

REPORT ON THE PAY INVESTIGATION FOR SPECIAL EDUCATION SUPPORT WORKERS

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Special Education Support Worker's Remuneration

The Special Education Support Workers' (SESW) remuneration is negotiated as part of the collective employment agreement between the union, NZEI Te Riu Roa and the Ministry of Education. The current agreement came into effect on 1 May 2008. Those SESWs who choose not to join the union receive the same pay but the effective date of any increases is later than that of their union member colleagues (1 November 2008) as agreed with the union.

The Wage Scale

The wage scale is a 7 tiered scale, the table below shows both the rates as at 1 May 2008 and the rates that were applied previously under the expired collective.

	Effective 1 July 2007	Step	Effective from 1 May 2008
		7	\$17.60
7	\$16.40 →	6	\$16.89
6	\$15.46 →	5	\$15.92
5	\$14.72 →	4	\$15.16
4	\$14.02 →	3	\$14.44
3	\$13.35 →	2	\$13.75
2	\$12.71 →	1	\$13.09
1	\$12.11 ↘		

The collective states:

“Incremental steps on the scale are an acknowledgement of the ways in which employees improve/increase their knowledge, skills and experience from year to year. An employee shall advance step by step annually, up to the maximum step on the wage scale. Increments may only be withheld when it can be demonstrated that expectations have not been met to a reasonable level.

The Chief Executive may approve accelerated advancement through the steps of the scale.”

In addition to the base pay SESWs may receive an additional Te Reo Maori and Tikanga Maori assessment payment as follows:

“Where staff member's skill and knowledge of Te reo Maori and Tikanga Maori have been assessed by the Ministry of Education and a level of attainment set out in Ministry policy has been reached the dollar amounts set out below will be added to the individual's salary. This will be paid in addition to the appropriate step on the salary scale and will form an integral part of the salary particularly for matters such as superannuation and taxation.”

Assessment Level

A

Remuneration Level

\$1.50

<i>B</i>	<i>\$1.00</i>
<i>C</i>	<i>\$0.75</i>
<i>D</i>	<i>\$0.50</i>

3 Support Workers in total receive the Te Reo Allowance:

- 1 x Support Worker receives - 50 cents (Collective)
- 1 x Support Worker receives - 50 cents (Individual)
- 1 x Support Worker receives - 75 cents (Individual)

Hours of Work

The employment of the SESWs is primarily of a part time nature for either all or part of a school day on all or some days between Monday and Friday depending on the role of the SESW, the child(ren) they are working with and the number of children they are working with. SESWs often work at more than one location during the course of a day and are paid for their travel time between locations and can claim their travel expenses using the IRD's mileage rates. The Ministry does not pay for travel between work and home.

Work is carried out during the school term time and SESWs are paid for the hours they work.

Annual Holidays

Permanent employees and SESWs employed on a continuous fixed term period of 12 months or more receive 4 weeks annual holidays in accordance with the Holidays Act. Employees who complete 4 years service are granted five weeks annual holidays for that and succeeding leave years. No additional payments are made for time off during the school holidays.

SESW employed on fixed term agreement for a period less than one year are paid holiday pay at the rate of 8% at the conclusion of their fixed term employment.

Employment Agreement Status

The vast majority (800) of the SESWs are employed on fixed term agreements, with only 138 employed on permanent agreements. The clauses relating to the fixed term employment are:

3.6 Fixed Term Appointments

3.6.1 Where appointments are not permanent the provisions of this subclause will apply.

- i. An employee and an employer may agree that the employment of the employee will end:

 - a. at the close of a specified date or period; or*
 - b. on the occurrence of a specified event; or**

- c. *at the conclusion of a specified project.*

- ii. *Before an employee and employer agree that the employment of the employee will end in a way specified in subsection (i), the employer must:*
 - a. *have genuine reasons based on reasonable grounds for specifying that the employment of the employee is to end in that way; and*
 - b. *advise the employee of when or how his or her employment will end and the reasons for his or her employment ending in that way.*

- iii. *The following reasons are not genuine reasons for the purposes of subsection (ii)(a):*
 - a. *to exclude or limit the rights of the employee under the Employment Relations Act 2000;*
 - b. *to establish the suitability of the employees for permanent employment.*

3.6.2 *Where an appointment is for a fixed term, the letter of appointment will state the way in which the appointment will end and the reasons for the employee's employment ending that way.*

Many of the staff who are employed on fixed term agreements are re-contracted each year as the need for Special Education Support Workers in their area is known.

Other Factors Affecting Remuneration

Part of the terms of reference was to identify any factors that were affecting the remuneration of the SESWs. The current remuneration payments for SESWs have been analysed by:

- Permanent vs fixed term employment status
- By SESW role, i.e. Behaviour Support Worker, Communication Support Worker and Education Support Worker
- By gender
- By length of service
- By NZEI membership

This analysis has been attached as Appendix xxx

Points to note from this analysis are:

- There are 939 SESW, 800 are employed on fixed term agreements and 138 on permanent agreements. There is the possibility that a number of Support Workers have not worked for the past 6-12 months who have not yet been terminated from the system.
- BSWs are more highly paid with an average hourly rate of \$16.78 than there ESW (\$14.81) average per hour) and CSW (\$15.18) counterparts. This may be in part due to a higher average length of service, 3.63 years for BSWs as compared to 1.66 years for CSWs and 2.48 years for ESWs.
- Male SESWs are paid a higher average hourly rate \$15.98 than female SESWs \$14.93 despite the fact the females have longer service.
- Male BSWs and CSWs are paid more than females performing the same job.
- Men are more likely to be employed under a permanent employment agreement (37.93%) than females (13.86%).
- NZEI members are paid more than non NZEI members but this may be due at least in part to their length of service, as union members tend to have longer service than their non union colleagues.
- The nature of the employment agreement impacts on the SESWs remuneration with the average pay of fixed term agreement SESWs lower than permanent SESWs with the same length of service.

Recruitment

Unfortunately there is not an overall national view on the ease or difficulty of recruiting of SESWs. In talking to managers their experiences can differ depending on the role, the location and the time of year. For some, pay rates have made recruitment more difficult with some candidates withdrawing from the process or not applying.

Analysis of Special Education Support Workers' Remuneration

	Number	Average Hourly Rate	Average Length of Service (years)
Total SESW Staff	938	\$ 14.96	2.43
By Gender			
Total Female SESW	908	\$ 14.93	2.42
Total Males SESW	29	\$ 15.98	2.65
By Type of Contract			
Permanent Contract	138	\$ 16.99	7.34
Temporary Contract	800	\$ 14.61	1.58
By Role			
BSW	48	\$ 16.78	3.63
CSW	126	\$ 15.18	1.66
ESW	764	\$ 14.81	2.48
 Permanant Staff by Gender			
Females	126	\$ 16.98	7.58
Males	11	\$ 17.52	5.11
 Temporary Contracted Staff by Gender			
Females	783	\$ 14.60	1.59
Males	18	\$ 15.03	1.15
 BSWs by Gender			
Female BSWs	32	\$ 16.59	3.45
Male BSWs	16	\$ 17.15	3.99
BSWs by Gender and Contract Type			
Female BSWs on a Permanent Contract	12	\$ 17.28	5.75
Male BSWs on a Permanent Contract	11	\$ 17.52	5.11
Female BSWs on a Temporary Contract	20	\$ 16.17	2.06
Male BSWs on a Temporary Contract	5	\$ 16.34	1.53
 CSWs by Gender			
Female CSWs	124	\$ 15.18	1.69
Male CSWs	2	\$ 15.54	0.1
CSWs by Gender and Contract Type			
Female CSWs on a Permanent Contract	21	\$ 16.75	5.02
Male CSWs on a Permanent Contract	0		
Female CSWs on a Temporary Contract	103	\$ 14.86	1.01
Male CSWs on a Temporary Contract	2	\$ 15.54	0.1
 ESWs by Gender			
Female ESWs	753	\$ 14.81	2.5

Males ESWs	11	\$	14.35	1.16
ESWs by Gender and Contract Type				
Female ESWs on a Permanent Contract	93	\$	16.99	8.39
Male ESWs on a Permanent Contract	0			
Female ESWs on a Temporary Contract	660		14.51	1.67
Male ESWs on a Temporary Contract	11		14.35	1.16

Appendix 8 Corrections Officer Remuneration

Competencies for the role

“To work as a corrections officer you need to have life experience and good listening and communication skills.”¹ There are no formal mandatory educational qualifications for entry to the occupation.

To become a corrections officer an applicant²:

- Pass the Correction Officer Selection Test (COST) – this tests basic, vocabulary numeracy and literacy skills³
- Physical test – to check balance, flexibility to get down on their knees, run 100 metres in under 20 seconds
- Medical test
- Personality test – to check for ability to follow rules and procedures; how person reacts under pressure and interpersonal sensitivity – can they maintain boundaries.
- Sends a day in a prison accompanying a corrections officer who monitors their reactions and behaviour
- Also need to have a driver's license, a first aid certificate and no criminal convictions within the last 10 years⁴.

New corrections officers shadow an experienced Corrections Officer at a prison for a week, a six-week residential training course at the corrections staff college and another week of induction that involves ‘shadowing’ another officer.

The Department of Corrections runs a national prison service - induction is conducted nationally at regular intervals. The course includes subjects such as:

- control and restraint techniques
- first aid
- using the computer system
- report writing
- relevant legislation
- health and safety –

¹ CareerServices website

² Information was provided by the Acting regional HR Manager, Central, Prison Service

³ For example, the applicant reads a statement with some words underlined and has to find a pick a word with a similar meaning; reads an extract of an article on suicide prevention which has words missing – needs to find a word that would suit the sentence; given a scenario in a series of notes – has to compile the notes into a brief report; numeracy involves addition, subtraction and long division – with a calculator.

⁴ There are some kinds of criminal record that will not usually be considered (e.g. a custodial sentence) or have a longer time requirement.

The induction gives 2 level 3 units out of the 36 needed for the National Certificate in Offender management level 3. In order to progress on the salary scale COs need to complete this course. Most of it is on the job learning and assessment with a few formal courses at the Polytechnic. It is generally completed within 18 months of appointment.

Remuneration

Remuneration in the Collective Agreement as at 1.1.08 (on 1.1.09 there will be a 3% increase).

On appointment	\$42,982
After ITC induction (6 weeks)	\$45,078
On completion of Level 3 Offender Management Level 3	\$48,957
On completion of Level 4 Offender Management level 4	\$52,940

There are no penal rates. These were substantially removed in 1993 and finally removed in 1998. In 1993 there was about a 18.7% pay adjustment at CO entry level in compensation for the loss. In 1998 the adjustment was minimal at the lower level of the occupation.

Corrections officer roles are now evaluated using Strategic Pay Job Evaluation system. COs with NZQA level 3 are ranked as level 10 which: (as at September this year). Current CO collective agreement pay rates are above the public service median.

Median Public Service base salary	Median total remuneration
\$ 44,623	\$46,467

CO remuneration is informed by salary survey information and bargaining with the PSA and CANZ.

Corrections staff reported that there is currently no overall problem with recruitment – apart from in one or two specific locations.

Hours of work

Shift staff are employed to work standard hours of 80 hours a fortnight, 8 hours per day on any ten days of the fortnight with a cyclic roster published not less than ten days in advance.

There are no penal rates or allowances paid in addition to the base salary. Any hours over and above the standard are paid at time and a quarter. One exception is

Auckland Central Remand Prison, which is the only prison that has 12 hour shifts, with fewer days worked per fortnight, the salaries are higher in recognition of shift arrangements.

Leave

CO's have 4 weeks annual leave.

On completion of one year's employment of shift work there is one extra week annual leave (5 weeks a year). This is likely to be before completion of the Level 3 qualification and so equates to approximately \$ 826 extra a year for shift work (rising with progression through the grades).

After 6 years current continuous service one week annual leave for the 6th and subsequent years of service. (6 weeks a year)

Remuneration history

Researching this history shows that's institutional memory within the department and the PSA is patchy. Changes to the structure of CO pay happened some years ago – in 1993 and 1998. It seems that key events were:

- Prior to 9.9.1993 CO's were eligible for shift allowances on top of their base salary – for weekday and weekend shifts.
- From 9.9.1993 there were no shift allowances for work on Monday to Friday. It seems that shift allowances for weekend work remained (they are still evident in the 1996/97 Employment Contract)
- In 1993 the pay scale was changed from five steps to 7 steps. The old step one became the new step three – current staff were transitioned to the new scale and experienced a pay raise of about 30% in return for loss of weekday shift allowances.
- The new bottom step was \$4799 above the old starting level – a 19.8% increase – negotiated presumably as a sufficient compensation for the loss of the penal rates at

the entry level to the occupation and as a sufficient to attract new staff. Allowing for a 1% CPI movement (1992-93)⁵ reduces the increase to 18.9%

- The 1998/99 contract was a radical change in the employment terms and conditions. Penal rates for shifts were entirely abolished.
- Compensation for the loss of weekend shift penal rates at appointment to a CO was only \$300 pa and \$730 after completion of the induction course.
- Compensation was considerably greater at the higher ends of the scale
- The PSA reported that this was when the extra week's annual leave for one year of shift work was introduced as a 'quiet compensation' – in current terms, about \$826 a year on the post ICT scale.

In addition to adjustments due to shift leave losses changes were made from 2004-2006 after the 2004 'muster crisis' – more prisoners than prison beds. This led to renegotiation with the unions of the formula that calculates the ratio of staff to prisoners, which allowed for "double bunking" in some cells and paid for CO's having to deal with the complexities of cells with two bunks in them and more prisoners in units.

A departmental briefing paper states:

- The first muster crisis arose in 2004. Based on allowances that had been originally provided for in the 1996 PSA agreement, after applying CPI, a rate of \$28 per shift was struck for PSA custodial staff as a comparable rate in 2004 terms; CANZ rate was \$26.50 paid to custodial staff.
- That arrangement expired on 30 June 2005 and was replaced with a lower amount applicable to all people inside the wire - \$18/shift for most and \$10/shift for non custodial staff. This cost significantly more than the previous approach notwithstanding the reduced rate, due to the extended coverage.
- In 2006 the muster allowance was subsumed into salary in return for securing an additional 282 beds over and above maximum operating capacity at a cost of \$25M. These beds are effectively still "available" however under the pre-existing conditions relating to use, including that national muster levels must be exceeded prior to access being available.

⁵ Using the Reserve Bank's CPI calculator

Appendix 9 Hospital Orderlies Remuneration

Competencies for the role

CareerServices website:

To become a hospital orderly you need to have at least four years of secondary education and must not have any criminal convictions

The recruitment process focuses on people with 'life skills' and an ability to relate to, and an enjoyment of people.

Many skills are gained on the job. Hospitals provide orientation and practical training courses which may include:

- hygiene and sterilisation
- first aid and medical terminology
- hospital health and safety procedures
- transportation regulations and procedures
- security procedures
- safe manual handling of the equipment and patient lifts
- customer service, computer usage and emergency training.

Remuneration

As at 1/8/08 in the District Health Boards and Service and Food Workers Union Multi Employer Agreement

There are five grades. Grades 1-4 operate at DHBs categorised as non- Metropolitan and grade 5 operates at DHBS classified as metropolitan.

Employers may place an employee on any step of the scale taking account of:

- Previous work experience or other relevant life experience
- Degree of difficulty in recruiting specific skills and/or experience required

Progression through the grades is by annual increment, subject to satisfactory performance.

Hourly rates

Grade	Hourly rate
1	\$14.62

2	\$15.34
3	\$15.70
4	\$16.16
5	\$16.67

Penal rates

1. Between 8pm – 6am: Night shift rate - 25%
2. Midnight Friday/Saturday until Midnight Sunday/Monday: Weekend rate – 50%
3. Public holiday rate – 75%

In addition there are a number of allowances such as meal allowances, on call, post mortem/body removal allowance etc

Hours of work

The ordinary hours of an employee employed full time is 80 hours a fortnight. Employees normally work eight hours a duty.

Leave

Leave is in accordance with the Holidays Act. Employees who work rotating shifts are entitled to 5 days extra annual leave after one year, based on number of qualifying shifts worked.

Appendix 10 Summary of EJE Factors

Skills Factor Family

Factor 1: Knowledge

What is being measured?	The factor considers	Factor levels
<p>The combination of knowledge and experience to competently perform the job</p> <p>The breadth and depth of knowledge required, regardless of how the knowledge may have been acquired</p>	<p>The range of knowledge required including technical, procedural, product, organisational, human behavioural, specialist knowledge etc</p> <p>Formal qualifications and training provide only an indicator of the knowledge level – knowledge may have been acquired in other ways</p> <p>The actual qualification of the jobholder are only relevant if required by the job</p> <p>Includes language skills, including Braille and sign language</p>	<p>Ranges from Level 1</p> <ul style="list-style-type: none"> • Knowledge to understand simple work procedures • Knowledge usually gained on the job • Often knowledge relating to manual tasks <p><i>To Level 11</i></p> <ul style="list-style-type: none"> • Considerable breadth and depth of knowledge • Knowledge in a combination of advanced disciplines • Unique expertise as a cultural, business, professional or government opinion leader

Factor 2 Problem solving

What is being measured?	The factor considers	Factor levels
<p>Making decisions and finding solutions through:</p> <ul style="list-style-type: none"> • Reasoning • Analysis • Judgement • Creativity • Innovation • Planning • Coordination 	<p>Problems are not always negative – also means challenges</p> <p>The degree of autonomy to make decisions</p> <p>The nature of the information/data available to solve the problems</p> <p>Available support from other jobs</p>	<p><i>Ranges from Level one</i></p> <ul style="list-style-type: none"> • Minor problems or challenges • Clear, easy to see options • Work closely supervised • Defined procedures to use • Information is readily available <p>To <i>Level 8</i></p> <ul style="list-style-type: none"> • 'One of a kind' problems • Solutions need innovation • Solutions have major and broad significance • Need to use abstract intellectual thought • Available information to solve problems is inconclusive or incomplete

Factor 3: Interpersonal skills

What is being measured?	The factor considers	Factor levels
<p>Communication and interpersonal skills to interact with other people (e.g. clients, customers, suppliers etc) on issues of varying complexity and sensitivity.</p> <p>It includes multicultural skills as an increment or extra level.</p>	<p>The nature and purpose of the interaction e.g. informing, training, negotiating, advising etc</p> <p>The degree of resistance or sensitivity from the audience</p> <p>The criticality of the interaction</p> <p>Interacting effectively with people of another culture</p>	<p><i>Ranges from Level 1</i></p> <ul style="list-style-type: none"> • Exchange straightforward information • Usually with work colleagues • Everyday politeness required <p><i>To Level 6</i></p> <ul style="list-style-type: none"> • Diverse and complex interaction to elicit information • Outcomes are critical for those concerned • May be representing the organisation as whole • The internal or external impact of the interaction is significant

Factor 4 Physical skills

What is being measured?	The factor considers	Factor levels
<p>Physical skills involve the use of physical or fine motor skills.</p> <p>This includes manual dexterity/manipulation, hand-eye coordination, coordination of limbs and sensory skills.</p>	<p>Skills, <u>not</u> the fatigue of physical effort</p> <p>The level of training required</p> <p>The need for precision or speed</p>	<p><i>Ranges from level 1</i></p> <ul style="list-style-type: none"> • Skills are typical of everyday life • No training required <p><i>To Level 5</i></p> <ul style="list-style-type: none"> • Detailed and very precise hand eye coordination or coordination/dexterity • Skills need to be adapted for a variety of situations • Specialised training required

Responsibilities Factor Family

Factor 5: Responsibility for people leadership

What is being measured?	The factor considers	Factor levels
<p>Traditional leadership and management of other people but also the requirement to influence others where there is no formal management responsibility.</p> <p>This may be through processes such as technical direction, mentoring or quality control.</p>	<p>The nature of the leadership/management</p> <p>The nature of the non-line influence</p> <p>The number of reporting staff – measured through an increment to the factor</p>	<p>Ranges from <i>Level 1</i></p> <ul style="list-style-type: none"> Responsible for own work No or limited responsibility for other staff <p><i>To Level 7</i></p> <ul style="list-style-type: none"> Overall people leadership responsibility for the organisation or major division of large organisation Usually manager of more senior positions

Factor 6: Responsibility for resources

What is being measured?	The factor considers	Factor levels
<p>Responsibility includes the use, care, control, allocation, acquisition and security of resources.</p> <p>This includes tools, equipment, buildings, financial resources, data and information.</p> <p>It also includes</p>	<p>The nature and complexity of the responsibility</p> <p>The nature and extent of the resources</p> <p>The value of the resources</p>	<p><i>Ranges from Level 1</i></p> <ul style="list-style-type: none"> Uses or has access to low value equipment or machinery May occasionally handle, allocate or process small amounts of cash, cheques or invoices <p><i>To Level 6</i></p> <ul style="list-style-type: none"> Accountable for wide scale, long

natural resources such as land or flora and fauna.		term resourcing of substantial physical resources <ul style="list-style-type: none">• And/or very large expenditure or financial planning over the longer term
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Factor 7: Responsibility for organisational outcomes

What is being measured?	The factor considers	Factor levels
<p>The job's impact on the achievement of the organisation's mission, delivery of services or other outcomes.</p>	<p>The nature of the service outcomes</p> <p>The span of influence on achieving the outcomes</p> <p>The size of the organisation is important</p> <p>The factor is <u>not</u> about responsibility for leadership</p>	<p><i>Ranges from Level 1</i></p> <ul style="list-style-type: none"> • Little or no responsibility for service development or delivery • One of several similar jobs within the work unit • Familiar work with close supervision <p>To Level 8</p> <ul style="list-style-type: none"> • Directs or controls multi-divisional organisation • Service outcomes across a range of sectors • Multiple service outputs

Factor 8: Responsibility for services to people

What is being measured?	The factor considers	Factor levels
<p>Direct provision of services to people of groups of people.</p> <p>The factor focuses on external service provision at the higher levels.</p>	<p>Nature of the service or intervention</p> <p>The impact of the service on people's needs and well-being</p> <p>The need for assessment or adjustment of the services over time</p>	<p>Ranges from Level 1</p> <ul style="list-style-type: none"> • Little or no service provision to other people internally or externally <p><i>To Level 7</i></p> <ul style="list-style-type: none"> • Directly assesses complex, changing and sometimes competing needs

		<ul style="list-style-type: none">• Provides services of critical importance to people's well being or development
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Demands factor Family

Factor 9: Emotional demands

What is being measured?	The factor considers	Factor levels
The emotional demands from contact or work with people or situations that are intrinsically stressful, upsetting or traumatic.	<p>Different combinations of frequency and intensity of the demand</p> <p>The nature of the demand or the situation of the people</p> <p>Does not measure the impact of overwork or meeting deadlines</p> <p>Does not consider individual jobholders' ability to deal with stress</p>	<p>Ranges from level 1</p> <ul style="list-style-type: none"> Minimal demand Clients, customers etc are not in situations of distress or stress <p><i>To Level 4</i></p> <ul style="list-style-type: none"> Working in situations of trauma or extreme distress occasionally Or in situations of lesser distress more frequently

Factor 10: Sensory demands

What is being measured?	The factor considers	Factor levels
<p>The demands of the job for sensory attention</p> <ul style="list-style-type: none"> Concentration Alertness Focused attention. 	<p>The intensity of the focus</p> <p>The impact of interruptions on concentration</p> <p>Thinking <u>in association</u> with other sensory activity</p> <p>Continuity and frequency of the effort</p> <p>The ability to control</p>	<p><i>Ranges from Level 1:</i></p> <ul style="list-style-type: none"> The job holder can focus attention as desired – everyday standard <p>To level 4</p> <ul style="list-style-type: none"> Occasional very intense concentration In-depth mental attention for

	breaks etc	proactive engagement <ul style="list-style-type: none"> • Interruptions are seriously disruptive • Or, more frequent concentration at level 3
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Factor 11: Physical demands

What is being measured?	The factor considers	Factor levels
The level of physical exertion the job requires	Strength and/or stamina required Strenuous or repetitive muscle movements Activities such as standing, walking, lifting, carrying, pushing etc Working in awkward, confined or constrained positions – e.g. bending, crouching Does not measure the fitness of the individual jobholder	Ranges from Level 1 <ul style="list-style-type: none"> • Light effort required – everyday requirements <i>To Level 6</i> <ul style="list-style-type: none"> • Occasional intense physical effort or frequent demands at a lower level

Factor 12: Working conditions

What is being measured?	The factor considers	Factor levels
Measures the necessary exposure to disagreeable, or uncomfortable conditions or potential physical	Conditions that are inherent to getting the job done Not conditions that the individual may not like but those that are	Ranges from level 1 <ul style="list-style-type: none"> • Minimal or nor exposure

<p>hazards.</p>	<p>generally considered disagreeable or potentially hazardous— e.g. extreme heat, cold, working with chemicals or drugs</p> <p>Health and safety requirements are assumed to be met</p> <p>Does not cover things like shift work or situations that are incidental to the job such as poor air conditioning</p> <p>Frequency of exposure is considered</p>	<p><i>To Level 4</i></p> <ul style="list-style-type: none"> • Exposure to extreme conditions or serious hazards
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Appendix 11 Summary of Compers Factor

	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.

Appendix 12 EJE Job Evaluation Rationales

Behavioural Support Worker (BSW)		
Factor	Level Score	Decision Rationale
Knowledge	3	The job requires sufficient knowledge to understand the situation or condition of particular children in order to work them effectively and knowledge of behaviour management techniques to understand and work with the child's Individual Behavioural Plan (IBP) and provide suggestions to the Lead Worker (LW); and to work within the policies and procedures of Special Education Service. The knowledge will have been gained through relevant previous experience, induction augmented by courses and workshops and material provided by the LW.
Problem solving	3	While the BSW works within the IBP and has access to the Lead Worker for advice and guidance, there is a need to exercise judgement 'on the spot' with respect to different options for different children. The children and their situations are not always predictable and the BSW may need to make adjustments such as altering the sequencing of activities to suit the child or the immediate situation.
Interpersonal skills	4	Interpersonal skills are key to this role. The children will need to be motivated and encouraged to learn and participate in the classroom. In addition there is a requirement to work with the child to modify or influence their sometimes difficult behaviour. BSWs will sometimes need to de-escalate behaviour or responses. The relationships are interactional in nature in terms of developing trust and respect for an ongoing relationship. In addition there is a requirement to interact

		with other people such as teachers and parents to exchange information and provide assistance with dealing with the child's behaviour.
Physical skills	2	The job requires practical training in care and restraint techniques. While the activities in C&R need to be done in the correct order the primary requirement is for care rather than precision.
Responsibility for people leadership	1	There is no responsibility for other staff beyond the occasional buddying of new staff
Responsibility for resources	2	The job involves access to confidential and sensitive information about children and their families. This will either be through access to client assessments or through conversations with LW or other professionals working with the children. The BSW's responsibility is to limit any discussion to other members of the IBP team.
Responsibility for organisational outcomes	2	The BSW is delegated to assist with the implementation of the IBP for individual children within the school to help them learn and develop. In doing this they make an important contribution to the overall team goals for that child
Responsibility for service to people	4	The BSW provides direct one to one support to children with complex behaviour difficulties within a class room setting to assist their ability to participate and learn. They are also required to contribute information on the progress of the child to assist any programme development.
Emotional demands	3	Most of the children the BSW works with are 'high needs' in terms of their behaviour and many have difficult family situations. While not all of the children will present an intense emotional demand, the BSW will experience some emotional demand for most of the work time.

Sensory demands	3	For most of the day the BSW will be watching, listening and trying to 'sense' what is going on with the child. Need to be alert to something disruptive that may be about to happen.
Physical demands	2	The job requires occasional moderate physical effort. This can be because of the need to pursue a child who is trying to run away or underrating a physical activity with a child that needs to 'let off steam'.
Working demands	2A	Occasional exposure to hazards associated with working with aggressive children or unpleasant conditions

Corrections Officer (CO)		
Factor	Level Score	Decision Rationale
Knowledge	3	<p>The job requires knowledge to understand and follow the strict security rules and regulations for the prison – including things like moving prisoners around the prison and opening and shutting doors. Need to know how to operate the security cameras. Need to have learnt to use Corrections computer system to access and complete the right templates.</p> <p>The Corrections Officer (CO) needs to understand the policies and procedures around prisoners’ rights and obligations while in the prison. There is a requirement to have a drivers’ licence and a first aid certificate before commencing employment. Most knowledge will have been gained in the induction period.</p>
Problem solving	3	<p>While the prison procedures are well defined and must be adhered to, there is a requirement to use judgement to respond to or intervene in situations as they happen on the floor. Decisions may need to be made quickly but will use options within the Corrections rules.</p>
Interpersonal skills	4	<p>There are a range of interpersonal skills required for the job. Some are transactional in nature and revolve around directing prisoners and exchanging information. Even when providing straightforward information, the information may not be well received and there can be strong resistance. However there are times when the skills are more complex such as being able to ‘talk people down’ when they are emotional or angry or in a situation that could be dangerous to the</p>

		<p>prisoner or to others.</p> <p>Having strong team awareness and communication is necessary for effective intervention.</p>
Physical skills	2	The job requires practical training in control and restraint techniques. While the activities in C&R need to be done in the correct order the primary requirement is for care rather than precision.
Responsibility for leadership	1	The job does not have any staff responsibilities although it may involve buddying a new CO.
Responsibility for resources	2	The job involves access to confidential prison records of prisoners' background, offending and sentence plans. In addition they have responsibility for the checking of a variety of prison equipment and organising any necessary repairs. They have to strictly operate prison security procedures within the prison. They need to account for prisoner weekly purchases and sometimes handle money or cheques from visitors for their relatives.
Responsibility for organisational outcomes	2	The focus of the work is with individual or small groups of prisoners contributing to the meeting of the sentence plan. COs work with the prisoners on a day to day basis overseeing their activities in the prison.
Responsibility for Services to people	3	The role interacts with the prisoner (they may have 3-4 allocated to them) by monitoring the sentence plan and providing advice and support to the prisoner. They need to be active in monitoring and 'reading' the prisoner's situation which may involve alerting others to the situation or engaging the prisoner appropriately.
Emotional demands	3	Have to interact with people who have committed awful crimes, sometimes against children. Some may have no remorse and sometimes there is brutality between

		prisoners. Often the CO is aware of their terrible personal backgrounds and family situations. This is intrinsic to working in a prison.
Sensory demands	3	The jobs requires vigilance – either watching security cameras or being aware of what is going on around you – listening, watching, smelling – checking for anything unusual. Most activities in the prison require being alert – ‘eyes in the back of your head’.
Physical demands	2	While there may be an occasional need to use physical effort to restrain a prisoner, the majority of the work involves lighter effort or physical demand such as patrolling for some of the shift. They have scheduled breaks.
Working conditions	2B	Working in the prison involves being in contact with people who either try to harm the CO or each other. While some of the situations (such as being spat at or having faeces thrown at you) may be occasional, there are many such possibilities in the working day.

Education Support Worker (ESW)		
Factor	Level Score	Decision Rationale
Knowledge	3	<p>The job requires sufficient knowledge to understand the situation or condition of particular children in order to work them effectively; to understand and work with the child's Individual Plan (IP) and provide suggestions to the Lead Worker (LW); and to work within the policies and procedures of Special Education Service. The knowledge will be have been gained through relevant previous experience, induction augmented by courses and workshops and material provided by the LW.</p>
Problem solving	3	<p>The ESW has autonomy to respond to issues for the children within the child's individual plan (IP). Judgement is key in considering daily options for intervention with each child.</p> <p>The issues or problems are familiar and reoccurring for the child although different children have different needs and different early childhood centres can present different challenges.</p> <p>The ESW is expected to refer to their LW for advice on more complex or unusual issues, including using the reference materials provided by the LW or actively sought themselves. The LW is readily available for support and supervision.</p>
Interpersonal skills	4	<p>The ESW requires skills to motivate, persuade and manage children who may be preliterate, uncooperative or who find it difficult to engage. Making progress in the child's learning or controlling their behaviour is dependent on having a productive relationship with the child. There is sometimes a need for tact and diplomacy</p>

		<p>when dealing with other parents and centre staff who may be affected by the child's behaviour.</p> <p>Relationships and communication needs to be sensitive to cultural and value differences.</p>
Physical skills	2	The job requires practical training in care and restraint techniques. While the activities in C&R need to be done in the correct order the primary requirement is for care rather than precision.
Responsibility for leadership	1	ESW jobholders are responsible only for their own work. May sometimes 'buddy' new ESWs
Responsibility for Resources	2	The ESW is responsible for knowing, handling, recording and reporting confidential information about a child and their family e.g. about their particular condition or situation
Responsibility for Organisational outcomes	2	ESWs work with individual children to achieve results for that child on their IP. These results contribute to the overall Early Intervention team outcomes.
Responsibility for Services to people	4	The ESW provides direct one to one support to young children within an early childhood education setting, who have complex learning needs, to assist the child learn and participate in the centre. The ESW will record their observations on the child and provide this to the LW to assist with further programme development.
Emotional demands	3	Most of the children the ESW works with every day are 'high need' in some way. They may have aggressive behaviour, a physical or intellectual disability or a difficult family situation. The intensity of the demand will vary during the day and between children but the demand is there for most of the working day.
Sensory Demands	3	The needs of the child frequently demand a

		high level of concentration and aural and mental alertness. While interruptions are disruptive, the ESW is centre-based and others are there to mitigate against the possibility of severe disruption.
Physical demands	2	The job requires occasional moderate physical effort of lifting a child, spending time on the floor with the child, sitting in an awkward for periods in small chairs (made for children) or running after a child who is attempting to run away.
Working conditions	2A	The job involves working with children who may be unpredictable or aggressive and in situations that can be unpleasant such as a smelly toileting accident, working with children with nits (although the ESW is not responsible for cleaning the child up).

Orderly		
Factor	Level Score	Decision Rationale
Knowledge	2	<p>Knowledge is gained through induction on entry to the job. There are a range of procedures with clear guidelines that need to be learnt.</p> <p>Knowledge required includes hospital layout, the use and monitoring of equipment, patient transfer and health and safety procedures. Literacy is required to check and complete forms.</p>
Problem solving	2	<p>The jobholder needs to interpret familiar situations based on their experience. There is no requirement to reference research or analysis. The main thinking challenge is choosing between multiple task demands but solutions are indicated by set procedures.</p> <p>Has ready access to a supervisor or clinical nurse manager for more complex problems.</p>
Interpersonal skills	2	<p>The jobholder needs to receive and exchange information with a variety of hospital staff who may be making different demands on the jobholder.</p> <p>Orderlies need to communicate appropriately with patients and their families and be sensitive to their medical, emotional or cultural situation.</p> <p>They are required to treat everyone with tact and courtesy and refer any specific questions from patients or their families to the appropriate clinician or other hospital staff.</p>
Physical skills	2	<p>The highest physical skill required is the application of the care and restraint technique. This requires care rather than precision in execution. The technique is</p>

		taught during practical training in induction.
Responsibility for leadership	1	The jobholder has no responsibility for people leadership. May be required to 'buddy' new recruits.
Responsibility for resources	2	The Orderly is responsible for cleaning and transporting hospital equipment, re-stocking supplies in the theatre, checking of some hospital equipment and reporting any faults. There is also some access to confidential patient information mainly through hearing the discussions of other hospital staff.
Responsibility for organisational outcomes	2	Responsible for own work performance only and the job assists others so that they can provide the health care to patients in the hospital. Influence is limited to expressing an opinion to the orderly supervisor.
Responsibility for services to people	2	The orderly transports patients around the hospital to get the services they need. Their interaction with the patient involves being polite and pleasant. There is also interaction with other hospital staff by way of getting instructions to carry out tasks. They also transport what the medical service providers need to provide that care (eg. Medical records or bloods).
Emotional demands	3	The job involves dealing with patients and their family who may be in situations of high stress or trauma. This includes transporting severely injured accident victims, still born babies or taking bodies or body parts to the mortuary. Occasionally asked to assist with cleaning a deceased person before identification by the family.
Sensory demands	2	Jobs require careful transfer of patients around the hospital being alert to the needs of the patients (may be burn patient or have broken bones), the equipment on the bed such as drips or, other people in the corridor. Most tasks undertaken during the day require some attention although overall the tasks are not that difficult. Extra attention is

		also required because of the Health and safety requirements of working in a hospital.
Physical demands	3	Throughout the day the job involves variety of tasks that require moderate effort. These include pushing and manoeuvring beds (with patients in them), lifting heavy linen bags, cleaning theatres in addition to walking around the hospital for most of the day.
Working conditions	2B	Over the day, there will be several tasks that are either unpleasant or potentially hazardous (requiring protective clothing). These include cleaning up after theatre, transporting body parts or smelly used linen bags or waste trolleys, moving hazardous substances and exposure to infectious disease. While all these happen occasionally, cumulatively they make up more than a third of the time.

Communication Support Workers (CSW)		
Factor	Level Score	Decision Rationale
Knowledge	3	The job requires sufficient knowledge to understand the situation or condition of particular children in order to work them effectively; to understand the requirements of the Individual Plan (IP) and provide suggestions to the Speech Language Teacher (SLT); and to know and work within the policies and procedures of SES. The knowledge will be have been gained through relevant previous experience, induction augmented by courses and workshops and material provided by the SLT.
Problem Solving	3	There is a requirement to be proactive in seeking solutions to issues for the child. The issues will vary with the children and the particular language problem but they are generally reoccurring. There is a need to use judgement to assess the situation and “read” the child to make decisions on the appropriateness of the exercise or the order of the exercises. It takes creativity to keep the children motivated or on task. The SLT is available for help and advice and solutions do need to be within the scope of the IP.
Interpersonal skills	4	Understand and relate to children’s needs. Need to have skills to motivate and encourage children who may not be fully engaged or want to cooperate. The job involves teaching the child though practice exercises. There is a need to interact positively with others in the school and with parents but to be careful in terms of answering their questions. Information may be confidential.

Physical skills	1-2	A drivers licence is generally required as CSW's move between schools
Responsibility for leadership	1	Does not have responsibility for other staff but may sometimes buddy new staff
Responsibility for resources	2	The job involves access to confidential and sensitive information about children and their families. This will either be through access to client assessments or through conversations with SLT or other professionals working with the children. Their responsibility is to limit any discussion to other members of the IP team.
Responsibility for organisational outcomes	2	The CSW is delegated to assist with the implementation of the IP for individual children within the school to help them with their communication issues. In doing this they make an important contribution to the overall team goals for that child
Responsibility for Services to People	4	The job provides direct one to one support and teaching for individual children. The children can have complex communication issues and sometimes will have associated behavioural issues. The aim to obtain results on the IP developed by the SLT by implementing the exercises. This contributes to the overall results of the team on the IP.
Emotional demands	2	The job involves working with children who have communication difficulties. Some of these will be hard to engage and some will be slow to respond and this can be frustrating or stressful. However, not all children will be emotionally demanding.
Sensory demands	3	All activities with the children will involve some level of sensory demand to listen to and watch the children practice sounds and words while recording progress and thinking about what to do next. Some activities will require a higher level of intense concentration due to repetition or the need to distinguish small changes in sounds.

Physical demands	1	Physical effort is generally within the range of normal day to day activity
Working conditions	1B	There is minimal exposure to hazard conditions. Those that there are involve exposure to mild contagious illness such as colds or nits.

Appendix 13 Compers Job Evaluation Rationales

COMPERS Work Value Assessment: Behaviour Support Worker

Factors 1 & 2: Influence and Impact on the Organisation's End

Result 3I: The BSW assists the Leader/Manager by carrying out delegated activities with selected behaviour service clients in a school setting. The BSW will always work under the supervision of the lead worker.

Factor 3: Problem Complexity

Result 8: The nature of the behaviour issues in the children that this job is working with carries high stress. However, even though every child presents with different issues at different times, they are resolved by established rules and precedents.

Factor 4: Scope for Problem Solving

Result 7: The incumbent works independently on a day-to-day basis, but all work is within the Individual Behaviour Plan (IBP) set by the lead worker, and guided by the established policies and the code of conduct.

Factor 5: Breadth of Functions and Activities

Result 2B: The jobholder assists identified students at schools in the local area to achieve specific behaviour goals, helps implement reactive strategies, records and reports progress, and recommends changes to the IBP when appropriate.

Factor 6: Supervision or Management Responsibility

Result 0A :No responsibility for management or leadership of staff.

Factor 7: Nature of Interpersonal Skills

Result BF4: Very good interpersonal skills can be required for much of the day, encouraging and motivating behaviour modification.

Factor 8: Knowledge Requirements of the Position

Result 7: No formal qualification required, other than a driver's licence. Knowledge and skills gained from both previous work with children and internal training by MOE.

Factor 9: Experience Requirements of the Position

Result 6; The jobholder needs the maturity not to overreact, and instead to take things as they come. They need to be able to manage their own workload and programme.

Employing Organisation Ministry of Education

Staff 2,552

Gross Turnover \$1,530M

Unit Size 14

Work Value Assessment:

COMPERS Points 220

COMPERS Grade 10

COMPERS Work Value Assessment: Communications Support Worker

Factors 1 & 2: Influence and Impact on the Organisation's End Results

Result 3I: The role undertakes a number of specific day-to-day tasks in respect of communication service clients, delegated on a case-by-case basis by Speech Language Therapists (SLTs). Works without close supervision, but decisions on client treatment and management plans are not made by this role, but referred to the supervising SLT.

Factor 3: Problem Complexity

Result 7 : Working with children will always present new problems. The role is expected to respond by tailoring a range of established techniques learned during training programmes or from others, and used in different combinations previously.

Factor 4: Scope for Problem Solving

Result 6: Can adapt a range of established practices to meet the specific needs of each client child at a particular time. Day-to-day planning of these activities is the responsibility of this role, working within the management plan established by the supervising SLT. Issues out of the ordinary are referred to the SLT for advice.

Factor 5: Breadth of Functions and Activities

Result 2B: Plans, undertakes and records the outcomes of a broad range of child-focused remedial activities at a number of locations across the local region. Travels continually by car between one location and another.

Factor 6: Supervision or Management Responsibility

Result 0A: No responsibility for leadership or management of people.

Factor 7: Nature of Interpersonal Skills

Result BF4: The role requires very good interpersonal skills to guide, teach, motivate and give positive feedback to children who may be bored or otherwise in difficulty. This level of skill may be used for a substantial part of each day, with contacts largely outside the MOE.

Factor 8: Knowledge Requirements of the Position

Result 7: Although no formal qualification is required for this role, it nevertheless needs a deep understanding (but practical rather than theoretical) of children's usual growing and development patterns, and ways of dealing with specific communication difficulties such as autism and dyslexia.

Factor 9: Experience Requirements of the Position

Result 6: The role needs the maturity and perseverance to be able to plan, coordinate and support a substantial caseload spread across the district.

Employing Organisation Ministry of Education

Staff 2,552

Gross Turnover \$1,530M

Unit Size 15

Work Value Assessment:

COMPERS Points 210

COMPERS Grade 9

COMPERS Work Value Assessment: Corrections Officer

Factors 1 & 2: Influence and Impact on the Organisation's End Results

Result 3I: The job holder works as part of a team of prison officers, but in a limited job area without continuous supervision.

Factor 3: Problem Complexity

Result 7: Most problems that the jobholder meets are caused by prisoner behaviour, and in each case the response is to be according to precedent and policies.

Factor 4: Scope for Problem Solving

Result 6: The role acts as part of a team, and the way in which activities are done is defined by the Policy and Procedures Manual, Sentence Management Manual and legislative requirements.

Factor 5: Breadth of Functions and Activities

Result 3A: The jobholder undertakes many different activities closely related to the core job purpose of the safe, secure and humane containment of prisoners within or outside the prison.

Factor 6: Supervision or Management Responsibility

Result 0A: No staff supervision or management responsibility.

Factor 7: Nature of Interpersonal Skills

Result BF3; Need to be able to understand and relate to prisoners in sometimes tricky situations, when prisoners are emotional or angry.

Factor 8: Knowledge Requirements of the Position

Result 7: The job requires literacy & numeracy skills sufficient to read report templates and complete them on a computer, make notes on prisoner activity, understand Corrections policies and procedures, health and safety, etc. Six week induction course, and work towards NZQA Offender Management qualification.

Factor 9: Experience Requirements of the Position

Result 6: Requires sufficient maturity to understand and follow strict security rules, acting as needed to solve straightforward day-to-day problems. General “life skills” are regarded as essential – having mixed with a range of people.

Employing Organisation Department of Corrections

Staff 6,803

Gross Turnover \$926M

Unit Size 14

Work Value Assessment:

COMPERS Points 205

COMPERS Grade 9

COMPERS Work Value Assessment: Education Support Worker

Factors 1 & 2: Influence and Impact on the Organisation’s End Results

Result 3I: The ESW works on a one-to-one basis with a small number of pre-school children with special needs to achieve the goals of their Individual Plan (IP), set by an EI Lead Worker and the team. The jobholder’s achievements are part of a broader team effort.

Factor 3: Problem Complexity

Result 6: Each child’s makeup is unique, but codes of practice and standard procedures define problem solving. Any out-of-the-ordinary issues (other than instant crises) will be referred for decision by the Lead Worker.

Factor 4: Scope for Problem Solving

Result 6: General work plan defined by the IP, ESW Manual and Code of Conduct. The lead worker is available to discuss any issue, either face-to-face or by phone.

Factor 5: Breadth of Functions and Activities

Result 2B: The jobholder contributes to the development of each child’s IP, works closely with the child and centre staff, and keeps records of progress. May work in several local centres in the course of work day.

Factor 6: Supervision or Management Responsibility

Result 0A: No staff management or leadership responsibility.

Factor 7: Nature of Interpersonal Skills

Result BF4: The job requires a very good level of interpersonal skills in order to establish rapport with and motivate the children they work with, some of whom do not form relationships easily, and may not want the ESW there. B level skills may be required for a substantial part of each day, with contacts focused outside MOE (typically children).

Factor 8: Knowledge Requirements of the Position

Result 6: The position requires a basic level of education, supplemented by internal vocational training provided by MOE. No formal qualifications required.

Factor 9: Experience Requirements of the Position

Result 6: The jobholder must have the maturity to work alone and manage their own workplan. They must also be able to contribute to the IP development process, and to recognise when problems arise that need further help.

Employing Organisation Ministry of Education

Staff 2,552

Gross Turnover \$1,530M

Unit Size 15

Work Value Assessment:

COMPERS Points 200

COMPERS Grade 9

COMPERS Work Value Assessment: Orderly – general and theatre

Factors 1 & 2: Influence and Impact on the Organisation's End Results

Result 2I: The role acts in a largely reactive way, completing routine tasks and responding to requests for linen, patient transport, etc. A limited range of activities under general supervision only. Influence on the organisation's end results is minimal, and limited to the immediate work area.

Factor 3: Problem Complexity

Result 5: The jobholder undertakes a round of scheduled and on-demand tasks. Being on call throughout the working day means that prioritisation of tasks is the greatest challenge.

Factor 4: Scope for Problem Solving

Result 5: Activities are governed by standing procedures and readily available instructions from other staff.

Factor 5: Breadth of Functions and Activities

Result 2A: The activities in the role are done within the confines of the hospital. A similar range of tasks is performed every day.

Factor 6: Supervision or Management Responsibility

Result 0A: No responsibility for management or leadership of staff.

Factor 7: Nature of Interpersonal Skills

Result AF3: Communication is largely limited to courtesy and straightforward information exchange. Tact and discretion required in occasional dealing with

stressed patients.

Factor 8: Knowledge Requirements of the Position

Result 5: The role requires basic literacy skills (form-filling) plus a general understanding of a range of medical terms.

Factor 9: Experience Requirements of the Position

Result 4: The jobholder needs to be able to understand instructions and apply previous experience to new tasks and deal with issues that arise.

Employing Organisation HBDHB/ Hutt Valley DHB

Staff Hutt Valley 1,800

Gross Turnover Hutt Valley \$305M

Unit Size 11

Work Value Assessment:

COMPERS Points 140

COMPERS Grade 6