

REPORT ON THE PAY INVESTIGATION FOR SPECIAL EDUCATION SUPPORT WORKERS

**Prepared by Top Drawer and Pulse HR for the Pay Investigation
Steering Group**

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Appendix 1

Ministry of Education.

Special Education Support Workers - Pay Investigation.

Terms of Reference – 15 May 2008

Background

As part of the government five year plan of action to address pay and employment equity for women in the state sector the Ministry of Education conducted a pay and employment equity review of the Ministry's employees in 2006.

The review was a bipartite process in which the Ministry, NZEI and PSA had a commitment to developing a shared understanding of the gender profiles within the Ministry and of any policies, practices or behaviours contributing to these profiles.

The review was conducted using the process recommended by the Department of Labour Pay and Employment Equity Unit, and was carried out by a review committee comprising of four Ministry management two union members from each union and one official from each union. The committee examined all available data and information to establish whether there are any differences in outcomes for staff by gender.

The Review Committee's response plan and its recommendations were endorsed by the Secretaries' Forum (The Secretary for Education, and the National Secretaries of NZEI and PSA). The response plan was also endorsed by the Ministry Leadership Team.

One of the recommendations from the review was that a high priority be given to a pay investigation for support workers. The recommendation to conduct a pay investigation has been agreed and is supported by the Ministry Leadership Team and the Secretaries Forum – the Secretaries of the Ministry, NZEI and PSA.

A pay investigation steering committee has been convened to progress this work and these terms of reference have been agreed. The terms of reference will also provide the basis for the final report of the investigation.

The Ministry will consult with the State Services Commission and Treasury, and report to the Ministers on progress of the pay investigation. In addition, the Pay and Employment Equity Unit (PaEE) of the Department of Labour will provide advice and guidance.

Special Education Support Workers – The Role

Support workers fall into three occupational classifications:

1. Behaviour Support Workers
2. Communication Support Workers and
3. Education Support Workers

Support workers normally work during the school year which can vary from year to year, but is usually between 38 and 40 weeks. They do not get paid during school

term breaks. They also receive four weeks annual leave (five weeks annual leave after four years continuous service).

The majority of support workers work part time hours and their employment is of a temporary nature:

- Female support workers make up 63% of the Ministry's part time staff and 70% of the Ministry's fixed term staff.
- As at 31 March 2008 the number of support workers currently employed by the ministry was 737 (or 236 FTE) out of a total workforce of 3301 (or 2581 FTE) which equates to 22.3% of total headcount.
- The average hours worked for all support workers is 15 per week, ranging between 0.5 hours and 38 hours per week.
- 97% of support workers are women and 3% male.

The support workers collective agreement provides for rates of pay from \$12.11 to \$16.40¹ on an hours worked basis. The average hourly rate for all support workers is \$14.00 per hour - \$13.89 for women and \$14.53 for men.

During the pay and employment equity review, support workers consistently reported their strong dissatisfaction with their pay rates - through the PaEE staff survey and validation feedback processes. The majority of support workers who participated in the survey and validation process reported that they felt undervalued and largely 'invisible'. Reasons for this included:

- The nature of the work – care work and work with children being perceived as 'women's' work and therefore not requiring any special skill;
- Support Workers predominately work on a part time, fixed term basis and therefore do not feel as though they are part of the Ministry and do not have access to resources e.g. work spaces, email etc that other staff do;
- Formal qualifications are not required for these roles and they are therefore undervalued.

The NZEI/Ministry collective agreement covering support workers expired on 30 April 2008 and planning for the renegotiation of this CA is currently underway. The parties anticipate that progress of this pay investigation will inform bargaining.

Objective of the pay investigation

This pay investigation will be a study of job size and remuneration² in the female dominated occupations of support workers.

The investigation will use a rigorous evidence based approach and be a systematic enquiry into all the factors affecting remuneration and will identify whether, and if so to what extent, gender affects remuneration levels in these female dominated occupations. The investigation will also cover other factors that affect remuneration including market rates, performance payments and other employment conditions.

¹ This rate compares with the current minimum wage of \$12 per hour from 1 April 2008.

² Remuneration includes rates of pay and other forms of remuneration such as allowances and includes mileage reimbursement and travelling time.

The investigation will ascertain whether the total remuneration of support worker jobs is equal to the remuneration of a range of comparator male occupations of equally measured jobs.

Selection of Comparator Occupations

The support worker job is not contained in the Australian New Zealand Standard Classification of Occupations (ANZSCO). The steering committee compared a number of occupations contained in the ANZSCO with the support worker job. Occupations that were similar to support workers were:

- Therapists aide
- Teacher aide
- Educational aide
- Personal carers and assistants

All were skill level 4 and it was agreed by the committee that support workers would be classified as skill level 4.

The steering committee agreed the following criteria would be used to determine comparator roles:

- size (largish numbers)
- ability to access information from another organisation and relevant union (through collective agreements etc)
- people focused (carer) roles

Using the above criteria, the steering committee identified and ranked seven possible comparator roles as follows:

Criteria	Hospital Orderly	Prison Officer	Baggage Handler	Chauffeur	Bus Driver	Store Person	Truck Driver
Size	√	√√	√	/	√	√	√
Access to info	√√ (SFWU)	√√ (PSA)	? EPMU	√ (PSA SFWU)	?	?	?
People focus	√√	√√	X	√	√	?	X
	2	1		3	4		

After seeking advice from the PaEE unit and external experts, two male dominated comparator occupations were selected for this investigation. These are:

- Hospital Orderly

- Corrections Officer

Scope of the pay investigation

The scope of the pay investigation is all special education support workers employed by the Ministry of Education - specifically Education Support Workers (ESWs), Communication Support Workers (CSWs) and Behaviour Support workers (BSWs).

The PAEE review conducted in 2007 found that special education support workers are a group of Ministry employees that have specific pay and employment equity issues.

The committee agreed that a pay investigation is the best way to address a number of issues identified for this group throughout the review. These include the following for support workers:

- Low pay rates
- Lack of recognition of relevant qualifications
- Training and development
- Career development
- Precarious Employment status – part time/fixed term tenure
- Lack of access to Ministry resources
- Lack of ability to participate within the Ministry

The pay investigation will:

1. explore all factors affecting remuneration and will identify whether, and if so, to what extent gender affects remuneration levels in these female dominated occupations;
2. cover other factors that affect remuneration including market rates, performance payments and other employment conditions;
3. ascertain whether the total remuneration of support worker jobs is equal to the remuneration of a range of comparator male occupations of equally measured jobs.

The Equitable Job Evaluation system developed by the Department of Labour's PaEE Unit will be used to measure support worker jobs and compare them with appropriate comparator occupational groups. The Equitable Job Evaluation is an analytical points factor system which has 12 factors broken into three subgroups or families. These are:

Skills: Knowledge, problem solving, interpersonal and physical

Responsibility: People leadership, Resources, Organisational outcomes, Services to people

Demands: Emotional, Sensory, Physical, Working conditions.

In addition the internal job evaluation system used by the Ministry of Education, the Watson Wyatt Compers process, will be used as an initial indicator of the support workers job size. This measures job size by the following nine factors:

	FACTOR	DEFINITION
Factor 1	Influence on the organisation's mission and end results.	The level of responsibility and accountability within the organisation and span of influence on the organisation's overall strategic and operational direction

Factor 2	Impact on the organisation's mission and end results.	The type of impact the jobholder exercises on the outputs of the organisation. The nature of contribution the jobholder makes on the organisation's front line products, services or end results.
Factor 3	Problem complexity	The nature of problems or challenges encountered by the jobholder and the level of analytical and/or creative thinking processes required to solve these.
Factor 4	Scope for problem solving	The level of freedom / discretion the jobholder has to resolve problems, and how much it is constrained by organisational policies and practices.
Factor 5	Breadth of functions and activities	The variety and range of functions and activities undertaken by the jobholder along with the physical 'spread' of the role.
Factor 6	Supervision or leadership responsibility	The nature of supervision / leadership skill required and the number of staff or other personnel involved.
Factor 7	Interpersonal skills	The nature and frequency of communication and interpersonal skills required to meet the internal & external demands of the job.
Factor 8	Knowledge requirements	The knowledge level required to achieve competent performance in the job given experience in Factor 9.
Factor 9	Experience requirements	The experience required to achieve competent performance in the job given the knowledge level in Factor 8.

The target group are a significant proportion of the Ministry's workforce. The consequences of any pay inequity will have an effect on the Ministry's funding and its bargaining strategy.

For NZEI this is a significant group of members and any pay inequity, if identified, will need to be addressed through bargaining.

The implementation of the findings of the pay investigation are outside the scope of this pay investigation.

Pay investigation process

This pay investigation is the first in New Zealand and while there are no precedents to draw on, the process will follow the guidelines established in CAB Min (06) 15/3.

To assist with the process two external consultants – Janice Burns, Top Drawer Consultants, and Lyndy Young, Pulse HR, have been appointed.

Project Steering Group

A project steering committee will be established to oversee and provide governance to the pay investigation. The steering committee will produce a report containing recommendations for consideration by the Secretaries' Forum and for approval by the Ministry of Education Leadership Team. This committee will consist of:

- An external consultant/project manager to manage the investigation
- An NZEI advocate representative
- Two NZEI support worker representatives
- An HR representative

- Two Ministry management representatives
- A Pay and Employment Equity Unit representative

The project steering committee will be chaired by the HR Manager Employment and relationships.

Details of the relevant experience of the consultant and committee members are:

- The key criteria for the selection of the external consultant would be their demonstrated expertise and experience in equitable job evaluation methodologies, job analysis and ability to work in bipartite project environment with employers and unions
- Both NZEI support worker members have been active union members for some years and been involved in collective agreement negotiations. Both are well known and trusted by support workers.
- The NZEI advocate representative was involved in the Ministry's pay and employment equity review and is also involved in the school compulsory sector pay and employment equity review.
- The HR representative is familiar with the role of the support workers and their working environment.
- The two ministry management representatives are knowledgeable of the role of support workers.
- The Pay and Employment Equity Unit representative as implementer of the pay and employment equity plan of action will provide technical advice and guidance throughout the process of the pay investigation. The P&EE Unit is also responsible for a review of the EJE system.

Consultation with Key Stakeholders

The Ministry will consult with the State Services Commission and Treasury on a regular basis throughout the pay investigation process. SSC will also have a key role in negotiating access to comparator groups.

The Director-General of Health, as Leader for the Health Sector will be kept informed of progress on a regular basis.

Project Approach

Stage one: Familiarisation and final decisions

- Meet with the project steering group
- Gain in depth understanding of the SESW roles (skill levels, remuneration, training, market conditions, recruitment and retention, employment conditions etc)
- Final decisions on number and nature of comparators
- Gain understanding of the comparator occupations (skill levels, remuneration, training, market conditions, recruitment and retention, employment conditions etc). Need to also identify any other factors that affect remuneration
- Understand Ministry's communication plan
- Develop common understanding of project process (who does what etc)
- Develop final project plan
- Liaise with PEEU

- Negotiate with PEEU over use of EJE

Stage two: Locate job holders and comparators

- Identify willing organisations for comparator occupations
- Identify managers of comparator roles willing to undertake verification of job information
- Identify job holders for interview
- Obtain up to date job descriptions

Stage three: Training

Ministry staff will work with the external consultants in data gathering and job evaluation stages. Training will be provided to data gathers and evaluation committee members using the established EJE training package for data gathers and evaluation committee members.

Stage four: Gathering job information

- Conduct interviews
- Develop 'composite job description' (EJE questionnaire) for each role (done by the consultants)
- Verify job information with job holders and managers

Job information will be gathered:

- through a combination of small focus group sessions of three or four job holders each, and face to face interviews with individual job holders;
- from job holders located in different geographical locations – rural. Urban, north island, south island;

Occupational data on Corrections Officers has recently been gathered (using the Equitable Job Evaluation System - EJE) for a job evaluation exercise. It is proposed that we use this data subject to validation by appropriate Corrections' managers. Data on the Hospital Orderlies will be gathered through the standard EJE methodology. A similar approach will be used to gather job information to that set out above for the support workers.

The consultants will participate in the data gathering as a quality check.

Stage five: Collation/confirmation of job information

- Collate information for evaluation committee
- Prepare necessary documentation for committee

Stage six: Evaluation with EJE

A job evaluation committee will be established and facilitated by one of the external consultants. The second external consultant will provide quality assurance for the evaluation process. Based on the knowledge that evaluation of 5 roles could take up

to 3 days, the evaluation committee may be required to meet more than once to evaluate all three support worker roles.

The job evaluation committee will use the following job evaluation system:

- The equitable job evaluation (EJE) system developed by the PaEE Unit of the Department of Labour.

In addition, the Ministry also has its own system of evaluating jobs that fall within the Ministry's A and B remuneration bands. This system has never been used for special education support workers. It is intended to use this system to compare the results with the EJE system.

Stage seven: Documentation of results

- Complete evaluation profiles
- Draft preliminary EJE findings
- Examine other JE system results and compare
- Identify and explain differences between system outcomes
- Consider other factors impacting on remuneration
- Develop conclusions

Stage eight: Final report

- Develop draft report
- Review by committee
- Final report

Communications Plan

The communication plan for the pay investigation will be developed by the steering committee in consultation with the communications unit of the Ministry.

It is envisaged that an initial communication will go to all support workers and their managers advising the commencement of the pay investigation, proposed timeline and project methodology. During the course of the pay investigation, regular updates will go to support workers and their managers to keep them informed of progress being made.

A final communication, detailing the findings of the investigation and its recommendations, will go to managers and staff on completion of the project.

The full communications plan will be developed (with assistance / advice from the Ministry's Communications Group).

Timeframe

March 2008: An RFP process to select the external consultant/s completed.
Advice from DoL PaEE unit obtained.

April 2008:	Confirmation of comparator occupations. Terms of reference finalised. Consultation processes with DoL PaEE unit and SSC agreed. Options for project resourcing and completing the pay investigation discussed. Preliminary project planning has commenced. Initial communication to support workers and managers
May 2008:	Ministry Leadership team briefed and sign off terms of reference. Project steering group convened. Data gathers and evaluators confirmed and training completed.
June 2008:	Data gathering commences Meeting of steering group to review progress
July 2008:	Data gathering continues / is completed The proposed completion date will be 31 July 2008
August 2008:	Composite questionnaire/s developed and validated
September 2008	Job evaluation processes completed Outcomes from job evaluation process documented
October 2008	Review of factors impacting on remuneration Report of steering group completed Steering group report and recommendations presented to Ministry/NZEI/PSA Secretaries Forum Steering group report and recommendations presented to Ministry Leadership Team. Final communication/s prepared and distributed.

Reporting on the Pay Investigation

The report from the pay investigation will be received by:

- The MOE/NZEI/PSA Secretaries' Forum
- The NZEI National Executive
- The Ministry's Leadership Team
- Support Workers (as key stakeholders)

The report will include a detailed summary of the findings of the pay investigation and recommended response/s to these. The report will also contain an analysis of any options presented, with cost and funding implications. This may include a statement in respect to the level and phasing of a remedial pay settlement (if appropriate).

The report may be the subject of bargaining depending on the timing of the commencement

Appendix 2

Department of Labour
TE TARI MAHI



Pay and Employment Equity Unit

**Equitable Job Evaluation
Questionnaire**

**Confidential
For Information only**

Job Number: Composite

Position: BSW

Team/Department: All

Organisation: Ministry of Education

Date July/August 2008



This questionnaire provides a means for you as the jobholder to provide information which will supplement the position description, enabling the job evaluation committee to better understand the job when conducting a job evaluation.

This questionnaire is not designed to assess the current performance or abilities of you as the jobholder, but seeks to identify all of the skills, responsibilities and demands required to perform your job properly. In the Knowledge Skills factor section, for example, the level of knowledge possessed by a particular jobholder may not actually be required to do the job. What is important is to consider what is actually required by the job.

The questionnaire is divided into three sections as follows:

- o Skills
- o Responsibilities
- o Demands/Conditions

General Instructions

This questionnaire may be completed by either the jobholder or a manager, supervisor or other knowledgeable person (where the job is vacant). Where the jobholder completes the questionnaire the manager or supervisor of the position should review it for completeness and accuracy.

Where possible the completion of the questionnaire should be facilitated by a trained data gatherer.

You may request to see a copy of the Equitable Job Evaluation Factor Plan. The factor definitions and guidelines at the start of each factor will help you fill in this questionnaire.

Try not to understate or overstate your responses. Be straightforward and objective. Where possible, please provide examples from your actual work.

Please base your answers on typical work assignments and responsibilities over an entire year. Do not include "once in a blue moon" activities.

Your Current Position Description– Is it Accurate?

This questionnaire is designed to be used in addition to your position description which is attached. Please review the position description and make changes where you feel it is appropriate. You may make these changes either through writing on an additional sheet of paper or making changes directly on the position description. (Please note this does not officially change your position description).

Thank you for your assistance in completing this questionnaire.

SKILLS



1. Knowledge skills

- a. Describe the level of knowledge required to competently perform your job; including:
- numerical and literacy skills
 - professional skills, concepts, ideas, fields of endeavour
 - other cultures or languages
 - theories, techniques, policies, procedures and practices
 - activities, processes, procedures or methodologies
 - equipment, machinery, instrumentation or other technical materials.

Type your answer in the shaded area:

Literacy and numeracy sufficient to read manuals , stories to children, record observations, read and follow the Individual Behaviour programme (IBP) for a child.

Also sufficient to support a child in their school work e.g. reading, writing and maths up to age 14 years.

Knowledge of different children's' needs and conditions both environmental (learned behaviour) and/or medical e.g. ADHD, Aspergers, reactive attachment disorder. Need to understand different behaviour management techniques and how to apply them.

Need to understand how children learn and how you can support their learning new skills e.g. fine motor skills.

Need to have an understanding of Maori and Samoan cultures and others so you can work well with children from that culture.

Need to know how to do observations of the children you are working with. What are the important things to look for and record.

Computer skills - e.g. internet, email and word processing for when you are working in the office.

- b. What job-related work experience (both paid and unpaid) is necessary to perform your job competently? Please be specific as to the nature and level of experience.

BSW's come from a variety of backgrounds, but generally all have had experience working with children (paid or unpaid). A lot have come from being teachers aides, some are parents, some have had experience as residential care givers, mental health workers, scout leaders etc.

They need to have the right sort of temperament - patient, calm and a positive attitude to life. Need to have learnt not to over-react and to take things as they come

- c. Are there any formal qualifications and/or training required for a person to hold your job? Are there any formal licences, certificates or other qualifications required? If so please specify and note whether they are only desirable or an essential requirement, for example a driver's licence is required for any job that involves driving, but being an Associate Chartered Accountant may only be desirable for an assistant accountant.

No formal qualification except for a driver's licence.

There is on the job training and induction programme that a BSW goes through. When they first start the BSW would work very closely with their Lead Worker, and the Lead Worker would usually spend the first week with The BSW. They receive training on how to observations, and specific

*intervention techniques. Also receive training on non-violent restraint, specific medical conditions etc. There are also training programmes being offered on an ongoing basis e.g. the effects of P, Getting beyond the F*** You.*

2. Problem Solving Skills

- a. What kinds of problem solving, analysis, interpretation, evaluation, diagnosis, reasoning and creativity are required in your job?

Need to be able to 'read' what is appropriate with the child and anticipate when a problem is coming up. Looking at the progress of the child and making recommendations as to the next steps. Spending more time in class with other kids.

The details of the instruction from the key workers vary and so you do have to 'read between the lines' and make decisions.

Need to have judgement about how far to 'push' a child when they are in a particular mood or are capable of violence.

Each child presents different issues and need to decide how to handle situations on a case by case basis

Need to always be thinking ahead, trying to evaluate what response the child is going to have, you have to be aware of the wider environment and what impact that may have. have to choose what activities are going to work best when.

Sometimes BSW's will make adjustments to the IBP based on how the child is responding to the IBP. But they will always inform the Lead Worker and discuss any proposed major changes with the Lead Worker.

With observations need to decide what are the important things to record to assist the Lead Worker in developing the IBP.

- b. Give examples of the biggest or most challenging problems you would typically encounter in your job.

Working for 30 hours a week for 2 years with a boy with foetal alcohol syndrome in a room on their own doing correspondence - trying to keep him motivated and learning.

Dealing with the complexity of teh relationships - adult to adult as well building relationships with children who often don't want you there. Need to have a "bag of tricks" on how to get a child to work and behave. We are also often sharing these "tricks" with the teachers and teachers aides.

- c. What, if any, research or analysis is required to solve these problems?

Will sometimes look things up to find out more

- d. Are these "most challenging" problems re-occurring and familiar, or are they quite new each time? Are your solutions to these problems usually of a similar nature or are they different each time?

The problems are different with each child - and so are the approaches to sorting them out. Currently working with an autistic boy - interaction is different than with other children

Often working with kids who don't want you there - have to help them want to learn and participate

- e. What resources are available to help you resolve problems? For example, manuals, policies, guidelines, work practices, professional standards, expertise of others.

Often having to make decisions and problem solve on the spot. We have policies, manuals and IBP which provide clear guidelines on what we can and cannot do but you don't have to consult them on the job.

Any big problems would be referred to the Lead Worker.

Any immediate problems that cannot wait for the Lead Worker would be referred to the School Principal.

Can get help from the key worker and the training in the holidays provides material on different topics.

- f. What are the types of problems you would refer to your manager/supervisor? Please provide an example of the type of problem that goes beyond your authority or responsibility to deal with.

Any issues of violence that have arisen with a child I am working with. Also any problems that may be occurring with the child's teacher, for example some teachers just don't want to work with the child and are not supportive of our role as the BSW - sometimes they just want us and the child out of their classroom.

3. Interpersonal Skills

a. List below the most important relationships connected with your job you have with people both inside and outside the organisation and describe the nature or purpose of those contacts. The purpose may include such things as:

- exchange information
- give advice
- motivate, guide, instruct or train
- empathise, reassure or counsel
- negotiate, persuade
- influence and/or gain the cooperation of others

Most Frequent Contacts

Type you answer in the shaded area:

Contact (Job Title or type of contact for examples clients, patients, and others)	Purpose of the Communication
<i>Child ages 5 - 14 years</i>	<i>Assist them to learn - motivate them. Sometimes trying to control them - get them to control their behaviour. Assist them in developing appropriate social interactions</i>
<i>Teachers and Teachers' Aides</i>	<i>Help them deal with the child. Exchange information e.g. what has happened that day. Modelling ways to work successfully with the child, how to manage inappropriate behaviour, how to redirect behaviour and how to pick up on the triggers of behaviour.</i>
<i>Parents</i>	<i>Exchange information at pick up and drop off. Most of the time let the parent do the talking, any real information on the child you are working with has to come from the teacher or</i>

	<i>Lead Worker.</i>
<i>Lead Worker</i>	<i>They are my supervisor for the child I am working with. Discuss observations and progress against the IBP. Discuss any changes to IBP.</i>
<i>Other children in the class</i>	<i>Help them if needed. May involve them in group activities. Making sure they are safe from harm from the child I am working with.</i>
<i>Principal</i> <i>Counsellors, Child Adolescent and Family Services</i>	<i>In a crisis situation I would call upon the Principal to assist e.g. extreme violence</i> <i>We sometimes may be asked for input to assist in therapeutic sessions</i>

- b. How critical are your interpersonal skills to successful performance in your job?

These skills ARE the job - to get the kids to want to do something - to be more motivated. Need to get close to the child but not too close - because at some point you will need to withdraw (they move schools, they turn 14 etc) - have to be very sensitive.

These are the most challenging kids to work with socially in the school setting as they do not have appropriate

social skills and most have severe and challenging behaviours around aggression. You are there to build a relationship with them, to try and modify their behaviours and help them learn more appropriate behaviours, to try and keep them in the classroom and on task so they can learn. Often these kids don't know how to make friends, how to talk to people, they take offence very easily, are not empathetic and don't understand social nuances, and are more often than not physically and verbally aggressive. We have to use our interpersonal skills to try and turn this around.

You need to gain the trust and respect of the child you are working with and the teacher. Often a child will "test" you to see whether or not you have got what it takes to work with them and you need to be able to gauge how hard/soft you have to be with them. Often no real progress will occur until there has been a major incident.

- c. Is the subject matter being communicated straightforward, complex, sensitive, confidential, unwelcome or otherwise notable? Please provide typical example(s) of the most critical communications.

Sometimes the actual school curriculum stuff is hard and the child has barriers to learning.

The child can also be completely resistant to you. Where there are behavioural problems they won't want you to 'interfere' with what they want to do. You need to be able to be able to have the interpersonal skills to turn this around, read and anticipate situations before they occur redirect negative behaviours and reinforce positive ones. Know when to be hard and when to be soft and throughout it all stay calm. You want the child to learn the benefits of doing things differently

Often the communication is in a conflict situation, the child wants or is doing something they should not be doing.

- d. Does your position require you to interact with people of other cultures than your own? Please provide details of what other cultures, the people with whom you are interacting and the nature of the interaction, for example, casual social contact, formal negotiations, ceremonial, and others.

Yes, have had to work with children from different cultures - just need to be aware of what works for them. We get some training in this

- e. Do you need to speak another language to interact effectively? Please state the language(s).

No

4. Physical Skills

- a. What physical skills are required to competently carry out your job? Consider manual dexterity, hand eye co-ordination, co-ordination of limbs, manipulation and flexibility skills. Please list these physical skills below and how they are used in your job; for example, keyboard work, heavy lifting, manipulation of people or objects, work with instrumentation, equipment or machinery, surgical procedures.

Physical Skill	Application in your Job
<i>Being active</i>	<i>Often have to take time out with kids and do things like shoot hoops etc</i>
<i>Driving</i>	<i>To go between the different schools</i>
<i>Non violent restraint</i>	<i>Need to know how to restrain a child so they</i>
<i>Computer skills</i>	<i>Reading email, internet research</i>

- b. Did you require any special training to acquire these physical skill(s)? Please provide details of the appropriate training.

Training on non-violent restraint

- c. Is there a need for a high level of precision in applying any of these skills? If yes what skill and why?

When restraining a child you have to make sure you do not hurt them or frighten them. We let them know what we are going to do before we do it, unless there is not time.

- d. Is there a high demand for speed using these physical skill(s)? Please provide details.

You need to be able to react quickly otherwise someone may get hurt.

RESPONSIBILITY



5. Responsibility for People Leadership

- a. Please list the jobs (and numbers of people in each job) reporting directly to you or provide a copy of the organisation chart that shows these jobs clearly.

None

Do you assume occasional leadership or directional responsibility for other jobs, for example, contractors, consultants, project team members or volunteers? Provide examples.

No

- b. For staff reporting to you, what issues can you resolve yourself and what is referred to your manager for approval? For example, employment of new staff, taking disciplinary action (including firing staff), making salary adjustments, negotiating employment agreements, assigning work, reviewing performance.

N/A

- c. If your job does not have line management/leadership responsibilities do you have occasion to influence the work of others in any of the following ways:

- coordination, work planning and allocation
- checking and evaluating the work of others
- training
- development, mentoring coaching or guiding others
- providing leadership/guidance on organisational or professional issues/outputs
- getting consensus/co-operation
- setting professional standards

Please provide job related examples of the type of influence required and who you are influencing. Note that this may include both other employees and people outside of your organisation.

Some of the BSW's are expected to model behaviours to teacher aides and sometimes even teachers. They will use their influencing skills to model alternative ways of working with the child.

Responsibility for Resources

Physical and Information Resources

- a. What resources are you responsible for, including equipment, plant, tools, instruments, building or other assets; information, data and records etc?

Information about the children and their families. Some of this is written - may have physical access to a child's file for a while, some of it is stuff you hear or are told about.

Also responsible for the behavioural observations for the child you are working with.

Sometimes will use resources from the Ministry e.g construction toys, puzzles.

- b. What is the nature of your responsibility for these resources? For example handling, cleaning, maintenance and repair, security and confidentiality, deployment, purchasing and replacement authority, development of resources, issuing, tracking, preserving, protecting, storing, collation, controlling access and quality control. Please give examples.

Have to maintain confidentiality of personal information.

Recording of behaviour observations during the day.

Financial Resources

- c. Are you responsible for handling, spending, allocating, authorising, saving, or making money? For example, cash, vouchers, debits and credits, credit card payments, invoices, budgets, grants, benefits and incomes and revenue. Please give examples.

No

- d. What is the nature of your responsibility for financial resources? For example, correctness and accuracy, safekeeping, confidentiality and security, deployment, cost control and budgetary responsibilities, revenue generation.

Nil

6. Responsibility for Organisational Outcomes

- a. What are the primary outputs, services, objectives or mission of the organisation you work for? If a multi-functional organisation, you may give the outputs of your branch, business unit, department or other major unit.

The primary objective is to help children to learn and develop to their potential.

Special education looks to support that learning for children who may have difficulty either because of medical, behavioural or learning difficulties.

- b. How does your job influence or contribute to the outputs specified above?

I work with children between the ages of 5 and 14 years who have been identified as having behavioural issues which are impacting on their ability to learn and participate in the school. The child may have medical, behavioural or learning difficulties or all three.

My role is to work with them and to assist them in learning more appropriate behaviours, to help them participate in as much of the classroom activities as possible and to stay on task. Some children are at the point where they cannot work successfully in the classroom so the work will be one-to-one outside the classroom with another person working in the same area.

- c. How much freedom do you have to influence or make decisions/changes within the organisation and what is the impact? Please provide examples.

Each child has an IBP which sets out the learning (educational and behavioural) goals. This is set by and reviewed by the Lead Worker based on the observations. The BSW's job is to apply the IBP on a day to day basis. However there are times when changes to the IBP are required, more experienced BSW's will make these changes and inform the Lead Worker. However any significant changes would be discussed and agreed with the Lead Worker before being implemented.

- d. To what extent are you responsible for end service delivery in your organisation? How much of the service outputs noted above are

you responsible for? Please provide examples and include the range of this responsibility. For example, own work performance only, performance of a unit division.

I am responsible for my own work performance, there is no one supervising me on a daily basis. This is the front line – we are working directly with the children who need Special Education support.

8. Responsibility for Services to People

This factor looks at whether your role provides a direct service to people; this might include patients, customers, children, clients, members of the public, and other staff within the organisation.

- a. What services do you provide directly to people/clients/customers? Please provide examples.

I help children learn and be able to be part of the school system

- b. How often are you required to provide these services?

All the time

- c. Do the service needs of the people vary or change over time? Please give details.

Have worked with a whole range of different children and also the needs of each child changes over time depending on how their behaviour has changed. This may be a result of our work, an improvement or may be as a result of things outside our control – medical or environmental. By doing the observations we pick up on these changes.

- d. Are you required to make an assessment of the needs of the people you are providing the service to? Please give details.

I have to observe how they are doing - whether they are making progress - then report to the key worker

- e. What impact does this service(s) have on the recipient(s) of the service?

For some kids it makes a big difference - you can see the changes. Depends on the child.

DEMANDS/CONDITIONS



Emotional Demands

Consider the emotional demands arising from working with or having contact with people in your job. This may be through dealing with people who require some form of care, protection, attention, instruction or assistance. It can also come from the demands of work with people that is inherently stressful or frustrating, which is likely to cause distress to you, such as people who are terminally ill, very frail, at risk of abuse or seriously disadvantaged in some other way.

Do not include stress arising from working with colleagues or other staff, or from one off unexpected events, for example, closing down of an office, deadlines and/or high workloads.

- a. What are the most emotionally demanding situations you encounter in your job? In the table below, please list the situations from most demanding to the least and state how frequently these situations occur.

Frequency Scale

A. Occasional, perhaps on a daily basis, but less than a 1/3rd of the time

B. Frequently, everyday for more than a 1/3rd of the time

Emotional Demand	Frequency
<p><i>You are working with children who come from very stressful situations on a daily basis, they have medical conditions, come from a home where they see violence or where there is not enough food. We are trying to make school the "safe place". You spend a lot of time with these children and it is inherently stressful because you are working in conflict situations for much of the day. You are trying to get children to do something they don't want to do or to change their behaviour. Many of these children have aggressive behaviour and can be both physically and verbally abusive.</i></p>	<p>B</p>
<p><i>People leave this job because it is stressful - big turnover</i></p>	

- b. What other significant emotionally demanding situations do you encounter in your job?

Sometimes it is not just with the children but with the teacher. The teacher may not want you or the child in their class. Also when anything bad goes wrong the child you are working with is always at fault (even when they are not).

Sensory Demands

Consider the nature, level, frequency and duration of the demands for intense sensory attention. This could include activities such as listening, comprehending, watching, driving or thinking when applied in combination with one or more of the five senses (sight, taste, smell, touch and hearing) to a degree that results in mental/sensory fatigue.

- a. What activities in your job call for high sensory attention? In the table below please list the situations in order from most demanding to the least and state how frequently these situations occur.

Frequency Scale

A. Occasional, perhaps on a daily basis, but less than a 1/3rd of the time

B. Frequently, everyday for more than a 1/3rd of the time

Sensory Demand	Frequency
<p><i>Watching. listening, sensing</i></p> <p><i>You will be sitting in the back of the class watching your child in class and then you can just feel that something is about to happen - a small movement, not paying attention, looking around etc - and then you have to act quickly before anything 'blows'</i></p> <p><i>One way or another, you are always watching and thinking you can guarantee that something will happen if you are not paying attention</i></p> <p><i>You need to know and look for the triggers that may set a child "off".</i></p>	<i>B</i>
<i>Driving need to be alert</i>	<i>A</i>

- b. If your attention was interrupted during these high sensory attention activities what would the impact be?

You could have an accident if driving.

If you are not paying attention when you are with a child someone could get hurt.

11. Physical Demands

Consider the nature, level, duration and frequency of the physical demands of your job, beyond light physical effort normally required for day to day movement. Physical demand covers physical strength and stamina as well as the physical demands made by strenuous or repeated use of muscles (including fine muscle movements).

- a. What physical activities do you engage in as part of your job? In the table below please list the physical activities and state how often these physical activities occur.

Frequency Scale

A. Occasional, perhaps on a daily basis, but less than a 1/3rd of the time

B. Frequently, everyday for more than a 1/3rd of the time

Physical Activities	Frequency
<p><i>Sometimes need to be physically active when children need to let off some steam e.g. play soccer,</i></p> <p><i>Sometimes need to be able to run to catch up with your child if they have decided to run away.</i></p>	A
<p><i>Non violent restraint – when you have to hold them it can be very physically demanding</i></p>	A

- b. How often or easily are you able to take a break from these physical activities by your own choice?

Usually dictated by what child needs at the time. If you are restraining them you can be in that position for a long time

- c. Describe any activities you do that require you to work in an awkward position or confined space for an extended period of time?

When you are restraining a child you may be in that position for a long time

12. WORKING CONDITIONS

Please describe any hazardous, disagreeable or unpleasant conditions that you have to work in and provide job related examples in the table below.

Please note the frequency. That is, how often and for how long you have to work in these conditions in the column provided.

Frequency Scale

A. Occasional, perhaps on a daily basis, but less than a 1/3rd of the time

B. Frequently, everyday for more than a 1/3rd of the time

Examples of Conditions	Yes/No If yes provide work related example	Frequency
Weather	<i>Outside doing exercises</i>	A
Extremes of Temperature		
Dust		
Dirt		
Fumes	<i>Not all children are that clean</i>	A
Poor Lighting		
Human or Animal Waste		
Risk of Illness or Injury	<i>physical aggression directed at you – spitting, biting, being hit, stabbed with scissors or a pencil</i>	B – if the child you are working with is very physically violent
Ventilation and/or Safety		

Hazards.		
Other		

IN CONCLUSION

Is there anything else you would like to add which will help in understanding your job?

You have to celebrate the small victories or successes - grab them while you can

You have to be resilient and a positive person otherwise the job would get you down.

You have to be able to get past the F You!***



Have you attached your reviewed position description?

Thank you for your time and assistance

Appendix 3



Pay and Employment Equity Unit

**Equitable Job Evaluation
Questionnaire**

**Confidential
For Information only**

Job Number:

Position: ESW- composite

Team/Department:

Organisation: Ministry of Education

Date August 2008



This questionnaire provides a means for you as the jobholder to provide information which will supplement the position description, enabling the job evaluation committee to better understand the job when conducting a job evaluation.

This questionnaire is not designed to assess the current performance or abilities of you as the jobholder, but seeks to identify all of the skills, responsibilities and demands required to perform your job properly. In the Knowledge Skills factor section, for example, the level of knowledge possessed by a particular jobholder may not actually be required to do the job. What is important is to consider what is actually required by the job.

The questionnaire is divided into three sections as follows:

- o Skills
- o Responsibilities
- o Demands/Conditions

General Instructions

This questionnaire may be completed by either the jobholder or a manager, supervisor or other knowledgeable person (where the job is vacant). Where the jobholder completes the questionnaire the manager or supervisor of the position should review it for completeness and accuracy.

Where possible the completion of the questionnaire should be facilitated by a trained data gatherer.

You may request to see a copy of the Equitable Job Evaluation Factor Plan. The factor definitions and guidelines at the start of each factor will help you fill in this questionnaire.

Try not to understate or overstate your responses. Be straightforward and objective. Where possible, please provide examples from your actual work.

Please base your answers on typical work assignments and responsibilities over an entire year. Do not include "once in a blue moon" activities.

Your Current Position Description– Is it Accurate?

This questionnaire is designed to be used in addition to your position description which is attached. Please review the position description and make changes where you feel it is appropriate. You may make these changes either through writing on an additional sheet of paper or making changes directly on the position description. (Please note this does not officially change your position description).

Thank you for your assistance in completing this questionnaire.

SKILLS



4. Knowledge skills

- d. Describe the level of knowledge required to competently perform your job; including:
- numerical and literacy skills
 - professional skills, concepts, ideas, fields of endeavour
 - other cultures or languages
 - theories, techniques, policies, procedures and practices
 - activities, processes, procedures or methodologies
 - equipment, machinery, instrumentation or other technical materials.

Type your answer in the shaded area:

Literacy and Numeracy skills sufficient to read manuals, assessment reports on the child, complete observations and incident forms, read and follow the Individual Plan (IP) for a child, record observations and take daily notes on what I did with each child in each strand of the curriculum.

Need to understand and work with pre-literacy skills - using play to help child learn and communicate. Need to understand activity based intervention. Need to know how to establish a rapport, trust and confidence with young children.

Receive on the job training from the Early Intervention teacher as well as attending workshops e.g. on Autism, Language and Communication, Speech, Behaviour management.

Have to know and have some understanding of the curriculum for early childhood education, we work within

the 5 strands of Te Whaariki - Wellbeing, Communication, Belonging, Contributions and Exploration.

Have to know about and be able to work within the different cultures and philosophies of the different types of centre e.g. Montessori, Religious, kindergartens, Kohanga reo, Aoga Amata etc

Knowledge of the different children's needs and conditions that you are working with e.g. Aspergers, Autism, Downs, Cerebral palsy, Spina Bifida, Quadraplegia and behavioural, non verbal or language difficulties. There are particular terminologies/vocab for the different conditions that we need an understanding of.

May require specific training for a specific child's medical conditions e.g. seizures and how to respond

Know about the policies and practices of the early childhood centre you are working in including hygiene routines - dealing with runny noses, sores etc

Time management skills - to keep to allocated time for each child and get through the activities.

Need to understand how children learn and how to scaffold their play so they are learning new skills.

Knowledge of basic sign language and Makaton is helpful.

Need to understand what you can and cannot do as an ESW - covered in the Manual - very detailed.

- e. What job-related work experience (both paid and unpaid) is necessary to perform your job competently? Please be specific as to the nature and level of experience.

Experience working with young children as a parent, voluntary work e.g. playcentre, scouts etc or paid employment. ESW's have a variety of backgrounds - including teaching, teacher aide, playcentre qualification, mother help at Kindy or themselves having a child with a disability.

It is a job where the learning is ongoing - to understand the issues for particular children - including behavioural, developmental or medical conditions. Get instructions and information from the lead workers on an ongoing basis. There is an induction period with the lead workers and they support work with each child at a minimum three times a term. Have regular sessions with LW and ongoing training through meetings or (in some offices) one day training in each school holiday.

- c. Are there any formal qualifications and/or training required for a person to hold your job? Are there any formal licences, certificates or other qualifications required? If so please specify and note whether they are only desirable or an essential requirement, for example a driver's license is required for any job that involves driving, but being an Associate Chartered Accountant may only be desirable for an assistant accountant.

There are no formal education requirements

Problem Solving Skills

- a. What kinds of problem solving, analysis, interpretation, evaluation, diagnosis, reasoning and creativity are required in your job?

The ESW needs to be able to plan ahead and work out ways for severely disabled children to take part in the activities in the centre. Need to be pro-active. Need an analytical approach to the job - constantly evaluating what is happening and the responses of the child to the activity.

Always looking for new ways for children to learn a simple task. Finding out what interests them and using this in the learning.

Constantly thinking ahead - reading a child's reactions/mood to anticipate what will happen next. Need to use judgement to respond quickly to situations that may endanger yourself or others and to know what to say to help turn what is potentially a bad situation around.

Judgement also to know when to say something and when not to - to let things go for a little longer.

- b. Give examples of the biggest or most challenging problems you would typically encounter in your job.

Constantly having to think about what it is you are doing and making changes based on the reactions from the child you are working with. How to keep a child motivated and on-task for the time you are with them.

Working with some teachers who do not understand your role or do not support your role or the child at the centre. The child's IP may not be adhered to when the ESW is not at the centre

Involving other children with your child in ways that are safe and productive. Facilitating social interaction for children with few social skills.

Balancing the needs of the child; the centre staff and parents.

- c. What, if any, research or analysis is required to solve these problems?

I spend time on the internet researching different ways of helping a child to learn a new skill. Read material provided by the Lead worker

- d. Are these "most challenging" problems re-occurring and familiar, or are they quite new each time? Are your solutions to these problems usually of a similar nature or are they different each time?

The problems are particular to the child you are working with, sometimes you may have worked with a child who has had similar problems and in that way they are familiar. Also some of the issues will be re-occurring with a child. Children who are making slow progress - you may need to go over and over things with them and find new ways to consolidate their learning

Because you are often working with more than one child in a day and the children are different the problems are variable.

- e. What resources are available to help you resolve problems? For example, manuals, policies, guidelines, work practices, professional standards, expertise of others.

There is the ESW Manual which sets out clearly what you can and cannot do. Also code of conduct manual.

The Individual Plan (IP) for the child sets out the goals for the child you are working with and the things we are going to do to achieve these goals.

The Early Intervention teacher (lead worker) is available to discuss any issue, the contact may be in person or by phone - depends on the location of the Centre and the MOE office. Other specialist staff are also available.

Often the problems have to be resolved on the spot.

- f. What are the types of problems you would refer to your manager/supervisor? Please provide an example of the type of problem that goes beyond your authority or responsibility to deal with.

If there are any problems at the Centre I would refer those back to my LW. For example, where the programme just seems not to be working or is not feeling appropriate. Also would discuss any relationship conflicts at the centre.

Also any concerns regarding the child I am working with e.g. suspected abuse or where there are new behaviours emerging e.g. biting.

Some issues would be referred to the head teacher at the centre - e.g. toileting accidents, behaviour of other children - the Centre has overall responsibility for the child (as they do all children at the centre).

Can make changes to the IP - not the goals but the building blocks - maybe the sequence of the activities for

example - but will always let Lead Worker know about any changes I have made and why.

5. Interpersonal Skills

b. List below the most important relationships connected with your job you have with people both inside and outside the organisation and describe the nature or purpose of those contacts. The purpose may include such things as:

- exchange information
- give advice
- motivate, guide, instruct or train
- empathise, reassure or counsel
- negotiate, persuade
- influence and/or gain the cooperation of others

Most Frequent Contacts

Type your answer in the shaded area:

Contact (Job Title or type of contact for examples clients, patients, and others)	Purpose of the Communication
Lead Worker	<p><i>They are my supervisor for the child I am working with. I discuss any issues or difficulties I am having with the child or the Centre. I will also advise them of any changes I have made to the activities in the IP.</i></p> <p><i>Provide regular reports to LW - observations of progress, behaviour etc. It is the lead worker's role to analyse this information.</i></p>
Child	<p><i>Help them to be included in the centre activities, to encourage them, help break down tasks into smaller chunks for them to learn, help them stay on task and to help them learn the "rules" of the kindy or centre.</i></p>

	<p><i>Model behaviour.</i></p> <p><i>Making sure they are safe and that they do not harm others. Motivate and guide.</i></p>
Centre Teachers and Supervisors	<p><i>We work alongside each other with children in the centre. While you are there for one child you will also work with other kids, as the social aspects of the kindy are very important for the child to learn as well.</i></p> <p><i>If anything were to happen on a particular day with a child I would inform the teachers and supervisor e.g. a violent outburst.</i></p> <p><i>Exchange information - they may tell me what has happened with a child before I have arrived at the centre.</i></p> <p><i>Sometime have to gently remind the centre staff that they have overall responsibility for the child.</i></p>
Other Children in the Centre or Kindy	<p><i>Help them if needed. They may be involved in a groups activity with the child you are working with.</i></p> <p><i>Making sure they are safe if you are working with a child with behavioural difficulties.</i></p> <p><i>Maybe educating them on tolerance of differences without giving any personal information on the child you are working with.</i></p>
Parents	<p><i>Will talk to them and answer their questions about how the day went but not able to give them any feedback on a child's overall progress, these questions are referred back</i></p>

	<p>to the Lead Worker.</p> <p>Exchange information on how the day has gone and they may tell me about something that has happened in the home that could impact on the day.</p>
<p>Speech Therapists</p> <p>Psychologists</p> <p>Occupational Therapists</p> <p>Physiotherapists</p>	<p>Attend meetings to discuss IP. Provide them with information on a child's progress from the observations.</p> <p>To discuss what is or isn't working for the child and to discuss any new ideas.</p>
Other ESWs	Support and advice

- f. How critical are your interpersonal skills to successful performance in your job?

Very critical. the ESW has to establish rapport with the child(ren) they are working with and some of the children do not form relationships easily or necessarily want the ESW there. You also need to have the interpersonal skills to pick up on what triggers a particular child's behaviour and what will help to calm a situation. Then you can anticipate situations and work with the child to change their responses to the trigger and stop behaviour escalating.

The actual interventions can appear simple or 'just play' but they have been designed to impact on behaviour and learning

Can be difficult establishing a relationship with the Centre Teachers as they do not necessarily understand the ESW role or want you or the child there at the Centre.

Have to be able to decide quickly the best response to a situation and be able to use the right words to calm things down.

When a child has a background of abuse need to be conscious of how your behaviour etc will appear or feel to them.

- g. Is the subject matter being communicated straightforward, complex, sensitive, confidential, unwelcome or otherwise notable? Please provide typical example(s) of the most critical communications.

Communication can be complex because the ESW is often working with children who have difficulty understanding or who have behavioural issues which mean they find it difficult to listen or don't want to listen. The ESW has to be able to think on their feet and have strategies for redirecting behaviours and managing conflict, staying calm in the face of violent outbursts.

Also have to be very tactful in dealing with confidential information , we cannot pass feedback to the parents or discuss a child with otehr parents.

- h. Does your position require you to interact with people of other cultures than your own? Please provide details of what other cultures, the people with whom you are interacting and the nature of the interaction, for example, casual social contact, formal negotiations, ceremonial, and others.

Yes, children and parents come from a range of different cultures, need to make sure you do not cause offence. It is mainly a social contact. Need to think about how you hold a child or respond for example not giving 'thumbs-up'to Muslim children or holding a Maori child between your legs

Different centres have religious or cultural philosophies e.g. seventh day adventists. Not understanding these may mean that interventions may work less well and the relationships at the Centre may be hard.

- i. Do you need to speak another language to interact effectively?
Please state the language(s).

No but basic sign language and Makaton has been required for some kids I have worked with.

Some centres may require language skills e.g. Kohanga reo

5. Physical Skills

- e. What physical skills are required to competently carry out your job? Consider manual dexterity, hand eye co-ordination, co-ordination of limbs, manipulation and flexibility skills. Please list these physical skills below and how they are used in your job; for example, keyboard work, heavy lifting, manipulation of people or objects, work with instrumentation, equipment or machinery, surgical procedures.

Physical Skill	Application in your Job
Driving	<i>To go between the different centres</i>
Non violent restraint	<i>Need to know how to restrain a child safely so they do not harm themselves or others.</i>
Tube Feeding	<i>This was particular to one child who needed tube feeding - received training from the Parent and the Nutrena people.</i>
Lifting	
Transferring children	<i>from wheelchair to floor - need training for this</i>

- f. Did you require any special training to acquire these physical skill(s)? Please provide details of the appropriate training.

Yes - received training in non violent restraint and lifting if you need it.

- g. Is there a need for a high level of precision in applying any of these skills? If yes what skill and why?

When restraining or manoeuvring a child you have to make sure you do not hurt them or frighten them. We let them know what we are going to do before we do it, unless there is not time. Need to be aware how the technique looks to others - for your own personal safety.

- h. Is there a high demand for speed using these physical skill(s)?
Please provide details.

Sometimes you have to be able to react quickly otherwise someone will get hurt. Catch up with a child who is running away.

RESPONSIBILITY



7. Responsibility for People Leadership

- d. Please list the jobs (and numbers of people in each job) reporting directly to you or provide a copy of the organisation chart that shows these jobs clearly.

None

- e. Do you assume occasional leadership or directional responsibility for other jobs, for example, contractors, consultants, project team members or volunteers? Provide examples.

Nil

- f. For staff reporting to you, what issues can you resolve yourself and what is referred to your manager for approval? For example, employment of new staff, taking disciplinary action (including firing staff), making salary adjustments, negotiating employment agreements, assigning work, reviewing performance.

Nil

- g. If your job does not have line management/leadership responsibilities do you have occasion to influence the work of others in any of the following ways:
- coordination, work planning and allocation
 - checking and evaluating the work of others
 - training
 - development, mentoring coaching or guiding others
 - providing leadership/guidance on organisational or professional issues/outputs
 - getting consensus/co-operation
 - setting professional standards

Please provide job related examples of the type of influence required and who you are influencing. Note that this may include both other employees and people outside of your organisation.

Some ESWs do have a role in training e.g. transition to school pilot or in working party membership. Some also support new ESWs.

8. Responsibility for Resources

Physical and Information Resources

- e. What resources are you responsible for, including equipment, plant, tools, instruments, building or other assets; information, data and records etc?
- f. ***Some times need to use particular equipment from the Ministry from time to time to assist a child you are working with e.g. educational toys, trip trap chairs. Sometimes make resources.***

Often have confidential information about a child and their particular circumstances and you have to make sure that you do not talk to others about this. Sometimes know things about the child that even other centre staff do not know. Families may tell you things about their situation or feelings - maybe when upset or distressed - we need to listen but not offer advice and where appropriate suggest they contact the lead worker.

Responsible for taking observation notes during the day about the child - what they are doing, how they are reacting to situations, developing etc.

- g. What is the nature of your responsibility for these resources? For example handling, cleaning, maintenance and repair, security and confidentiality, deployment, purchasing and replacement authority, development of resources, issuing, tracking, preserving, protecting, storing, collation, controlling access and quality control. Please give examples.

Using the educational toys and resources to assist a child's learning and help them participate fully in the centres activities.

Responsible for recording observations which will inform the development of the child's IP.

Financial Resources

- h. Are you responsible for handling, spending, allocating, authorising, saving, or making money? For example, cash, vouchers, debits and credits, credit card payments, invoices, budgets, grants, benefits and incomes and revenue. Please give examples.

No

What is the nature of your responsibility for financial resources? For example, correctness and accuracy, safekeeping, confidentiality and security, deployment, cost control and budgetary responsibilities, revenue generation.

Responsibility for Organisational Outcomes

- a. What are the primary outputs, services, objectives or mission of the organisation you work for? If a multi-functional organisation, you may give the outputs of your branch, business unit, department or other major unit.

The primary objective is to help children learn and develop to their potential.

Special Education looks to support that learning for children who may have difficulty either because of medical, behavioural or learning difficulties.

- b. How does your job influence or contribute to the outputs specified above?

Work with pre-school children in the early child hood centres and kindies to ensure that the children can be the best they can be and participate as much as they are able in the centre's activities.

Have also worked with children in their own homes where required and also helped with the transition to school for some children.

- c. How much freedom do you have to influence or make decisions/changes within the organisation and what is the impact? Please provide examples.

Each child has an IP (Individual Plan) which set out the learning (educational and behavioural) goals. This is set by the Early Intervention Teacher (lead worker) based on observations. Once the first IP has been set any changes are based on the observations done by the ESW and discussions with specialists e.g. physios, Speech therapists etc.

- d. To what extent are you responsible for end service delivery in your organisation? How much of the service outputs noted above are you responsible for? Please provide examples and include the range of this responsibility. For example, own work performance only, performance of a unit division.

I am responsible for my own work performance.

This is very much a front line service delivery role - you are working one to one with the children who need our service.

8. Responsibility for Services to People

This factor looks at whether your role provides a direct service to people; this might include patients, customers, children, clients, members of the public, and other staff within the organisation.

- f. What services do you provide directly to people/clients/customers? Please provide examples.

Help children to participate as much as they are able in the centre. Help scaffold their learning to achieve their IP.

- g. How often are you required to provide these services?

Working with children every day. You can work with more than one child so you may spend 1/2 the morning with one child in one centre, the other 1/2 morning with another child in another centre and the afternoon with a third child in another centre.

- h. Do the service needs of the people vary or change over time? Please give details.

Yes. Children are learning new skills e.g. how to take part in mat time, how to pick things up, how to draw a circle or to learn non violent behaviours to situations. Once a child has developed a new skills you look to extend them further. The observations we do pick up on these changes.

Children with some diagnoses or conditions have different needs. Conditions may change for the better or the worse over time - especially if there is a medical component.

Are you required to make an assessment of the needs of the people you are providing the service to? Please give details.

The observations we do are used as part of the assessment of the needs of the children. Usually an initial assessment has been done before I start working with them. Once I start working with a child I have to record their behaviour/activity; this is then used when the IP is reviewed. I am part of the review of the IP but the Lead Worker is responsible for it.

I will make changes to the IP (not the goals) but the way in which we achieve them based on how it is going with the child and inform the Lead Worker.

Need to be able to feedback to Lead Worker if an aspect of the IP or activity is working as intended or not. Need to be able to report on even very small changes or developments.

- i. What impact does this service(s) have on the recipient(s) of the service?

The service allows the child to participate in the activities in the centre and learn new skills.

Sometimes progress is in very small steps - but the small developments are important to that family and child.

DEMANDS/CONDITIONS



Emotional Demands

Consider the emotional demands arising from working with or having contact with people in your job. This may be through dealing with people who require some form of care, protection, attention, instruction or assistance. It can also come from the demands of work with people that is inherently stressful or frustrating, which is likely to cause distress to you, such as people who are terminally ill, very frail, at risk of abuse or seriously disadvantaged in some other way.

Do not include stress arising from working with colleagues or other staff, or from one off unexpected events, for example, closing down of an office, deadlines and/or high workloads.

- a. What are the most emotionally demanding situations you encounter in your job? In the table below, please list the situations from most demanding to the least and state how frequently these situations occur.

Frequency Scale

A. Occasional, perhaps on a daily basis, but less than a 1/3rd of the time

B. Frequently, everyday for more than a 1/3rd of the time

Emotional Demand	Frequency
<p><i>The kids we are working with have severe behaviour, medical and/or learning problems, which can be distressing. You can also be working with children who have come from abusive backgrounds and who are having emotional responses to that abuse. Some children have medical issues that mean that they will have a shortened life span, or are medically fragile. Some children are very aggressive. You feel very protective of the children, but it can be very hard, for example being called a "f...ing bitch" by one child for most of the time you see them, being bitten, spat on and kicked. One of my colleagues had a child die in her arms (that is rare).</i></p>	<p>B</p>
<p><i>Seeing the pain of the parents - you wonder how they are coping</i></p>	<p>A</p>

<p><i>Learning emotional detachment - some situations are very sad.</i></p>	
<p><i>Centre staff who are hostile or unhelpful or getting negative feedback when the child you are working with is impacting on the Centre's programme - despite your best efforts.</i></p>	<p>A</p>

- c. What other significant emotionally demanding situations do you encounter in your job?

You are often dealing with other people's prejudice as well, comments from other parents or children. You have to know what to say to diffuse the situation without giving out personal information or feedback on the child you are working with.

Sensory Demands

Consider the nature, level, frequency and duration of the demands for intense sensory attention. This could include activities such as listening, comprehending, watching, driving or thinking when applied in combination with one or more of the five senses (sight, taste, smell, touch and hearing) to a degree that results in mental/sensory fatigue.

- a. What activities in your job call for high sensory attention? In the table below please list the situations in order from most demanding to the least and state how frequently these situations occur.

Frequency Scale

- A.** Occasional, perhaps on a daily basis, but less than a 1/3rd of the time
B. Frequently, everyday for more than a 1/3rd of the time

Sensory Demand	Frequency
<i>You have to be "on" the whole time, you have to have eyes in the back of your head. The moment you are not being attentive may be when the child hurts themselves or someone else or you.. Things can happen in a split second</i>	B
<i>Watching the child's responses while carrying out an activity..</i>	B
<i>Driving need to be alert</i>	A
<i>Being aware of the other children in the centre - the way they are interacting with your child + general eye on what is going on around in the centre</i>	B
<i>Listening hard for vocalisations as part of the communication strand - can be hard to hear in a noisy environment.</i>	B

- c. If your attention was interrupted during these high sensory attention activities what would the impact be?

If you are not paying attention you may either miss some important response of the child or in some cases someone could get hurt - your child, other children or yourself.

11. Physical Demands

Consider the nature, level, duration and frequency of the physical demands of your job, beyond light physical effort normally required for day to day movement. Physical demand covers physical strength and stamina as well as the physical demands made by strenuous or repeated use of muscles (including fine muscle movements).

- a. What physical activities do you engage in as part of your job? In the table below please list the physical activities and state how often these physical activities occur.

Frequency Scale

A. Occasional, perhaps on a daily basis, but less than a 1/3rd of the time

B. Frequently, everyday for more than a 1/3rd of the time

Physical Activities	Frequency
<i>Driving</i>	A
<i>Modelling behaviour for a child - kicking a ball, climbing a jungle gym</i>	A
<i>Running to catch children who are trying to run away</i>	A
<i>Lifting children who have mobility problems, helping them to stand, supporting them</i>	A

- d. How often or easily are you able to take a break from these physical activities by your own choice?

I'm not - once you are there you are "On" for that child the whole time you are with them

Describe any activities you do that require you to work in an awkward position or confined space for an extended period of time?

Sometimes you may be supporting a child who has mobility issues - e.g. propping them in the sandpit that can be awkward and tiring.

Sitting on chairs made for pre-schoolers. Squatting or crouching to level of child

12. WORKING CONDITIONS

Please describe any hazardous, disagreeable or unpleasant conditions that you have to work in and provide job related examples in the table below.

Please note the frequency. That is, how often and for how long you have to work in these conditions in the column provided.

Frequency Scale

A. Occasional, perhaps on a daily basis, but less than a 1/3rd of the time

B. Frequently, everyday for more than a 1/3rd of the time

Examples of Conditions	Yes/No If yes provide work related example	Frequency
Weather	<i>Being outside with children in all weathers - some children (e.g. with autism) don't like being inside with other children</i>	A
Extremes of Temperature		
Dust	<i>Sandpits, chalk</i>	A
Dirt		
Fumes		
Poor Lighting		
Human or Animal Waste	<i>Yes - toileting children in the centre - dealing with accidents</i>	A

Risk of Illness or Injury	<p><i>Being bitten, scratched, stabbed with a pencil, scissor, spat on, kicked and punched. One person recently had her shoulder put out by a boisterous child.</i></p> <p><i>Children in the Centres have infections, colds, nits etc</i></p>	B
Ventilation and/or Safety Hazards.		
Other	<i>Noise. Early childhood centres are always noisy</i>	B

IN CONCLUSION

Is there anything else you would like to add which will help in understanding your job?

The children who are referred to EI have a high level of needs.

The kids we work with now have more severe needs than what they used to when I first started. Also their needs are often global, encompassing a number of different things. You can be working with a child for 2 years before they go to school. If there is funding you can also assist them with their transition to school. We work in a number of different environments all in one day at my busiest I was working with 4 children in 4 different centres in one day.

It's a really great job - never boring.



Have you attached your reviewed position description?

Thank you for your time and assistance

Appendix 4

Department of Labour
TE TARI MAHI



Pay and Employment Equity Unit

**Equitable Job Evaluation
Questionnaire**

**Confidential
For Information only**

Job Number:

Position: CSW - Composite

Team/Department:

Organisation: MOE

Date August 2008



This questionnaire provides a means for you as the jobholder to provide information which will supplement the position description, enabling the job evaluation committee to better understand the job when conducting a job evaluation.

This questionnaire is not designed to assess the current performance or abilities of you as the jobholder, but seeks to identify all of the skills, responsibilities and demands required to perform your job properly. In the Knowledge Skills factor section, for example, the level of knowledge possessed by a particular jobholder may not actually be required to do the job. What is important is to consider what is actually required by the job.

The questionnaire is divided into three sections as follows:

- o Skills
- o Responsibilities
- o Demands/Conditions

General Instructions

This questionnaire may be completed by either the jobholder or a manager, supervisor or other knowledgeable person (where the job is vacant). Where the jobholder completes the questionnaire the manager or supervisor of the position should review it for completeness and accuracy.

Where possible the completion of the questionnaire should be facilitated by a trained data gatherer.

You may request to see a copy of the Equitable Job Evaluation Factor Plan. The factor definitions and guidelines at the start of each factor will help you fill in this questionnaire.

Try not to understate or overstate your responses. Be straightforward and objective. Where possible, please provide examples from your actual work.

Please base your answers on typical work assignments and responsibilities over an entire year. Do not include "once in a blue moon" activities.

Your Current Position Description– Is it Accurate?

This questionnaire is designed to be used in addition to your position description which is attached. Please review the position description and make changes where you feel it is appropriate. You may make these changes either through writing on an additional sheet of paper or making changes directly on the position description. (Please note this does not officially change your position description).

Thank you for your assistance in completing this questionnaire.

SKILLS



6. Knowledge skills

- f. Describe the level of knowledge required to competently perform your job; including:
- numerical and literacy skills
 - professional skills, concepts, ideas, fields of endeavour
 - other cultures or languages
 - theories, techniques, policies, procedures and practices
 - activities, processes, procedures or methodologies
 - equipment, machinery, instrumentation or other technical materials.

"We see the most needy". Need good understanding of issues such as autism or dyslexia and other learning disabilities

Need to understand child development as it relates to speech - the different stages that sounds are learnt and how linking some will help in the learning process. Also in terms of receptive language - how children learn to listen and follow instructions using classification skills (grouping information) and also vocabulary expansion.

Needs to read and understand the Speech Language Therapist's assesment reports, literature on particular disabilities and guidelines as it relates to the child. Recording involves numerical recording - % success and so on.

Need a high standard of English with clear speech.

Needs sensitivity to cultural appropriateness - has to work within MOE guidelines for this. There are a lot of guidelines for different aspects of this work - need to be really familiar and know how to practice them.

Need to understand children - how to relate to them, motivate them 'read' them. Develop a consciousness of how far it is possible to 'push them' etc

Need to develop and be able to apply the learning/practice techniques for particular needs - eg the various games/exercises that can help a child learn to make a particular sound or sentence.

Need to know how to act in a professional manner - meet the code of conduct requirements.

Time management

- g. What job-related work experience (both paid and unpaid) is necessary to perform your job competently? Please be specific as to the nature and level of experience.

While the job does not specifically require professional qualifications many CSWs feel that their previous experience/training is often a great advantage. Will go on specific course when it is required to better work with the child - eg autism.

Jobs holders backgrounds include professional librarian, teacher's aide, BSW, teacher, parent of disabled child etc - many taking on this work for personal reasons.

Job holders need to understand the importance of confidentiality and be professional in their approach.

Induction with the Speech Language Therapist (SLT) and regular contact and instruction with them. Professional development days are held once a term and covers such things as different research theories around the development of speech, behaviour management, making resources etc

Are there any formal qualifications and/or training required for a person to hold your job? Are there any formal licences, certificates or other qualifications required? If so please specify and note whether they are only desirable or an essential requirement, for example a driver's licence is required for any job that involves driving, but being an Associate Chartered Accountant may only be desirable for an assistant accountant.

No formal qualifications are required.

When first started in the job buddied the experienced CSW they were replacing for a week. Was given information on each child from the SLT and some training on specific issues. In many ways, the training is ongoing because there are always new issues and the SLT briefs regularly on these. Need to know some technical information and terms but does not need access to the full medical

Problem Solving Skills

- a. What kinds of problem solving, analysis, interpretation, evaluation, diagnosis, reasoning and creativity are required in your job?

Job is to monitor the child for change and progress and to decide what the most appropriate exercise to do. The overall goals are decided by the Speech Language Therapist (SLT) but the day to day planning to meet those goals are the responsibility of the CSW.

The job needs creativity and initiative to motivate children who have given up or who are not interested - it takes judgement to know what will work with a particular child. Will need to adapt games and routines as required to take advantages of opportunities. Uses judgement about the pace of the programme

Sometimes children are unwell or tired and in these cases need to modify what you were going to do. Sometimes there needs to be judgement about how much to let a child lead the activity - e.g. set the pace.

- b. Give examples of the biggest or most challenging problems you would typically encounter in your job.

Listening to and understanding a child with a speech disability who cannot speak clearly.

Sometimes the interventions are just not working - the programme may not be appropriate - have to discuss with SLT. We need to keep it interesting for the child or they will not try.

There are sometimes behavioural issues that make it more difficult and many of the children have a very low attention span - hard to keep them on task.

Need to know when to stop the activity and do something differently - 'read' how the child is responding - sagging attention, wandering eyes etc

- c. What, if any, research or analysis is required to solve these problems?

Experience helps. SLT is available for help or advice. There will be discussion about modifying the programme or the SLT may come and do another assessment.

- d. Are these "most challenging" problems re-occurring and familiar, or are they quite new each time? Are your solutions to these problems usually of a similar nature or are they different each time?

The issues may be familiar but the children are different and so it may need a different approach. Solutions may be different combinations of exercises/games

- e. What resources are available to help you resolve problems? For example, manuals, policies, guidelines, work practices, professional standards, expertise of others.

The policies and IP guide the interactions. Can ring the SLT at any time .There are activity resources available at the office.

- f. What are the types of problems you would refer to your manager/supervisor? Please provide an example of the type of problem that goes beyond your authority or responsibility to deal with.

Where I may be concerned about abuse; where something is not working or the child cannot be motivated. Anything to do with the overall goals of the programme - if there needs to be more variety or different goals set.

Working one to one with the child you may become aware of other problems they may have e.g. coordination, this would be discussed with the SLT and the child may be referred to an Occupational Therapist.

Some issues will be referred to the principal or discussed with the teacher - eg attendance, sickness

7. Interpersonal Skills

c. List below the most important relationships connected with your job you have with people both inside and outside the organisation and describe the nature or purpose of those contacts. The purpose may include such things as:

- exchange information
- give advice
- motivate, guide, instruct or train
- empathise, reassure or counsel
- negotiate, persuade
- influence and/or gain the cooperation of others

Most Frequent Contacts

Type your answer in the shaded area:

Contact (Job Title or type of contact for examples clients, patients, and others)	Purpose of the Communication
<i>Child</i>	<p><i>guiding, teaching, persuading, motivating to participate. trying to get their cooperation when they are bored or are fed up with all the effort. Encouraging and giving positive feedback. Always ending the session on an 'up' note. Listening to them. Develop and maintain a relationship over time. Having empathy with their situation but being willing to be firm ('growl') if they need to be pushed.</i></p> <p><i>Sometimes children have had a very narrow range of experiences (they may never have been to the beach or been read to). Teaching them vocabulary is about widening their experience.</i></p> <p><i>There is a balance between being in a</i></p>

	<i>relationship with the child and knowing that it is only for 2 terms - not there to be their friend.</i>
SLT	<i>Advice, support , the 'touchstone'. They come to at least 2 sessions a term for each child to monitor progress etc</i>
School staff	<i>School receptionist - let them know you are in the school, teachers - they vary in skill and interest about the child. Can answer any general questions such as 'how did it go today' - careful with informatiion given. Will refer them to SLT if they need more detail - we need to keep confidentiality. Will sometimes give teacher advice on how to manage the child and keep the programme going when CSW not there.</i>
Family	<i>Sometimes they attend the sessions. Don't have a lot to do with them - make it clear that they need to talk to SLT if there are concerns</i>
IEP (team meetings)	<i>Would expect to (and be expected to) go to these - problem is that they are not usually in her working hours - lunch hours (she does not get paid for this) or after school.</i>

- j. How critical are your interpersonal skills to successful performance in your job?

They are the crucial thing - everything depends on having the right relationship with the child and being able to work with them.

Children may be nervous, reluctant, frightened etc have to encourage them to participate and do the exercises. They may have other barriers to progress such as illness or another disability

Children with low attention spans or poor social ability need a lot of encouragement.

- k. Is the subject matter being communicated straightforward, complex, sensitive, confidential, unwelcome or otherwise notable? Please provide typical example(s) of the most critical communications.

Can be unwelcome if the child does not want to do it. It is always 'work' for the child - sometimes they get fed up.

A lot of the information is confidential and the CSW has to be very careful in how they handle the information and what they say to others whether that be teachers or parents.

- l. Does your position require you to interact with people of other cultures than your own? Please provide details of what other cultures, the people with whom you are interacting and the nature of the interaction, for example, casual social contact, formal negotiations, ceremonial, and others.

Varies from area to area - half of the children that one job holder worked with were Maori or PI - not expected to be an expert - just know what is appropriate in terms of relating to them.

- m. Do you need to speak another language to interact effectively? Please state the language(s).

No

Noted that written records always need to be up to date - at the end of the term will write a summary for the SLT

Some SLTs may only ask for a verbal report - it varies between SLTs.

6. Interpersonal Skills

- i. What physical skills are required to competently carry out your job? Consider manual dexterity, hand eye co-ordination, co-ordination of limbs, manipulation and flexibility skills. Please list these physical skills below and how they are used in your job; for example, keyboard work, heavy lifting, manipulation of people or objects, work with instrumentation, equipment or machinery, surgical procedures.

Physical Skill	Application in your Job
<i>coordination</i>	<i>Will be playing a sound or word game with one hand and doing the recording (writing) of successful attempts of the sound with the other!</i> <i>Need to be able to model (physically) how sounds are made.</i>
<i>driving</i>	<i>works across a lot of schools</i>
<i>Flexible</i>	<i>Often working on children's little chairs</i>

- j. Did you require any special training to acquire these physical skill(s)? Please provide details of the appropriate training.

You get them through practice in the job

- k. Is there a need for a high level of precision in applying any of these skills? If yes what skill and why?

The precision required for driving.

- l. Is there a high demand for speed using these physical skill(s)? Please provide details.

There is some speed when doing repetition - but it is not the key ingredient

RESPONSIBILITY



9. Responsibility for People Leadership

- h. Please list the jobs (and numbers of people in each job) reporting directly to you or provide a copy of the organisation chart that shows these jobs clearly.

No

- i. Do you assume occasional leadership or directional responsibility for other jobs, for example, contractors, consultants, project team members or volunteers? Provide examples.

No

- j. For staff reporting to you, what issues can you resolve yourself and what is referred to your manager for approval? For example, employment of new staff, taking disciplinary action (including firing staff), making salary adjustments, negotiating employment agreements, assigning work, reviewing performance.

Nil

- k. If your job does not have line management/leadership responsibilities do you have occasion to influence the work of others in any of the following ways:

- coordination, work planning and allocation
- checking and evaluating the work of others
- training
- development, mentoring coaching or guiding others
- providing leadership/guidance on organisational or professional issues/outputs
- getting consensus/co-operation
- setting professional standards

Please provide job related examples of the type of influence required and who you are influencing. Note that this may include both other employees and people outside of your organisation.

May help with on the job training of a new CSW.

10. Responsibility for Resources

Physical and Information Resources

- i. What resources are you responsible for, including equipment, plant, tools, instruments, building or other assets; information, data and records etc?

Games, books, some office equipment like the camera.

Will make resources when necessary

Biggest responsibility is the information about the children and their family

- j. What is the nature of your responsibility for these resources? For example handling, cleaning, maintenance and repair, security and confidentiality, deployment, purchasing and replacement authority, development of resources, issuing, tracking, preserving, protecting, storing, collation, controlling access and quality control. Please give examples.

Have to keep things confidential - will know a lot about the family. Follow the guidelines on not disclosing. Be careful in discussion with the teachers - especially when they ask questions in front of the rest of the class

Take care of physical resources - ensure they are not damaged.

Financial Resources

- c. Are you responsible for handling, spending, allocating, authorising, saving, or making money? For example, cash, vouchers, debits and credits, credit card payments, invoices, budgets, grants, benefits and incomes and revenue. Please give examples.

Will be consulted to see if there are any particular resources that need purchasing.

- k. What is the nature of your responsibility for financial resources? For example, correctness and accuracy, safekeeping, confidentiality and security, deployment, cost control and budgetary responsibilities, revenue generation.

None

11. Responsibility for Organisational Outcomes

- a. What are the primary outputs, services, objectives or mission of the organisation you work for? If a multi-functional organisation, you may give the outputs of your branch, business unit, department or other major unit.

The primary objective is to help children to learn and develop to their potential.

Special education looks to support that learning for children who may have difficulty either because of medical, behavioural or learning difficulties.

- b. How does your job influence or contribute to the outputs specified above?

We work with the children who have communication difficulties: expressive language (speech) and/or receptive language (listening and being able to follow instructions). We work with children on a 1 to 1 basis for 30 minutes four days a week for 2 terms to try and develop their expressive and receptive language skills so they can participate more fully – to be able to understand and be understood.

The programme we follow is developed by a Speech Language Therapist but we are the ones implementing it, deciding on a day to day basis how it can be best implemented with the child and recording their progress.

- c. How much freedom do you have to influence or make decisions/changes within the organisation and what is the impact? Please provide examples.

Have a lot of responsibility and latitude for the day to day planning - which goals to target, which exercises to use - Not responsible for the overall goals but CSW feedback can influence them. Has input into team meetings

- d. To what extent are you responsible for end service delivery in your organisation? How much of the service outputs noted above are you responsible for? Please provide examples and include the range of this responsibility. For example, own work performance only, performance of a unit division.

Only for own work performance.

8. Responsibility for Services to People

This factor looks at whether your role provides a direct service to people; this might include patients, customers, children, clients, members of the public, and other staff within the organisation.

- j. What services do you provide directly to people/clients/customers? Please provide examples.

I work directly with a range of children in their school environment to help them improve/develop their speech and language capabilities. I record what works well and what doesn't and the progress the child is making.

- k. How often are you required to provide these services?

Every day - I see some children everyday

- l. Do the service needs of the people vary or change over time? Please give details.

Yes, as they progress (or otherwise) on their goals. I would let the SLT know about any changes in the lives of the children that might affect their ability to learn. Some children may not change at all - may not be the right development moment.

Needs vary according to the children - there can be ESOL children as well as children with English as first language.

Children who also have some behavioural or health issues will not behave or respond in the same way every day.

- m. Are you required to make an assessment of the needs of the people you are providing the service to? Please give details.

The assessment to create the goals is done by the SLT - though I will give feedback. - I work on the day to day assessment of what will work - has the flexibility to work with 'where the child is at'

- n. What impact does this service(s) have on the recipient(s) of the service?

Ideally, improved communication skills - they can then participate more at school

DEMANDS/CONDITIONS



Emotional Demands

Consider the emotional demands arising from working with or having contact with people in your job. This may be through dealing with people who require some form of care, protection, attention, instruction or assistance. It can also come from the demands of work with people that is inherently stressful or frustrating, which is likely to cause distress to you, such as people who are terminally ill, very frail, at risk of abuse or seriously disadvantaged in some other way.

Do not include stress arising from working with colleagues or other staff, or from one off unexpected events, for example, closing down of an office, deadlines and/or high workloads.

- a. What are the most emotionally demanding situations you encounter in your job? In the table below, please list the situations from most demanding to the least and state how frequently these situations occur.

Frequency Scale

- A.** Occasional, perhaps on a daily basis, but less than a 1/3rd of the time
B. Frequently, everyday for more than a 1/3rd of the time

Emotional Demand	Frequency
<i>Children's unwillingness to engage. Hard to go on giving out to a child who does not respond. Progress can be very slow. Sometimes you know that the child will never be able to fully participate</i>	B
<i>Children who are showing their frustration at their lack of achievement - you do feel their pain</i>	A
<i>Generally working with children everyday who have needs well above the normal</i>	B

- d. What other significant emotionally demanding situations do you encounter in your job?

Sometimes working in schools where you know they are not doing a good enough job.

Sensory Demands

Consider the nature, level, frequency and duration of the demands for intense sensory attention. This could include activities such as listening, comprehending, watching, driving or thinking when applied in combination with one or more of the five senses (sight, taste, smell, touch and hearing) to a degree that results in mental/sensory fatigue.

- a. What activities in your job call for high sensory attention? In the table below please list the situations in order from most demanding to the least and state how frequently these situations occur.

Frequency Scale

- A.** Occasional, perhaps on a daily basis, but less than a 1/3rd of the time
B. Frequently, everyday for more than a 1/3rd of the time

Sensory Demand	Frequency
<i>Accurately listening, keeping engagement while recording (counting correct answers etc) - need to also be doing this sensitively - children can get discouraged if they feel they are failing. Need to be very alert and listen hard to the sounds they are making. The need to concentrate goes alongside the need to keep empathising.</i>	B

- d. If your attention was interrupted during these high sensory attention activities what would the impact be?

Children would lose concentration and it can be hard to regain it - (may waste a lot of valuable time)

11. Physical Demands

Consider the nature, level, duration and frequency of the physical demands of your job, beyond light physical effort normally required for day to day movement. Physical demand covers physical strength and stamina as well as the physical demands made by strenuous or repeated use of muscles (including fine muscle movements).

- a. What physical activities do you engage in as part of your job? In the table below please list the physical activities and state how often these physical activities occur.

Frequency Scale

A. Occasional, perhaps on a daily basis, but less than a 1/3rd of the time

B. Frequently, everyday for more than a 1/3rd of the time

Physical Activities	Frequency
<i>Sometimes have to be on the floor with the child to engage</i>	A
<i>Sometimes work outside with them in physical games</i>	
<i>Sitting on small chairs in primary schools</i>	A
<i>Lifting bags of resources in and out of the car</i>	A
<i>Driving between schools</i>	A

- e. How often or easily are you able to take a break from these physical activities by your own choice?

Not when working with the child

- f. Describe any activities you do that require you to work in an awkward position or confined space for an extended period of time?

Often have to work in a very small space in the school with the child - no spare rooms - "sometimes like a cupboard".

Often not much spare space in schools.

12. WORKING CONDITIONS

Please describe any hazardous, disagreeable or unpleasant conditions that you have to work in and provide job related examples in the table below.

Please note the frequency. That is, how often and for how long you have to work in these conditions in the column provided.

Frequency Scale

A. Occasional, perhaps on a daily basis, but less than a 1/3rd of the time

B. Frequently, everyday for more than a 1/3rd of the time

Examples of Conditions	Yes/No If yes provide work related example	Frequency
Weather	<i>Out in weather between jobs</i>	A
Extremes of Temperature	<i>Often working in stuffy and overheated rooms</i>	A
Dust		
Dirt		
Fumes		
Poor Lighting		
Human or Animal Waste	<i>Some children need toileting. Some have poor hygiene</i>	A
Risk of Illness or Injury	<i>Need to be vigilant about contagious illnesses - impetigo, nits etc</i> <i>Schools are often full of children with colds etc</i> <i>When first started the job I was always sick</i>	B

Ventilation and/or Safety Hazards.		
Other		

IN CONCLUSION

Is there anything else you would like to add which will help in understanding your job?

One CSW wrote:

Work is broadly of two kinds:

1. Speech impairments - some sort of articulation problem - like a lisp. Varying degrees

2. Moderate language impairment - this is a bit more teaching based - helping them understand language concepts such as 'before' and 'after', tense, sequencing and vocabulary expansions e.g. of words that have the same concepts below and under, on top of and over.

The CSWs also work with children who have receptive language difficulties - they have difficulty listening and understanding basic instructions that are required to participate in the classroom.

The work is not about letters - it about sounds

A lot of the work is game based e.g. looking at pictures and saying sounds

Impairment may be about a cognitive delay.

Not required to work with kids who have really bad behaviour difficulties - if one of them was being too difficult or disruptive (beyond the normal) she would take them back to the classroom.

(Note that the Service Manager said that this was an underestimation of the behavioural issues - because this CSW is very experienced with dealing with them)

In general describes the role as working with children with difficulties - where practice over time can make a difference - the SLT would work individually with the more complex cases - maybe in addition to the CSW.

Works to 3 SLTs

Works in 45 minute blocks - half hour with kids and 1/4 hour for travelling - does a lot of travelling . Children get a maximum of 2 terms help. Big waiting list - this CSW is the only one in this area. Has time for 1/2 hour planning each morning.



Have you attached your reviewed position description?

Thank you for your time and assistance

Job Number: _____

**Equitable Job Evaluation
Questionnaire**

Confidential

Job Title: Corrections officer 1

Team/Department: Corrections

Organisation: Public Prisons

Date November 2007

Introduction

This Questionnaire provides a means for you as the jobholder to provide information which will supplement the position description, enabling the job evaluation committee to better understand the job when conducting a job evaluation.

This questionnaire is not designed to assess the current performance or abilities of you as the jobholder, but seeks to identify all of the responsibilities / demands / characteristics of the job and the requirements to perform your job properly. In the Knowledge section, for example, the level of knowledge possessed by a particular jobholder may not actually be required to do the job. What is important is to consider what is actually required by the job.

The questionnaire is divided into three sections as follows:

- Skills
- Responsibilities
- Demands/Conditions

General Instructions

This questionnaire may be completed by either the jobholder or a manager, supervisor or other knowledgeable person (where the job is vacant). Where the jobholder completes the questionnaire the manager or supervisor of the position should review it for completeness and accuracy.

Where possible the completion of the questionnaire should be facilitated by a trained job analyst.

Try not to understate or overstate your responses. Be straightforward and objective. Where possible, please provide examples from your actual work.

Please base your answers on typical work assignments and responsibilities over an entire year. Do not include "once in a blue moon" activities.

Your Current Position Description – Is it Accurate?

This questionnaire is designed to be used in addition to your position description which is attached for you to review. Please review this position description and make changes where you feel it is appropriate. You may make these changes either through writing on an additional sheet of paper or making changes directly on this document. (Please note this does not officially change your position description).

Thank you for your assistance in completing this questionnaire.

SKILLS

1. Knowledge

a. Describe the level of knowledge required to competently perform your job; including:

- numerical and literacy skills
- professional skills, concepts, ideas, fields of endeavour
- other cultures or languages,
- theories, techniques, policies, procedures and practices;
- activities, processes, procedures or methodologies;
- equipment, machinery, instrumentation or other technical materials

Literacy and numeracy skills sufficient to do tasks such as read report templates and complete them on the computer; make notes on prisoner activity, complaints; follow sentence plan etc.

Understand and follow strict security rules and regulations, for example, how to move prisoners, open doors. Know how to restrain prisoners safely when necessary. Be very familiar with emergency provisions and be ready to activate them.

Understand and follow all health and safety rules within the prison. Be proficient in first aid.

Know how to operate security cameras and systems, doors etc

Understand polices and procedures about prisoners' rights and obligations

b. What job-related work experience (both paid and unpaid) is necessary to perform your job competently? Please be specific as to the nature and level of experience.

No previous experience is required. 'Life skills' are considered essential – as a proxy for maturity and having mixed with a range of people.

c. Are there any formal qualifications and/or training required for a person to hold your job? Are there any formal licences, certificates or other qualifications required? If so please specify and note whether they are only desirable or an essential requirement, *e.g. a driver's licence is required for any job that involves driving, but ACA may only be desirable for an Assistant Accountant*

A drivers licence is required and first aid certificate is required before a formal offer of appointment is made – ie it can be obtained during the selection process with assistance from employer.

No other formal qualifications required. Post appointment the following applies in terms of training. One week orientation in the prison; 6 week residential induction course, then given buddy for a while and may do 'shadow shifts' with them. The induction covers things like control and restraint; first aid; using the computer; report writing; relevant legislation; health and safety – gives 2 level 3 units out of the 36 needed for the National certificate in Offender management level 3 (34 weeks full time open entry course)

2. Problem Solving Skills

a. What kinds of problem solving, analysis, interpretation, evaluation, diagnosis, reasoning and creativity are required in your job?

They need to be able to make decisions quickly and accurately when potentially under some pressure within a defined range of options.

For example, need to be able to interpret the behaviour or 'mood' of a prisoner or the 'yard' (at exercise time) – have the judgement to know the most appropriate intervention or response (or whether to intervene at all).

Activate procedures for critical incidents and emergencies when necessary.

b. Give examples of the biggest or most challenging problems you would typically encounter in your job.

Making an assessment of 'what is going on' when there are very subtle changes in behaviour or mood amongst the prisoners and deciding upon the most appropriate way to handle the situation within the set procedures.

c. What, if any, research or analysis is required to solve these problems?

Experience is what counts – either on the job or some other life/work experience

d. Are these "most challenging" problems re-occurring and familiar, or are they quite new each time? Are your solutions to these problems usually of a similar nature or are they different each time?

The situations tend to be re-occurring but there may be differences depending on the particular inmate. Solutions are very much set by prison procedures but you do need to think on your feet.

e. What resources are available to help you resolve problems? E.g. Manuals, policies, guidelines, work practices, professional standards, expertise of others.

Senior officers provide guidance; set procedures to follow – things have to be done properly according to the rules or there can be consequences or complaints – including from the prisoners

f. What are the types of problems you would refer to your manager/supervisor? Please provide an example of the type of problem that goes beyond your authority or responsibility to deal with.

Where a prisoner has something in the sentence plan that is clearly not working or needs changing.

Where the prisoner is depressed or anxious about something happening on the 'outside' and there may need to be a phone call etc

When you think the inmate needs to be referred to another service for a particular issue.

There is no scope for initiative to be applied outside the defined range of options available under the policy/process/regulation and all else will be referred upwards.

3. Interpersonal Skills

a. List below the most important relationships you have with people both inside and outside the organisation and describe the nature or purpose of those contacts. The purpose may include such things as:

- exchange routine information
- give advice
- motivate, guide, instruct or train
- empathise, reassure or counsel
- negotiate, persuade
- influence and/or gain the cooperation of others

Most Frequent Contacts

Contact (Job Title or type of contact e.g. clients, patients etc)	Purpose of the Communication
<i>Prisoner</i>	<p><i>Instructions about activities, meetings etc</i></p> <p><i>Discussions about sentence plan</i></p> <p><i>Listening to their problems or issues</i></p> <p><i>Being a role model for them to see a different way of responding</i></p> <p><i>Making sure they are safe</i></p>
<i>Other staff</i>	<p><i>Exchanging information about prisoner movements, appointments, behaviour, 'mood'</i></p> <p><i>Working as a team to manage a tricky situation e.g. fighting in the yard.</i></p> <p><i>These are quick exchanges of information about the situation – happens all day</i></p>
<i>Inmate families</i>	<p><i>Checking their bags, bodies for drugs etc on visits</i></p> <p><i>Answering queries</i></p> <p><i>Instructing about visiting rules/contact etc</i></p>

	<i>Listening to their concerns; dealing with their anger or distress</i>

b. How critical are your interpersonal skills to successful performance in your job?

These are the most important part of the job – often they are all you have in tricky situations – for example when you are trying to ‘talk someone down’ when they are emotional or angry.

It is really important to have a good team awareness and be quickly able to act together.

c. Is the subject matter being communicated straightforward, complex, sensitive, confidential, unwelcome or otherwise notable? Please provide typical example(s) of the most critical communications.

The subject matter will be straightforward and directive but may be the subject of considerable resistance at times - during which particular responses are dictated by policy and procedures.

Often unwelcome – we are ‘the uniform’ that is restricting them in what they want – e.g. search them or their cells for drugs, telling them of loss of privileges. We have the control and tell them what to do.

Many prisoners have low levels of literacy and you have to bear this in mind.

d. Does your position require you to interact with people of other cultures than your own? Please provide details of what other cultures, the people with whom you are interacting and the nature of the interaction e.g. casual social contact, formal negotiations, ceremonial etc.

The prison population tends to have a high proportion of Maori and PI inmates (and staff as well). We are required to treat everyone humanely and well.

e. Do you need to speak another language to interact effectively? Please state the language(s).

No

4. Physical Skills

a. What physical skills are required to competently carry out your job? Consider manual dexterity, hand eye co-ordination, co-ordination of limbs, manipulation and flexibility skills. Please list these physical skills below and how they are used in your job; e.g. keyboard work, heavy lifting, manipulation of people or objects, work with instrumentation, equipment or machinery, surgical procedures etc.

Physical Skill	Application in your Job
<i>Coordination</i>	<i>Control and restraint – get unwilling and usually aggressive people into a position where they can be handcuffed</i>
<i>Dexterity</i>	<i>Using the computer to update forms etc. Using the camera controls.</i>

b. Did you require any special training to acquire these physical skill(s)? Please provide details of the appropriate training.

Yes control and restraint training/techniques are taught during induction and maintained afterwards.

c. Is there a need for a high level of precision in applying any of these skills? If yes what skill and why?

When using control and restraint need to know what you are doing – the aim is to restrain them without causing lasting harm or injury

The computer work does not require very sophisticated typing skills – there are a lot of templates that guide information entry

d. Is there a high demand for speed using these physical skill(s)? Please provide details.

Some demand – more about acting at the right time. However, often do have to act quickly to prevent more trouble

RESPONSIBILITY

5. Responsibility for People Leadership

a. Please list the jobs (and numbers of people in each job) reporting directly to you or provide a copy of the organisation chart that shows these jobs clearly.

None

b. Do you assume occasional leadership or directional responsibility for other jobs, e.g. contractors, consultants, project team members or volunteers? Provide examples.

May be expected to assist contractors – like showing them where the power points are for their tools – maintenance work is handled by contractors.

c. For staff reporting to you, what issues can you resolve yourself and what is referred to your manager for approval? E.g. employment of new staff, taking disciplinary action (including firing staff, making salary adjustments, negotiating employment agreements, assigning work, reviewing performance).

NIL

d. If your job does not have line management/leadership responsibilities do you have occasion to influence the work of others in any of the following ways:

- Coordination, work planning and allocation
- Checking and evaluating the work of others
- Training
- Training, development, mentoring coaching or guiding others
- Providing leadership/guidance on organisational or professional issues/outputs
- Getting consensus/co-operation

- Setting professional standards

Some staff get allocated specific portfolios like health and safety or the oversight of unit stores.

e. Please provide job related examples of the type of influence required and who you are influencing. Note that this may include both other employees and people outside of your organisation.

Sometimes have to buddy new staff- may have them for a 'shadow shift'.

6. Responsibility for Resources

Physical and Information Resources

- a. What resources are you responsible for, including equipment, plant, tools, instruments, building or other assets; information, data and records etc?

Contributing to prison security though following processes and protocols etc

Using the integrated offender management system – inputting information

Managing the confidential sentence plan of the prisoners assigned to you

Other records such as complaint sheets; security of sentence details; incident reports

Making sure prison equipment – e.g. gym is in good order, safe etc – anything prisoners use needs to be safe and in working order – if it is not working, will report this and a tradesperson will attend to it.

CO's at units responsible for Hobby Rooms (may include tools for woodcarving and suchlike)

Keep track of maintenance requirements of prison vehicles

Accurately document prisoners' property – if there is a dispute about what they had then it can cost money eg. If they say they had an expensive shirt and there is no record.

Account for prisoners' consumables (weekly purchases) – their phone cards, cigarettes etc – there can be a lot of trouble if the orders are mixed up or there is a dispute about what they ordered and what they got.

- b. What is the nature of your responsibility for these resources? For example handling, cleaning, maintenance, and repair, security and confidentiality, deployment, purchasing and replacement authority, development of resources, issuing, tracking, preserving, protecting, storing, collation, controlling access and quality control. Please give examples.

Handle and operate prison security system – watching the cameras, operating doors correctly; raising alarm if security is breached or about to be breached

Prisoner records are confidential to the prison staff – will have details of offences etc. Mainly responsible for completing them and making sure they are stored in the right place

Financial Resources

c. Are you responsible for handling, spending, allocating, authorising, saving, or making money? This includes cash, vouchers, debits and credits, credit card payments, invoices, budgets, grants, benefits and incomes and revenue. Please give examples.

May be required to receive money from visitors, issue receipts and ensure safekeeping of cash and/or cheques.

d. What is the nature of your responsibility for financial resources? E.g. correctness and accuracy, safekeeping, confidentiality and security, deployment, cost control and budgetary responsibilities, revenue generation.

See c above

7. Responsibility for Organisational Outcomes

a. What are the primary outputs, services, objectives or mission of the organisation you work for? If a multi-functional organisation, you may give the outputs of your branch, business unit, department or other major unit.

To implement court decisions for the imprisonment of people who have committed offences. To provide custodial conditions that are humane and secure and can assist rehabilitation.

Working towards achieving and maintaining organisational Values and Value Statements: -

Professionalism³

- managers and staff **interacting** with offenders in a **professional manner**
- working **together**, being responsive to others and **enhancing** relationships, both internally and externally
- being an employer of choice that values professionalism, continues to invest in staff and managers, encourages them to take pride in their work and **values the contribution** that they make

Responsiveness

- enabling and ensuring that individuals take **personal responsibility** for their actions
- **innovation** in service performance excellence

Integrity

- fairness, acting with **impartiality and integrity**, with respect for the rights and the rule of law at all times

Diversity

- being an organisation that values diversity and **treats all people with respect**

Effectiveness and Efficiency

- being **effective** in improving outcomes for Maori and Pacific peoples
- effectively **contributing** to protecting the public and reducing re-offending
- **delivering** an efficient integrated service to the public and offenders with transparency and accountability

³ Inserted by Corrections management

b. How does your job influence or contribute to the outputs specified above?

We are the people the prisoners deal with everyday. We oversee their routines, sentence plans, work in the community etc. We manage their day to day life – sometimes over a long period of time. We use a variety of techniques to do this such as collaborative problem solving, pro-social modelling, ‘rolling with resistance’

c. How much freedom do you have to influence or make decisions/changes within the organisation and what is the impact? Please provide examples.

Very little – we manage the sentence that has been given within the rules of the prison. Can always raise issues with senior officers if we need to.

d. To what extent are you responsible for end service delivery in your organisation? i.e. how much of the service outputs noted above are you responsible for? Please provide examples and include the range of this responsibility e.g. own work performance only, performance of a unit division etc.

We (the shift team) are directly responsible for the day to day management of the sentence. We case manage maybe 3-4 prisoners each – oversee their sentence plans and recommend adjustment when necessary.

8. Responsibility for Services to People

This factor looks at whether your role provides a direct service to people; this includes patients, customers, children, clients, members of the public, other staff within the organisation etc.

- a. What services do you provide directly to people/clients/customers? Please provide examples.

To provide for the safe and secure incarceration of offenders. Day to day management and supervision of the prisoners. Managing their sentence plans and periodically discussing these with the offenders. We provide a service to the public by keeping offenders out of society.

Reporting on Sentence Management progress to the Parole Board where recommendations are often requested and considered

- b. How often are you required to provide these services?

The services are 24/7 – we do this for all of our shift

- b. Do the service needs of the people vary or change over time? Please give details.

Yes, people get sick, withdraw from drugs, get into trouble with other prisoners or staff etc. Also people can change during the course of their sentence – maybe get more angry, depressed and so on. Also, their family situation can change, partners leave, parents die or get sick – this affects how the prisoner feels and reacts. It is not that we provide different services – their routines are pretty much the same – but we keep alert for the changes and our communication with the prisoner will take their issues into account. It may be that we will need to recommend they get another service – medical help or a chaplain etc

- c. Are you required to make an assessment of the needs of the people you are providing the service to? Please give details.

We are not so much assessing their needs as watching for changes that could impact on their behaviour – this being alert is very much part of the job. At risk assessment is an example – are people at risk of self harm.

In addition, every prisoner placed within a CO's unit is inducted. Part of the induction is an Immediate Needs Assessment (per IOMS) covering family issues, ongoing Court Attendance, Special Needs, and Spiritual & Cultural Needs.

An officer needs to be alert and aware enough to identify emerging issues and report/act accordingly.

e. What impact does this service(s) have on the recipient(s) of the service?

The prisoners' time in prison needs to be safe, and humane and hopefully, while they are in prison they get to fulfil their sentence plan which aims to make them better equipped for life after discharge.

The overall objective is to influence and manage prisoners in order to reduce re-offending

In some ways the general public are the beneficiaries of our service.

DEMANDS/CONDITIONS

9. Emotional Demands

Consider the emotional demands arising from working with or having contact with people in your job. This may be through dealing with people who require some form of care, protection, attention, instruction or assistance. It can also come from the demands of work with people that is inherently stressful or frustrating, which is likely to cause distress to you, such as people who are terminally ill, very frail, at risk of abuse or seriously disadvantaged in some other way.

Do not include stress arising from working with colleagues or other staff, or from one off unexpected events e.g. closing down of an office, or deadlines and high workloads.

a. What are the most emotionally demanding situations you encounter in your job? Please list in order from most demanding in the table below. And how often do these situations occur?

- A. Occasional, perhaps on a daily basis, but less than a 1/3rd of the time
- B. Frequently, everyday for more than a 1/3rd of the time

Emotional Demand	Frequency
<i>Being provoked and not reacting unwisely – holding yourself in check</i>	A
<i>Working with people who may have committed the most awful crimes against others – including children – having to repress personal feelings about this and treat them well.</i>	A (depends on the prison)
<i>Inmates who are sad, depressed, distressed about their situation or their family outside, or about what they have done – but they may be in for a long time. Some of them have had terrible family lives and backgrounds.</i>	A
<i>Dealing with people who seem to have no feelings/remorse about the awful things they</i>	A

<i>have done</i>	
<i>Worrying about my own safety (in some prisons)</i>	A
<i>Women prisoners who have had to give up their children born in prison</i>	A (in women's prisons)
<i>Seeing physical brutality/cruelty between prisoners</i>	A
<i>Exposed to self-harm and/or suicides</i>	A

b. What other significant emotionally demanding situations do you encounter in your job?

Trying not to get cynical and bitter about human beings.

10. Sensory Demands

Consider the nature, level, frequency and duration of the demands for intense sensory attention; i.e. concentration. This could include activities such as listening, interpreting, reading, watching, driving etc when applied in combination with the five senses, (sight taste, smell, touch and hearing) is required to a degree that can result in mental/sensory fatigue.

a. What activities in your job call for high sensory attention?

Please list in order from most demanding in the table below. And how often do these situations occur?

- A. Occasional, perhaps on a daily basis, but less than a 1/3rd of the time
- B. Frequently, everyday for more than a 1/3rd of the time

Sensory Demand	Frequency
<i>Constant attention to everything going on around you – listening, watching, smelling – just ‘sensing’ – even when doing other things such as supervising the exercise or the meals - In some prisons it means never being out of range of the camera. May be watching up to 60 prisoners in the yard</i>	B
<i>Always thinking about what a prisoner is up to – what is their motive for asking something?</i>	
<i>Guard room – watching the cameras – concentrating on whether anything is ‘different’ or out of the ordinary. Being ready to raise the alarm if it is.</i>	B
<i>Driving Escort Vehicles while being aware of possible hi-jack attempts, being followed and the behaviour of prisoners within vehicle</i>	A
<i>Attending Visits and family days – not only watching prisoners but visitors as well – frequently distracted by unruly children and high noise levels</i>	A
<i>Conducting Cell Searches, Rubdowns, Patrols and Security Checks</i>	B

c. If your attention was interrupted during these high sensory attention activities what would the impact be?

Someone could get hurt – including yourself or another staff member. You could miss something important – in terms of what could happen next.

Need “eyes in the back of your head”.

Legal implications for staff member and department if process failures

11. Physical Demands

Consider the nature, level duration and frequency of the physical demands of your job, beyond light physical effort normally required for day to day movement. Physical demand covers physical strength and stamina as well as the physical demands made by strenuous or repeated use of muscles (including fine muscle movements).

a. What physical activities do you engage in as part of your job? (Please list in the table below). And how often do these physical activities occur?

- A. Occasional, perhaps on a daily basis, but less than a 1/3rd of the time
- B. Frequently, everyday for more than a 1/3rd of the time

Physical Activities	Frequency
<i>Standing or walking</i>	<i>B</i>
<i>The "most physical" of the tasks performed by a CO is the emergency response (C&R), which is described as a critical task. Its constituent parts (e.g. running, controlling others, negotiating stairs) must therefore also be considered critical tasks.</i>	<i>A</i>
<i>Searching cells can be demanding</i>	<i>A</i>

There is a general consensus that all officers need to be fit and healthy.

b. How often or easily are you able to take a break from these physical activities by your own choice?

Have scheduled breaks – the physical part of the job is not that demanding

c. Describe any activities you do that require you to work in an awkward position or confined space for an extended period of time?

None

12. WORKING CONDITIONS

a. Please describe any hazardous, disagreeable or unpleasant conditions that you have to work in and provide job related examples in the table below.

Please note the frequency. That is, how often and for how long you have to work in these conditions in the column provided.

A. Occasional, perhaps on a daily basis, but less than a 1/3rd of the time

B. Frequently, everyday for more than a 1/3rd of the time

Examples of Conditions	Yes/No If yes provide work related example	Frequency
Weather	<i>Sometimes can be out in the elements on work supervision</i>	A
Extremes of Temperature	<i>no</i>	
Dust	<i>no</i>	
Dirt	<i>no</i>	
Fumes	<i>Cells can be pretty unsanitary – have to search them</i>	A
Poor Lighting	<i>no</i>	
Human or Animal Waste	<i>Yes – inmates sometimes use their faeces to smear walls, throw through cell grids. Some times will do a “dry cell search” – when suspect people have ingested drugs and go through their faeces.</i>	A
Risk of Illness or Injury	<i>Yes – prisoners can be aggressive or unpredictable – throw things, attack staff etc. Something you have to be</i>	A

	<i>always vigilant about. Being spat at, cutaneous infections, direct contact with bodily fluids (suicides, prisoner- victims of assault etc). Treat all prisoners as if they have aides etc in terms of precautions.</i>	
Ventilation and/or Safety Hazards.	<i>Razor blades placed in such way that officers cut hands during searches</i>	A
Other		

Note: this job always has an element of risk – people may be ‘inside’ because they are dangerous - level of risk often depends on the security level of the prison but all staff have to be vigilant.

IN CONCLUSION

Is there anything else you would like to add which will help in understanding your job?

The job does vary according to the kind of prison you work in. In max security you have a lot less personal communication with the prisoners – but in low security prisons, you will be in rooms with the prisoners interacting a lot of the time – probably get to know them better and more often discuss their issues with them.

Have you attached your reviewed position description?

Thank you for your time and assistance

Appendix 6



Pay and Employment Equity Unit

**Equitable Job Evaluation
Questionnaire**

**Confidential
For Information only**

Job Number: Composite Questionnaire

Position: Orderly – general and theatre

**Team/Department: Hawkes Bay Regional Hospital and Hutt
Valley Health Hospital**

**Organisation: Hawkes Bay DHB and Hutt Valley Health
DHB**

Date September/October 2008



This questionnaire provides a means for you as the jobholder to provide information which will supplement the position description, enabling the job evaluation committee to better understand the job when conducting a job evaluation.

This questionnaire is not designed to assess the current performance or abilities of you as the jobholder, but seeks to identify all of the skills, responsibilities and demands required to perform your job properly. In the Knowledge Skills factor section, for example, the level of knowledge possessed by a particular jobholder may not actually be required to do the job. What is important is to consider what is actually required by the job.

The questionnaire is divided into three sections as follows:

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This questionnaire may be completed by either the jobholder or a manager, supervisor or other knowledgeable person (where the job is vacant). Where the jobholder completes the questionnaire the manager or supervisor of the position should review it for completeness and accuracy.

Where possible the completion of the questionnaire should be facilitated by a trained data gatherer.

You may request to see a copy of the Equitable Job Evaluation Factor Plan. The factor definitions and guidelines at the start of each factor will help you fill in this questionnaire.

Try not to understate or overstate your responses. Be straightforward and objective. Where possible, please provide examples from your actual work.

Please base your answers on typical work assignments and responsibilities over an entire year. Do not include "once in a blue moon" activities.

Your Current Position Description– Is it Accurate?

This questionnaire is designed to be used in addition to your position description which is attached. Please review the position description and make changes where you feel it is appropriate. You may make these changes either through writing on an additional sheet of paper or making changes directly on the position description. (Please note this does not officially change your position description).

Thank you for your assistance in completing this questionnaire.

SKILLS



8. Knowledge skills

NOTE: one interviewee worked as dedicated theatre orderly, one worked mainly in theatre but did other work and the third was a general orderly undertaking a variety of tasks throughout the hospital. In Hutt Valley Health day time orderlies also have a security function – can be called to any problems where patients are disruptive or threatening. At night there is a dedicated security orderly team. This questionnaire includes the day time orderly responsibility for security. It is expected that in any security call out two orderlies will go and will assist the nursing or medical staff.

- h. Describe the level of knowledge required to competently perform your job; including:
- numerical and literacy skills
 - professional skills, concepts, ideas, fields of endeavour
 - other cultures or languages
 - theories, techniques, policies, procedures and practices
 - activities, processes, procedures or methodologies
 - equipment, machinery, instrumentation or other technical materials.

Type your answer in the shaded area:

The first thing you need to know is to find your way around the hospital and get used to all the titles of the different departments and work areas. There are lots of different 'runs' and you need to know the rules about each of them – e.g. linen run, rubbish run, pharmacy, patient records etc. The tasks you get can depend on the shift.

There are also different types of trolleys e.g. a Philips trolley for people who can't be moved easily - burns patients. Also different theatre beds to set up – e.g. there is special one for hip operations.

Learn how to use computer to log and dispatch jobs as calls come in – can be called on to do this if regular dispatcher is away.

Basic literacy skills – ability to read simple forms or instructions and correctly transfer information. For example, mortuary forms have to be properly completed and we need to make sure the doctor has done it properly because the Orderly department is responsible for sending the forms in.

Need to know when to call for help on 777 or radio telephone (RT)– if a patient has a crisis while being moved or falls

Need a reasonable knowledge of Hospital processes and functions and Departmental functions e.g Radiology, Outpatients Dept etc

- i. What job-related work experience (both paid and unpaid) is necessary to perform your job competently? Please be specific as to the nature and level of experience.

Previous stores or customer service experience is helpful but not essential

General life skills and maturity

- j. Are there any formal qualifications and/or training required for a person to hold your job? Are there any formal licences, certificates or other qualifications required? If so please specify and note whether they are only desirable or an essential requirement, for example a driver's licence is required for any job that involves driving, but being an Associate Chartered Accountant may only be desirable for an assistant accountant.

No

Induction

Full induction can take a few weeks (depends on the person but can take up to 3 months) – provided with opportunity to buddy others on each run to get familiar with it – a large part of this is getting to be fully familiar with the hospital layout and getting from one place to another. There is also instruction from the supervisor on things like oxygen bottles, how to communicate with patients and relatives, transferring patients, moving hazardous materials correctly and, (in Hutt DHB) instruction from external people on security skills – such as ‘care and restraint’. After induction will start on the easier runs on their own - such as linen.

Problem Solving Skills

- a. What kinds of problem solving, analysis, interpretation, evaluation, diagnosis, reasoning and creativity are required in your job?

The thinking challenges are around task management and prioritisation. This can be made more difficult by the lack of understanding of some of staff who want everything immediately and do not understand the other demands that are being placed on the Orderly.

- b. Give examples of the biggest or most challenging problems you would typically encounter in your job.

The biggest thinking challenges are prioritisation of tasks. The Orderly may get 3 pages in the space of 1 minute to do three things and they have to know how to prioritise them correctly or seek assistance either to prioritise or to do the tasks. For example if one call is to get bloods and the other two calls are to transfer patients to theatre, they would get the blood first.

Need to know when to ask for help and when to advise others that you are doing something else first and why.

- c. What, if any, research or analysis is required to solve these problems?

None – responses are based on past experience and training received as part of the induction process.

- d. Are these “most challenging” problems re-occurring and familiar, or are they quite new each time? Are your solutions to these problems usually of a similar nature or are they different each time?

Yes

- e. What resources are available to help you resolve problems? For example, manuals, policies, guidelines, work practices, professional standards, expertise of others.

Any difficult problems are referred to the Orderly Supervisor or the Clinical Nurse Manager and there are manuals available. In the Orderlies department.. Shift supervisors are on hand if issues are not of the normal day to day occurrence

- f. What are the types of problems you would refer to your manager/supervisor? Please provide an example of the type of problem that goes beyond your authority or responsibility to deal with.

If there is a problem with any of the equipment. For example the Orderly makes a note of the temperature of the fluid warmer in the morning and at night – the other day it was at a higher temperature than the Orderly had ever seen so he advised the Manager.

If there are communication problems with another staff member.

If they see an opportunity to improve a procedure.

9. Interpersonal Skills

d. List below the most important relationships connected with your job you have with people both inside and outside the organisation and describe the nature or purpose of those contacts. The purpose may include such things as:

- exchange information
- give advice
- motivate, guide, instruct or train
- empathise, reassure or counsel
- negotiate, persuade
- influence and/or gain the cooperation of others

Most Frequent Contacts

Type your answer in the shaded area:

Contact (Job Title or type of contact for examples clients, patients, and others)	Purpose of the Communication
Orderly supervisor, Orderly Manager or Clinical Nurse Manager	<i>Manager – any problems that need sorting out might be to do with rosters, leave, training or to do with faulty equipment.</i>
Ward Clerks	<i>Transfer of patient records etc to go with the patient.</i>
Other Orderlies	<i>Colleagues – help each other. Also dispatch front desk orderly – to get the instruction right and listen to what we have to do on the job.</i>
Theatre Staff – Mainly Nurses and	<i>Responding to requests e.g. to transfer patients, get bloods or supplies, organise their morning tea or lunch in the staff room.</i>

Care Assistants	<i>A lot of our work comes from these people.</i>
Patients/Families	<i>Being polite when you are transferring them, introduce yourself, tell them where you are taking them. Being careful what you say – referring them to others if they ask us questions about their care</i>
Lab Assistant	<i>They sometimes may help us getting the bloods. Exchange of information.</i>
Security	<i>We would call them if there was someone behaving strangely or violently in the hospital that we noticed –</i>
Kitchen Staff	<i>Ordering meals for doctors in theatre</i>

- n. How critical are your interpersonal skills to successful performance in your job?

The interpersonal skills are very important - you have to be polite and considerate, otherwise you will upset patients, their families and other staff. We need to remember the limits of our role – careful about questions etc. Everyone needs to have their dignity respected.

- o. Is the subject matter being communicated straightforward, complex, sensitive, confidential, unwelcome or otherwise notable? Please provide typical example(s) of the most critical communications.

The subject is straight forward, it is generally conveying or receiving of information of a relatively straightforward nature – often about a job (e.g collect patient's records.)

- p. Does your position require you to interact with people of other cultures than your own? Please provide details of what other cultures, the people with whom you are interacting and the nature of the interaction, for example, casual social contact, formal negotiations, ceremonial, and others.

Yes – the patients and their families may come from any culture. The nature of the contact is usually greetings and explaining where you are taking them. You have to be culturally sensitive, but do not need any in depth cultural understanding.

- q. Do you need to speak another language to interact effectively? Please state the language(s).

No

7. Physical Skills

- m. What physical skills are required to competently carry out your job? Consider manual dexterity, hand eye co-ordination, co-ordination of limbs, manipulation and flexibility skills. Please list these physical skills below and how they are used in your job; for example, keyboard work, heavy lifting, manipulation of people or objects, work with instrumentation, equipment or machinery, surgical procedures.

Physical Skill	Application in your Job
Patient Transfer Skills	<p><i>Moving patients from a bed onto the operating table and back again – this can involve using a sliding board and involves coordinating the move with 2 or three others who are helping move the patient.</i></p> <p><i>Helping patients from their bed to a wheelchair.</i></p> <p><i>Also if a patient has a fall need to know how to operate the hoist to lift them up – generally with others involved.</i></p>
Pushing a hospital bed or trolleys	<p><i>They are not very easy to move especially on carpet and you have to be able to manoeuvre them around corners and smoothly and to judge distances properly so that you don't bang into anything and hurt the patient. Sometimes can involve walking backwards when the nurse is at the patient's head.</i></p> <p><i>Need to stack the trolleys carefully - e.g. linen</i></p>
Changing the regulators on the oxygen tanks	<p><i>Making sure that there is a fully operating oxygen tank available for patients when they come out of surgery.</i></p>

Filling the formalin containers	<i>Using a mask, goggles and a fume cupboard we have to half fill 70 ml pots with formalin.</i>
Making hospital beds	<i>Making the beds ready for patients when they come out of surgery (theatre orderlies)</i>

- n. Did you require any special training to acquire these physical skill(s)? Please provide details of the appropriate training.

We get the training we need in induction - e.g.

- a. Patient Transfer skills.*
- b. Pushing of the hospital beds and learning how they operate*
- c. Oxygen Tank changes, filling of Formalin pots and bed making*

- o. Is there a need for a high level of precision in applying any of these skills? If yes what skill and why?

Yes with the formalin bottles you need to make sure you are careful and accurate in how much you put in.

Moving beds with patients in them carefully.

- p. Is there a high demand for speed using these physical skill(s)? Please provide details.

No

RESPONSIBILITY



12. Responsibility for People Leadership

- l. Please list the jobs (and numbers of people in each job) reporting directly to you or provide a copy of the organisation chart that shows these jobs clearly.

N/A

- m. Do you assume occasional leadership or directional responsibility for other jobs, for example, contractors, consultants, project team members or volunteers? Provide examples.

N/A

- n. For staff reporting to you, what issues can you resolve yourself and what is referred to your manager for approval? For example, employment of new staff, taking disciplinary action (including firing staff), making salary adjustments, negotiating employment agreements, assigning work, reviewing performance.

N/A

- o. If your job does not have line management/leadership responsibilities do you have occasion to influence the work of others in any of the following ways:

- coordination, work planning and allocation
- checking and evaluating the work of others
- training
- development, mentoring coaching or guiding others
- providing leadership/guidance on organisational or professional issues/outputs
- getting consensus/co-operation
- setting professional standards

Please provide job related examples of the type of influence required and who you are influencing. Note that this may include both other employees and people outside of your organisation.

May be asked to provide on the job training to a new orderly as part of their induction – a lot of the induction is shadowing more experienced orderlies.

13. Responsibility for Resources

Physical and Information Resources

- I. What resources are you responsible for, including equipment, plant, tools, instruments, building or other assets; information, data and records etc?

My Pager and RT

Oxygen Bottles

Theatre Equipment – X Ray Machines, Laparoscopic Tower and other supplies such as bandages

Because of the nature of the job you are often aware of the procedures that patient are having and what equipment will be needed.

- m. What is the nature of your responsibility for these resources? For example handling, cleaning, maintenance and repair, security and confidentiality, deployment, purchasing and replacement authority, development of resources, issuing, tracking, preserving, protecting, storing, collation, controlling access and quality control. Please give examples.

My Pager – have to make sure it is operating and has been charged.

Oxygen Bottles – need to ensure the bottles are filled. When they are not full we send them away to be filled. This involves changing the regulator on the bottle (unscrewing it from the bottle and putting it on a full bottle and checking that there are no air leaks and that the oxygen flows). If there are any air leaks we have to change the washer on the tank (like a tap washer). We need to record that we have done this.

Theatre Equipment – moving it around safely from theatre to theatre as directed. Some of the equipment is very expensive.

Set up different theatre beds

Cleaning theatre at the end of each day – following set procedures using soap and then meths.

Some equipment e.g. plaster trolley, and X-Ray Gowns we have responsibility for cleaning.

We need to report any problems with wheelchairs or trolleys

Need to treat any patient information as confidential – we carry it around the hospital and hear information from other staff.

Financial Resources

- c. Are you responsible for handling, spending, allocating, authorising, saving, or making money? For example, cash, vouchers, debits and credits, credit card payments, invoices, budgets, grants, benefits and incomes and revenue. Please give examples.

Do transport cash float from food services to revenue

- n. What is the nature of your responsibility for financial resources? For example, correctness and accuracy, safekeeping, confidentiality and security, deployment, cost control and budgetary responsibilities, revenue generation.

N/A

14. Responsibility for Organisational Outcomes

- a. What are the primary outputs, services, objectives or mission of the organisation you work for? If a multi-functional organisation, you may give the outputs of your branch, business unit, department or other major unit.

Working with others to maximise the health and well-being of people covered by the DHB. The overall purpose of the organisation which drives us, is a passion to realise the vision of having the healthiest families in New Zealand. We will achieve this through providing:

The right care, in the right place, at the right time, with the right tools, every time.

- b. How does your job influence or contribute to the outputs specified above?

By transferring patients and their records around the hospital and to theatre and back to the wards so they can get the care they need. Transferring equipment to the theatres so the theatre staff have the right tools, and by being helpful and polite to patients so they feel cared for.

Making sure that others can do their job – with clean linen, no rubbish, the right blood etc

- c. How much freedom do you have to influence or make decisions/changes within the organisation and what is the impact? Please provide examples.

I can provide my opinion and recommend changes to procedures (e.g. timings of different runs) to my manager but I cannot change anything.

- d. To what extent are you responsible for end service delivery in your organisation? How much of the service outputs noted above are you responsible for? Please provide examples and include the range of this responsibility. For example, own work performance only, performance of a unit division.

Responsible for own work performance only and my job assists others so that they can provide the health care to the patients in the hospital.

8. Responsibility for Services to People

This factor looks at whether your role provides a direct service to people; this might include patients, customers, children, clients, members of the public, and other staff within the organisation.

- o. What services do you provide directly to people/clients/customers? Please provide examples.

Transferring of patients within the hospital so that they can get the health care they need.

Ensuring that the supplies are on hand in the theatres and round the hospital so that others can provide the healthcare they need.

- p. How often are you required to provide these services?

Everyday

- q. Do the service needs of the people vary or change over time? Please give details.

Their needs may change but not in terms of the services I provide them, that does not vary.

- r. Are you required to make an assessment of the needs of the people you are providing the service to? Please give details.

No. The only exception is that if there is an emergency with a patient I am transporting – then I call the 777 emergency number to get the rapid response team.

- s. What impact does this service(s) have on the recipient(s) of the service?

It makes sure they are in the right place to receive medical services. Also by being polite and pleasant with them hopefully they feel a little bit better before going to get the care they need.

DEMANDS/CONDITIONS



Emotional Demands

Consider the emotional demands arising from working with or having contact with people in your job. This may be through dealing with people who require some form of care, protection, attention, instruction or assistance. It can also come from the demands of work with people that is inherently stressful or frustrating, which is likely to cause distress to you, such as people who are terminally ill, very frail, at risk of abuse or seriously disadvantaged in some other way.

Do not include stress arising from working with colleagues or other staff, or from one off unexpected events, for example, closing down of an office, deadlines and/or high workloads.

- a. What are the most emotionally demanding situations you encounter in your job? In the table below, please list the situations from most demanding to the least and state how frequently these situations occur.

Frequency Scale

- A.** Occasional, perhaps on a daily basis, but less than a 1/3rd of the time
B. Frequently, everyday for more than a 1/3rd of the time

Emotional Demand	Frequency
<i>Transferring patients from Emergency Department who have an acute trauma and the expectation of a good outcome is not good e.g. still born babies, car accidents. You also may meet their families in the process and they are often distraught.</i>	A
<i>Everyday we deal with people who are sick or scared about what is going to happen to them.</i>	B
<i>Assist with cleaning of bodies for identification by the family before the undertaker can collect them</i>	A

- e. What other significant emotionally demanding situations do you encounter in your job?

Transferring of bodies and amputated limbs to the mortuary – this is not every day. Or, when a health young person dies unexpectedly on then operating table – this really shakes

*everyone – and I would have collected them from the ward and
chatted on the way to theatre. Occasional.*

Sensory Demands

Consider the nature, level, frequency and duration of the demands for intense sensory attention. This could include activities such as listening, comprehending, watching, driving or thinking when applied in combination with one or more of the five senses (sight, taste, smell, touch and hearing) to a degree that results in mental/sensory fatigue.

- a. What activities in your job call for high sensory attention? In the table below please list the situations in order from most demanding to the least and state how frequently these situations occur.

Frequency Scale

- A.** Occasional, perhaps on a daily basis, but less than a 1/3rd of the time
B. Frequently, everyday for more than a 1/3rd of the time

Sensory Demand	Frequency
<i>Have to be very alert when wheeling patients in the beds – you have to be aware patient, things hanging off the bed e.g. drips, other people in the corridors – to make sure that the patient is safe and the journey is as smooth and efficient as possible.</i>	B

- e. If your attention was interrupted during these high sensory attention activities what would the impact be?

You may bang the bed against something or someone else. The patient may reach their hand out of the bed and endanger themselves.

11. Physical Demands

Consider the nature, level, duration and frequency of the physical demands of your job, beyond light physical effort normally required for day to day movement. Physical demand covers physical strength and stamina as well as the physical demands made by strenuous or repeated use of muscles (including fine muscle movements).

- a. What physical activities do you engage in as part of your job? In the table below please list the physical activities and state how often these physical activities occur.

Frequency Scale

A. Occasional, perhaps on a daily basis, but less than a 1/3rd of the time

B. Frequently, everyday for more than a 1/3rd of the time

Physical Activities	Frequency
<i>Lifting linen onto the linen trolley</i>	A
<i>Transferring of patients in the hospital</i>	B
<i>Cleaning of the theatres between surgeries and after theatre has finished</i>	A
<i>Transferring of equipment between theatres</i>	A
<i>You need to be on your feet all day walking between places – orderlies often walk about 10km per day around the hospital</i>	B

- g. How often or easily are you able to take a break from these physical activities by your own choice?

We do have scheduled breaks but when you are in the middle of a task in theatre you are unable to take a break.

- h. Describe any activities you do that require you to work in an awkward position or confined space for an extended period of time?

N/A

12. WORKING CONDITIONS

Please describe any hazardous, disagreeable or unpleasant conditions that you have to work in and provide job related examples in the table below.

Please note the frequency. That is, how often and for how long you have to work in these conditions in the column provided.

Frequency Scale

A. Occasional, perhaps on a daily basis, but less than a 1/3rd of the time

B. Frequently, everyday for more than a 1/3rd of the time

Examples of Conditions	Yes/No If yes provide work related example	Frequency
Weather	<i>No</i>	
Extremes of Temperature	<i>No</i>	
Dust	<i>No</i>	
Dirt		
Fumes	<i>Smell of charred flesh in burns patients or Diathermy in theatre</i>	A
Poor Lighting		
Human or Animal Waste	<i>When you are cleaning the theatre there could be any form of body fluids. Transporting linen which can be smelly. Transport body parts or</i>	A

	<i>corpses</i>	
Risk of Illness or Injury	<p><i>There is a risk from contagious diseases. The Orderlies are advised when they are dealing with a patient with a contagious disease e.g TB and will wear appropriate personal protective equipment.</i></p> <p><i>Have to move hazardous material to the store room.</i></p> <p><i>When called on in a security situation people can be aggressive or on "P" or something – we need to calm them</i></p>	A
Ventilation and/or Safety Hazards.		
Other	<p><i>Biohazard dealing with bloods, taking bodies or amputated limbs to the mortuary.</i></p> <p><i>They are all bagged etc but you still have to transport them</i></p>	A

IN CONCLUSION

Is there anything else you would like to add which will help in understanding your job?



Have you attached your reviewed position description?

Thank you for your time and assistance