

Information Sheet

Salary Progression 1 May 2015 - Education Support Employee Level 3-7

The purpose of this guide is to describe the process for salary progression for eligible Education Support Employees at salary level ES3-7 (on 30 April 2015) who are eligible to receive a salary increment on 1 May 2015. This process applies to category A, B and C employees at this level.

Clause 41.2(b) of the [Victorian Catholic Education Multi Enterprise Agreement 2013 \(VCEMEA 2013\)](#) provides for eligible Education Support Employees at the Maximum (which is ES3-7 on 30 April 2015) to receive a salary increment effective from 1 May 2015. Salary progression is **NOT automatic**.

It is a requirement of clause 41.2(b) that an eligible employee **can satisfactorily demonstrate to the Employer that they meet the qualifications and experience criteria** for a level 3 education support employee (*Appendix 6 clause 1.3(e) of the VCEMEA 2013*).

Note that eligible employees may elect not to submit a request and will simply remain at the Maximum.

Level 3 Maximum

The Maximum is the maximum salary point that an education support employee at level 3 (who was previously classified as a School Officer Level 5 in the 2008 Agreement) can reach in level 3 of the education support employee classification.

On 1 May 2015, the Maximum changes from ES3-7 to ES3-6. Note that on 1 May 2015, the salary amount of the Maximum does not change despite the salary level changing from ES3-7 to ES3-6.

Salary information

The following table provides a comparison of the salaries of ES3-7 employees in relation to salary progression on 1 May 2015.

Date	Employee meets the requirements to progress beyond the Maximum				Employee does <u>not</u> meet the requirements to progress beyond the Maximum			
	Level	Cat A	Cat B	Cat C	Level	Cat A	Cat B	Cat C
January 2015	ES3-7	\$62,334	\$57,539	\$59,937	ES3-7	\$62,334	\$57,539	\$59,937
February 2015	ES3-7	\$63,207	\$58,345	\$60,776	ES3-7	\$63,207	\$58,345	\$60,776
1 May 2015	ES3-7	\$63,274	\$58,407	\$60,840	ES3-6	\$63,207	\$58,345	\$60,776
August 2015	ES3-7	\$64,066	\$59,138	\$61,602	ES3-6	\$63,997	\$59,074	\$61,536
1 May 2016	ES3-6	\$66,500	\$61,385	\$63,942	ES3-5	\$66,200	\$61,108	\$63,654

Eligibility

An education support employee at ES3-7 on 30 April 2015 can progress beyond the Maximum on 1 May 2015 where the employee:

- (i) is an education support employee ES3-7
- (ii) has at least six months of experience at ES3-7 between 1 May 2014 and 30 April 2015
- (iii) is able to satisfactorily demonstrate to the principal that the employee is able to meet the qualifications and experience criteria of Level 3 of the education support employee.

Education support employee - classification

The classification of an education support employee is determined by the general work description which includes qualifications and experience and the typical duties that they are required to perform as set out in Appendix 6 of the VCMEA 2013.

The typical duties for each level are grouped according to the following types of work:

- School administrative services (ES1 – ES 5)
- Student support (ES1 – ES 5)
- Curriculum resource services (ES2 – ES5):
 - general
 - library / AV services
 - laboratory
 - information and communications technology.

Process

- (i) The principal will provide all ES3-7 employees with a form to request salary progression on 1 May 2015 to ES3-7.
- (ii) Employees seeking to progress to ES3-7 on 1 May 2015 must submit a written request to their principal using the appropriate form. Eligible employees may elect to not submit a request for salary progression and will remain at the Maximum
- (iii) All requests submitted by eligible employees will be considered by the principal. The principal will make an assessment as to whether the employee has satisfactorily demonstrated that the qualifications and experience criteria of a level 3 education support employee have been met.
- (iv) Any necessary salary adjustment will take effect from 1 May 2015, not the first full pay period commencing on or after 1 May 2015.
- (v) Where requests are received after 1 May 2015, any progression (if applicable) will not occur until 1 May 2016, unless exceptional circumstances apply.

[Employee request forms](#) are also available for each type of level 3 work from the CECV website:

- School Administrative Services
- Student Support
- Curriculum Resource Services (General)
- Curriculum Resource Services (Library/AV Services)
- Curriculum Resource Services (Laboratory)
- Curriculum Resource Services (Information and Communications Technology).

Qualifications

Clause 1.3(e) of Appendix 6 of the VCMEA 2013 defines the qualifications and experience of a level 3 education support employee.

Level 3 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- **Completion of a degree** without relevant work experience;
- **Completion of an advanced diploma qualification** and at least one years' relevant work experience;
- **Completion of a diploma qualification** and at least two years' relevant work experience;
- **Completion of a Certificate IV** and extensive relevant work experience; or
- an equivalent **combination of relevant experience and/or education/training.**

The following definitions are also provided:

- **Completion of a degree without relevant work experience**
Degree means successful completion of a recognised degree from a higher education institution, often completed in three or four years, and sometimes combined with a one year diploma.
- **Completion of an advanced diploma qualification and at least one years' relevant work experience;**
An advanced diploma means successful completion of a course at a higher education or vocational educational and training institution, typically equivalent to three years' full-time post-Year 12 study.
- **Completion of a diploma qualification and at least two years' relevant work experience;**
A diploma means successful completion of a course at a higher education or vocational educational and training institution, typically equivalent to two years' full-time post-Year 12 study.
- **Completion of a Certificate IV and extensive relevant work experience; or**
A Certificate IV means successful completion of a course that provides greater breadth and depth of skill and knowledge and is comparable to a two year part-time post-Year 12 or post-trade certificate course.

Certification of qualifications

- Copies of all documentation in relation to qualifications must be provided by eligible employees, except where the school already has these documents.
- Photocopies of the original documents should be certified by the principal.
- Documents in a language other than English must be supplied with an authorised translation.

Relevant work experience

Relevant work experience means experience performing work that includes, or is similar to, the typical duties of an education support employee Level 3 as set out in *Attachment 1* (clause 4 Appendix 6 of the VCMEA 2013).

The duration of relevant work experience required is dependent upon the level of qualification of the education support employee as follows:

Level 3 duties typically require a skill level which assumes and requires knowledge or training equivalent to:

- Completion of a degree without relevant work experience;
- Completion of an advanced diploma qualification and at least **one years' relevant work experience;**
- Completion of a diploma qualification and at least **two years' relevant work experience;**
- Completion of a Certificate IV and **extensive relevant work experience;** or
- an equivalent **combination of relevant experience** and/or education/training.

- The typical duties are examples of activities typically undertaken by education support employees at level 3.
- Education support employees may also undertake other duties which are also appropriate Level 3 duties which are not listed in *Attachment 1*.
- Education support employees are not required to undertake all of the typical duties listed in *Attachment 1*.

Attachment 1 Typical Duties – Education Support Employees - Level 3

School Administrative Services	Student Support	Curriculum Resources General
<ul style="list-style-type: none"> (a) responsibility for the efficient clerical and/or financial administration of a unit; (b) providing designated high level support to senior school leadership, including initiating complex or confidential reports, documents and correspondence; (c) administering the personnel function in a school, including: <ul style="list-style-type: none"> (i) maintaining personnel records; (ii) calculating and maintaining wage and salary records. (d) coordinating and/or administering the general financial operations of a unit; (e) providing high level assistance to a Business Manager/Accountant/Principal in the preparation of supporting data, reports and other documentation for financial/budgetary decision making purposes; (f) responsibility for functions such as: <ul style="list-style-type: none"> (i) preparing the accounts of a school to operating statement stage; (ii) using advanced techniques and methods to analyse and interpret the financial statements and formulating period and year end entries; (iii) monitoring and managing debtors; (g) Co-ordinating the work of School Services Officers. 	<ul style="list-style-type: none"> (a) undertaking specialist intervention strategies requiring advanced training and expertise; (b) coordinating the work of a specialised unit in a school; (c) providing standard professional services within defined organisational parameters under general guidance from senior staff; (d) providing professional reports requiring factual analysis, including assessments and recommendations for consideration by others; (e) providing standard clinical professional services to students within the parameters of school policy and guidelines; (f) conducting basic training and instruction related to the professional field for school colleagues; (g) working as a provisionally registered Psychologist; (h) actively working within and for the school community to assist in creating a culturally inclusive and supportive environment through such duties as: <ul style="list-style-type: none"> (i) engaging actively with parents and local aboriginal or refugee communities, agencies and networks; (ii) assisting in the professional learning of Teachers; (iii) assisting the organisation of cultural activities. 	<ul style="list-style-type: none"> (a) undertaking some responsibility for other Employees in the work area; (b) providing assistance or guidance to other Employees in the work area; (c) exercising judgement and discretion in providing technical assistance in the operation of a library, laboratory, or technology centre; (d) exercising discretion and judgement in assisting students and Employees to access information and to use equipment in a library, laboratory or a technology centre; (e) assisting with the planning and organisation of a laboratory or technology centre and fieldwork; (f) investigating and reporting on the efficiency and effectiveness of system design; (g) conducting training and instruction to school colleagues within the technical field; (h) regularly interacting with a range of external or internal clients to provide advice or specialist information.
Curriculum Resources Specific to Library / AV Services	Curriculum Resources Specific to Laboratory	Curriculum Resources Specific to Information and Communications Technology
<ul style="list-style-type: none"> (a) preparing descriptive cataloguing for library materials; (b) supervising the operation of circulation systems; (c) answering reference and information inquiries, other than ready reference; (d) providing advanced guidance in the use of information systems; (e) producing advanced resource materials e.g. multi-media kits, video and film clips; (f) teaching advanced audio-visual, computer and other technical skills to students and Teachers; (g) searching and verifying bibliographical data where judgement and discretion is involved; (h) assisting with supervision of students in the library where discretion and judgement is involved. 	<ul style="list-style-type: none"> (a) providing technical assistance and advice, as requested; (b) testing of experiments and demonstrating experiments with Teachers. 	<ul style="list-style-type: none"> (a) advising Teachers and students on aspects of information technology and use in the school; (b) supervising and maintaining hardware and software components of a computer network, with appropriate support for users; (c) responding to faults requiring more detailed attention; (d) designing and implementing systems for computer networks and deploying a significant number of computers at a time without guidance.