

***VALUING THE WORK OF
SUPPORT STAFF IN SCHOOLS***

Prepared by Briar Associates,

December 2010

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Preface

Support staff in schools

In 2009 there were approximately 21,679 support staff employed in New Zealand schools. These support staff comprised 11.2 per cent of the total education workforce¹: a significant proportion.

Support staff are employed throughout the compulsory school sector and make a vital contribution to children's education and the smooth running of schools. The majority (around three quarters) of support staff in schools are employed as teacher aides. Other support staff working in schools are: school librarians, career advisors, office managers, school secretaries and administrative assistants².

Most support staff are aged over 40 and their average earnings are lower than the average for their age group. In addition to low hourly rates of pay, many are paid as part-timers (often not through choice) and most are paid for only part of the year. Many are on fixed-term contracts. The vast majority (over 90 percent) of support staff working in schools are women.

This project was set up to assess whether the jobs performed by support staff in schools are paid fairly compared with other occupations requiring similar levels of skill and knowledge and with similar levels of demand.

Background to this project

The jobs of support staff in schools have not previously been evaluated. However, the Pay and Employment Equity Review in the schools sector, which took place as part of the Plan of Action for Women (2004-9) found that teacher aides' work may not be valued appropriately; and recommended a pay investigation. This recommendation had not been implemented,³ although according to a legal opinion obtained by the Human Rights Commission, the employer has an obligation to implement responses to gender equity issues that have been identified (Human Rights Commission, 2009).

In 2010 there was a workforce development project for support staff in schools. However, its parameters did not include remuneration. Fair pay is a vital

¹ Their overall numbers had increased from 17,135 since 1999. The total education workforce in 2009 was 193,300 strong (Ministry of Labour, 2009c).

² This is the group covered by the NZEI collective agreement *Support Staff in Schools*.

³ However, in 2008 a pay investigation for Special Education Support Workers (SESWs), whose work is substantially similar to that of Teacher Aides, was conducted (Top Drawer Consultants, 2008). It found that SESWs work was of equal value to that of Corrections Officers, and recommended a significant pay increase. The pay investigation was discontinued after it had reported. The SESWs subsequently received a pay increase via the normal pay bargaining round, though smaller than the one that had been recommended in the pay investigation.

element in attracting, developing, engaging and retaining a high quality workforce.

Funding for support staff positions

Unlike teachers, most support staff are not directly employed by the Ministry of Education. Many support staff are paid out of their employing school's operations grant. Other support staff are paid from a plethora of other funds, some of which are temporary/ reviewable. For example, some support staff have external funding from bodies such as the Accident Compensation Commission (ACC)⁴. Other funding sources include the Tertiary Education Commission (which pays for the Gateway Coordinators) and the Ministry of Education's Ongoing and Reviewable Resourcing Schemes (ORRS). These funding arrangements tend to put downward pressure on support staff remuneration, because the funds are restricted or temporary.

The purpose of these job evaluations

- To examine the skills, responsibilities, experience and qualifications required by support staff jobs.
- To compare the job demands and remuneration⁵ of school support staff with that in other occupations.
- To create a rewards structure that will assist schools recruit, retain and develop a skilled and committed support staff workforce.
- To ensure that the aspirations of school support staff and principals are taken into account.

Acknowledgements

Thirty five support staff took part in this project by being interviewed and providing job descriptions and lists of tasks and duties. Janice Burns, Sharyn Gibbons and Kevin Burrows provided useful information and advice at key points. Their input is gratefully acknowledged. They are in no way responsible for any deficiencies in this report.

⁴ In 2000 the Ministry of Education and ACC signed an operational protocol, which applies to school students who, as a result of an accident, have cover under ACC legislation and have special education needs.

⁵ This includes additions to pay such as allowances for relevant qualifications.

Executive Summary

Job evaluations for six groups of support staff in New Zealand schools have been conducted for the first time. The reasons for this are:

- Support staff in New Zealand had not previously had their jobs evaluated.
- There is a lack of rationale for current pay and other rewards
- Employees were dissatisfied with current reward structures
- Retention of skilled, experienced staff is an issue
- Low pay for support staff is seen as related to gender stereotyping

The six groups are: Administrative Grades A, B and C, and Associate Grades A, B and C. Data was collected through interviews with job-holder and job descriptions. Indicative job evaluations using job descriptions were also conducted with three comparator groups: caretakers, cleaners and corrections officers. The information was processed using the Spotlight Skills Recognition Tool (Department of Labour 2009a) and the Equitable Job Evaluation Factor Plan (Department of Labour 2009b) – see Appendix B. Use was also made of the Australia/New Zealand Standard Classification of Occupations skill levels (see Appendix C).

The findings are summarised in the tables below.

Summary tables

Table 1: ANZSCO skills levels⁶

| Job title | ANZSCO skills level |
|----------------------------|----------------------------|
| Teacher aide | 4 |
| Librarian | 1 |
| Library Assistant | 4 |
| Receptionist | 4 |
| Office Manager | 2 |
| Cleaner | 5 |
| Caretaker | 5 |
| Corrections Officer | 4 |

⁶ Note that in ANZSCO classifications the higher the number, the lower the skill level.

Table 2a: Associate Grades – job points⁷

| Factor | Grade A Associate | Grade B Associate | Grade C Associate |
|--|--------------------------|--------------------------|--------------------------|
| 1. Knowledge | 58 | 65 | 72 |
| 2. Mental skills | 42 | 56 | 50 |
| 3. Interpersonal/ communication skills | 70 | 70 | 70 |
| 4. Physical skills | 28 | 42 | 28 |
| 5. Responsibility for people leadership | 15 | 15 | 90 |
| 6. Responsibility for resources | 15 | 30 | 30 |
| 7. Responsibility for organisational outcomes | 45 | 45 | 67 |
| 8. Responsibility for services to people | 60 | 75 | 75 |
| 9. Emotional demands | 19 | 19 | 10 |
| 10. Sensory demands | 15 | 19 | 15 |
| 11. Physical demands | 13 | 19 | 13 |
| 12. Working conditions | 19 | 13 | 9 |
| Total points | 399 | 468 | 529 |

Table 2b: Administrative Grades: job points

| Factor | Grade A Admin | Grade B Admin | Grade C Admin |
|--|----------------------|----------------------|----------------------|
| 1. Knowledge | 44 | 58 | 80 |
| 2. Mental skills | 42 | 50 | 70 |
| 3. Interpersonal/ communication skills | 70 | 70 | 70 |
| 4. Physical skills | 56 | 42 | 50 |
| 5. Responsibility for people leadership | 15 | 30 | 75 |
| 6. Responsibility for resources | 30 | 45 | 60 |

⁷ With job points, the higher numbers relate to higher skill levels

| | | | |
|--|------------|------------|------------|
| 7. Responsibility for organisational outcomes | 30 | 60 | 75 |
| 8. Responsibility for services to people | 45 | 60 | 75 |
| 9. Emotional demands | 15 | 13 | 15 |
| 10. Sensory demands | 19 | 19 | 22 |
| 11. Physical demands | 19 | 13 | 13 |
| 12. Working conditions | 7 | 7 | 7 |
| Total points | 392 | 467 | 612 |

Table 2c: Comparator groups' job points

| Factor | Cleaners | Caretakers | Corrections Officers |
|--|-----------------|-------------------|-----------------------------|
| 1. Knowledge | 16 | 30 | 58 |
| 2. Mental skills | 28 | 28 | 56 |
| 3. Interpersonal/ communication skills | 28 | 42 | 70 |
| 4. Physical skills | 42 | 42 | 28 |
| 5. Responsibility for people leadership | 15 | 45 | 14 |
| 6. Responsibility for resources | 15 | 30 | 45 |
| 7. Responsibility for organisational outcomes | 15 | 37 | 45 |
| 8. Responsibility for services to people | 30 | 30 | 75 |
| 9. Emotional demands | 7 | 19 | 25 |
| 10. Sensory demands | 7 | 19 | 19 |
| 11. Physical demands | 19 | 19 | 7 |
| 12. Working conditions | 19 | 15 | 19 |
| Total points | 228 | 356 | 461 |

Table 3: Pay and skills: support staff and comparator groups

| Job title | ANZSCO skill level | Job points | Minimum hourly rate, 2010 ⁸ |
|-----------------------------|--------------------|------------|---|
| Admin Grade A | 4 | 392 | \$14.00 |
| Admin Grade B | 4 | 467 | \$14.62 |
| Admin Grade C | 2 | 612 | \$18.26 |
| Associate Grade A | 4 | 399 | \$14.00 |
| Associate Grade B | 4 | 468 | \$14.62 |
| Associate Grade C | 2 | 529 | \$18.26 |
| Cleaners | 5 | 228 | \$14.84 |
| Caretakers | 5 | 356 | \$15.31 |
| Corrections Officers | 4 | 461 | \$21.29 (based on annual starting salary of \$44,272) |

Key findings and recommendations

Issue 1: Pay of Grade A Administrative and Associate Support Staff

Administrative Grade A and Associate Grades A support staff in schools are at ANZSCO skills level 4. Both cleaners and caretakers are at the lower ANZSCO skills level, level 5. Until relatively recently Grade A support staff in schools earned more than caretakers and cleaners. However, currently Grade A support staff in schools have lower starting rates of pay (\$14.00 per hour) than cleaners (\$14.84) or caretakers (\$15.31 per hour for a part-time assistant caretaker).

Cleaners and caretakers are a low-paid group. However, Grade A support staff starting pay is even lower - only \$1.25 above the minimum wage. Grade A support staff jobs require knowledge skills, communications and interpersonal skills, emotional demands and responsibility for providing quality services to a wide range of people, some of them extremely vulnerable.

Recommendation 1:

Grade A Administrative and Associate support staff in schools should have a higher starting rate than the \$15.31 per hour currently paid to an assistant part time caretaker. Grade A support staff have higher ANZSCO scores and higher job points. Recommended minimum starting rate: \$16.00.

Issue 2: Pay of Grade B Administrative and Associate Support Staff

The Associate Grade B and Administrative Grade B support staff and Correction Officers are all at ANZSCO skill level 4, and have virtually the same number of job points. However, whereas Corrections Officers' starting pay is \$21.29 per hour,

⁸ For a complete list of support pay rates 2009-11 see Appendix A

Administrative and Associate Grade B support staff in schools start on only \$14.62 per hour.

Recommendation 2:

Grade B Administrative and Associate support staff starting pay should be raised in stages to the same level as Corrections Officers. The first increase should at the very least take their starting rate to above that of cleaners and caretakers. Recommended minimum starting rate: \$16.62 per hour.

Issue 3: Incorrect categorisation of Grade A staff

The rationale for Grade A positions is that the jobs require close supervision and do not have to exercise judgment. However, evidence from the interviews was that most Grade A Associate and Administrative staff do not require close supervision once they have learned their job. They are of the view that they are being held unfairly in low-level positions with no scope for progression.

Recommendation 3:

It is recommended that there be only one step at Associate Grade A and Administrative Grade A. Subject to satisfactory performance, job-holders should be enabled to progress through to step one, Grade B after one year.

Issue 4: Pay of Grade C Administrative and Associate Support staff

Administrative Grade C and Associate Grade C staff members start on \$18.26 per hour compared with the Corrections Officers' starting pay of \$21.29 per hour. However, the Administrative Grade C Office Manager job involves not only knowledge and skills of the Grade B staff but also responsibility for managing other staff and significant financial and other resources.

Associate Grade C (teacher aide coordinators and some school librarians) also have responsibility for managing other staff. Their job may be more equivalent to a Senior Corrections Officer position.⁹

Recommendation 4:

Administrative and Associate Grade C staff starting rates of pay should be aligned with the top of the Corrections Officer Grade of \$26.21 per hour. If necessary this could be raised in stages.

Issue 5: Pay progression for Administrative and Associate Grade C

Administrative Grade C top rates of pay are higher than those of Associate Grade C, in recognition of the fact that the top administrative positions in the bigger schools are large and complex, with significant responsibility for financial and other resources and for a major part in longer-term planning. At present there is no higher position for these administrators to aspire to, and staff retention is an issue.

Recommendation 5:

⁹ The top salary of a Corrections Officer is \$54,529, before promotion to senior Corrections Officer.

A higher grade, D, be created for top administrative positions in schools.

Issue 6: Higher duties allowances (all support staff)

Higher duties allowances are currently paid to support staff in schools at the rate of 5% of the normal rate for the higher job. However, in the case of school caretakers it is not uncommon for higher duties to be paid at 100% of the rate of the higher job. There may be a gender equity issue at work.

Recommendation 6:

Where a support staff member performs the duties of a more senior staff member for 2 working weeks or more, they should receive the same rate of pay as that staff member.

Issue 7: Allowances for relevant qualifications (all support staff)

Staff are entitled to only a small increase to pay if they have gained relevant qualifications. Staff and principals are of the view that it is valuable to have well qualified staff, but that the financial costs to staff of formal education and training can outweigh the rewards at present. There is a disincentive to staff to gain professional qualifications, and this is a barrier to professional development of the workforce.

Recommendation 7

7(a) Staff with recognised qualifications should receive a higher hourly allowance for these.

7 (b) It should be possible to claim an allowance for more than one recognised qualification.

Issue 8: Payment for lunch breaks and school holidays (all support staff)

Most of the support staff who took part in the project were obliged to take an unpaid lunch break. However, this often coincided with a busy time of day, so that staff would be obliged to continue working even though they were not being paid. This was a source of resentment.

Support staff felt strongly about not receiving payment during the school holidays. Many had opted for annualisation of earnings, but this brought their average take-home pay down below the level of the minimum wage in many cases.

Recommendation 8

8a: Support staff should either receive payment for the lunch break or a paid staff member should be allocated to cover for them while they take a break.

8b: Support staff should be paid for the school holidays in the same way as teachers.

Issue 9: Income Security (all support staff)

Interviewed staff at all levels expressed concerns about income security. Many support staff members were on fixed term contracts year on year. However, even

senior, long serving support staff were vulnerable to having their hours cut as schools' budgets were under strain.

Recommendation 9: Support staff contracts should be made permanent if the work is ongoing, in line with the Employment Relations Act. Principals and Boards of Trustees should be reminded that cutting support staff hours of work (and hence their take home pay) is not good employment practice.

Issue 10: Funding sources (all support staff)

Support staff pay depends on funding from either their school's operations grant (which is often under strain) or from a number of government bodies that provide temporary payments to assist disabled children. This is a barrier to equitable pay, income security and professional development for support staff in schools. Interview data revealed that both support staff and Principals believed that central funding via the Ministry of Education is the best way to address this issue.

Recommendation 10: Support staff should be paid by the Ministry of Education, in the same way as teachers.

Issue 11

At present many schools have insufficient funds to pay for professional development for support staff. Principals interviewed stated that they wanted to be able to assist more with professional development of support staff, and would like some Ministry funding to assist with this.

Recommendation 11 – Central government funding should be made available to assist with professional development for support staff, so that support staff working in poorer schools do not miss out on professional development.

Issue 12: Careers officers/Gateway coordinators

In some schools careers advisors and Gateway coordinators are paid on the support staff rates (mainly Associate Grade B), whilst in other schools these same jobs are being performed by teachers, on a teacher's salary, including payment during the school holidays.

Recommendation: 12: Pay the teachers' rate to support staff working in jobs where teachers do the same job.

Introducing support staff in schools

Who are the support staff in schools, and what do they do?

The majority of support staff in schools are female and aged over 40. Support staff in schools are more likely than teachers to be employed part-time and on fixed-term contracts.

The main occupational groups covered by the support staff collective agreement are teacher aides, clerical/administrative staff, librarians and career advisors.

Staff whose job is to work with pupils (or oversee staff working with pupils) – that is teacher aides, librarians and careers counselors - are classed as 'associate staff'. The administrative support staff who work as secretaries, receptionists, finance assistants and office managers are classed as 'administrative staff'. Both the associate and administrative positions are divided, in ascending order, into three groups: A, B and C.

Teacher Aides

The largest group of support staff (15,622, or almost three quarters) are teacher aides. Most schools have at least one teacher aide and the average school has 6.7. Teacher aide numbers have grown by 33% since 1999.

Teacher aides support the teacher by working with them and assisting children's learning and social relationships, and help them reach their goals and work towards independence from adult support. The ACC has summarised their work as follows:

Demonstrates, supervises and participates in activities which enhance the physical, social, emotional and intellectual development of children in schools and preschool centres; prepares indoor and outdoor areas for learning and recreational activities; assists children with intellectual, physical and behavioural difficulties with their academic studies; assists children individually to learn social skills; assists with preparing teaching aids, and copying and collating written and printed material; distributes and collects lesson materials (ACC, 2010).

Teacher Aides do a great deal of reading recovery and other catch-up work with non-disabled children, preventing a rise in illiteracy. One Teacher Aide who was interviewed has received formal confirmation that many children would not have passed their NCEA qualifications if it had not been for her input. Many support staff are required as part of their job to communicate in more than one language: for example Te Reo and English, or New Zealand Sign Language and English.

A Teacher Aide specialising in remedial work (Associate Grade B):

'Jane' is regularly taking small groups of 6-8 children out of class into her own room for 'catch up' classes in a wide range of subjects. She is teaching around 45 children a day. There is a lack of 'down time'.

Teacher Aides have a variety of responsibilities:

A Teacher Aide in a kura kaupapa school – Grade B Associate

'Mere' is a teacher aide/kai awhina, who does reading recovery. She is required to be bilingual in Maori/ English, coaching pupils in both languages. She is also the school librarian. As well as this, she drives the school van, collecting and returning pupils who have no other transport. She is also the first-aider.

The work of Teacher Aides frequently includes coaching children with learning difficulties. Some of the children also have serious behavioural problems, and might otherwise disrupt the learning of other pupils. However, teacher aides do not only work with disabled children. Some teacher aides help children pass high school exams, and some take gifted children out of class for extension.

School librarians

School librarians can make a huge contribution to teaching and learning, especially if their position is properly resourced.

Librarian in a primary school – Grade C Associate

'Mandy' has a busy job as school librarian. She used to have an assistant but this position was lost due to budget cuts, so she now does the work of both librarian and assistant librarian for no extra pay. She has had to learn to prioritise in order to get all the work done.

Library Manager in a high school, Grade C Associate.

'Sharon' works in a decile 1 high school. She does the library budget, acquisitions, teaches library skills to the children, enquiry learning and research. She has a student librarian in each class, teaching them to use the computer and help with library tasks. In addition she has a young Teacher Aide (Grade A) helping an hour a day this year, but she is fixed term and there is no certainty that her contract will be renewed.

Administrative staff

The second largest group of support staff are administrative workers. Approximately a quarter of support workers in schools are administrative staff. They include a range of positions, from receptionists, through school secretaries, accountants and high-level business advisors.

All schools require at least one administrative support person. The smooth running of the school and wellbeing of everyone in the school is dependent upon their work.

The roles of administrative staff frequently involve multi-tasking, re-ordering of priorities, coping with interruptions and being able to return smoothly to the task in hand. The job can involve coping with injured or sick children and dealing with upset or aggressive pupils or parents. For example, a primary school secretary interviewed for this project described her work as including:

Being on reception, being a mother figure to the new entrants, processing all the school admissions and withdrawals, checking on absentees, doing all the statistics for the school, ordering the stationary, running the school uniform shop, doing all the name tags, running the sick bay and calming agitated parents.

School secretary in a Decile 1 primary school, Grade B

'Carol' has worked as a school secretary for 20 years. Her typical tasks include reception, school admissions and withdrawals, checking on absentees, doing the statistics for school, ordering the stationary, running the school uniform shop, doing all the name tags, settling new entrants, running the sick bay and calming abusive/ agitated parents.

Carol is one of two office staff. If her co-worker is off sick Carol covers for her at no additional pay. For many years she has done unpaid work in the school holidays and only recently been granted time in lieu. She may lose hours of paid work next year due to falling rolls.

The senior administrative jobs in schools are often large and complex. Some of the staff are extremely long-serving, with considerable work experience and institutional knowledge.

Office Manager in a primary school (administrative Grade C)

'Jo' is in sole charge of the office and is also the PA to the Principal. She does the finance for the whole school, audit, payroll for staff, and also reception.

Some administrative support staff have responsibility for human resources work for all staff – teachers and support staff.

Office Manager in a high school (administrative Grade C)

‘Annette’ is Office Manager with 21 years experience, working in a school with over 1,600 pupils. In addition she is currently also doing the EO job but is not being paid the rate for the EO job. She does HR for 150 staff.

Career advisors/Gateway coordinators

There are several hundred Gateway Coordinators working in New Zealand schools. These jobs are funded by the Tertiary Education Commission (TEC). Their aim is to help senior students get work experience and make successful transitions from high school. This job is sometimes done by teachers and sometimes by support staff.

‘Sarah’ works as a Gateway Coordinator in a large secondary school. Her work includes marketing, teaching and tutoring, administration, budgeting/financial accountability. She observes that “some Gateway Coordinators are doing this work for \$15 per hour, with no payment for school holidays; while round the corner in another school the exact same job is being done on a teacher’s salary”.

Comments from Support Staff and Principals

“The value we give to support staff and the job they do has to be a priority. They are para-professionals, and it’s demeaning if we fail to recognise that”. (School principal).

Support staff were interviewed between October and December 2010. Most of the interviews took place individually: some face to face and some by telephone. The schools where they worked ranged from Decile one to Decile eight. A number of support staff also supplied copies of their job descriptions and/or lists of tasks and responsibilities.

The theme that came through strongly was that support staff love their jobs and are committed to the schools where they work and the children’s learning outcomes. They know they are making an important contribution. At the same time, they feel that their work is undervalued. Because of this many are considering seeking alternative employment.

Valuing the contribution made by support staff

Some of the support staff in schools who were interviewed have been doing this work for twenty years or more and have built up tremendous experience, skills and institutional knowledge.

A school principal commented that skills, experience and ability to adapt and engage in further learning are vital in support staff. Those support staff working directly with children have specialised skills and knowledge to help them produce the best learning outcomes for children with a wide range of special needs. Their skills have been built up though experience in the job. He states:

“it’s rare to find those skills in a person new to the job. They learn in the role, and that’s why it’s important to be able to develop these people professionally and retain them in the job in the longer term”.

However, support staff members feel that outside of the school system, the public and many politicians have no idea of the skills that are used in their work. Many feel demoralised by senior politicians’ assumption that their experience and skills have little value.

Comments about pay and other rewards

The low pay/ low hours of support staff mean that it is a problem in keeping really good people. (School Principal)

The first priority expressed by support staff who were interviewed is that they should be paid at a level that reflects the demands and responsibilities of the job, and the skills, experience and effort qualifications required by the job.

Financial hardship

Due to low pay, some of the support staff are members of the 'working poor' – people who are in employment but find it difficult to make ends meet on their incomes. Comments included:

When the GST went up it had a huge impact on my household expenses. My grocery bill is an extra \$40.00 per fortnight, plus I'm paying more to cover the cost of petrol, power, water and other essentials. However, my earnings have not gone up to match this increase. As a solo parent with a son who's still a student this causes me financial hardship.

It's enjoyable work, never a dull moment, but financially it's increasingly difficult to make ends meet with the cost of living going up.

Pay is the biggest issue. Teacher Aides should be paid more than cleaners

Another support worker mentioned that she had had 'a desperate financial situation over Christmas....very scary'.

Payment for support staff qualifications

Support staff who were interviewed commented that at present there are disincentives for support staff to gain relevant qualifications. School principals interviewed were in favour of support staff becoming professionalised and gaining qualifications, but as one Principal noted:

There is no incentive for support staff to get qualified at present. There should be good relevant courses for teacher aides, for example in looking after high needs children.

Staff with more than one recognised qualification can only receive allowances for one of these. A school librarian explained that she has an IT qualification, for which she receives \$1,000 per year, but that if she was to go to the expense of also completing her library qualifications she would get no increment for that. This rule can act as a barrier to development of the support staff workforce. It was felt that more than one qualification should be recognised.

It was also commented that the low rate of allowances for relevant qualifications makes it uneconomic to obtain even one qualification. Having a Teacher Aid Certificate means receiving 29 cents per hour up a maximum of \$1,200. Many Teacher Aides have studied full time to obtain this certificate at considerable personal cost in fees, as well as time spent studying when they would otherwise have been in the paid workforce.

Support staff with relevant qualifications state that these help them do a better job. This is not always acknowledged by schools. One teacher aide noted

that although she has relevant qualifications, her current school principal argues that she does not need these in her job. However, she states that her qualifications were the reason given when she was appointed to the position.

Comments on sick leave entitlements

Support staff receive less sick leave than teachers, although they are exposed to similar health risks at work – mainly infectious diseases and stress. Because they have the same kinds and levels of exposure as teachers, teacher aides have commented that they should have same sick leave entitlements as teachers. One Teacher Aide said she had been on stress leave due to the behaviour of a severely autistic pupil but did not receive sick pay for her time off.

Pay progression through steps on grades

Some support staff are not clear about what step they are on or whether they have received their annual increments. Given that some are not even given a job description this is probably not surprising.

In one school the administrator takes responsibility for making sure the support staff get their increments when they are due. She explains that the Ministry does not yet notify the schools when increments for support staff are due, so she fills in this gap. However, not all schools have someone who will do this.

Many support staff who were interviewed said they had become stuck at the top of their grade with no opportunity for further pay progression. In a number of cases they met the criteria for working in a higher grade, but had not been promoted.

Pay progression opportunities between grades

Progression between grades A, B and C does not normally occur unless the job has substantially altered. Some support staff who were interviewed had moved from Grade A to B or from B to C. However, there were others who said they were stuck in the wrong grade, and this was affecting their earnings.

A number of staff who were working in Grade A were concerned that they were in the wrong grade. According to the Collective Agreement Grade A staff require to be closely supervised, but many staff in this grade commented that they knew their job well and were able to get on with it most of the time without supervision. They were concerned that they were being kept in Grade A as a cost-cutting measure.

One well-qualified Teacher Aide, who makes a major contribution to the school's examination results was appointed at Grade A and was then not able to get this changed to Grade B for three years. The support staff member was concerned that there need to be very clear guidelines to school principals so that this does not occur on a regular basis.

Some Grade C positions are large and complex, requiring staff to be skilled and qualified, but there is no Grade D for them to progress to at present. Some feel there should be a grade D for large and complex roles such as EOs,

Project Managers, Service Managers, Property Managers and Finance Officers for large schools.

Job insecurity

The school has no spare money, and if there are cuts, the support staff will bear the brunt.

Lack of job security was a major theme raised by many support staff. Some of the support staff who were interviewed were on permanent contracts, while others are fixed-term. Some staff members are still on fixed term contracts even after 8 years in the same job. Addressing this is a top priority amongst many of the staff interviewed.

Staff interviewed said that it would be best and most reliable if Ministry of Education (MoE) was the paymaster of all support staff salaries, in the same way that MoE pays teachers' salaries. They also argue that schools, especially Decile One schools, should have permanent dedicated funding for at least one Teacher Aide in each class.

At present, however, some support staff say they find the constant job insecurity too worrying, and are likely to resign and take up more secure work if the situation is not addressed.

Comments on working additional hours, unpaid

It's not required, but you know that if you didn't do it, it'd all go pear shaped.

Even support staff in better-off schools report that they do more work than they are paid for. This includes providing unpaid assistance in the school holidays, for example fundraising for the school, coming in to meetings outside school hours or helping fundraise during the holidays and weekends.

Support staff explained that they are not paid during the lunch hour. However, if they remain on the school premises during lunch time they can often be called on to supervise children, answer the phone, deal with queries or administer first aid. Support staff members are usually the 'first aiders' and accidents are most likely to occur when the pupils are on a break.

Some support staff say they resist encroachment on their unpaid time by going home for lunch if they live nearby, but for most this is not an option. A few support staff say they have made it a rule that they will not work during their unpaid break, and that teachers (who are paid during the lunch hour) will have to do any necessary work during this time. Again, this is the exception.

If support staff refuse to work unpaid over the lunch break, it means some services may not be provided, or may not be provided to the usual standard during lunch time, such as administering first aid and staffing the school library and the office.

Although many support staff are dedicated and put in more hours than they are paid for, their goodwill vanishes when they are the primary targets of economy measures. Support staff who have had their hours reduced say they are going to work the hours they are paid for and no extra in future.

Comments on security of hours of work

“Support staff are the first to get their hours cut when the funding is tight”.

Job and income security includes secure hours of paid work. The interviews revealed that support staff are vulnerable to having their hours cut whenever the school operations budget is under strain. Some support staff whose hours are cut are on low pay scales and already barely managing. In addition, several Grade C permanent, long-serving, highly skilled and valued members of the support team stated that they have had their hours cut. They commented that they would be obliged to seek other employment because of the reduction in income. A school Principal commented:

If support staff hours are cut they obviously have a reduced income, and we have lost good staff because of this. Our school treats support staff well and does not normally have a problem with retention – just as long as we can afford to pay them adequately, without cutting their hours.

Comments on payment during the school holidays

Of all the support staff who were interviewed, only one was paid during the school holidays. She was a Teacher Aide Coordinator, responsible for managing a number of Teacher Aides.

Support staff who were interviewed felt that they should be paid throughout the year, in the same way as teachers. According to staff members who were interviewed, schools lose good people through not paying support staff during the holidays. Interviewees also commented that payment throughout the year would help raise the status of support work, by treating it like a ‘proper job’.

Many support staff now arrange for their pay to be annualised, so that they are not without an income during the school holidays. From 2011 this applies to staff on fixed-term contracts. However, because they are still only receiving 40 weeks pay instead of 52, this often reduces their year-round income to below the minimum wage.

Comments on professionalisation of support roles

“Support staff need a higher qualification in teacher aide work. It should include Human Development.”

Support staff in schools are para-professionals. They say they want greater recognition as being part of the learning team, better working conditions and more opportunities to progress. They would like relevant professional development, in meaningful, organised planned steps, and recognition of their experience, training and qualifications as being of value.

School principals interviewed also saw it as important for support staff to develop professionally. Some schools are already exemplary in this respect. For example a school principal explained that:

“Our school provides professional development support staff on ‘teacher only days’. They are also encouraged to get their Teacher Aide Certificates, with the school sometimes contributing towards their course fees”.

At the same time, support staff want professional development to add to role clarity, to distinguish their work from that of teachers. There is scope for teacher aides to do more to support teachers, and for their roles to be better defined. It was suggested that appropriate support staff professional development could include:

- Courses in human learning/development for teacher aides
- Assistance for school library staff to become qualified as librarians.
- Training to become IT/technical support workers
- Training and development in accountancy/ financial management for administrative staff.

Support staff who were interviewed felt that there should be better career pathways - a D or E grade to help people move up to higher levels, especially as they take on more responsibilities.

Many of the support staff who have been interviewed are keen to have more professional development.

Variations between schools in professional development

The amount of professional development provided to support staff varies enormously between schools. Those working in high decile schools tended to report having good opportunities for professional development. By contrast, support staff working in rural areas and in low decile schools frequently state that their school cannot afford to send them on even the most minimal number of courses and workshops (two days a year), because of the costs of travel and overnight stays. This is unfortunate because rural and decile one schools frequently have the most challenging jobs and the greatest need for well-trained support staff.

Some support staff believe that their schools are exemplary in their provision on professional development; praising schools that provide:

Plenty of professional development and learning - an hour a fortnight’.

The same opportunities for learning and development as the teachers, whenever this is appropriate.

Eight days a year of professional development, for which we are paid.

However, other support staff report that they receive no professional development. For example, an administrative staff member states that she is expected to work with new computing packages, without having received training in how to do so.

Schools vary in their ability to help pay for the costs of professional development for support staff. It was observed that most courses are at a distance and incur costs for travel and overnight accommodation, so funding professional development is an issue for some schools, even for the current minimum of two days per annum professional development to which they are currently entitled.

A school principal pointed out that “there has to be a commitment, and there’s always a dollar cost. It would be much better for reliable and adequate central government funding to be provided, for professional development of support staff. This would also help meet the goals of the workforce strategy for support staff”.

Benefits of professional development

“ A more developed support staff workforce will repay the investment in their training.” (Support staff member, Grade C).

Support staff who receive professional development opportunities are positive about its benefits. A teacher aide commented:

Professional development is invaluable because of the nature of the students.

Support staff are especially keen to receive the kinds of professional development that recognise the difference between teachers and support staff.

Job descriptions

The majority (three quarters) of support staff who were interviewed said they had job descriptions. Some job descriptions are vague, and contain phrases such as ‘other duties as required by the Principal’. Others are inaccurate. Many are out of date, and one is 17 years old!

Most of the staff who had job descriptions said that these not capture all of their responsibilities. Unclear/outdated/inaccurate job descriptions seem to exist because:

- Support staff responsibilities often change year to year or during the year.
- The job has evolved and got busier.

- Support staff capabilities grow, they take on more duties over time but these are not listed in the job description
- Some support staff are described as being supervised when this is no longer the case
- Accurate job descriptions for support staff may be a low priority

Some Teacher Aides are given a list of tasks instead of a job description. This is due to the constantly changing demands that are made as children with special needs come and go from the school. Some are given only a verbal list of tasks.

Performance appraisals

Slightly less than half of the support staff who were interviewed had regular performance appraisals. A quarter said they had regular annual appraisals, and (one had them 6-monthly and plenty of feedback in between times). These staff were generally satisfied with performance appraisal.

Performance appraisals were also seen as an opportunity for support staff to provide feedback about what was working well in the school and what changes needed to occur. Only one support staff member made a negative comment about her most recent appraisal, whilst being positive about previous experiences:

It was not so good (this time): we were expected to self-appraise. Last time other staff were asked to appraise me and give feedback, and this was useful.

Those who did not have regular performance appraisals generally said they would prefer receiving regular feedback on how well they are doing. It was felt that the barrier to regular performance appraisals is that they take up a lot of time, both for hard-pressed Principals and in terms of taking support staff away from their other duties while it takes place. Some support staff feel that they are 'at the back of the queue' when it comes to receiving constructive feedback. Without this, they do not always know whether they are doing a good job, to the detriment of their morale and professional development.

It would be great if we had them. The difficulty is fitting us in – the Teacher Aides are with children all the time.

Overall, support staff wanted regular performance appraisals and feedback, to help them develop in their roles.

Inequitable treatment between schools

It could be a good idea for principals and boards of governors to be offered guidelines and/or training on good practice in the employment of support staff.

(School Principal)

At present there is a shortage of detailed national standards in how to be a good employer of support staff. Some support staff in schools are fortunate and have good working conditions, opportunities for professional development, job security and regular constructive feedback. These members staff feel their work is appreciated. Others are less fortunate and would prefer more feedback and opportunities for training, development and progression.

Supporting large numbers of support staff is a big human resources job, and also carries hidden costs to schools. As a school principal pointed out:

A staff member has to be responsible for organising - and also supporting the support staff, as some kids they deal with are really challenging. Schools also have to carry the administrative costs of employing relatively large numbers of support staff, working a variety of hours. As they are not salaried, they have to be paid extra if they stay on after school for staff meetings, and this adds to the administrative complexity. A contribution from MoE is needed to assist with this.

Staff retention

The support staff who were interviewed are committed to their vocation, their schools and communities and would hate to leave. However, some may be forced to move if their earnings are too low to support themselves and their families.

A number of support staff revealed that they were looking for work elsewhere. Some these were experienced and long-term members of the support staff workforce who were the very backbone of their schools. These are also the staff most able to be able to obtain better paid work elsewhere.

The reasons given by support staff who were looking for work elsewhere included: cuts in hours of paid work, lack of job security, low pay, lack of payment for the school holidays and lack of opportunities for progression.

Principals count themselves as fortunate if they are able to retain support staff. One commented:

We're lucky that we've been able to retain our teacher aides. Schools need to get and keep good people who can develop their specialist fields. The professionalisation of the support staff workforce will need to be matched by better remuneration.

In many schools funding difficulties mean that they will increasingly lose good, experienced support staff unless the government steps in with additional and more reliable funding.

Summary

“Support staff in schools are becoming more professionalised, as a group but funding is a major issue. We have to compete with the toilet paper. At this time of year (just before Christmas) there is apprehension about our jobs and our hours for next year”.

An examination of the work done by support staff in schools shows that they make a valuable contribution to the standard of teaching and learning, and that the work of some support staff is absolutely essential to the effective running of schools.

The support staff who were interviewed are keen to have training and development opportunities to clarify and develop their roles and enable them to make an even bigger contribution. There could be better career opportunities, more significant responsibility and professional development.

Pay-related priority issues named by support staff

Support staff who were interviewed expressed extreme dissatisfaction with pay, naming the following top priorities for attention:

- Low pay rates
- Precarious employment and over-use of fixed term contracts
- Underemployment/ high risk of reduction in hours
- Payment for only 38-40 weeks of the year for most support staff
- Lack of payment during lunch hour, often whilst being 'on call'
- Considerably less sick leave than teachers
- Low levels of payment for relevant qualifications
- Low 'higher duties' allowances
- Limited opportunities for pay progression - 'hard' barriers between grades.

Related issues

Support staff also cited related issues that had an indirect impact on longer-term prospects and pay:

- Variable opportunities for professional training and development
- Some staff have outdated or inaccurate job descriptions or none at all
- About half of staff had no performance appraisal

The Job Evaluations

Aims of the evaluations

“The aim of a job evaluation scheme is to provide a hierarchy of jobs that is free from discrimination and felt to be fair by employees” (ACAS, 2010).

Job evaluation is a way of measuring and comparing different jobs. It examines the different duties, responsibilities and demands placed on job-holders. It provides a basis for discussion about rates of pay.

Job evaluation is not an exact science. However, it should always be a fair, transparent, systematic and consistent way of ranking jobs. It should avoid discrimination and provide a basis for equal rewards for work of equal value.

Job evaluations for six groups of support staff in New Zealand schools were conducted for the first time. These were: Administrative Grades A, B and C, and Associate Grades A, B and C. The aims were:

- To examine the job demands and remuneration¹⁰ of school support staff and compare them with other jobs of similar size and responsibility.
- To create a rewards structure that will assist schools recruit, retain and develop a skilled and committed support staff workforce.
- To ensure that the aspirations of school support staff and principals are taken into account.

Methods

The job evaluations were conducted as follows:

- collection of job information using job descriptions, interviews with staff and collective agreements
- applying the job evaluation system to the job information in order to measure the value of the work performed; and
- making comparisons with the skills, responsibilities, demands and pay in other occupations.
- Information about the expected level of responsibility, pay and benefits of the six groups, from the current NZEI collective agreement
- The Red Beach employment court decision, which clarified aspects of support staff responsibilities

Thirty five support staff participated. Most of them were individually interviewed. There was one group interview with four teacher aides. Some

¹⁰ This includes additions to pay such as allowances for relevant qualifications.

support staff a lists of their tasks and responsibilities and/or their job description.

Job evaluations systems

There is considerable overlap between job evaluation systems. However, some are more appropriate for support staff in schools than others. Some job evaluation systems, such as Hay and COMPERS, could not be used in this project.¹¹

A combination of job evaluation systems suitable for support staff in schools was used. Questions derived from the National Joint Council Job Evaluation Scheme in the UK were found useful in gaining information from job-holders.¹² These questions had been used with school support staff in the United Kingdom, and had the approval of both employers and the unions (see Appendix D).

Two New Zealand job evaluation systems made the major contribution to this job evaluation. The Spotlight Skills Recognition Tool (Department of Labour 2009a) was used for key activity descriptors and levels. The Equitable Job Evaluation (EJE) Factor Plan (Department of Labour, 2009b) was used to analyse the results.

A job profile was created for each administrative and associate grade, based on several interviews and job descriptions.

Assigning scores

For each job profile the job analyst examined the duties and responsibilities, to evaluate the skills required to carry out those responsibilities effectively. The responsibilities are then evaluated using factors in the EJE factor plan. The most appropriate score/level was allocated for each factor. Finally, the scores from the individual factors were added together to form one single points score for each position. See Appendix B for a summary of the EJE Factor Plan.

The Associate grades

The associate grades mainly involve working with teachers and students to support teaching and learning outcomes. The majority of associate support staff are teacher aides, who provide support for teachers. A smaller number work as school librarians and careers advisors.

Associate Grade A

¹¹ The Hay system is long established and is used internationally in public and private sectors, but is regarded as suitable for more for more senior positions than most school support staff jobs. The jobs of support staff in universities (also known as general staff) have previously been evaluated using the COMPERS system, but this is no longer available for use in New Zealand.

¹² See Appendix D. This job evaluation system was devised in the United Kingdom by local government in partnership with the unions, and has been used for job evaluations for school support staff.

ANZSCO level 4; 399 points, starting rate of pay \$14.00 per hour.

Associate Grade A has two steps, and the second step is paid at \$14.62 per hour. Staff working at this grade are expected to work under constant supervision and very clear guidance.

Typical duties include:

- Prepare and/or maintain resources
- Support teaching programmes and student learning
- Assist with routine needs of students

Typical jobs: teacher aide, library assistant, bilingual refugee liaison worker.

These Grade A Associate position requires the job-holder to use coordination and problem solving skills, under general supervision. They are required to know how to achieve the end results (improved teaching and learning). They need very good communications and interpersonal skills.

Most of the knowledge used in this position is acquired through on the job training (of which there appears to be a good deal) and on their job experience. There appears to be a very considerable difference between the responsibilities of an experienced Teacher Aide and one newly appointed.

Teacher Aides are required to be adaptable and work with a variety of children with widely differing needs. Depending on the composition of the school, they may:

- Provide structured assistance for children for whom English is not their first language
- Work with children who have behavioural problems, help them to settle to learning.
- Assist children with significant learning difficulties
- Teach groups of children who have disabilities of varying type and severity.
- Make assessments of how well the children are doing. "We administer tests for children and input the data from the tests. We discuss the results with the teachers and make suggestions. Usually the teacher agrees, because they acknowledge that we've spent the time teaching and observing these pupils".
- Following discussions with the teacher, go to the library, obtain materials and plan activities for the children to help them make further progress in the areas that have been identified.
- Bilingual class Teacher Aides must be able to speak Te Reo fluently.
- Be familiar with Maori kaupapa.
- Communicate effectively with overseas students who do not speak English or Maori.

They must be adaptable and have learned how to assist this diverse range of students, in a wide range of settings, including on school trips, in cooking lessons and in technology classes for children, such as computing and woodwork.

Some of the pupils have significant physical impairments of learning difficulties. Very good interpersonal and communications skills are needed for this work, including empathy, patience, sensitivity and tact.

We do remedial numeracy and literacy training. We take groups of 4-6 children at a time. Some of the children have very serious needs and have to be taught one-to-one. We take these small groups and individuals in a separate room a lot of the time, so that the main class is not disrupted. However, we also help out in the main classroom some of the time.
(Teacher Aide, Grade A)

Knowledge skills required include literacy and numeracy, to assist children who have fallen behind and need to be brought up to speed with reading, writing and arithmetic so that they can re-join the mainstream class. They need to be familiar with and initiate individual education programmes for pupils needing assistance.

Grade A Teacher Aides also need to know how to administer tests to the children, input the results and store the data safely. They need to be able to create, maintain and store suitable teaching and learning materials. In doing this they need to be able to use a variety of equipment, including computer programmes, printer, photocopier, binder, paper cutter and laminator.

A variety of physical skills are used in the job, including fine motor skills used in data entry, and the skills of safely lifting disabled children aged up to 18 without risk of injury to either the child or the job-holder.

The job-holder may have to deal with emotional demands, especially in working with children who have behavioural problems. Physical demands include lifting and carrying disabled children, and word processing/data entry. Working conditions of Teacher Aides include toileting children and so dealing with human waste/ bodily fluids relatively frequently.

The service provided to the pupils has a direct impact on their ability to improve, participate, become independent and become competent in the core skills of literacy and numeracy. However, this job does not carry responsibility for other employees, large sums of money or long-term planning. Advice from a more senior person should always be available if required.

Job points score: Associate Grade A and comparator groups

| Factor | Grade A Associate | Cleaners | Caretakers | Corrections Officers |
|--|--------------------------|-----------------|-------------------|-----------------------------|
| 1. Knowledge | 58 | 16 | 30 | 58 |
| 2. Mental skills | 42 | 28 | 28 | 56 |
| 3. Interpersonal/ communication skills | 70 | 28 | 42 | 70 |
| 4. Physical skills | 28 | 42 | 42 | 28 |
| 5. Responsibility for people leadership | 15 | 15 | 45 | 14 |
| 6. Responsibility for resources | 15 | 15 | 30 | 45 |

| | | | | |
|--|------------|------------|------------|------------|
| 7. Responsibility for organisational outcomes | 45 | 15 | 37 | 45 |
| 8. Responsibility for services to people | 60 | 30 | 30 | 75 |
| 9. Emotional demands | 19 | 7 | 19 | 25 |
| 10. Sensory demands | 15 | 7 | 19 | 19 |
| 11. Physical demands | 13 | 19 | 19 | 7 |
| 12. Working conditions | 19 | 19 | 15 | 19 |
| Total points | 399 | 228 | 356 | 461 |

Pay and skills: Associate Grade B staff and comparator groups

| Job title | ANZSCO skill level | Job points | Minimum hourly rate, 2010 ¹³ |
|-----------------------------|--------------------|------------|---|
| Associate Grade A | 4 | 399 | \$14.00 |
| Cleaners | 5 | 228 | \$14.84 |
| Caretakers | 5 | 356 | \$15.31 |
| Corrections Officers | 4 | 461 | \$21.29 (based on annual starting salary of \$44,272) |

Associate Grade B

ANZSCO level 4; 468 job points

Staff on step 1 are paid \$14.62 per hour. Staff who reach the top grade (step 8) are paid \$18.26 per hour.

The largest group by far is Teacher Aides. Also included are kai awhina, most school librarians and many careers advisors/Gateway Coordinators

Grade B Teacher Aides

According to the ACC, the teacher aide “demonstrates, supervises and participates in activities which enhance the physical, social, emotional and intellectual development of children in schools and preschool centres; prepares indoor and outdoor areas for learning and recreational activities; assists children with intellectual, physical and behavioural difficulties with their academic studies; assists children individually to learn social skills; assists with preparing teaching aids, and copying and collating written and printed material; distributes and collects lesson materials”. Typical tasks, duties and responsibilities are described by Grade B Teacher Aides as follows:

¹³ For a complete list of support pay rates 2009-11 see Appendix A

- In-Class support as required for all areas of curriculum including literacy, numeracy and life skills such as cooking
- Individual and small groups for remedial spelling, maths and reading, in own room
- Toileting children as required
- Administering medication
- Preparation of lessons and resources
- Liaison with teachers as required
- Running a gifted and talented group for extension.
- Maintaining, collating, creating and managing school resources for whole school
- Testing students at all levels (word tests, spelling tests etc)
- Maintaining records of student test results
- Shelving of books
- Responsible for Staffroom 'housekeeping' - clean, tidy, dishes done, morning tea laid out and cleared
- Buy and put out food for powhiri or other formal occasion
- Make sandwiches for children who have no lunch
- Whiteboard plan for the school term collated
- Incoming mail sorted
- Pamphlets, course literature etc is displayed
- Providing administrative stand-in cover for reception as required: answering the phone, contacting the parents of absent children, taking payments from parents, administering first aid
- Printing school reports in terms 2 and 4, photocopying daily notices,
- Provide refreshments for all school sporting fixtures held off-site
- Photocopying and laminating for teachers
- Maintenance of learning resources
- Art Displays - putting these up/down.
- In terms 1 & 3 coordinate the parent teacher interview timetable, get out the appropriate notices etc.

Grade B Teacher Aides require literacy and numeracy skills. They also need to know how to plan lessons, carry out the lessons, evaluate the effectiveness of the session and continually problem-solve under general supervision from the teacher. They need the mental skills to assist children with a variety of special needs, including those with a range of learning difficulties, behavioural problems and to extend those who are gifted.

Very good interpersonal and communications skills are central to the success of this position. The job requires the job-holder to interact and communicate successfully with students who have widely varying abilities/disabilities, and with their teacher. They need to use encouragement, praise, motivation, patience, persistence and perseverance, empathy, demonstrating, non-verbal communication if required with some children. They also need clear communication, team-work, negotiation, tact and diplomacy skills in working to support the teacher.

The job requires manual dexterity in the use of the computer, printer, fax, phone, texting, binder, laminator, paper cutter, overhead projectors, writing and

drawing materials, books, videos and other audio-visual and recreational equipment. Job-holders need a working knowledge of the administrative systems of the school, to fulfill their own administrative duties. They need skills in administering tests, data input and filing systems for the results. They also need to know the correct practices, processes and procedures in order to work safely and support and fit in with other roles.

The job can frequently be emotionally demanding. Many Grade B teacher aides are assigned one-to-one responsibility for pupils who have a range of special needs, including behavioural problems. One teacher aide who was interviewed had taken a period of sick leave due to the stress of working with a child with behavioural problems.

The job-holder has to be alert and attentive to the needs of the pupils for a large part of each day. Some interruptions can be handled, others make it difficult to keep on track.

Physical demands such as fine motor movements (word processing and data entry) are required but not usually required for extended periods. However, the job-holder frequently works with children in awkward, uncomfortable, constrained positions such as bending, kneeling and crouching for significant periods of time.

The job holder is exposed to human waste/ bodily fluids on a frequent basis. The job also involves frequent exposure to mild infectious diseases. It requires occasional exposure to uncomfortable temperatures but not usually for extended periods.

Job points score: Associate Grade B and comparator groups

| Factor | Grade B Associate | Cleaners | Caretakers | Corrections Officers |
|---|-------------------|----------|------------|----------------------|
| 1. Knowledge | 65 | 16 | 30 | 58 |
| 2. Mental skills | 56 | 28 | 28 | 56 |
| 3. Interpersonal/ communication skills | 70 | 28 | 42 | 70 |
| 4. Physical skills | 42 | 42 | 42 | 28 |
| 5. Responsibility for people leadership | 15 | 15 | 45 | 14 |
| 6. Responsibility for resources | 30 | 15 | 30 | 45 |
| 7. Responsibility for organisational outcomes | 45 | 15 | 37 | 45 |
| 8. Responsibility for services to people | 75 | 30 | 30 | 75 |
| 9. Emotional demands | 19 | 7 | 19 | 25 |
| 10. Sensory demands | 19 | 7 | 19 | 19 |
| 11. Physical | 19 | 19 | 19 | 7 |

| | | | | |
|-------------------------------|------------|------------|------------|------------|
| demands | | | | |
| 12. Working conditions | 13 | 19 | 15 | 19 |
| Total points | 468 | 228 | 356 | 461 |

Pay and skills: Associate Grade B staff and comparator groups

| Job title | ANZSCO skill level | Job points | Minimum hourly rate, 2010¹⁴ |
|-----------------------------|---------------------------|-------------------|---|
| Associate Grade B | 4 | 468 | \$14.62 |
| Cleaners | 5 | 228 | \$14.84 |
| Caretakers | 5 | 356 | \$15.31 |
| Corrections Officers | 4 | 461 | \$21.29 (based on annual starting salary of \$44,272) |

Associate Grade C

ANZSCO levels 2; 529 job points.

Grade C has 8 steps between the bottom and top rates. Step 1 is paid at \$18.26 per hour, while step 8 is paid at \$22.68 per hour.

The staff on Associate Grade C who were interviewed were teacher aide coordinators, school librarians and careers advisors. School librarians and career advisors are discussed separately in the section below.

Teacher Aide Coordinators are employed in some of the larger schools which employ large numbers of teacher aides. The Teacher Aide Coordinator's role is to oversee, coordinate and manage the work of teacher aides. It is a management position.

The responsibilities and duties of teacher aide coordinators include creating and maintaining timetables for teacher aides throughout the school, ensuring all classrooms have adequate teacher aide coverage, including times of sickness or absences and arranging extra cover when required, for example on school outings.

The coordinator is the main person responsible for recruitment, selection, induction, training, mentoring, appraising and assisting with professional development of the teacher aides in the school. However, the job-holder does not have final authority on appointment, negotiating contracts and salary-setting or discharge.

The job also requires that the job-holder liaises between the teacher aides and the groups of teachers and the leadership group – of Principal and Deputy and Assistant Principals.

The Teacher Aide Coordinator's job requires specialised in-depth knowledge of the work of teacher aides and the ability to effectively coordinate

¹⁴ For a complete list of support pay rates 2009-11 see Appendix A

their work throughout the school. The range and scope of the tasks is reasonably complex, requiring skills in literacy, training, coordination and administration. She may also supervise whole classes if the teacher is away.

The job requires analytical judgmental skills to solve varied problems that occur regularly, and develop solutions, choosing between options and following recognised procedures. The job-holder is subject to occasional direction and usually has a high degree of autonomy.

The job requires strong interpersonal skills, used to guide and motivate others. It requires effective communication and interaction with a range of people with different needs, ages and levels of seniority. The work is highly interactive and requires very good people-responsiveness skills.

The job requires generating, handling and safe-keeping of various kinds of information resources: student test results, training resources, classroom teaching material and staffing records. Some of the information is confidential. Other information has to be shared and distributed as part of the job. The job involves ensuring that all the Teacher Aides have access to the classroom resources they need. The job does not require financial and budgeting skills or long-term planning of more than a year.

In this job, fine muscle movement is required for part of each day for word processing and data input. This job normally involves minimal direct exposure to disagreeable or hazardous working conditions, although it does involve training and overseeing others in safe practices when lifting students and dealing with human waste and bodily fluids.

Job points score: Associate Grade C and comparator groups

| Factor | Grade C Associate | Cleaners | Caretakers | Corrections Officers |
|--|--------------------------|-----------------|-------------------|-----------------------------|
| 1. Knowledge | 72 | 16 | 30 | 58 |
| 2. Mental skills | 50 | 28 | 28 | 56 |
| 3. Interpersonal/ communication skills | 70 | 28 | 42 | 70 |
| 4. Physical skills | 28 | 42 | 42 | 28 |
| 5. Responsibility for people leadership | 90 | 15 | 45 | 14 |
| 6. Responsibility for resources | 30 | 15 | 30 | 45 |
| 7. Responsibility for organisational outcomes | 67 | 15 | 37 | 45 |
| 8. Responsibility for services to people | 75 | 30 | 30 | 75 |
| 9. Emotional demands | 10 | 7 | 19 | 25 |
| 10. Sensory demands | 15 | 7 | 19 | 19 |
| 11. Physical | 13 | 19 | 19 | 7 |

| | | | | |
|-------------------------------|------------|------------|------------|------------|
| demands | | | | |
| 12. Working conditions | 9 | 19 | 15 | 19 |
| Total points | 529 | 228 | 356 | 461 |

Skills, job points and pay: Associate Grade C and comparator groups

| Job title | ANZSCO skill level | Job points | Minimum hourly rate, 2010¹⁵ |
|-----------------------------|---------------------------|-------------------|---|
| Associate Grade C | 2 | 529 | \$18.26 |
| Cleaners | 5 | 228 | \$14.84 |
| Caretakers | 5 | 356 | \$15.31 |
| Corrections Officers | 4 | 461 | \$21.29 (based on annual starting salary of \$44,272) |

School librarians

Schools employ staff to work in their libraries/ media centres at Grades A, B and C. Some are responsible not only for the school library but also for IT resources and network. Currently library staff are on the Associate pay scales along with teacher aides, although their jobs differ in some respects.

Grade A Library Assistants' work is equivalent to Grade A Teacher Aides and Grade A Administrative, in that the job-holder is expected to work under supervision, with clear guidelines and is not expected to make judgment calls. If library assistants are required to use problem-solving skills and work unsupervised they should be on Grade B.

Grade B librarians are often in sole charge of the school library and manage its budget, equipment and other resources. Their job has fewer physical demands than a Grade B teacher aide's position, and their working conditions tend to be better. However, a librarian has greater responsibility for resources and may be required to have greater knowledge skills.

Grade C librarians, especially in high schools, can have roles that require technical/professional skills and training. They usually manage a significant budget as well as being responsible for expensive equipment and other resources. Some have responsibility for managing other staff, such as library assistants. They may also be the IT technicians for their schools, as in the example below.

Media Centre Manager, Grade C (primary school)

I have a staff of one person - myself. Our catalogue holds 11,000 items and still growing. I currently manage a budget of \$27,000.00.

¹⁵ For a complete list of support pay rates 2009-11 see Appendix A

On a typical day at 8.15 am I open the Media, Centre, make quick check that everything is tidy (as it is used by OSCAR after school). I check emails – internal and external – and deal with urgent responses. I unpack delivery of new books, check them against the invoices and log details into budget records. I add them into the library catalogue. This week I worked with the photocopier technician setting up database programme for monitoring staff photocopying (new photocopiers just delivered yesterday), doing the initial setup. This week I will start installing photocopier drivers on all school laptops and classroom PCs.

I catalogue and keep track of computer resources and other equipment. For example today 10 cameras were returned from a class – all needed checking: photos downloaded and cleared, batteries recharged so that the cameras were ready for re-issue.

From time to time, I am called into classrooms to fix computer problems. Teachers sometimes request to extend Internet rights to blocked site. I make the necessary adjustments to their account and have to remember to reinstate defaults. Today, two Teacher Assessment video recordings were given to me, which I downloaded from the video camera, copied to individual DVDs and delivered to the teachers.

In between times, I liaise with Deputy Principal about current and forthcoming events. I supervise 35+ students in the library during lunchtime breaks. I organise Book Club Flyer to go home with students. While all the above is happening I am still available to students requiring support. And yes, I love my job!

Careers Advisors

Careers advisors and Gateway Coordinators are mainly employed on the Associate Grade B or C scale. They work in high schools with senior students, helping prepare them for life beyond school and obtain work experience. The job involves liaising with outside agencies.

Careers advisor jobs score lower than teacher aide positions on physical demands, working conditions, emotional demands and sensory demands. They score higher on knowledge skills and responsibility for resources (which are more heavily weighted). The levels of interpersonal skills required and responsibility for services to people are the same as for teacher aides.

The job includes additional marketing, teaching/ tutoring, administration, budgeting and financial accountability, knowledge of health and safety at work, negotiations skills and knowledge of a wide range of external agencies.

Gateway Coordinator, Grade C

Purpose: to provide the opportunity for experience and learning in a structured workplace which both enhances their experiences of the workplace and provides the opportunity to gain further qualifications and gaining Industry Based Unit Standards which go towards NZQA record of learning. Key tasks include:

Key tasks

Identifying and preparing students who will benefit:

Working with HODs, Tutors, Deans and Careers Advisor in identifying students who will benefit from the programme; working with students to identify vocational goals. Develop individual training/learning plan for each student. Prepare the student for the placement.

Locate and visit suitable workplaces

Discuss the importance of health and safety with the employers, contact the ITO. The Gateway coordinator visits each student at the worksite, ensures they are progressing well and that their workplace supervisor understands the assessment process.

Administration

- All typing/correspondence to be completed efficiently
- Mail to be sent daily, incoming mail to be sorted and distributed
- Student records are to be updated
- Completion of information re Gateway to HODs, students employees and ITO's
- Produce student learning resources as required
- Produce Logbooks/Workbooks for students
- Maintaining student and employee database
- Two reports annually re Gateway to Board of Trustees
- Record student absences on school system
- Manage Annual Budget

Liaising with parents/caregivers and keeping them informed of progress

Link students to ITOs, providers and employers for further training

Pay of Gateway Coordinators

In some schools careers advisors and Gateway Coordinators are paid on the teachers' scales (including payment in the school holidays), whilst in others they are doing the same work on the Associate Grade B scale, for around for \$15 per hour and no payment during the school holidays. Gateway Coordinators are funded by the Tertiary Education Commission, which appears to provide no guidelines on pay.

The Administrative Grades

Administrative Grade A

ANZSCO level 4, 392 points

The administrative Grade A pay scale has 4 steps, and the pay ranges from \$14.00 per hour (step 1) to \$15.72 per hour step 4). Job titles include administrative assistant, receptionist, clerical assistant.

The job-holder is normally required to perform routine receptionist and clerical tasks. Alternatively or additionally they may be responsible for financial/accounting services or following up on students absences.

The job-holder is accountable for delivering services in their own work area, while contributing to overall administrative team outcomes. The job may be interchangeable with other, similar roles if they work in a large school. The job-holder should have access to advice and direction from a more senior employee.

The job requires specialised administrative knowledge, gained through on-the-job experience. Good levels of literacy are needed for tasks such as taking and typing up the minutes of meetings and updating the school prospectus. Good numeracy skills may be needed.

The job requires dexterity, speed and hand/eye coordination. There is always a need for precision. Sometimes there is a prescribed typing speed (words per minute) and level of accuracy of around 98%. There is a need for speed to meet deadlines for a significant part of each day.

The job holder is required to know and follow correct procedures and processes for carrying out tasks such as data collection, input, distribution and maintaining filing systems/ records. A key part of the job is maintaining confidentiality of this information. The job involves care of equipment, filing and storage of information, but not usually responsibility for financial resources.

This job does not require leadership skills. However, it does require good teamwork skills.

Administrative assistants must be skilled in the use (and sometimes basic maintenance) of equipment such as the computer, printer, photocopier, fax, landlines and cellphone systems, binding, laminating and safe use of the paper cutter.

This job requires the employee to actively assess the needs of others in order to provide the correct service. They must warmly welcome bona fide visitors, reassure and calm adults or children who are upset, angry or distressed, but also fulfill a gate-keeping role by tactfully screening callers and visitors.

The job requires sustained repetitive small muscle movements in data entry and word processing. It requires the job-holder to be in a seated, immobile position for most of each day. The job requires working to deadlines, with constant interruptions. However, the job involves minimal or no exposure to unpleasant or hazardous conditions.

Job points: Administrative Grade A and comparator groups

| Factor | Grade A Admin | Cleaners | Caretakers | Corrections Officers |
|--|----------------------|-----------------|-------------------|-----------------------------|
| 1. Knowledge | 44 | 16 | 30 | 58 |
| 2. Mental skills | 42 | 28 | 28 | 56 |
| 3. Interpersonal/ communication skills | 70 | 28 | 42 | 70 |
| 4. Physical skills | 56 | 42 | 42 | 28 |
| 5. Responsibility for people leadership | 15 | 15 | 45 | 14 |

| | | | | |
|--|------------|------------|------------|------------|
| 6. Responsibility for resources | 30 | 15 | 30 | 45 |
| 7. Responsibility for organisational outcomes | 30 | 15 | 37 | 45 |
| 8. Responsibility for services to people | 45 | 30 | 30 | 75 |
| 9. Emotional demands | 15 | 7 | 19 | 25 |
| 10. Sensory demands | 19 | 7 | 19 | 19 |
| 11. Physical demands | 19 | 19 | 19 | 7 |
| 12. Working conditions | 7 | 19 | 15 | 19 |
| Total points | 392 | 228 | 356 | 461 |

Pay and skills comparisons

| Job title | ANZSCO skill level | Job points | Minimum hourly rate, 2010 |
|-------------------------------|--------------------|------------|---|
| Administrative Grade A | 4 | 392 | \$14.00 |
| Cleaners | 5 | 228 | \$14.84 |
| Caretakers | 5 | 356 | \$15.31 |
| Corrections Officers | 4 | 461 | \$21.29 (based on annual starting salary of \$44,272) |

Administrative Grade B

ANZSCO level 4; 467 points

Administrative pay scale grade B has 15 steps, and the pay rates range from \$14.62 per hour (step one) to \$22.68 per hour (step 15).

This grade requires advanced experience knowledge and skills, and is likely to require working without supervision for long periods.

Some examples of the duties or level of duties required within this grade are:

- administrative assistance;
- secretarial;
- data collation and reporting;
- financial duties.

Administrative Grade B staff normally work with only occasional supervision. Typically they report to the Principal or Deputy Principal. They do not usually have responsibility for managing other staff, but may engage in team work with others at the same level. Their skills and responsibilities are mainly learned on

the job, and could not be quickly picked up by another person.

Administrative duties and responsibilities include answering the telephone and front office reception, enrolling new pupils in the school, checking and following up absences of students daily, coordinating visits by parents to the principal and teachers, photocopying, typing, word processing, and entering data as required by the Principal and Board of Trustees, compiling weekly newsletters, ensuing Board's papers are displayed and filed.

The job requires proficiency, manual dexterity, accuracy and speed in word processing/data entry. Considerable experience is needed to reach this level of physical skill. The job requires repetitive fine muscle movements and relatively little freedom of movement.

The job is described as demanding, especially in the first few weeks of the year. It requires problem-solving skills, continually assessing and re-assessing the urgency of tasks and also multi-tasking.

I plan my job by making a list every day. I prioritise what has to be done, in order of urgency. If I don't complete a task during the day I have to add it to my list for the next day. Some days I don't get anything done on this list due to having to attend to children in the sickbay; or the Principal may have an urgent task to be done. Ideally I would like one day a week to lock myself in my office and attend to all the jobs that need to be done. (School Secretary, Grade B)

This position also involves keeping up-to-date and accurate database of student records, maintaining records on student attendance, students' personal records, staff list, relieving teachers; receiving and preparing inward mail for the Principal and preparing and sending outward mail.

The job entails doing filing and maintaining files. It may also include doing most of the school's financial tasks, by receiving and checking all money received through classrooms and at the office (donations, fees for student activities, fundraising etc).

The School Secretary job normally includes responsibility for first aid in the school. This includes contacting parents in the event of an accident or a child being taken ill, supervising sick children and administering first aid as required, maintaining medical supplies in first aid kit and if necessary accompanying children to hospital. The job involves working in situations of stress or distress from time to time.

Some School Secretaries (for example in some small schools) are the only administrative staff member and are in sole charge, reporting directly to the Principal. In other cases the School Secretary will be responsible for supervising one or more Grade A staff members. In larger schools it is more likely that she will be expected to work as part of a team with others at the same level. They need to have full working knowledge of all the functions of the office.

Being in sole charge of an office much of the time means being constantly interrupted at busy times. The job entails performing a wide variety of tasks, some of them accomplished by interweaving of activities and re-prioritising in order to meet deadlines. Many of the tasks require concentration. The job involves some forward planning: for example maintaining stocks and ordering

supplies of stationary and first aid materials.

When I'm doing the payroll it is very important that I complete this correctly and I don't like to be disturbed, but I still have to answer the phones and do first aid and reception. I have to multi task, and sometimes this can be very frustrating. (School Secretary, Grade B).

In this position, the job-holder's interpersonal and communications are the key to the success of the position. The competent job-holder is required to show patience, responsiveness, warmth, compassion/empathy, discretion, tact and diplomacy. She is also requires to show skills of interpretation of needs, and be able to communicate with and meet the needs of a wide variety of users, of all ages.

This job provides direct services that make a vital contribution to the wellbeing of the varied group of users: teachers, pupils and parents.

Job Scores: Administrative Grade B and comparator groups

| Factor | Grade B Admin | Cleaners | Caretakers | Corrections Officers |
|--|----------------------|-----------------|-------------------|-----------------------------|
| 1. Knowledge | 58 | 16 | 30 | 58 |
| 2. Mental skills | 50 | 28 | 28 | 56 |
| 3. Interpersonal/ communication skills | 70 | 28 | 42 | 70 |
| 4. Physical skills | 42 | 42 | 42 | 28 |
| 5. Responsibility for people leadership | 30 | 15 | 45 | 14 |
| 6. Responsibility for resources | 45 | 15 | 30 | 45 |
| 7. Responsibility for organisational outcomes | 60 | 15 | 37 | 45 |
| 8. Responsibility for services to people | 60 | 30 | 30 | 75 |
| 9. Emotional demands | 13 | 7 | 19 | 25 |
| 10. Sensory demands | 19 | 7 | 19 | 19 |
| 11. Physical demands | 13 | 19 | 19 | 7 |
| 12. Working conditions | 7 | 19 | 15 | 19 |
| Total points | 467 | 228 | 356 | 461 |

Pay and skills comparison: Administrative Grade B and comparator groups

| Job title | ANZSCO skill level | Job points | Minimum hourly rate, 2010 ¹⁶ |
|-----------------------------|--------------------|------------|---|
| Admin Grade B | 4 | 467 | \$14.62 |
| Cleaners | 5 | 228 | \$14.84 |
| Caretakers | 5 | 356 | \$15.31 |
| Corrections Officers | 4 | 461 | \$21.29 (based on annual starting salary of \$44,272) |

Administrative Grade C

ANZSCO level 2, 612 points

Administrative pay scale C has 8 steps, and a range of rates at the top. Step 1 has an hourly rate of 18.26 per hour and the top rate is 30.92 per hour. The position of Administrative Grade C requires:

“ high levels of administrative skills. The employee will be responsible for administration and/or financial and/or property management functions of the school. The position will usually involve the supervision of staff; including appointments, development and appraisal of staff (SSCA 2009-11: 10).

Administrative Grade C involves a high level of responsibility and specialised knowledge, either managing other staff or contributing to the development of the curriculum. Some examples of the duties or level of duties required within this grade are:

- responsibility for financial systems;
- supervision of other non-teaching staff;
- administrative innovation and systems’ development;
- responsibility for maintenance and property administration.

Five Grade C administrators were interviewed, and job descriptions were provided. None had been in the job less than 10 years and the longest-serving had been employed in the position for 21 years. The job descriptions include not only supervision of several staff and overseeing the finances in a large high school, but also, in one case, being PA to the Principal, which was previously an additional job.

This job requires wide ranging knowledge, including institutional knowledge, typically gathered mainly through many years of on the job experience. It requires the job-holder to know not only how to perform the full spectrum of office tasks, but how to train others how to do them and ensure these duties are fulfilled competently by more junior staff. The job also requires some researching, planning and recommendation of actions for the Principal and Board.

The job is complex and requires problem-solving skills of creativity, innovation, judgment, reasoning, coordination and planning, to help meet the

¹⁶ For a complete list of support pay rates 2009-11 see Appendix A

school's objectives. The job-holder is required to make many decisions on a day-to-day bases and also assist others in making decisions. However, the Office Manager can call on the Principal and the Board for guidance with making major decisions.

The job requires the job-holder to be line managers, directly overseeing the work of other office staff, assigning work, monitoring progress and checking the results. The job requires the job holder to oversee appointment of new office staff, train, mentor and develop these staff members. Staff are managed rather than merely supervised.

The job has high levels of responsibility for resources and it involves control, management and responsibility for financial and information resources, and some responsibility for physical resources. Large sums of money can be involved. The job also includes responsibility for overseeing the collection, maintenance and safe keeping of academic and other school records and information.

Most of Grade C administrators interviewed were at the top of their grade, and their high score reflects this. They were unable to progress further, although their job was growing year by year as they developed their skills and gained the confidence of the Principal. The Office Managers who were interviewed were of the view that there should be a Grade D business administration created, with the option to apply for progression to these higher-level positions.

Job Scores: Administrative Grade C and comparator groups

| Factor | Grade C Admin | Cleaners | Caretakers | Corrections Officers |
|--|----------------------|-----------------|-------------------|-----------------------------|
| 1. Knowledge | 80 | 16 | 30 | 58 |
| 2. Mental skills | 70 | 28 | 28 | 56 |
| 3. Interpersonal/ communication skills | 70 | 28 | 42 | 70 |
| 4. Physical skills | 50 | 42 | 42 | 28 |
| 5. Responsibility for people leadership | 75 | 15 | 45 | 14 |
| 6. Responsibility for resources | 60 | 15 | 30 | 45 |
| 7. Responsibility for organisational outcomes | 75 | 15 | 37 | 45 |
| 8. Responsibility for services to people | 75 | 30 | 30 | 75 |
| 9. Emotional demands | 15 | 7 | 19 | 25 |
| 10. Sensory demands | 22 | 7 | 19 | 19 |
| 11. Physical demands | 13 | 19 | 19 | 7 |
| 12. Working | 7 | 19 | 15 | 19 |

| | | | | |
|---------------------|------------|------------|------------|------------|
| conditions | | | | |
| Total points | 612 | 228 | 356 | 461 |

Pay and skills: Grade C Administrative staff and comparator groups

| Job title | ANZSCO skill level | Job points | Minimum hourly rate, 2010¹⁷ |
|-----------------------------|---------------------------|-------------------|---|
| Admin Grade C | 2 | 612 | \$18.26 |
| Cleaners | 5 | 228 | \$14.84 |
| Caretakers | 5 | 356 | \$15.31 |
| Corrections Officers | 4 | 461 | \$21.29 (based on annual starting salary of \$44,272) |

Comparator groups

Cleaners in schools

Pay: minimum of \$14.84 per hours. ANZSO skill level 5, job points 228

The normal duties of cleaners in schools will usually include the following:

- Vacuum cleaning hard and soft floors
- Spot cleaning of spillages
- Wiping furniture, ledges, pipes, paintwork, doors and polishing door glass
- Emptying and cleaning bins
- Cleaning toilets including sanitary fittings and surrounds
- Mopping and spray cleaning hard floor surfaces
- Wiping and polishing and straightening furniture
- Replenishing janitorial supplies in toilets, etc
- Checking and closing windows, switching off lights after work
- Such other duties as may be allocated from time to time
- All defects/hazards must be immediately reported to the Caretaker or Principal

The cleaner is likely to be responsible for cleaning certain parts of the school site as allocated by the caretaker (this will vary from time to time). During periods when the school is closed, routine cleaning is undertaken throughout the school. This may include stripping and sealing floors, high level dusting, wall washing, etc.

This is a mainly manual job. The knowledge required is learned on the job. The job-holder has to know the regular duties to be performed, where the materials and equipment are stored and be able to effectively use the equipment and materials provided. Foundation literacy and oral skills are required.

¹⁷ For a complete list of support pay rates 2009-11 see Appendix A

The job-holder is chiefly required to be able to follow instructions, and is responsible only for their own work. There is no responsibility for other staff or their work. However, she or he has to be able to work without supervision most of the time. S/he may also have to make decisions about prioritising areas to be cleaned, discussing this if necessary with the caretaker and/or other cleaners.

The job-holder should also have good powers of observation and be able to decide what might constitute a hazard that should be reported and provide feedback about any equipment or materials that require to be repaired or replenished.

The job-holder is expected to have good oral communication skills with a wide range of people. Communication is normally straightforward, requiring clarity and general politeness.

The job requires a variety of physical skills. These are learned mainly through on the job experience. Some physical skills (for example the use of the machinery for stripping and sealing floors) are learned through on the job training.

The job entails conserving and taking care of resources, observing and reporting defects but not being responsible for keeping records of the resources.

The job involves minimal emotional demand as there is limited contact with people who could place emotional demands on the job-holder. The job-holder must focus on the task in hand but is not usually interrupted.

This is a low paid service sector job, which provides services to people by providing a clean, safe physical environment. There is no requirement to match the service to individual needs. The job-holder carries out familiar and routine assignments under detailed instructions, and the job is learned within a short period of time.

Nevertheless, the job entails frequent physical demand of pushing/pulling items of moderate weight and standing/walking for the whole shift. Cleaning toilets is a recognised disagreeable task. The job involves exposure to dirt, dust, chemicals, human waste/bodily fluids and mild infectious diseases on a frequent basis. Cleaners are exposed to chemical hazards from harsh cleaning products, the risk of injury from lifting and bacteria and viruses from cleaning up after children.

| Factor | Cleaners |
|--|-----------------|
| 1. Knowledge | 16 |
| 2. Mental skills | 28 |
| 3. Interpersonal/ communication skills | 28 |
| 4. Physical skills | 42 |
| 5. Responsibility for people leadership | 15 |
| 6. Responsibility for resources | 15 |
| 7. Responsibility for organisational outcomes | 15 |
| 8. Responsibility for services to people | 30 |
| 9. Emotional demands | 7 |

| | |
|-------------------------------|------------|
| 10. Sensory demands | 7 |
| 11. Physical demands | 19 |
| 12. Working conditions | 19 |
| Total points | 228 |

Caretakers in schools

Pay: minimum of \$15.31 per hour (for a part-time assistant caretaker). ANZSCO skill level 5, job points 356

The precise duties and responsibilities of a caretaker may vary from school to school but normally a caretaker is responsible for the security and overseeing the maintenance of school buildings, grounds, equipment and stores of cleaning/washing materials. This includes locking/unlocking, switching on and off alarm systems, ensuring buildings are a reasonable temperature and well lit, ensuring the swimming pool (if there is one) is correctly cleaned, heated and treated and that routine inspection, repairs and maintenance of buildings and equipment takes place.

Small repairs are carried out by the caretaker. The need for larger repairs is pointed out to the Principal. The caretaker is responsible for observing and removing health and safety hazards from the school and grounds. The caretaker normally oversees the work of the cleaner(s) and is responsible for ensuring adequate supplies of cleaning materials and equipment, and also for maintaining adequate supplies of toilet paper and soap for the school as a whole.

The knowledge required for this job is relatively broad. It requires basic literacy and numeracy skills. Signing for deliveries and safe-keeping of delivery notes is required. The job requires a period of induction. Most of the work is manual, and includes delivery and storage and operation of basic tools. Knowledge is gained mainly through work experience, with some health and safety training.

The job requires some skills to deal with problems, most of which the job-holder will be able to solve by relying on guidelines, established procedures and previous experience. For instance the caretaker must be able to decide which repairs and maintenance jobs will require the services of an outside contractor.

This job requires the job-holder to communicate clearly, mainly orally, with the Principal, staff, students and visitors as required. The job requires effective transfer of information, courtesy, the ability to listen attentively and a degree of diplomacy. Conveying unwelcome information (for example that members of the public may not use the school grounds as a car park) may sometimes be necessary.

The job normally involves supervision of the cleaning staff to ensure the work has been carried out correctly, and occasional directions to contractors who come in to do repairs and maintenance work that is outside the area of expertise of the caretaker.

Dexterity and hand/eye coordination is required when carrying out small repairs. There is likely to be variety in the types of jobs undertaken and tools used when using these physical skills. The job demands moderate physical effort,

including lifting, carrying, pulling and pushing. Some fine muscle movements may be required for carrying out repairs and maintenance.

The job involves minor exposure to dirt (for example litter), cleaning chemicals, heating fuel and chlorine for the swimming pool (if applicable). It may involve being outside in inclement weather at times but not usually for extended periods. The job-holder is expected to work safely (for example when changing light bulbs in the school hall or stair wells). There may be a risk of minor cuts and bruises from maintenance work, but there is normally no serious risk of injury or illness resulting from the work.

The job-holder is usually responsible for an identifiable area of activity, and has specialised skills distinct from those of others in the organisation. The job-holder works semi-autonomously much of the time, under general direction from the Principal and/ or the Board of Trustees. Many of the tasks are routine.

| Factor | Caretakers |
|--|-------------------|
| 1. Knowledge | 30 |
| 2. Mental skills | 28 |
| 3. Interpersonal/ communication skills | 42 |
| 4. Physical skills | 42 |
| 5. Responsibility for people leadership | 45 |
| 6. Responsibility for resources | 30 |
| 7. Responsibility for organisational outcomes | 37 |
| 8. Responsibility for services to people | 30 |
| 9. Emotional demands | 19 |
| 10. Sensory demands | 19 |
| 11. Physical demands | 19 |
| 12. Working conditions | 15 |
| Total points | 356 |

Corrections Officers

Starting pay: \$21.29, ANZSCO skill level 4, job points 461

Corrections Officer is a custodial position with the Prison Services responsible for the safe, secure and humane containment of prisoners within or outside the prison and for managing prisoners consistent with the Prison Services mission, to contribute to reducing re-offending.

Knowledge skills

A corrections Officer oversees individuals who have been arrested, are awaiting trials, or who have been convicted and sentenced to jail. They must know and

understand all the policies and procedures and the relevant legislation concerning the management of prisoners. Job-holders are required to have a sound and thorough knowledge of the emergency procedures. They must also know and be able to apply the administrative work procedures.

The job-holder works to ensure a safe, secure and humane environment within a dynamic security context. At the same time they must identify unsafe situations and implement immediate action to maintain safety and security standards. They must also observe, report and record all workplace hazards and breaches (potential or actual) of security in accordance with policy and procedures legislative requirements.

There is frequently a tension between providing humane treatment/ opportunities for rehabilitation and the need to safeguard staff and protect prisoners from themselves and each other. The job requires analytical and judgmental skills to solve varied problems and develop interventions. The job-holder is required to interpret information and choose between options. Some guidance is available, both from policies and procedures and the availability of a more senior officer. However, the job holder may often have to make very rapid assessments, when failure to do so could have serious consequences.

Interpersonal and communications skills

A Corrections Officer must work as part of a team encouraging co-operation and contributing to the achievement of team goals, contributing clearly and effectively to team discussions and decision-making. They must maintain team communications processes to ensure information is effectively communicated to all unit staff and act as a positive role model for staff. The job requires that they:

- Identify and report on suggested improvements on work methods to achieve unit's purpose.
- Prepare reports and complete required documentation in accordance with PPM or administration procedures.
- Produce logical, sequential written reports that are accurate and concise
- Enter data correctly into the workplace computer
- Liaise with other units, related agencies and individuals to establish and maintain unit and overall prison effectiveness

Corrections Officers are also required to demonstrate an awareness and understanding of Te Tiriti o Waitangi, promote and support departmental cultural initiatives that meet the needs of Prisoners, staff the Community/Iwi, maintain and support effective working relationships with tangata whenua through established networks and contribute to and maintain a culturally safe working environment

Although it is potentially dangerous work, most corrections officers primarily enforce regulations and attempt to avoid conflict through communications skills. Job holders are required to establish and maintain open, honest and co-operative relationships with affected parties at all levels within the workplace. The job requires a variety of strong interpersonal skills, including

the ability to persuade, motivate, influence and advise others. Diplomacy is needed in emotionally charged situations.

The job-holder is not normally required to lead, oversee or coordinate the work of other employees. They have no individual responsibility for budgets or planning. They may exercise influence through team work.

The job includes record keeping about equipment and information and requires processing amounts of sensitive personal information, when confidentiality (or correct dissemination as required) is important.

Services to people

Corrections Officers are responsible for escorting inmates to and from cells, recreation, visiting and dining areas. Corrections officers also aid in the rehabilitation of inmates by arranging daily schedules that include library visits, work assignments, family visits and counseling appointments.

Routine daily duties include checking cells and other areas for unsanitary conditions, weapons, drugs, fire hazards and any evidence of infractions of rules. The officers also must inspect security measures, such as locks, window bars and gates for any signs of tampering. They also inspect mail for contraband. They may possibly search, and accompany visitors who are seeing inmates. In carrying out these services, the job-holder:

- Takes every opportunity to actively manage prisoners through providing positive feedback, collaborative problem solving, motivational enhancement and pro-social modelling
- Observes and monitors prisoner behaviour environment to identify potential/ actual safety breaches, takes appropriate action
- Co-ordinates and supervises all prisoner activity in accordance with policy, procedures and legislative requirements
- Undertakes sentence management with assigned prisoners
- Encourages and facilitates participation in rehabilitation programmes
- Supports other staff in the application of sentence management
- Facilitates dispute resolution for prisoner grievances
- Coaches Prisoners and applies pro-social modelling behaviours

The job provides services that directly affect the wellbeing and development of people. The job-holder is required to constantly assess and adjust to the needs of the service recipients.

Emotional demands

In carrying out these services, the job-holder has to carry out 'risk' assessments (for inmates who may harm others) and 'at risk' assessments (for prisoners who may harm themselves or commit suicide). The prison environment is emotionally demanding. Some inmates have severe anger problems, whilst many have themselves been victims of abuse and exhibit difficult behaviour because of this.

Sensory demands

The job-holder must carry out a wide range of activities, some requiring concentration and others more routine, whilst being alert and attentive to new situations that could arise, and be prepared to change activities rapidly if necessary.

Physical demands and working conditions

The job is not normally physically demanding. However, Corrections Officers are required to keep themselves physically fit and well so that they are able to respond rapidly in an emergency.

Prisons are designed to be disagreeable in order to be a deterrent to re-offending, and corrections officers work in this same environment. They may have to suffer verbal abuse and there is always a risk of physical violence. The various safeguards, policies and procedures minimise this as far as possible.

Job point scores – Corrections Officers

| Factor | Corrections Officers |
|--|-----------------------------|
| 1. Knowledge | 58 |
| 2. Mental skills | 56 |
| 3. Interpersonal/ communication skills | 70 |
| 4. Physical skills | 28 |
| 5. Responsibility for people leadership | 14 |
| 6. Responsibility for resources | 45 |
| 7. Responsibility for organisational outcomes | 45 |
| 8. Responsibility for services to people | 75 |
| 9. Emotional demands | 25 |
| 10. Sensory demands | 19 |
| 11. Physical demands | 7 |
| 12. Working conditions | 19 |
| Total points | 461 |

Conclusions and recommendations

Summary

For the first time, job evaluations have taken place with administrative and associate support staff jobs in New Zealand schools. They show the range of skills used in support staff jobs in schools, compared with three comparator groups occupations.

Job skills

Knowledge skills

All of the support staff positions, and the Corrections Officers had high scores in knowledge skills, but especially Grade C Administration. Much of this was due to the requirement for excellent standards of literacy and numeracy, data collection, data input and creation and maintenance of filing systems. The jobs also required the use of computers and a variety of software packages. Caretakers' and cleaners' roles demanded fewer knowledge skills.

Problem-solving skills

Again the support staff jobs, especially Grade C Administration, had high scores for problem-solving, as did the Corrections Officer jobs. The caretaker and cleaner jobs required fewer problem-solving skills.

Communications and interpersonal skills

Communications and interpersonal skills are central to performing well in support staff jobs in schools. This applies to the administrative jobs in school offices and the teacher aide, librarian and careers advisor positions. Consequently all of the support staff positions had high scores in communications and interpersonal skills. The Corrections Officers' role requires that they use interpersonal skills to prevent escalation of conflict and so their job similarly had high scores in communications and interpersonal skills. The cleaner and caretaker positions have lower requirements and hence lower scores in the communications and interpersonal skills factor.

Corrections Officers are required to exercise bicultural skills. Bicultural, multi cultural and language skills. A majority of the support staff interviewed used multi-cultural skills that would assist and put at ease pupils whose first language was not English. They gave precise instructions in English, supplemented where necessary with non-verbal communication, but did not use a second language in their job. A high proportion of teacher aides were responsible for the wellbeing and learning of students with significant communication difficulties. They have to be able to interpret body language or read sign language in some cases.

Some support staff (mainly Associate grades) are fluent in a second language and cultural skills and use these as an essential part of their job. They are not normally paid extra for this. Example include:

- A kai awhina in a kura kaupapa school who is bilingual in Maori and English
- A teacher aide in a school for the deaf who is bilingual in spoken English and New Zealand Sign language
- Teacher Aides responsible for liaising between children from specified groups of migrants or refugees and the rest of the school.

Physical skills

Here, some of the lower-paid jobs had relatively high scores. The Grade A Administration job requires high levels of speed and accuracy for word processing and data entry. The caretaker and cleaner had relatively high scores for physical skills because of the variety of different skills they were required to be able to use in the course of one shift. The Grade C Administration jobs also had high scores because they not only used speed and accuracy for word processing but also had a range of other physical skills.

Responsibilities

Responsibility for people leadership.

Some of the occupational groups included in this project have no responsibility for people leadership. These are the cleaners and Grade A Associate and Administrative staff. The Corrections Officers exert influence, through team work. The caretakers and some grade B administrative and associate staff oversee the work of other employees, sometimes in a supervisory role. Only some groups of support staff have responsibility for management of other employees. These are mainly Grade C Administrative staff, some school librarians and the small number of Teacher Aide Coordinators.

Responsibility for resources

Most of the jobs evaluated have some level of responsibility for resources. All of the groups were responsible for taking care of the equipment they use and reporting any damage.

Most have additional responsibility for resources: for example Grade A and B administrative and associate staff and Corrections Officers all have responsibility for collecting, maintaining and safeguarding information resources and maintaining confidentiality.

However, Grade C Administrative support staff and some Grade C Associate - mainly school librarians and careers advisors - have significant responsibility for finance, budgets and expensive equipment.

Responsibility for services to people

All six of the support staff positions, and the Corrections Officers, scored high on responsibility for providing services to people. The cleaner and caretaker positions by contrast have little responsibility for providing services to people.

Responsibility for organisational outcomes

Scores for responsibility for organizational outcome depended partly on the extent to which they helped the organization meet its goals. Scores also depended on how long it would take someone new to learn the job and whether there were other people doing similar work in the organisation besides the job-holder – in short whether someone brought in as a replacement could quickly pick up the responsibilities. The highest scores went to Grade C support staff.

Job demands

Emotional demands

The jobs of Grade A and B Associate staff, who work with children with a variety of physical, mental and behavioural problems, is emotionally demanding and difficult. The Administrative Grade A and B jobs entail administering first aid to children, frontline work on reception with parents, some of who can be angry and upset, and screening callers and visitors. Corrections Officer jobs can be very emotionally demanding. The cleaner and caretaker positions have few emotional demands.

Physical demands

Both the cleaner and caretaker jobs had relatively high levels of physical demand. Of the support staff positions, those requiring the job-holder to do work requiring fine muscle movements, speed and accuracy (Administrative Grade A and Grade B) in a seated position for much of the day are also physically demanding.

Associate Grades A and B (teacher aides) require job-holders to safely lift or restrain pupils and sit beside children in uncomfortable postures for periods of time. The Grade C Associate, Grade C Administrative and Corrections Officer jobs had relatively few physical demands most of the time.

Sensory demands

Sensory demands occur when the job requires intense concentration, but the job-holder is liable to be interrupted. All six of the support staff jobs were characterised by relatively high levels of sensory demand. No matter how much concentration was required by the task in hand, their job required that they had to be available to answer the phone and deal with queries from pupils, visitors and other staff. Of the three comparator groups' positions, the cleaners had the least sensory demands. Caretakers were likely to be interrupted during their work, and Corrections Officers needed to be constantly alert, whatever else they were doing.

Working conditions

Corrections officers had the most hazardous working conditions, in the sense that if they were assaulted it could be extremely serious. Fortunately because of the various safeguards in place assaults on staff are not common. The hazards

encountered by teacher aides and cleaners had less serious health and safety implications but occurred more frequently: mainly exposure to minor diseases through exposure to human waste/ bodily fluids. Some teacher aides working with children with challenging behaviour mentioned job stress as a health issue.

Recommendations

Support staff in the compulsory school sector make a vital contribution to children's education and wellbeing. The work done by support staff is also demanding, often with no 'down time', and requiring job-holders to multi task to get the work done.

Some support staff have a range of relevant qualifications, for which they obtain only a very small increase in pay. Many support staff have years, sometimes decades of relevant on-the-job experience in which they have built up their skills base and institutional knowledge. Some administrative support staff use skills in human resources, budgeting, accounting and financial management. It is usually a support staff member who does first aid for the school.

The jobs of support staff require more skills, responsibility and are more demanding than some jobs that are currently better paid. Grade B Associate and Grade B Administrative positions appear to be of equal value overall to the work done by Corrections Officers. The work of Grade C Administrative and Associate support staff appears equivalent to the top of the Corrections Officer/ start of the Senior Corrections Officer scale.

Recommendations

Issue 1: Pay of Grade A Administrative and Associate Support Staff

Administrative Grade A and Associate Grades A support staff in schools are at ANZSCO skills level 4. Both cleaners and caretakers are at the lowest ANZSCO skills level, level 5. Until relatively recently Grade A support staff in schools earned more than caretakers and cleaners. However, currently Grade A support staff in schools have lower starting rates of pay (\$14.00 per hour) than cleaners (\$14.84) or caretakers (\$15.31 per hour for a part-time assistant caretaker).

Cleaners and caretakers are a low-paid group. However, Grade A support staff starting pay is even lower - only \$1.25 above the minimum wage. This is for work with a need for knowledge skills, communications and interpersonal skills, emotional demands and responsibility for providing quality services to a wide range of people, some of them extremely vulnerable.

Recommendation 1:

Grade A Administrative and Associate support staff in schools should have a higher starting rate than the \$15.31 per hour currently paid to an assistant part time caretaker, on the grounds that Grade A support staff have higher ANZSCO scores and higher job points. Recommended minimum starting rate: \$16.00.

Issue 2: Pay of Grade B Administrative and Associate Support Staff

The Associate Grade B and Administrative Grade B support staff and Correction Officers are all at ANZSCO skill level 4, and have virtually the same number of job points. However, whereas Corrections Officers' starting pay is \$21.29 per hour, Administrative and Associate Grade B support staff in schools start on only \$14.62 per hour.

Recommendation 2:

Grade B Administrative and Associate support staff starting pay should be raised in stages to the same level as Corrections Officers. The first increase should at the very least take their starting rate to above that of cleaners and caretakers. Recommended minimum starting rate: \$16.62 per hour.

Issue 3: Incorrect categorisation of Grade A staff

The rationale for Grade A positions is that the jobs require close supervision and do not have to exercise judgment. However, evidence from the interviews was that Grade A Associate and Administrative staff do not require close supervision once they have learned their job. They are of the view that they are being held unfairly in low-level positions with no scope for progression.

According to the SSCA these grades should be closely supervised. Duties should be clear, specified and carried out according to well-defined procedures, so that judgment calls and creative thinking are seldom required.

However, interviews showed that an experienced administrative assistant and a grade A teacher aide normally has a good understanding of their own job, the organisation of the school and key relationships and may require only occasional supervision.

For example, some Grade A Teacher Aides, experienced in their jobs, have been at the top of her grade for several years, unable to progress due to the hard bar between Grade A and Grade B. For much of the time they do not have direct supervision. Some have their own rooms in which they teach the children. Some Grade A Administrative staff are frequently left in sole charge of the office.

At present, because there is a 'hard' barrier between Grade A and Grade B it is difficult for support staff appointed to Grade A to progress even if they have obtained the criteria to be at Grade B. This is regarded as an unfair situation by support staff, who believe that they should be allowed to progress through to step 1, Grade B.

Recommendation 3:

It is recommended that there be only one step at Associate Grade A and Administrative Grade A. Subject to satisfactory performance, job-holders should be enabled to progress through to step one, Grade B after one year.

Issue 4: Pay of Grade C Administrative and Associate Support staff

Administrative Grade C and Associate Grade C staff members start of \$18.26 per hour compared with the Corrections Officers' starting pay of \$21.29 per hour.

However, the Administrative Grade C Office Manager job involves not only knowledge and skills of the Grade B staff but also responsibility for managing other staff and significant financial and other resources. Associate

Grade C (teacher aide coordinators and school librarians) also have responsibility for managing other staff. Their job may be more equivalent to a Senior Corrections Officer position.¹⁸ Senior librarians are at ANZSCO level 1.

Grade C administrative workers are ANZSCO level 2, which is high in terms of responsibility for other staff and complexity of tasks. Other occupations at ANZSCO level 2 include: financial institution branch manager, insurance broker, real estate agency manager, shop manager, catering manager, sports centre manager, post office manager and railway station manager. Librarians are at ANZSCO skills level 1, along with teachers and many other professionals.

Recommendation 4:

Administrative Grade C staff starting rates of pay should be aligned with the top of the Corrections Officer Grade of \$26.21 per hour.

Issue 5: Career and pay progression for Associate and Administrative Grade C

Administrative Grade C top rates of pay are higher than those of Associate Grade C, in recognition of the fact that the top administrative positions in the bigger schools are large and complex, with significant responsibility for financial and other resources and for a major part in longer-term planning. At present there is no higher position for these administrators to aspire to, and staff retention is an issue. Associate Grade C (teacher aide coordinators and school librarians) also have responsibility for managing other staff. Their starting pay should be higher than that of Corrections Officers.

Many Grade C administration jobs are large and complex, and as principals' jobs are now to focus on educational leadership (Ministry of Education, 2008), there may be more scope for senior administrative positions to free up the time of head teachers, especially in the larger schools.

Recommendation 5:

A higher grade, D, be created for top associate and administrative positions in schools.

Issue 6: Higher duties allowances (all support staff)

Higher duties allowances are currently paid to support staff in schools at the rate of 5% of the normal rate for the higher job. However, in the case of school caretakers it is not uncommon for higher duties to be paid at 100% of the rate of the higher job. There may be a gender equity issue at work.

Recommendation 6:

Where a support staff member performs the duties of a more senior staff member for 2 working weeks or more, they should receive the same rate of pay as that staff member.

Issue 7: Allowances for relevant qualifications (all support staff)

¹⁸ The top salary of a Corrections Officer is \$54,529, before promotion to senior Corrections Officer.

Staff are entitled to only a small increase to pay if they have gained relevant qualifications. For example, 40c an hour is poor recompense for a Teacher Aide Certificate that cost thousands of dollars in fees.

Staff and principals are of the view that it is valuable to have well qualified staff, but that the financial costs to staff of formal education and training can outweigh the rewards at present. There is a disincentive to staff to gain professional qualifications, and this is a barrier to professional development of the workforce.

Recommendation 7a

Staff with recognised qualifications should receive a higher hourly allowance for these.

7b

It should be possible to claim an allowance for more than one recognised qualification.

Issue 8: Payment for lunch breaks and school holidays (all support staff)

Most of the support staff who took part in the project were obliged to take an unpaid lunch break. However, this often coincided with a busy time of day, so that staff would be obliged to continue working even though they were not being paid. This was a source of great resentment. They felt they should not be expected to work for free at lunch times.

Support staff felt even more strongly about not receiving payment during the school holidays. Many had opted for annualisation of earnings, but this brought their average take-home pay down below the level of the minimum wage in many cases.

Recommendation 8

8a: Support staff should either receive payment for the lunch break or a paid staff member should be allocated to cover for them while they take a break.

8b: Support staff should be paid for the school holidays in the same way as teachers.

Issue 9: Income Security (all support staff)

Interviewed staff at all levels expressed concerns about income security. Many support staff members were on fixed term contracts year on year. However, even senior, long serving support staff were vulnerable to having their hours cut as schools' budgets were under strain.

Recommendation 9: Support staff contracts should be made permanent if the work is ongoing, in line with the Employment Relations Act. Principals and Boards of Trustees should be reminded that cutting support staff hours of work (and hence their take home pay) is not good employment practice.

Issue 10: Funding sources (all support staff)

Support staff pay depends on funding from either their school's operations grant (which is often under strain) or from a number of government bodies that

provide temporary payments to assist disabled children. This is a barrier to equitable pay, income security and professional development for support staff in schools. Interview data revealed that support staff believed strongly that central funding via the Ministry of Education is the best way to address this issue. Principals also wanted support staff pay to be higher to help retain experienced support staff, and to achieve this they would like to see the pay of support staff centralised rather than coming from the operations budget.

The lack of adequate and secure funding is a main reason why support staff have less favourable pay and job security than many other occupational groups.

Recommendation 10: Support staff should be paid by the Ministry of Education, in the same way as teachers.

Issue 11

At present many schools have insufficient funds to pay for professional development for support staff. Principals interviewed stated that they wanted to be able to assist more with professional development of support staff, and would like some Ministry funding to assist with this.

Recommendation 11 – Central government funding should be made available to assist with professional development for support staff, so that support staff working in poorer schools do not miss out on professional development.

Issue 12: Careers officers/Gateway coordinators

In some schools careers advisors and Gateway coordinators are paid on the support staff rates (mainly Associate Grade B), whilst in other schools these same jobs are being performed by teachers, on a teacher's salary, including payment during the school holidays.

Recommendation: 12: Pay the teachers' rate to support staff working in jobs where teachers do the same job.

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Appendix A

Administrative pay scales, from January 27th 2010

Administrative Grade A

| Step | Hourly | Annual |
|------|--------|--------|
| 1 | 14.00 | 29,232 |
| 2 | 14.62 | 30,527 |
| 3 | 15.42 | 32,168 |
| 4 | 15.72 | 32,767 |

Administrative Grade B

| Step | Hourly | Annual |
|------|--------|--------|
| 1 | 14.62 | 30,527 |
| 2 | 15.42 | 32,168 |
| 3 | 15.72 | 32,767 |
| 4 | 16.17 | 33,749 |
| 5 | 16.53 | 34,513 |
| 6 | 17.12 | 35,721 |
| 7 | 17.72 | 36,971 |
| 8 | 18.34 | 38,266 |
| 9 | 18.98 | 39,604 |
| 10 | 19.65 | 40,991 |
| 11 | 20.33 | 42,425 |
| 12 | 21.05 | 43,911 |
| 13 | 21.77 | 45,447 |
| 14 | 22.68 | 47,353 |

Administrative Grade C

| Step | Hourly | Annual |
|------|-------------------|---------------------|
| 1 | 18.26 | 38,139 |
| 2 | 18.43 | 38,519 |
| 3 | 18.98 | 39,604 |
| 4 | 19.65 | 40,991 |
| 5 | 20.33 | 42,425 |
| 6 | 21.05 | 43,911 |
| 7 | 21.77 | 45,447 |
| 8* | 22.68 to 30.92 | 47,353 to 64,524 |

*Ranges of rates increased by 1.4% from previous year

Associate pay scales, from January 27th 2010

Associate Grade A

| Step | Hourly | Annual |
|------|--------|--------|
| 1 | 14.00 | 29,232 |
| 2 | 14.62 | 30,527 |

Associate Grade B

| Step | Hourly | Annual |
|------|--------|--------|
| 1 | 14.62 | 30,527 |
| 2 | 15.42 | 32,168 |
| 3 | 15.72 | 32,767 |
| 4 | 16.17 | 33,749 |
| 5 | 16.53 | 34,513 |
| 6 | 17.12 | 35,721 |
| 7 | 17.72 | 36,971 |
| 8 | 18.26 | 38,139 |

Associate Grade C

| Step | Hourly | Annual |
|------|--------|--------|
| 1 | 18.26 | 38,139 |
| 2 | 18.43 | 38,519 |
| 3 | 18.98 | 39,604 |
| 4 | 19.65 | 40,991 |
| 5 | 20.33 | 42,425 |
| 6 | 21.05 | 43,911 |
| 7 | 21.77 | 45,447 |
| 8 | 22.68 | 47,353 |

Appendix B – Job evaluation systems

The Equitable Job Evaluation Factor Plan (EJE)

Factor 1: Knowledge skills (11 levels)

This covers the knowledge and experience required to perform the job competently. The knowledge/skills can be acquired through formal training, on the job training, on the job experience in current or previous work or a combination. It includes literacy, numeracy, languages, techniques, policies, procedures and practices. It includes:

- *Nature, depth and breadth of knowledge required*
- *Level of thinking associated with that knowledge*
- *Amount of experience associated with that knowledge*

Factor 2: Problem-solving skills/ mental skills (8 levels)

Creative, organizational and planning skills required by the job

These are skills of creativity, innovation, reasoning and judgement required in *this* job. They can include skills of forward planning. Levels are based on the level of difficulty in making a decision, and the amount of guidelines/advice available to help with making a decision. It includes:

- *Degree to which the job-holder is free to find solutions*
- *Amount of support available in solving the problem*

Factor 3: Communication and interpersonal skills (6 levels)

This factor assesses the level of communication and interpersonal skill required to perform this job effectively. It includes non-verbal communication. It takes account of complexity and difficulty: for example communicating with a diverse range of people or addressing sensitive or unwelcome topics. It includes skills such as motivating, and empathising. It measures the highest level of use of these skills. However, skills rarely required in this job should not be included.

- *Nature and extent of the interpersonal skills required*
- *Any special communication skills*
- *Requirement to function in a multi-cultural environment*

There is an increment of up to 14 points for multi-cultural skills.

Factor 4: Physical skills (5 levels)

These skills include manual dexterity, hand/eye coordination, speed and accuracy. The level depends on the sophistication, speed, complexity of these skills, with attention paid to:

- *Nature of physical skills required*
- *Training or experience needed to acquire the skills*
- *Requirement for speed and/or precision*
- *Need to be adaptable in use of physical skills*

RESPONSIBILITY

Factor 5: Responsibility for people leadership (7 levels, with increments for leadership of larger numbers of people)

This factor assesses the leadership requirements of the position. As well as direct line leadership it assesses leadership required in terms of trainees, volunteers, apprentices or other individuals who are led, advised or guided by the job-holder. Emphasis is on supervision of the work of others.

- *Nature of line leadership*
- *Nature of non-line leadership*
- *Numbers of staff directly reporting to job-holder*

Factor 6: Responsibility for resources (6 levels)

This factor assesses the responsibility of job-holders in this position for the control, acquisition, use, disposal or safeguarding of various kinds of resources: these can include tools, computers and other equipment, files, data/information and financial resources. It takes account of:

- *Nature and extent of resources used*
- *Job-holder's authority or control over these resources*
- *Job-holder's responsibility for financial resources*

Factor 7: Responsibility for organisational outcomes (8 levels)

This factor assesses the job's impact on the achievement of the organisation's mission or goals. It looks particularly at:

- *Nature of responsibility for organisational outcomes*
- *Share of organisation controlled or influenced*

Factor 8: Responsibility for services to people (7 levels)

This factor assesses the responsibility the job-holder has for direct delivery of services to the designated clients. It measures the amount and impact of information, advice, support or other services. In particular it assesses:

- The nature of the service provided directly to people
- The need for assessment or adjustment to the service
- Impact of the service

DEMANDS

Factor 9: Emotional demands (4 levels and a frequency scale)

This factor assesses the emotional demands from contact with people or situations that are intrinsically stressful, upsetting or traumatic. These demands can occur when providing services to people who are anxious, distressed, angry, unwell or very vulnerable.

This does not include deadlines or difficult colleagues or managers.

- *Intensity of emotional demand*
- *Frequency and duration of emotional demand*

Factor 10: Sensory demands (4 levels and a frequency scale)

This factor assesses the demands for sensory attention/ concentration required by the job, when interruption could have a negative effect. It considers the frequency, duration and intensity of the sensory demand.

- *Intensity of sensory demand*
- *Frequency and duration of sensory demand*

Factor 11: Physical demands (4 levels)

This factor assesses the physical demands of the job. It includes effort but also holding the same position for a long time. Standing in the same position all day scores a level 2.

- *Nature of physical demand*
- *Frequency and duration of physical demand*

Factor 12: Working conditions (3 levels and a frequency scale – use whichever is the higher)

This factor measures the exposure of the job-holder to recognized disagreeable, unpleasant, uncomfortable conditions or physical hazards as a part of the work environment.

- *Nature and extent of conditions or hazards*
- *Intensity and frequency of exposure*

The Spotlight tool

This skills identification tool measures the skills required in jobs that depend on good 'people skills', such as excellent communication, teamwork and providing high quality services to people.

The Spotlight skills

A: Shaping awareness: The capacity to develop, focus and shape your own and others' awareness of work contexts, situations and impacts.

- A1 Sensing contexts or situations
- A2 Monitoring and guiding reactions – capacity to monitor and guide your own and others' reactions, or manage situations where awareness levels vary.
- A3 Judging impacts – capacity to evaluate your own or team's impacts in the workplace or on clients or community.

B: Interacting and relating: capacity to negotiate interpersonal, organisational and intercultural

- B1 Negotiating boundaries
- B2 Communicating verbally and non-verbally – capacity to respond to and use verbal and non-verbal communication adaptively or aesthetically.
- B3 Connecting across cultures – capacity to develop awareness of diverse cultures and understand your own cultural impact, or build intercultural trust relations.

C: Coordinating – capacity to organise your own work, link it into the overall workflow and deal with disruptions.

- C1 Sequencing and combining activities
- C2 Interweaving your activities with others' – capacity to follow up tasks and follow through on undertakings, or interweave your contribution smoothly with that of others.
- C3 Maintaining and/or restoring workflow – capacity to maintain and balance workflow, deal with emergencies, overcome obstacles, or help put things back on track.

The five Spotlight levels

1. Learn
2. Do fluently
3. Solve new problems
4. Share solutions with others
5. Expert system-shaping

Appendix C

ANZSCO job classifications

The five skill levels in ANZSCO are defined in terms of formal education and training, previous experience (in similar jobs) and on-the-job training required to competently perform the set of tasks required for that occupation. In ANZSCO, the greater the range and complexity of the set of tasks, the greater the skill level of an occupation. Level 1 is the highest level.

SKILL LEVEL 1 Occupations at Skill Level 1 have a level of skill commensurate with a bachelor degree or higher qualification. At least five years of relevant experience may substitute for the formal qualification. In some instances relevant experience and/or on-the-job-training may be required in addition to the formal qualification.

Occupations at ANZSCO level one include Chief Executive, Member of Parliament, corporate general manager, human resources manager, finance manager, policy and planning manager and teacher (including special needs teacher).

SKILL LEVEL 2 Occupations at Skill Level 2 have a level of skill commensurate with one of the following:

- NZ Register Diploma or
- AQF Associate Degree, Advanced Diploma or Diploma.

At least three years of relevant experience may substitute for the formal qualifications listed above. In some instances relevant experience and/or on-the-job-training may be required in addition to the formal qualification. Occupations with classifications at ANZSCO level 2 include:

School laboratory technician, building inspector, architectural draftsman and quarantine officer.

SKILL LEVEL 3 Occupations at Skill Level 3 have a level of skill commensurate with one of the following:

- NZ Register Level 4 qualification
- AQF Certificate IV or
- AQF Certificate III including at least two years of on-the job training.

At least three years of relevant experience may substitute for the formal qualifications listed above. In some instances relevant experience and/or on-the-job-training may be required in addition to the formal qualification.

Occupations at ANZSCO level 3 include: cabinet maker, landscape gardener,

library technician, signwriter and jeweler.

SKILL LEVEL 4 Occupations at Skill Level 4 have a level of skill commensurate with one of the following:

- NZ Register Level 2 or 3 qualification or
- AQF Certificate II or III.

At least one year of relevant experience may substitute for the formal qualifications listed above. In some instances relevant experience may be required in addition to the formal qualification.

Occupations at ANZSCO skill level 4 include: customs officer, immigration officer, tax inspector, social security assessor or human resources clerk.

SKILL LEVEL 5 Occupations at Skill Level 5 have a level of skill commensurate with one of the following:

- NZ Register Level 1 qualification
- AQF Certificate I or
- compulsory secondary education.

For some occupations a short period of on-the-job training may be required in addition to or instead of the formal qualification. In some instances, no formal qualification or on-the-job training may be required.

Occupations at ANZSCO level 5 include: caretakers, cleaners, labourers, factory assembly line workers, packers, leaflet or newspaper deliverers, vegetable pickers, logging assistants, trolley collectors and car park attendents.

Appendix D: Questionnaire

SCHOOL SUPPORT STAFF JOB EVALUATION PROJECT

GENERAL INFORMATION

1. *Job Title*
2. *Grade*
3. *Years in current job*
4. *Location of job*
5. *Date of interview*
6. *Permanent or fixed term*
7. *Hours per week*
8. *Job description accurate?*

REGULAR TASKS, DUTIES AND RESPONSIBILITIES

(Sources: comments from the job-holder, plus job description if available)

1: Knowledge skills

This covers the knowledge and experience required to perform the job competently. The knowledge/skills can be acquired through formal training, on the job training, on the job experience in current or previous work or a combination.

- *Nature, depth and breadth of knowledge required*
- *Level of thinking associated with that knowledge*
- *Amount of experience associated with that knowledge*

| Type of knowledge | Purpose/use of knowledge | Formal training, on the job training (OJT) or years on the job experience (OJE) required |
|--|--------------------------|--|
| Literacy and numeracy skills Professional skills and training Correct procedures and processes for | | |

carrying out tasks
Use of equipment, eg
computer, printer,
photocopier, binder,
paper cutter,
laminator
Administrative
systems
Organisation of the
school
Own specialist area
Other languages and
culture
Additional
knowledge

Factor 2: Problem-solving skills/ mental skills

These are skills of creativity, innovation, reasoning and judgement required in *this* job. They can include skills of forward planning. Levels are based on the level of difficulty in making a decision, and the amount of guidelines/advice available to help with making a decision.

- *Creative, organisational and planning skills required by the job – includes*
- *Degree to which the job-holder is free to find solutions*
- *Amount of support available in solving the problem*

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

Which are the most challenging?

How often might you have to solve problems such as this?

What policies, established workplace practices, professional standards and guidelines are available to help you solve these problems?

We have established workplace practices and guidelines. After 7 years in this job I am very familiar with these.

What kinds of problems would you refer to your manager?

I can talk to the teacher about any problems concerning the learning or behaviour of a child, and similarly if she has unresolved concerns about the child she has the option of talking to the Principal

Requirements of the job for creative or development skills

Choose which of the following is most typical in your current job

- A The work is designed in such a way that creative and developmental skills are not necessary.
- B The work requires creative skills for solving straightforward problems.
- C The work requires creative and developmental skills for solving varied problems.
- D The work requires creative and developmental skills for solving difficult problems.
- E The work requires creative and developmental skills for producing innovative solutions to major problems.

Initiative and independence

Please select which best fits your situation.

- A I do the same tasks in the same way each day, no opportunity for initiative
- B Supervisor / manager provides detailed instructions: I can make small adjustments to the way I do things.
- C I have scope to change order of tasks to deal with unexpected problems.
- D I am allocated duties and there are recognised procedures for area of work, but I organise my own allocated workload within these and generally plan my own day.
- E I am allocated activities, which I progress, within recognised guidelines and established policies.
- F I am allocated a broad area of activity I have discretion as to how work should be organised, within broad practice and guidelines.
- G I am allocated a department or equivalent very broad area of activity: I have discretion as to how its work should be directed and organised
- H I am allocated a major department or equivalent very broad area of activity. I have discretion as to how its work should be directed and organised, within the overall policy of the school.

What form of direction do you receive, and from whom?

Provide briefly:

- (A) Examples of decisions you would refer to your manager
- (B) Examples of decisions you would make yourself but check with your manager.
- (C) Examples of decisions you would make entirely yourself

Does your job require forward planning?

Yes No

If yes, how long in advance:

Short term -several days –planning out work for the children

Medium term – up to a year

Longer term – more than a year

Other mental/ problem solving skill requirements of your job

Please list them and explain their purpose:

Mental skill

Purpose

Factor 3: Interpersonal and communication skills

This factor assesses the level of communication and interpersonal skill required to perform this job effectively. It includes non-verbal communication. It takes account of complexity and difficulty: for example communicating with a diverse range of people or addressing sensitive or unwelcome topics. It includes skills such as motivating, and empathising. It measures the highest level of use of these skills. However, skills rarely required in this job should not be included.

- *Nature and extent of the interpersonal skills required*
- *Any special communication skills*
- *Requirement to function in a multi-cultural environment*

What are the most important relationships connected with your job you have with people inside and outside the school?

Pupils, teachers, office staff, parents, other Teacher Aides

Describe the skills used in those contacts

Type of contact

Interpersonal skills used

Are you required to exercise any of these interpersonal skills in a second language?

Yes *No*

There is an increment of up to 14 points for multi-cultural skills.

*Is any of the content of the communication confidential, sensitive or unwelcome?
Give examples.*

Does your job require you to interact with other cultures than your own? Provide details of how extensive this is.

Factor 4: Physical skills

These skills include manual dexterity, hand/eye coordination, speed and accuracy. The level depends on the sophistication, speed, complexity of these skills.

- *Nature of physical skills required*
- *Training or experience needed to acquire the skills*
- *Requirement for speed and/or precision*
- *Need to be adaptable in use of physical skills*

Example: speed and precision in data entry; dexterity in operating the laminator, driving the school van

| Skill | Why it is required | Acquired through training, or OJE? |
|--------------|---------------------------|---|
|--------------|---------------------------|---|

RESPONSIBILITY

Factor 5: Responsibility for people leadership

This factor assesses the leadership requirements of the position. As well as direct line leadership it assesses leadership required in terms of trainees, volunteers, apprentices or other individuals who are led, advised or guided by the job-holder. Emphasis is on supervision of the work of others.

- *Nature of line leadership*
- *Nature of non-line leadership*
- *Numbers of staff directly reporting to job-holder*

Are there other employees (or volunteers, contractors or consultants) who report to you?

Do you have responsibility for inducting, mentoring, guiding, influencing or training staff or taking disciplinary procedures? Give examples

Do you sometimes take a leadership role? Explain

Does your job involve coordinating your work with that of others at the same level? Give examples.

Factor 6: Responsibility for resources

This factor assesses the responsibility of job-holders in this position for the control, acquisition, use, disposal or safeguarding of various kinds of resources: these can include tools, computers and other equipment, files, data/information and financial resources.

- *Nature and extent of resources used*
- *Job-holder's authority or control over these resources*
- *Job-holder's responsibility for financial resources*

Resources include equipment such as computers and photocopiers, cash/cheques and information such as files /data/ records.

Are you responsible for handling, spending, allocating, authorising, saving, or making money?

What resources are you responsible for?

Type of resource

Nature of responsibility

Are you responsible for developing, updating and maintaining any computer or manual systems to catalogue or keep track of physical/ financial resources?
Please specify

Do you have responsibility for long term financial planning?

Factor 7: Responsibility for organisational outcomes

This factor assesses the job's impact on the achievement of the organisation's mission or goals.

- *Nature of responsibility for organisational outcomes*
- *Share of organisation controlled or influenced*

In what ways does your job contribute to the overall success of the organization?

How much scope does your job offer to influence organisational outcomes?

Factor 8: Responsibility for services to people

This factor assesses the responsibility the job-holder has for direct delivery of services to the designated clients. It measures the amount and impact of information, advice, support or other services.

Do you undertake any tasks or duties that have a direct impact on the wellbeing of others?

Task or duty

Who benefits and how

Do you have to make an assessment of the needs of the people you are providing the service to? Give examples.

Do you implement or enforce any procedures or regulations that affect the health and safety of others?

DEMANDS AND WORKING CONDITIONS

Factor 9: Emotional demands

This factor assesses the emotional demands from contact with people or situations that are intrinsically stressful, upsetting or traumatic. These demands can occur when providing services to people who are anxious, distressed, angry, unwell or very vulnerable. It includes:

- *Intensity of emotional demand*
- *Frequency and duration of emotional demand*

This does not include deadlines or difficult colleagues or managers.

Consider the emotional demands arising from working with or having contact with people in your job who are angry, difficult, upset or unwell. Who are they?

How often do these emotional demands occur?

Types of emotional demands

Frequency

Factor 10: Sensory demands

This factor assesses the demands for sensory attention/ concentration required by the job, when interruption could have a negative effect. It considers the frequency, duration and intensity of the sensory demand.

- *Intensity of sensory demand*
- *Frequency and duration of sensory demand*

Do you frequently have to work to deadlines?

Are you frequently interrupted whilst attending to one set of demands by a second conflicting set? How often would this occur?

Do some aspects of your job demand intense concentration (such as balancing the accounts)? How often does this occur? For how long at a time?

Factor 11: Physical demands

This factor assesses the physical demands of the job. It includes effort but also holding the same position for a long time. Standing in the same position all day scores a level 2.

- *Nature of physical demand*
- *Frequency and duration of physical demand*

Physical demands can include not only physically strenuous work. Physical demands can also include small, rapid movements requiring dexterity. Also include is the requirement to be seated for several hours of each day, with little freedom of movement.

Does your job require you to remain in a fixed position for long periods of time (eg sitting at a reception desk or a computer)? How regularly does this occur? For approximately how long at a time?

Does your job involve any strenuous labour, such as lifting/ carrying/ stacking or moving heavy items or pulling or pushing equipment such as photocopiers? Or heavy cleaning such as scrubbing?

Factor 12: Working conditions

This factor exposes the job-holder to recognised disagreeable, unpleasant, uncomfortable conditions or physical hazards as a part of the work environment.

- *Nature and extent of conditions or hazards*
- *Intensity and frequency of exposure*

In your job are you exposed to any of the following?

Weather, extremes of temperature, dust, dirt, fumes (eg from photocopier toner), poor lighting, human or animal waste, risk of illness or injury, poor ventilation, other health and safety hazards such as sharp objects (please specify).

Any final comments?

Thank you for your time and assistance