as those provided by a library, laboratory or a student technology centre.

1.1.4. Wellbeing Services – principal duties are to support the health and wellbeing of students (and employees where appropriate), such as first aid, home/school liaison, youth worker, and counsellors.

1.1.5. Instructional Services: principal duties are to develop the framework for and provide instruction to students (within a structured learning environment), generally under the general supervision of a member of the teaching staff, but noting that Language and Culture Instructors may sometimes work alone with classes, under special arrangements, including, but not limited to Permission to Teach.

Include only if required:

1.1.6. School operational services: principal duties are to support the other services of a school, including but not limited to:

- a. construction, plumbing, carpentry, painting and other trades;
- b. cleaning, maintenance, school facility management;
- c. security, caretaking;
- d. gardening, turf management, farming;
- e. retailing—canteens, uniform shops, book shops;
- f. cooking/catering, housekeeping, laundry; and
- g. bus driving and vehicle maintenance

1.1.7. Nursing Services: is an employee who is a registered nurse in the relevant State/Territory and is employed as such.

1.1.8. Preschool/childcare services: principal duties are to work with children in a

preschool, early learning centre or kindergarten operated by a school for pre-primary aged children, a childcare centre or an outside school hours care program (other than a qualified preschool/early childhood teacher).

1.2. The classification system does not apply to the following employees covered by the Agreement:

- Teachers;

Include only if a Schedule for this class of is included in the Agreement:

- Nurses;
- Services Staff;
- Boarding Supervision Staff; and
- Children's Services.

2. Classification System Objectives

The objectives of a classification system should be consistency, transparency, flexibility, and procedural uniformity which is reflective of contemporary positions and character of schools.

2.1. Consistency

- The classification system seeks to be consistent and equitable by:
- grouping together duties of a similar work character within the same classification level;
- having a credible and defensible method of establishing the work character of each position and the relativities between all work levels; and
- a position evaluation approach based on nine classification factors across all work positions.

2.2. Transparency

The classification system is supported by clearly defined classification factors that support an open and transparent classification system.

2.3. Flexibility

The classification system supports flexibility by recognising that some positions in the employing authority are quite different from others.

2.4. Uniformity

The classification system supports a unified system by providing a common language to identify and describe the common elements of positions, enabling comparison of positions and position types.

3. Acknowledgement

This classification system is based on the Australian Public Service Commission's classification system and related documentation[1] with appropriate changes.

[1] APS Classification Guide

APS Role Evaluation Guidance and Tool

APS Role Evaluation Tool

4. Classification System Overview

4.1. When is it needed?

Making a classification decision on a position is needed when:

- creating a new position; or
- evaluating an existing position that has undergone a substantial change in the duties to be performed, complexity or responsibility of the role; or
- confirming the appropriate classification of a position prior to commencing recruitment.

4.2. What is needed?

A detailed, factual and up to date understanding of the position being classified must be established and documented to enable a decision on the classification level, including an understanding of:

- the inherent requirements of the position (ie. what needs to be done, rather than how it is to be done) and any mandatory licences, registrations or qualifications required;
- the skill and knowledge requirements;
- the responsibilities and accountabilities; and
- any employer arrangements that affect the position.

Such an understanding would primarily be based on a detailed position description, but may also include, but not limited to, other reference material such as:

- organisational charts;
- questionnaires; and
- records of interview with relevant people who understand and interact with the role (eg. the incumbent, managers)

4.3. What is it based on?

The evaluation of a position using the classification system is based on the following nine (9) classification factors (detailed in 3.2):

1. Knowledge Application
2. Accountability
3. Scope and Complexity
1. Guidance
2. Decision-making
3. Problem Solving
4. Contact and Relationships
5. Negotiation and Cooperation
6. Management Responsibility/Resource Accountability

4.4. What Principles are involved?

The classification system is underpinned by a set of principles that assist in the understanding of the process.

a. *Jobs are classified, not people* - When making a classification decision, it is vital that the

work character of a position is considered and not the capabilities or characteristics of the employee who will perform the position or the performance or capabilities of the employee currently performing the role.

b. *Classification and remuneration are different* - Remuneration does not influence a classification decision. Classification is based on an appropriate work character assessment of the position and not on the remuneration arrangements that may be needed to attract and/or retain appropriately skilled or qualified people.

c. *Work character and work volume are different* - Work volume does not influence the assessment of the character of the work. The appropriate classification of a position should be determined based on the complexity and responsibility of tasks involved, not the number of tasks or how busy the position is. Work volume may influence the number of employees needed to perform the duties.

d. *Position titles do not dictate classification levels* – Local job titles are labels that may be used by an employer to segment the workforce along functional or occupational lines (e.g. Finance Officer). However, this does not mean all Finance Officer titled roles have the same classification. Each role must be considered separately.

e. *Specialist and Management roles are accommodated* - The classification system is able to attribute work character to positions which require a high level of expertise, which may not undertake a management position. The supervision and management of employees is only one component of work character.

4.5. Level 1

An employee appointed to a position which is assessed as being a Classification Level 1 will participate in, and the employer will provide, a structured training plan.

4.6. Qualifications

The classification system does not specify that:

- a qualification (eg. a degree) is required for a position to be classified at a particular classification level; or
- an employee must have a particular qualification to be appointed to a position at a particular classification level.

However, the classification system does inherently require (for some work value descriptors to apply to a position), the level of knowledge and skills equivalent to that typically obtained through formal qualifications (such as a degree), but such knowledge and skills may otherwise be obtained through experience and/or other training.

Furthermore, the classification system does not restrict an employer from including a qualification requirement in a position description or when advertising a position for recruitment.

5. Position Evaluation and Recording

5.1. Position Evaluation

Position evaluation is the way the work character of new and existing positions is assessed in a structured way using the classification system.

Position evaluation is the method of determining the relative work character of a position through assessing the nature, impact and accountabilities of the position.

Position evaluation is a two-part process:

- evidence is gathered to understand the position (see 2.2 above – What is needed?); and
- the position is assessed and measured against the classification factors.

5.2. Evaluating a Position – Classification Factors

The classification of a position requires consideration of nine (9) classification factors.

1. **Knowledge Application:** This factor measures the type and level of knowledge (breadth and depth) that is required and applied to perform the responsibilities of the position. This includes management and environmental knowledge but may also include scientific, professional and/or technical knowledge which has been acquired through both formal learning and work experience.
2. **Accountability:** This factor identifies how accountable the position is in the achievement of results. It includes the type and level of actions taken by the position and the level of input to meeting own or team/group outcomes.
3. **Scope and Complexity:** This factor covers the type, variety and intricacy of tasks, process or methods in the work performed. It considers the extent and diversity of the activities which must be performed and/or coordinated by the position. It also considers the need to know about activities and requirements across functions within and/or outside the employer.
4. **Guidance:** This factor relates to the scope of independent action or autonomy used in the position. It takes into account the level and degree of direction and guidance provided by policy, precedents, and regulations and the requirement to follow clearly defined procedures or being allowed to operate within broad parameters.
5. **Decision Making:** This factor relates to the extent to which a position makes decisions on the basis of clear, established guidelines and objectives. This factor also concerns the authority that the position has to make decisions/determinations that affect outcomes (what decisions are the sole responsibility of the position), what advice/recommendations are given to others to support their decision making and the impact the action taken by a position will have, how far reaching the impact is and the duration of the impact (short or long term).
6. **Problem Solving:** This factor measures the requirements for a position to solve the problems and issues. It includes initiative and original thought. It takes into account

requirements for analysis to diagnose a problem and understand complex situations or issues and the judgement necessary to formulate solutions and recommend or decide on the best course of action.

7. Contacts and Relationship: This factor covers the contacts and relationships that are typically required in order to carry out the responsibilities of the position. It measures the requirement for a position to communicate, establish and maintain relationships.

8. Negotiation and Cooperation: This factor measures the requirement for a position to effectively use persuasion, negotiation, explanation, tact and discretion in order to achieve the desired outcome of interactions with stakeholders/others.

9. Management Responsibility/Resource Accountability: This factor measures the responsibility of a position for coordinating, supervising and managing others in work activities as well as the resources (including property, IT, and finances) for which the position is directly accountable and required to manage and control. The emphasis is on the type of responsibility, rather than the precise numbers of those supervised or managed.

The above classification factors (including relevant work value descriptors for each) are outlined in ATTACHMENT 1.

5.3. Record of Evaluation

The use of the Evaluation Record is encouraged and is outlined in ATTACHMENT 2 (also separately available in Excel spreadsheet format). The Evaluation Record is intended to:

- support the consistent application of the classification system; and
- assist employers to evaluate positions and determine the appropriate classification level.

5.4. Assigning a Score to a Classification Factor

Evidence about the position is analysed against the classification factors.

Each classification factor is assigned a score for the position (based on the appropriate work value descriptor of each classification factor) and the combined score for all nine (9) classification factors indicates the appropriate classification for the position.

To determine the work value descriptor for each classification factor the assessor should:

- Compare descriptors corresponding to lower and higher levels to determine the most appropriate one.
- o The selected descriptor may be a higher or lower level for various classification factors;
- Ensure that the position meets the full intent of a descriptor.
- o If the position exceeds a particular descriptor, but fails to meet the full intent of the next higher descriptor, then the lower descriptor should be selected;

- Consider the frequency of the performance of the classification factors which may occur at a higher and a lower level.

o The level of the selected descriptor should not be determined by infrequent occurrences;

- Ensure that the value of a classification factor of the position should not be overstated.

o The value of the same descriptor should not be attributed to more than one classification factor, eg. staff supervision should only be attributed to the “Management/Resource” factor; it should not be attributed to the “Contacts and Relationships” factor as well.

Positions may score anywhere within the range for a classification, reflecting the broad range of work character within each classification level. It is unlikely that all positions within an employer would consistently score at the high end or low end of each classification.

5.5. Score and Classification Level

A total score will be tallied in regard to the evaluation of the position. This total score will then be allocated to a classification level.

A total score will be tallied in regard to the evaluation of the position. This total score will then be allocated to a classification level.

Score	Classification Level
18 - 27	Level 1
28 - 45	Level 2
46 - 63	Level 3
64 - 81	Level 4
82 - 99	Level 5
100 - 117	Level 6
118 - 135	Level 7
136 - 144	Level 8

5.6. Borderline Scores

Some positions will score within the range for a proposed classification level. However, some positions may score on the 'borderline', i.e. the total score is just below the maximum (eg. 62 or 63 for Level 3) or just above the minimum score (eg. 64 or 65 of Level 4) for a particular classification.

If a position scores just above the minimum score, then it is necessary to revisit the evaluation to ensure that all the relevant information has been gathered and considered. It may be necessary to undertake a further evaluation of the position. If the position continues to be on the minimum score for a particular level, then consideration needs to be given to position redesign.

Further, if the position continues to be at the top of the scoring range, then the same principle applies. A position analysis should look broadly at the position, and position redesign spread across a few positions may be the better outcome for the employer as a means of balancing classification and a more efficient use of resources.

5.7. Flow Chart

A flow chart of the process of evaluating the is outlined at ATTACHMENT 3.

ATTACHMENT 1: CLASSIFICATION FACTORS

Classification Factor 1 - Knowledge Application (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Knowledge of a limited number of basic, routine or repetitive tasks and the operation of associated basic tools, equipment and materials. • Knowledge applied to established practice, procedures, processes and routines. 	2
<ul style="list-style-type: none"> • Knowledge of a range of routine work procedures and tasks and the operation of associated tools, equipment and materials. • Knowledge applied to readily understood rules, procedures and techniques. • A basic understanding of relevant statutory, regulatory and policy frameworks. 	4
<ul style="list-style-type: none"> • Knowledge of a range of work practices and procedures with an element of complexity and the operation of associated equipment, tools and materials. • Basic knowledge of theoretical or practical tasks that are applied to one function or area of activity. • An understanding of relevant statutory, regulatory and policy frameworks. 	6
<ul style="list-style-type: none"> • Practical and procedural knowledge across a technical or specialist area. • Organisational, procedural or policy knowledge. • Sound understanding of relevant statutory, regulatory and policy frameworks in order to draw conclusions, interpret and apply guidance material and resolve recurring problems. 	8
<ul style="list-style-type: none"> • Expertise within an area or discipline using theoretical knowledge or relevant practical experience. • A substantial knowledge and understanding of related principles, techniques and practices. • Well-developed understanding of relevant statutory, regulatory and policy frameworks applied to a variety of interrelated activities and solutions to a range of problems. 	10
<ul style="list-style-type: none"> • Professional, technical or management knowledge in a specialised area across a range of activities. • A thorough understanding of related principles, concepts, methods and practices. • In-depth knowledge of relevant statutory, regulatory and policy frameworks in order to provide objective advice and resolve problems of a specialised or complex nature. 	12

Classification Factor 1 - Knowledge Application (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Highly developed specialist, professional, technical and/or management knowledge across a broad range of activities. • A corresponding understanding of related principles, concepts and practices. • Extensive knowledge of statutory, regulatory and policy frameworks relevant to a field of work, discipline or functional area in order to provide comprehensive and authoritative advice on specialist and very complex issues. • Acknowledged as an authority in a field of work or specialised discipline. 	14
<ul style="list-style-type: none"> • Advanced specialist, professional and/or management knowledge and corresponding understanding of related principles, theories, concepts and practices. • Extensive and detailed knowledge of statutory, regulatory and policy frameworks relevant to the area of responsibility and the application of this knowledge to situations involving a high level of complexity and sensitivity, which require considerable interpretation and analysis. • Act as a leading professional/technical advisor in an organisational area of expertise. 	16

Classification Factor 2 - Accountability (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Accountable for the setting of own priorities on a day-to-day basis, for completion of allocated tasks within required timeframes and compliance with set procedures. • Responsible for the basic administration of the work area and identifying and managing risks that affect day-to-day tasks. 	2
<ul style="list-style-type: none"> • Accountable for the setting of own priorities on a day-to-day and weekly basis, managing competing priorities, the achievement of personal results within required timeframes and compliance with set procedures. • Responsible for providing advice to other employees on procedural and less technical issues related to the immediate work area and identifying and managing risks that affect day-to-day tasks. 	4
<ul style="list-style-type: none"> • Accountable for planning own work goals and priorities that align with and achieve own and team/group outcomes. • Responsible for the accuracy and timeliness of advice provided in relation to an area of responsibility and awareness of the impact of emerging issues on activities. • Accountable for the achievement of own results which contribute to team/group goals. 	6
<ul style="list-style-type: none"> • Accountable for setting priorities for the work area, monitoring workflow and reviewing work of other employees. • Responsible for managing competing requests, demands and priorities. • Responsible for planning for the achievement of personal and/or team/group results. • Accountable for monitoring emerging issues to identify impact on tasks and identifying and mitigating risks that will impact on own and/or team/group work outcomes. 	8
<ul style="list-style-type: none"> • Accountable for developing plans and objectives for short-term tasks. • Responsible for coordinating competing requests and demands, setting priorities and managing the workflow for immediate work area. • Responsible for providing professional and policy advice within an area of specialisation or providing technical expertise that contributes to work area outcomes. • Accountable for maintaining appropriate risk management programs. 	10

Classification Factor 2 - Accountability (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Accountable for developing plans and objectives for short-term tasks and contributing to strategic planning for longer-term initiatives. • Responsible for providing expertise and technical knowledge across a range of programs or activities, providing accurate and specialised advice and ensuring knowledge of and compliance with relevant legislation and/or policy frameworks. • Responsible for setting priorities and ensuring quality of outcomes for the work area. • Responsible for contributing to improvement strategies and to change in workplace practices. • Accountable for monitoring related emerging issues, identifying impact and conducting risk management activities within sphere of responsibility. 	12
<ul style="list-style-type: none"> • Accountable for determining the strategic direction for work and aligning longer-term planning with goals and objectives. • Responsible for providing expertise across a broad range of activities potentially relating to work of different program areas and ensuring an in-depth knowledge of and compliance with relevant legislation and/or policy frameworks. • Responsible for the achievement of own and/or team/group outcomes and monitoring team/group progress and following through to deliver identified outcomes. • Accountable for monitoring emerging issues in a field and for identifying impact on employer priorities as well as engaging with risk and undertaking risk management activities for area of responsibility. 	14
<ul style="list-style-type: none"> • Accountable for the strategic direction of the work area, its planning processes including developing plans, performance standards and implementing strategies for the work that will ensure the attainment of the critical results expected. • Responsible for providing a strategic level of expertise, providing professional and technical or policy advice to produce effective operations, timely and comprehensive results and adherence to required standards. • Accountable for setting the strategic direction, anticipating and establishing priorities, monitoring progress and working to deliver organisational functions or a program within an area of responsibility. • Responsible for providing leadership in implementing and promoting change and continuous improvement in addition to identifying, evaluating and managing risk in the delivery of outcomes. • Responsible for maintaining awareness of current developments in the field of work, anticipating their impact on the work area and responding appropriately to mitigate risk. 	16

Classification Factor 3 - Scope and Complexity (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Work is routine and basic. • Tasks are clearly defined, discrete and directly related. • Actions or responses to be made are readily discernible and quickly learnt. • There is minimal or no choice in deciding what is to be done. 	2
<ul style="list-style-type: none"> • Work is straightforward in which tasks involve related steps, processes or methods. • Actions or responses address familiar circumstances and involve choices between easily recognisable alternatives. • Issues requiring resolution are normally minor in nature and either have clear choices between options or are referred to more senior employees. 	4
<ul style="list-style-type: none"> • Work is straightforward and relates to a broad range of tasks. • Problems faced may have some complexity yet are broadly similar to past problems. • Solutions generally can be found in documented precedents, or in organisational guidelines, procedures and/or instructions, though these may require some interpretation and application of judgement. 	6
<ul style="list-style-type: none"> • Work is moderately complex, relates to a limited range of activities and work requires the application of well-established principles, practices and procedures in combination. • Actions or responses made can generally be related to past experience. • There may be occasions where unfamiliar circumstances may require some judgement or technical assistance sought. 	8
<ul style="list-style-type: none"> • Work is moderately complex to complex in nature and relates to a range of activities. • What needs to be done involves using available information however options are not always evident. • Interpretation, analysis and some judgement are required to select an appropriate course of action. 	10
<ul style="list-style-type: none"> • Work is complex and involves various activities involving different, unrelated, but established processes/methods. • Circumstances or data must be analysed to identify inter-relationships. • What needs to be done depends on analysis of the issues and the selection of an appropriate course of action from a number of options and requires sound judgement. 	12

Classification Factor 3 - Scope and Complexity (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Work is very complex and includes varied activities involving many different and unrelated processes/ methods. • Work deals with unfamiliar circumstances, variations in approach and/or sudden changes. • Tasks are a narrow range of related activities performed to considerable depth, within established principles, practices or procedures. • The work requires the bringing together of a range of elements and the determination of method of approach from a range of options and involves significant evaluative judgement. • Decisions about what needs to be done include interpretation of considerable and/or incomplete data. 	14
<ul style="list-style-type: none"> • Work is highly complex and includes a broad range of activities of substantial depth involving significant detail. • Positions operate with reference to organisational objectives that are clear although specific guidelines, strategies or tactics are sometimes ill-defined or incomplete. • Work requires establishing or developing new information or techniques. • Work regularly addresses major areas of uncertainty and demands critical choices between options. 	16

Classification Factor 4 - Guidance (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Generally, works with close supervision and within well established procedures and practices. • Work involves following instructions which define the tasks in detail and results to be achieved. • Minimal personal initiative is required as methods and objectives are closely defined within set procedures and instructions. • Work quality and content is subject to regular review. 	2
<ul style="list-style-type: none"> • Works with routine supervision and within established procedures and practices. • Work involves working from instructions but making minor decisions involving the use of initiative in the application of systems, and procedures. • Work is clearly defined at the outset and work is reviewed at intervals and on completion. 	4
<ul style="list-style-type: none"> • Works under general supervision, within established procedures and practices. • Objectives, priorities and deadlines are defined with some autonomy about how work is performed. • The work may involve working independently on specific tasks with issues that do not have clear precedents resolved under appropriate guidance. • Work quality and content is subject to monitoring to ensure that satisfactory progress is being made against stated objectives. 	6
<ul style="list-style-type: none"> • Works under general supervision and works within established procedures and guidance. • Objectives, priorities and deadlines are defined with some scope in selecting the most appropriate method to complete tasks and how precedents, procedures and guidelines are interpreted and applied. • The work may involve working independently to manage specific tasks, processes or activities against stated objectives with supervision generally limited to complex tasks or unfamiliar situations. • Completed work is evaluated for accuracy, appropriateness and compliance with policy requirements. 	8
<ul style="list-style-type: none"> • Works under limited supervision to progress a series of activities within recognised guidelines. • There is a clear statement of overall objectives and in consultation with supervisor decides on tasks and activities to be undertaken and required deadlines. • Work follows well defined and detailed policies, technical or professional guidelines and accepted practice to achieve specific outcomes. There is some discretion to vary or tailor these. • Some judgement is required to resolve workplace issues with supervision provided for complex or difficult issues. 	10

Classification Factor 4 - Guidance (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Works under limited direction and is guided by policies, accepted standards and precedents/organisational practice. • The work involves using discretion and initiative over a broad area of activity with autonomy and accountability in interpreting policy and applying practices and procedures with some scope in modifying practices and procedures where necessary. • Expected results are less tightly defined and there is discretion about how they are best achieved. • Work produced requires little or no revision before finalisation. 	12
<ul style="list-style-type: none"> • Operates under general direction and is guided by legislation, policies, procedures and precedents/organisational practice. • Interpretation is required to establish the way in which procedures and policies should be applied with the position operating with considerable independence. • Generally, work is within parameters provided by broad objectives and standards-guideline/procedures, with substantial discretion on how objectives are achieved for specific areas of responsibility. 	14
<ul style="list-style-type: none"> • Operates under broad direction and influences the development of policy, procedures and guidelines. • The work requires a high level of independent control and is conducted based on broadly stated objectives. • There is a high level of autonomy with responsibility for setting priorities, developing work programs and determining how work is done. • Significant judgement is required to select a course of action to manage highly complex or sensitive issues consistent with established legislation, principles and guidelines. 	16

Classification Factor 5 - Decision Making (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Very few independent decisions are required, and they will relate to own work. • Decisions are based on defined outcomes, priorities and performance standards and generally have a minor impact on the work area. • Actions of the position do not impact significantly and are short term. 	2
<ul style="list-style-type: none"> • Some decisions that may require discretion and judgement. • Decisions are of a procedural or administrative nature and have a low impact on the work area or specific function. • Actions of the position are limited to within the immediate work area and impact is short term. 	4
<ul style="list-style-type: none"> • Administrative and operational decisions chosen from a range of established alternatives within defined parameters and following established procedures and protocols. • Decisions are likely to impact the work area or specific function. Information or incidental services are provided which are of use to other decision makers. • Actions of the position may impact operational efficiency or output, or service delivery for a work area in the short term. 	6
<ul style="list-style-type: none"> • Decisions are within defined parameters and related to an area of responsibility. • Decisions are based on policy, procedures and working standards that provide only general guidelines and impact on the work area or specific function. • Information and advice are provided which may be taken into consideration by other decision makers. • Actions of the position impact operational efficiency or output, or service delivery for a work area over the medium to short term. 	8
<ul style="list-style-type: none"> • Decisions concern a variety of matters, affect own work area and may affect another work area. • Decisions require evaluative judgement and may involve tailoring work methods, interpreting and adapting existing procedures and practices to achieve results. • Information and advice are provided, possibly suggesting a course of action, which is taken into consideration by other decision makers. • The position may have significant impact in regard to work area objectives and activities and may impact on other work areas in the short to medium term. 	10

Classification Factor 5 - Decision Making (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Decisions concern complex or escalated issues and have a medium to high impact on the work area; however, the impact on employer operations is usually limited. • Decisions are based on sound judgement, expertise and knowledge. • Decisions are governed by the application of regulations or operating instructions and procedures. • Information, advice and recommended actions are provided which has influence on the decision maker. • The actions of the position may have a significant impact with regard to objectives such as operations, output, quality and service which extend beyond the immediate work area. The position influences external relationships which are of importance to the work area and its reputation. Actions may have medium to long term effects. 	<p style="text-align: center;">12</p>
<ul style="list-style-type: none"> • Decisions concern a broad variety of matters with a significant impact on own work area and may affect other parts of the organisation. • Decisions are based on professional judgement, evaluating risk and in the context of a complex and changing environment. • Full analysis and recommendations are provided which usually influences the decision maker. • The position is likely to have a high impact with regard to key objectives such as operations, output or quality which are an important part of the activities of the employer. The position influences and affects policy direction and/or implementation in a defined area of responsibility. • Decisions influence external relationships which are important to reputation and may have a medium to long term effect. 	<p style="text-align: center;">14</p>
<ul style="list-style-type: none"> • Decisions will be of major significance and may include the framing and shaping of policies, the setting of long term objectives or impact on the outcome of a program or major project. • Options and choices are diverse and multiple, and the outcomes of decisions will often be unclear. • Balanced decisions requiring use of professional judgement, evaluating ambiguous and incomplete information, factoring risks and being sensitive to the context. • Full information, analysis and authoritative recommendations are provided which is likely to be accepted by the decision maker. • Actions of the position may have significant impact on the day-to-day operations of the work area and other parts of the organisation, and/or a direct and significant impact on the outcome of a program or major project. • Significant medium to long term affects in terms of key strategic targets and major performance achievements with regard to a range of organisational objectives and results. 	<p style="text-align: center;">16</p>

Classification Factor 6 - Problem Solving (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Work activities are well defined and follow set procedures. • Problems that arise are highly similar and readily solved through direct application of procedures or referred to other people. • Work requires accurate adherence to established practices and procedures and there is typically little or no requirement for individual initiative and judgement. 	2
<ul style="list-style-type: none"> • Work activities are defined by set procedures. • Problems are straightforward and solved by application of procedures or guidance or referred onto other people for resolution. • Judgements typically involve straightforward position related facts or situations. 	4
<ul style="list-style-type: none"> • Work generally involves straightforward, well defined tasks. • Problems are similar and are generally solved by reference to clear procedures and past experience, or by referral to others. • Some initiative is required in completing still largely procedural tasks, for example in responding to varying circumstances. • Identifying and making minor changes to standard procedures and methods may be necessary. 	6
<ul style="list-style-type: none"> • Work activities are undertaken within a general framework of recognised procedures and guidelines. • Problem solving may be undertaken with creativity applied to recognised procedures and guidelines. • Information is applied selectively, and alternatives are not always self-evident. • Analysis is typically required to make judgements involving facts or situations. • Lateral thinking is required to generate viable options and the implementation of solutions. 	8
<ul style="list-style-type: none"> • Work predominately involves a wider variety of still similar, well defined tasks which may require researching and organising information and choosing from a limited range of solutions. • Creativity and innovation are essential to the position and need to be regularly exercised within general guidelines. • Unfamiliar issues and situations require personal action for example, in developing new or improved work methods or tackling situations in new ways. 	10
<ul style="list-style-type: none"> • Work involves complex issues and the range of solutions is more varied. • Problems arise relatively frequently and require detailed information gathering, analysis and investigation. • Different innovative techniques and methods are applied, or a range of imaginative solutions/responses developed. • Initiative and originality are required in developing and modifying existing approaches to tackle new issues and situations. 	12

Classification Factor 6 - Problem Solving (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Work involves very complex or sensitive issues. • Problems are often complicated and made up of several components which have to be analysed and assessed and which may contain conflicting information. • Problem solving requires establishing and testing options, making interpretations and judgements in the selection and analysis of the relevant information. • Creativity and originality (innovation) are required to develop approaches for applying new knowledge or policy changes. 	14
<ul style="list-style-type: none"> • Work involves highly complex and sensitive issues. • Problem solving usually involves analysing and discriminating amongst a broadly defined and understood set of alternatives and/or the relating of precedent to new issues and risks that are usually localised. • Problem solving requires significant levels of judgement, assessment and interpretation and may require an extensive understanding of the position and responsibilities and the context in which it operates. • The position must identify and lead innovative solutions and use professional judgement to evaluate ambiguous or incomplete information. • The position is also responsible for anticipating, identifying and assessing risks and, where a range of options are available, considering the implications of each. 	16

Classification Factor 7 - Contacts and Relationships (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Provide a basic customer service in relation to a specific area of work. • Be responsive to requests and liaise with others on routine matters. • Provide and receive routine information based on clearly defined practices and procedures. 	<p style="text-align: center;">2</p>
<ul style="list-style-type: none"> • Liaise with stakeholders/others in relation to a specific area of work, deliver an effective customer service. • Respond to routine enquiries or straightforward matters. • Provide general information, advice and guidance based on established procedures. 	<p style="text-align: center;">4</p>
<ul style="list-style-type: none"> • Liaise with stakeholders/others, deliver specific services and assist to resolve straightforward matters. • Apply standard procedures to meet requirements and offer assistance to solve problems. • Deliver an effective customer service and provide quality, accurate and consistent advice. • Represent the work area at internal meetings. 	<p style="text-align: center;">6</p>
<ul style="list-style-type: none"> • Communicate with and provide information and advice to a range of stakeholders/others. • Liaise with stakeholders/others and assist to resolve moderately complex issues. • Provide quality advice to stakeholders/others and deliver a responsive service within area of expertise. • Represent the work area at internal and external meetings and conferences. 	<p style="text-align: center;">8</p>
<ul style="list-style-type: none"> • Communicate with and provide advice and recommendations to a wide variety of customers and external stakeholders/others. • Liaise with stakeholders/others on moderately complex to complex policy, project or operational issues responding to stakeholders'/others needs and expectations. • Interpret and explain policies and procedures providing advice and assistance. • Represent the work area or organisation at meetings, conferences or seminars. 	<p style="text-align: center;">10</p>
<ul style="list-style-type: none"> • Manage relationships with others to achieve work area goals. • Liaise with a range of stakeholders/others in relation to difficult or sensitive issues. • Consult and advise internal and external stakeholders/others, anticipate and respond to their needs and expectations. • Represent the organisation by promoting its interest at community level and with external organisations and undertake a representation or presentation position on behalf of the immediate work area. 	<p style="text-align: center;">12</p>

Classification Factor 7 - Contacts and Relationships (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Develop and manage relationships with stakeholders/others, engaging and collaborating to achieve outcomes and facilitate cooperation. • Present the organisation's position in the context of very complex or sensitive issues to key stakeholders/others within and outside the organisation. • Represent and explain the views of the organisation at meetings with external organisations and other forums. 	14
<ul style="list-style-type: none"> • Initiate, establish and maintain strong relationships with a broad range of stakeholders/others, promoting organisational objectives and communicating the strategic vision. • Present the organisation's position in the context of highly complex or sensitive issues or contentious information with a range of audiences. • Provide a high level of responsiveness and resolve complex stakeholder issues. • Represent the organisation at cross-organisation, inter-jurisdictional, international and other forums. • Engage and manage stakeholders/others through change, resolving conflict and managing sensitivities. 	16

*Stakeholders may refer to parents, other staff (teachers, school officers, leaders), or members of the community, as appropriate to the position.

Classification Factor 8 - Negotiation and Cooperation (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • There is no requirement to negotiate as the position largely relates to the exchange of information on basic and well-established matters. • Information is not contentious and therefore does not involve debate or require interpretation or persuasion. 	2
<ul style="list-style-type: none"> • There is no requirement to negotiate as the position is largely related to the exchange of information on straightforward matters. • Information is generally not contentious and therefore does not involve debate but may require an element of interpretation or persuasion. 	4
<ul style="list-style-type: none"> • Contact with stakeholders/others is generally in terms of advice and support rather than simply providing information. • Issues are generally not contentious but require establishing how needs can be met. • A level of tact, diplomacy or persuasion is necessary. 	6
<ul style="list-style-type: none"> • Contact with stakeholders/others is in terms of comprehensive advice, support and resolution of issues. • A level of tact, discretion or persuasion is necessary. 	8
<ul style="list-style-type: none"> • Some matters are likely to be contentious or complex issues that have scope for alternative interpretation requiring tact, persuasion and sensitivity within the application of guidelines. • May engage in some degree of negotiations under limited direction. 	10
<ul style="list-style-type: none"> • Deals with complex and contentious matters requiring persuasion and sensitivity. • Required to communicate and negotiate with stakeholders/others under limited direction, to minimise oppositions and maximise acceptance and cooperation. 	12
<ul style="list-style-type: none"> • Regularly deals with a range of complex and contentious matters. • Requires a consistently high degree of persuasion and advocacy. • On behalf of the organisation the position is required to achieve cooperation with stakeholders/others or other interested groups. • Negotiates and resolves tensions and difficulties. 	14

Classification Factor 8 - Negotiation and Cooperation (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Negotiates highly complex issues or represents the organisation in the context of contentious and high profile issues. • Persuasion, negotiation and influencing required to develop positions and/or strategies and gain cooperation on strategic issues. • Represents and negotiates on behalf of the organisation to advance the organisation's interests in defined circumstances. • Brokers agreements between conflicting agendas whilst maintaining key relationships. • Negotiates and persuades in order to convince others to adopt policies or courses of action they might not otherwise wish to take. • Responsibility to act on behalf of and commit the organisation to a course of action. 	16

*Stakeholders may refer to parents, other staff (teachers, school officers, leaders), or members of the community, as appropriate to the position.

Classification Factor 9 - Management Responsibility/Resource Accountability (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • No supervisory responsibility and is generally responsible for own work. • Accountable for effective use of own resources. 	<p style="text-align: center;">2</p>
<ul style="list-style-type: none"> • Little or no supervisory responsibility. • May assist with work familiarisation, initial training and support to new or less experienced colleagues. • Prepares routine financial and resource information. • Uses equipment with reference to established procedures and practices. 	<p style="text-align: center;">4</p>
<ul style="list-style-type: none"> • Some limited supervisory responsibility or coordination of others' work. • Assists in the training of new or less experienced colleagues. • Provides advice and guidance on procedural matters. • Responsible for organising task allocation and checking quality of work. • Some direct responsibility for resources. Provides a direct service in the administration of resources which may include verifying and reconciling payments and invoices in accordance with established guidelines and procedures. 	<p style="text-align: center;">6</p>
<ul style="list-style-type: none"> • Supervise employees in day-to-day work activities or coordinate a small team/group performing straightforward work. • Provides on-the-job training, develops staff and sets goals and priorities. • Responsible for reviewing, checking or certifying the work of employees and monitoring work practices. • Provides feedback, support, advice and guidance to less experienced colleagues when required. • Accountable for monitoring resources, compiling information and reporting for a specific project/program. • With reference to appropriate guidelines, procedures and precedents activities may include preparing/assessing/awarding payments for administered programs or facilitating and ensuring correct payments are made by customers. 	<p style="text-align: center;">8</p>
<ul style="list-style-type: none"> • Supervise employees carrying out tasks in one identified area of work or for a specified project or activity. • Responsible for coordinating and facilitating team/group performance and for setting, monitoring and achieving specific outcomes. • Sets the direction of work priorities and practices, monitors workflow, and plays a position in coaching, guiding and developing employees. • Involves identifying training needs, monitoring and providing feedback on performance and facilitating cooperation among team/group members. • Responsible for assisting in the management of resources for a program or defined area of responsibility. • Although guidelines apply, some discretion and judgement is exercised. Resources may be drawn on or managed by others. 	<p style="text-align: center;">10</p>

Classification Factor 9 - Management Responsibility/Resource Accountability (Work Value Descriptors below)	Points
<ul style="list-style-type: none"> • Supervise a group performing related positions. • Coordinate a team/group working on a specific project or supply professional/technical oversight for specialist activities. • Coordinate and facilitate team/group performance against specific objectives/outcomes. • Responsible for implementing work plans, setting tasks and priorities and managing workflow. • Reviews performance and provides performance assessment, feedback and development and assists in guiding, coaching, mentoring and developing employees. • Involves encouraging and gaining cooperation among team/group members. • Accountable for managing resources within a defined area of responsibility. The position is responsible for implementing and monitoring resource controls and managing reporting and analysis activities. 	<p style="text-align: center;">12</p>
<ul style="list-style-type: none"> • Manage a team/group carrying out diverse tasks in the same general type of work or a larger team/group where skills are similar, and tasks are related. • Responsible for building capability in a team/group environment through coaching others, providing performance feedback and encouraging career development. • Develops and implements work plans, sets work area priorities and evaluates activities and working methods. • Involves the motivation of team/group members, building cooperation and improving team/group performance. • Accountable for managing a resource base and use of defined resources for a single area or a discrete project. • Required to plan and manage allocated resources, develop appropriate controls, monitor achievement against plans and adjust plans to meet changing demands. 	<p style="text-align: center;">14</p>
<ul style="list-style-type: none"> • Management of a group(s) of employees carrying out work across a range of different functions • Responsible for providing direction to staff and developing staff capabilities to ensure optimum group performance and productivity. • Involves the overall responsibility for the organisation, allocation and re-allocation, as appropriate, of areas of work and the evaluation of activities and working methods. • Required to bring a broader perspective to the group, encouraging the group to focus on different (innovative) ways of meeting business objectives, building cooperation, promoting unity and a common direction. • Accountable for managing a significant resource base and the deployment of resources within a business area or major project. The allocated resources cover a range of functions/activities with a high degree of discretion on how these are managed. • Responsible for negotiating and allocating resources between competing priorities, forecasting resource requirements, creating plans, establishing appropriate progress reviews and performance measures. 	<p style="text-align: center;">16</p>

ATTACHMENT 2: EVALUATION RECORD

Position details

Position title:	Evaluation date:
Work area:	Evaluated by:
Position status – new or existing:	Date of position creation:
Has the position been evaluated previously, if so when and by whom:	
Primary purpose/main objectives of the position:	
List the sources of information and evidence that has been used to inform this evaluation:	

Evaluation factors

A range of work value descriptors are provided in relation to each of the nine evaluation factors.

Read all descriptors to identify the most appropriate, noting that a position must meet the full intent of the description for that description to be selected. Refer to section 4.4 for more information.

Document the rationale for the selection of each factor description (citing role specific responsibilities) together with the corresponding score.

Factor	Score	Rationale/Evidence
Knowledge Application		
Accountability		
Scope and Complexity		
Guidance		
Decision-making		
Problem Solving		
Contacts and Relationships		
Negotiation and Cooperation		
Management Responsibility / Resource Accountability		

Combine the scores assigned to the individual evaluation factors.

Total score:
Classification level:

The total score correlates with an approved classification level as set out in the below table. Identify the range in which the total score falls, to identify the corresponding classification level. This indicates the preliminary assessment of the role.

Score	Classification Level
18 - 27	Level 1
28 - 45	Level 2
46 - 63	Level 3
64 - 81	Level 4
82 - 99	Level 5
100 - 117	Level 6
118 - 135	Level 7
136 - 144	Level 8

Borderline role: Yes <input type="checkbox"/> No <input type="checkbox"/>	Evaluation revisited: Yes <input type="checkbox"/> No <input type="checkbox"/>
Assessed classification level:	

Attach supporting information used as evidence to inform the role evaluation (e.g. position description).

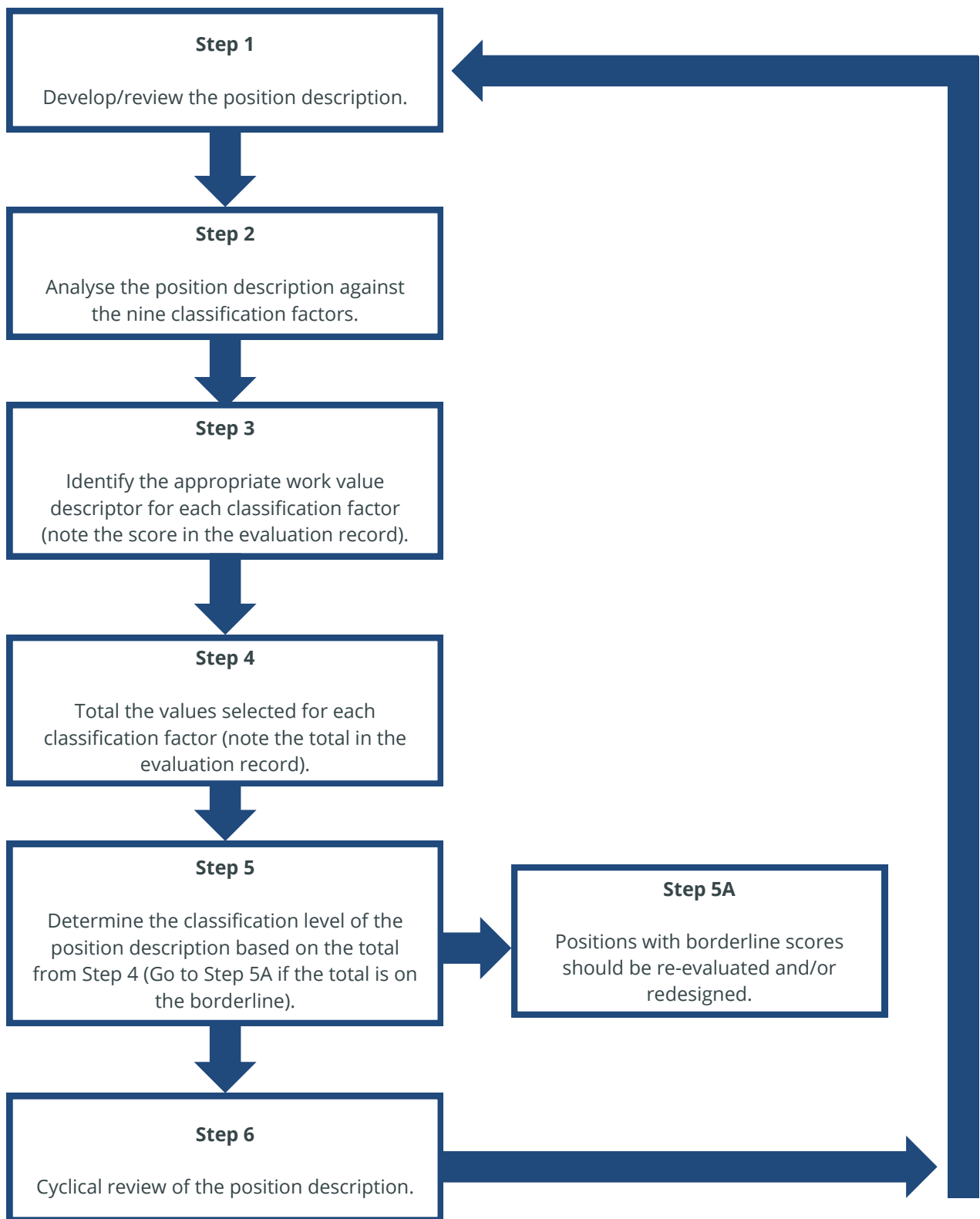
Approved classification level:

Signed:

Approving Position title:

Date:

ATTACHMENT 3: EVALUATION PROCESS FLOWCHART



Further Assistance



For further advice and support, the following organisations can be contacted:

First Languages Australia

Phone: (02) 4940 9144 or 1300 975 246

Email: contact@firstlanguages.org.au

IEU-QNT

Postal address: PO Box 418, Fortitude Valley QLD 4006

Phone: 1800 177 938 (QLD) or 1800 351 996 (NT)

Email: enquiries@ieuqnt.org.au

QTU

QTU head office: Milton, Brisbane

Postal address: PO Box 1750, Milton LPO 4064

Phone: (07) 3512 9000

Email: qtu@qtu.asn.au

UWU

Address: 27 Peel St, South Brisbane QLD 4101 QLD Office Phone: (07) 3291 4600

Email: qld@unitedworkers.org.au

Together Qld

Postal address: PO Box 3272, South Brisbane BC Queensland 4101

Phone: 1800 177 244

As indicated at the outset, this document is a guideline, designed to give employers an understanding of what conditions of employment should be considered as necessary to support employees who are delivering First Nations languages and cultural education and give value to the work carried out. This is by no means an exhaustive guideline and where additional terms are identified as relevant to a role, they should be included.







We acknowledge that we live and work on stolen land where sovereignty was never ceded.

We pay respects to First Nations Peoples and Elders past, present and emerging.

Artwork credit: Tully Burton, winner of IEU-QNT Excellence in Art Design Awards 2021 Indigenous Art category.

