

“The Tasmanian Catholic Education Single Enterprise Agreement 2015 has been varied as follows:

1. Deleting the header and replacing it with the words:
24 November 2016
2. On the contents page, after the words: “SCHEDULE 3 – Salaries & Allowances 104”,
inserting the words:
“Appendix 1 – Classification Structure – School Support Employees 111”.
3. Deleting from Clause 2 the words: “Clerical and Administrative employee” (twice appearing)
and replacing them with the words “Business Services employee”.
4. Deleting from clause 5 the following definitions:

“ 'Years of training – Information Technology Employees'

One year trained -	A Certificate in Information Technology – Client Support or Network Management or Multimedia or Technical Support.
Two year trained-	A Diploma in Information Technology – Systems Administration or Network Engineering or Multimedia.

'Years of training - Laboratory Employees':

Untrained	Year 12 graduate with a science background
One year trained	Certificate 4 in Laboratory Skills
Two year trained	Diploma in Laboratory Technology
Three year trained	Three year degree in Applied Science (Laboratory Technology)

'Years of training - Library Employees':

Untrained	No formal training in Librarianship
One year trained	Library Technician Studies Certificate 4
Two year trained	Diploma in Library and Information Studies
Three year trained	Advanced Diploma in Library and Information Studies OR a three year Degree in Applied Science (Library Technology)
Four year trained	A four year Degree in Library and Information Studies ”

5. Deleting clause 62.1 and replacing it as follows:
“From the commencement of the 2017 school year, School Support Employees shall be
classified in accordance with Appendix 1 – Classification Structure – School Support
Employees.”
6. Deleting Clause 62.7 and replacing it with the words:
“For the purposes of calculating the appropriate salary point within a classification level,
part-time Employees will be credited with experience according to the following formula:
Experience = $\frac{H}{38} \times \frac{W}{52}$
where H = average number of hours per week employed, and
W = number of weeks of service including annual leave but excluding
required leave (clause 55.2.2).”
7. Deleting clause 62.8.

8. Deleting clause 65 and replacing it with the words:
“A Librarian, other than a Teacher Librarian, in a role classified at Level 4 and in a school of 750 students or more, shall receive an Allowance in accordance with Schedule 3.”
9. Deleting from Schedule 3 the text under the heading entitled “LIBRARIAN IN-CHARGE” and replacing it as follows:
“Schools with 750 students or more \$ 1,500”
10. Deleting from Schedule 3 the tables entitled:
“TEACHING SUPPORT EMPLOYEES (OTHER THAN TEACHER ASSISTANTS)”,
“TEACHER ASSISTANTS”,
“Junior Teacher Assistants”,
“CLERICAL, SECRETARIAL AND ADMINISTRATIVE EMPLOYEES”,
“Junior Clerical, Secretarial and Administrative Employees”,
“SCHOOL UTILITY EMPLOYEES”, and
“Junior School Utility Employees”.

11. In Schedule 3, after the words “ ...as adjustments to the Teacher Level 12 rate.”, inserting the following tables:

“

	Level	Salary point	2016	
	1	1	46,009	
Business Services	2	1	48,338	
		2	49,546	
		3	50,785	
		4	52,054	
		5	53,356	
		6	54,690	
	3	1	57,458	
		2	58,895	
		3	60,367	
		4	61,876	
		5	63,423	
	4	1	65,009	
		2	66,634	
		3	68,300	
		4	70,007	
	5	1	73,552	
2		75,390		
3		77,275		
4		79,207		
5		81,187		
6	1	85,297		
	2	87,430		
	3	89,615		
	4	91,856		
7	By negotiation			

	Level	Salary point	2016	
Information and Communication Technology	1	1	49,546	
		2	50,785	
		3	53,356	
		4	54,690	
	2	1	57,458	
		2	58,895	
		3	60,367	
		4	61,876	
		5	63,423	
	3	1	65,009	
		2	66,634	
		3	68,300	
		4	70,007	
		5	71,758	
4	1	73,552		
	2	75,390		
	3	77,275		
	4	79,207		
	5	81,187		

	Level	Salary point	2016	
Laboratory	1	1	58,895	
		2	60,367	
		3	61,876	
		4	63,423	
		5	65,009	
		6	66,634	
	2	1	70,007	
		2	71,758	
		3	73,552	
		4	75,390	
		5	77,275	
	3	1	79,207	
2		81,187		

	Level	Salary point	2016
	Library	1	1
2			52,054
3			53,356
4			54,690
5			56,057
2		1	58,895
		2	60,367
		3	61,876
		4	63,423
		5	65,009
3		1	70,007
		2	71,758
		3	73,552
		4	75,390
		5	77,275
4		1	79,207
		2	81,187

	Level	Salary point	2016
	Utility	1	1
2			40,665
3			41,681
4			42,723
2		1	43,792
		2	44,886
		3	46,009
		4	47,159
3		1	49,546
		2	50,785
		3	52,054
		4	53,356
4		1	57,458
		2	58,895
		3	60,367
		4	61,876
		5	63,423

Wellbeing	Level	Salary point	2016
	1	1	52,054
		2	53,356
	2	1	54,690
		2	56,057
		3	57,458
		4	58,895
3	1	63,423	
	2	66,634	
	3	70,007	
	4	73,552	
4	1	77,275	
	2	81,187	
	3	85,297	
	4	89,615	
5	1	91,856	
	2	94,152	

Teacher Assistant	Level	Salary point	2016
	1	1	49,546
	2	1	52,054
		2	53,356
		3	54,690
		4	56,057
		5	57,458

“

12. After the final page of the Agreement, inserting an ‘Appendix 1’ as follows:

**“Appendix 1
Classification Structure – School Support Employees**

The Way the Structure Works

1. Progression through the increments within a level is by annual service increments to the top salary point for the level.
2. Full-time staff will move to the next higher salary point in their level (an increment) on each anniversary of their appointment (or their appointment to their current level).
3. Part-time staff will, on each anniversary of their appointment, move to the next higher salary point in their level (an increment) if either:
 - they have experience (calculated in accordance with clause 62.7) since their last increment greater than or equal to 0.45 FTE; or
 - they have not received an increment in the previous 2 years of service.
4. Progression to a higher classification level is by reclassification in accordance with the requirements of the role (such as may result from changes to the role or by promotion to another role).
5. An employee engaged in ICT whose position exceeds the requirements of the descriptors for ICT Level 4 shall be classified and paid at Level 6 or 7 of Business Services.
6. An employee engaged in Utilities whose position exceeds the requirements of the descriptors for Utilities Level 4 shall be classified and paid at Level 4, 5, 6 or 7 of Business Services.
7. A junior employee (under the age of 20 years) may be engaged as a Junior Business Services Employee, Junior Utility Employee or Junior Teacher Assistant on the following percentages of the appropriate Level 1 salary rate:

Service after completion	Year 10 or equivalent	Year 11 or equivalent	Year 12 or equivalent
1 st year	70%	80%	90%
2 nd year	80%	90%	100%
3 rd year	90%	100%	Commence progression
4 th year	100%	Commence progression	
5 th year	Commence progression		

Translation to the New Structure

8. No employee will suffer any reduction in remuneration as a result of the implementation of the new Classification Structure.
9. On 1 March 2017 (the commencement date), each member of staff will be translated onto the new salary scale at the nearest salary point at or above their current rate of pay.
10. For the purposes of determining anniversary date, all staff employed as at 1 May 2016 (“current staff”) will have the anniversary date of their appointment set at 1 May 2017

("common increment date"). Accordingly, unless and until they reach the top salary point of their level:

- All full-time current staff will receive an incremental increase from the commencement of the first full pay period after the common increment date and 1 May of each year thereafter;
 - A part-time current staff member will receive an incremental increase from the commencement of the first full pay period after the common increment date and 1 May of each year thereafter if he or she has:
 - completed 0.4 5 FTE or more of experience (calculated in accordance with clause 62.7) since their last increment; or
 - has not received an incremental increase for the past two years of continuous service.
11. The entitlement to incremental progression for all staff engaged after 1 May 2016 will be determined on the anniversary of their appointment. For any staff member promoted to a higher level, entitlement to incremental increase will be determined on the anniversary of their appointment to the higher level. Payment will occur from the commencement of the first full pay period thereafter.
12. Each employee will have their role and experience assessed within 10 weeks of the commencement of the new structure and be provided in writing with confirmation of:
- a. the level at which their position has been assessed
 - b. the years of experience which they have accrued
 - c. if their salary is affected by the provisions of clauses 14 or 15, the details of the effect on their classification level and salary.
- Any dispute as the assessed level or years of experience shall be resolved in accordance with clause 7 (Dispute Settling Procedure) in this Agreement.
13. It is expected that most employees will automatically translate to the appropriate salary point. However:
- a. If the role is assessed to be one or more levels above that to which the employee has been translated, they will be moved to the lowest point at the assessed level with effect from the date of commencement of the structure (back-dated); or
 - b. If the role is assessed to be below the level to which the employee has been translated, the employee will continue to receive the rate applying to that salary point. If, by changed role, the assessed pay point exceeds the rate the employee translated to, the employee will be paid at the assessed salary point.
 - c. Salary maintenance arrangements (13.b) will cease if the Employee willingly accepts a promotion, changed employment in a different role, or reclassification.
14. Notwithstanding clauses 1, 4 and 10, ICT Employees employed on the date upon which this Classification structure is implemented will be classified as follows:
- a. If classified at Levels 8 to 12 (old structure) inclusive and assessed at Level 3 of the new structure the employee will, after translation, progress by annual service increment to Level 4.3. They may then only progress to Levels 4.4 and 4.5 if and when their position is assessed at Level 4.
 - b. If classified at Level 8 (old structure) and assessed at Level 2 of the new structure the employee will, after translation, progress by annual service increment to Level 3.5. They may then only progress to Level 4 if and when their position is assessed at Level 4.
15. A Librarian in charge classified at Level 12 (old structure) and receiving the allowance under clause 65 for a schools with 750 students or more will translate to Level 4.2 and receive the clause 65 allowance at the new rate (\$1500).
16. The parties will, in good faith, attempt to resolve any anomalies, inequities or unforeseen consequences arising from the implementation of this new structure before resorting to resolution pursuant to the Dispute Settling Procedure of this Agreement.

Support Staff Employee classification streams

For each Support Staff classification stream:

- Classification level descriptors build on each other and individuals employed at higher classification levels shall be able to perform all dimensions of the previous level.
- Notwithstanding any indicative qualifications, an individual with higher qualifications shall only be employed at the classification level for the role undertaken.

Business Services

The Business Services classification stream includes, and considers functional support needs beyond clerical, secretarial and administrative functions. Business Services covers a range of occupational strands including, but not limited to, business service functions such as: accounting, administration, finance, human resources, marketing and communications, work, health and safety management and high-level ICT and facilities management. People employed in managerial and advisory roles in the CEO offices and remunerated above the top salary point of level 6 of the Business Services structure are not covered by this structure.

<p>Business Services</p> <p>Level 1</p>	<p>An entry-level role for Employees with minimal relevant workplace knowledge or experience.</p> <p>An Employee at this level applies general knowledge and skills to undertake tasks in a specific area or broad knowledge across a range of routine basic tasks in well-defined areas. Initially highly directed undertaking duties and routine tasks but with some experience will work under broad direction.</p> <p>An Employee would not normally be classified at this level beyond 12 months' experience.</p> <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Perform basic office duties including reception function. • Respond to routine enquiries in accordance with organisational procedures. • Undertake basic administrative support, such as basic word processing, data entry and retrieval and maintaining email and computerised records. • Operate routine office equipment. • Assist with preparation of correspondence and documents. • Monitor and maintain stock levels of stationery and other supplies. • Work towards competency in Level 2 tasks.
<p>Business Services</p> <p>Level 2</p>	<p>An Employee at this level applies knowledge and skills across a broad range of general tasks in well-defined areas where choice of actions required is generally clear within established routines, methods and procedures and problems are solved with reference to established techniques and practices. An Employee at this level works under broad direction.</p> <p>With some experience, Employees at this level will apply general knowledge and skills and undertake tasks requiring some expertise in a specific area or a broad knowledge of a range of functions. A degree of independent judgement is required to identify, select and apply the most appropriate available guidelines and procedures.</p> <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Undertake a wide range of general administrative duties, including taking minutes, drafting general correspondence, preparing internal and external publications and writing reports. • Use computer software packages, including word processing, maintaining email and electronic records, spreadsheets, databases, desktop publishing and/or web software. • Handle customer service enquires from students, parents, staff and the general public. • Liaise with internal and external stakeholders.

	<ul style="list-style-type: none"> • Undertake basic financial transactions such as receipting, banking and petty cash, and assist with various financial management tasks such as collecting school fees, processing payments and maintaining school financial records. • Provide administrative and/or executive support to management personnel, including arranging appointments, diary and calendar management and preparing confidential and general correspondence.
Business Services Level 3	<p>An Employee at this level applies knowledge and skills with depth in some areas and/or a broad capability across a range of functions. Responsible for undertaking a variety of tasks in a variety of contexts where there is complexity in the range and choice of actions required.</p> <p>Works with general direction and uses discretion and judgement in planning, allocating resources, organising work, innovating in own function and taking responsibility for outcomes. Independent judgement is required to identify, select and apply the most appropriate guidelines and procedures, interpret precedents and adapt standard methods or practices to meet variations in facts/conditions and exercise high level diagnostic skills on sophisticated systems/equipment/ data.</p> <p>May coordinate work for and/or supervise others.</p> <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Oversee the operations and other administrative activities of a functional area. • Responsible for a major component of total office procedure. • Initiate reports, documents and correspondence. • Provide high-level administrative and executive support. • Identify data patterns and /or trends. • Resolve complex customer service enquiries.
Business Services Level 4	<p>An Employee at this level operates complex and specialised functions and may be responsible for coordinating a functional unit or be a functional specialist. Applies theoretical principles and policies to work assignments and/or provides strategic advice in area of responsibility.</p> <p>Works under broad direction and exercises substantial responsibility, independent judgement and initiative.</p> <p>May manage a small team and/or have line management responsibility for other Employees including accountability for coaching individual performance and overall team outcomes.</p> <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Analyse data and make recommendations. • Prepare complex correspondence, reports, proposals and submissions. • Provide complex financial or specialist advice. • Undertake complex financial or specialist procedures. • Undertake facilities management functions. • Interpret legislation and provide advice. • Provide high-level business support to designated organisational senior executive.
Business Services Level 5	<p>An Employee at this level manages a significant functional area, or holds a discreet set of functional responsibilities relating to a specific area of organisational operations and/or substantial resources. Develops reports, proposals, submissions, strategic advice and recommendations. Has policy, risk management and compliance accountabilities.</p> <p>An Employee at this level has operational autonomy and exercises independent judgement and discretion in dealing with a range of complex or specialist tasks bound by broad</p>

	<p>practice and policy guidelines.</p> <p>Indicative qualification: Level 5 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • a degree with at least 4 years of relevant experience; • extensive experience and management expertise in relevant field; or • an equivalent combination of relevant experience and/or education/training. <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Provide advice requiring knowledge of policies and/or interpretation of procedures. • Contribute to operational and strategic planning in area of responsibility. • Manage complex financial/functional area operations and procedures. • Provide financial/budget advice and support to organisational leadership and/or schools. • Use advanced specialist skills. • Undertake high-level business functions such as initiating complex reports, proposals, submissions and correspondence. • Manage major capital works. • Manage complex compliance and reporting functions.
<p>Business Services Level 6</p>	<p>An Employee at this level has overall responsibility for a significant functional unit with a diverse range of complex organisational functions or a discreet set of centralised functional responsibilities. Prepares strategic advice, reports, proposals and submissions. Has significant policy, risk management and compliance accountabilities.</p> <p>Works in collaboration with others to achieve objectives operating within complex organisational structures and has significant influence, control and/or authority over organisational resources or delivery of organisational programs. May be required to implement major change, and/or develop, implement and maintain policies and programs that integrate with external requirements.</p> <p>Operates with a high degree of autonomy, using independent judgement and initiative and has significant decision making responsibilities.</p> <p>Indicative qualification: Level 6 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • post-graduate qualifications or progress towards, and extensive relevant experience; • extensive experience and management expertise in relevant field; or • an equivalent combination of relevant experience and/or education/training.
<p>Business Services Level 7</p>	<p>An Employee at this level exercises skills, experience and responsibilities above those of an Employee at Business Services Level 6. Typical duties include those of the Business Manager of a large secondary school or college who is a member of the school executive. Salary is all inclusive and set by individual negotiation above the highest prescribed salary for Level 6. Notwithstanding other provisions of this Agreement, clauses related to hours of work, span of hours, working patterns, overtime, call out, all allowances, redundancy, termination, reclassification, and childcare costs are specifically excluded, and an Employee at this level may be engaged on a fixed-term contract for an agreed period.</p>

ICT

<p>ICT Level 1</p>	<p>An Employee at this level works under broad direction to perform routine ICT tasks in areas where choice of actions required is generally clear within established routines, methods and procedures and problems are solved with reference to established techniques and practices.</p> <p>With some experience, Employees at this level will apply general knowledge and skills and undertake tasks requiring some expertise in a specific area or a broad knowledge of a range of functions. A degree of independent judgement is required to identify, select and apply the most appropriate available guidelines and procedures.</p> <p>This level does not require a qualification or prior work experience upon engagement.</p> <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Undertake a wide range of basic ICT support. • Provide assistance to Employees in the use of ICT services, including software and peripherals. • Assist with ICT diagnostics and corrective action. • Maintain logs of ICT helpdesk tickets. • Carry out routine tasks such as backup data, monitor systems. • Assist in the deployment of ICT equipment and resources.
<p>ICT Level 2</p>	<p>An Employee at this level applies knowledge and skills with depth in some areas and/or a broad capability across a range of functions. Responsible for undertaking a variety of tasks in a variety of contexts where there is complexity in the range and choice of actions required.</p> <p>Works with general direction and uses discretion and judgement in planning, allocating resources, organising work, innovating in own function and taking responsibility for outcomes. Independent judgement is required to identify, select and apply the most appropriate guidelines and procedures and adapt standard methods or practices to meet variations in facts/conditions and exercise high level diagnostic skills on sophisticated systems/equipment/ data.</p> <p>May coordinate work for and/or supervise others.</p> <p>Indicative qualification: Level 2 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • Certificate III or IV in ICT (or equivalent) or relevant experience. <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Deliver ICT support services under direction for a functional area. • Resolve complex ICT enquiries and escalate where appropriate. • Respond to faults. • Maintain booking and repair/replace systems for equipment. • Routine ordering and maintenance of equipment and materials. • Analyse and interpret ICT data and make recommendations. • Evaluate and make recommendations for the routine purchase of technical or computer equipment. • Assist with ICT training and/or instruction of Employees.
<p>ICT</p>	<p>An Employee at this level operates a complex ICT function or is a functional specialist.</p>

Level 3	<p>Applies theoretical principles and policies to undertake role and/or provides strategic advice in area of responsibility.</p> <p>Works under broad direction and exercises substantial responsibility, independent judgement and initiative. May be responsible for the supervision of other Employees.</p> <p>Indicative qualification: Level 3 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • Diploma in ICT (or equivalent) and significant ICT experience. <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Supervise and maintain hardware and software components of a computer network, with appropriate support for users. • Investigate and report on the efficiency and effectiveness of system design. • Assist with the planning and organisation of ICT services. • Design and implement systems for computer networks. • Monitor networks and systems, such as run systems diagnostics, patch management and system optimisation. • Resolve complex ICT matters. • Provide specialist ICT use and access advice to Employees. • Interact with external agencies as required. • Analyse data and prepare advice, reports, proposals and submissions.
ICT Level 4	<p>An Employee at this level manages an ICT department or one or more significant ICT functions. Develops reports, proposals, submissions, strategic advice and recommendations. Has policy, risk management, compliance and reporting accountabilities.</p> <p>An Employee at this level has operational autonomy and exercises independent judgement and discretion in dealing with a range of complex or specialist tasks bound by broad practice and policy guidelines.</p> <p>Indicative qualification: Level 4 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • a Diploma in ICT (or equivalent) and extensive ICT experience and management expertise <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Work with organisational and school leadership to deliver ICT systems and resources to support business and education services. • Manage the effective operation of ICT systems and infrastructure. • Provide advice requiring knowledge of policies and/or interpretation of procedures and contribute to ICT operational and strategic planning. • Manage budgets and develop submissions for future ICT acquisitions. • Manage ICT compliance functions, for example licencing requirements. • Initiate and prepare reports, proposals, submissions and correspondence.

Above ICT Level 4, job roles are primarily strategic with significant functional responsibilities and managerial accountabilities. Such roles are to be remunerated under the Business Services classification stream.

Teacher Assistant

Teacher	An Employee at this level applies general knowledge and skills to undertake a limited
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<p>Assistant Level 1</p>	<p>range of defined tasks under direct supervision of senior staff/teachers.</p> <p>Roles at this level do not supervise students without a higher level Employee being present.</p> <p>This level does not require a qualification. An Employee would not normally be classified at this level beyond 12 months' experience.</p> <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Assist student learning in specified learning areas and tasks, either individually or in a group, under the specific direction and supervision of a teacher or a higher level Employee. • Provide basic support and assistance to teachers on a directed basis. • Provide basic physical, social and emotional care for students e.g. toileting, meals and lifting. • Assist with clerical duties associated with regular school activities e.g. student records, equipment records. • Assist with the collection, preparation and distribution of learning materials. • Provide limited assistance with communication between teachers and non-English speaking parents/students. • Assist in interpreting and/or translating of basic, non-complex documents. • Assist other classroom support staff in food preparation for food technology classes. • Work towards competency in Level 2 tasks.
<p>Teacher Assistant Level 2</p>	<p>An Employee at this level works under general supervision and direction of teachers or other senior staff to deliver programs to small groups or individual students. Exercises judgement in dealing with general or specialist tasks and problems, with reference to established standards, practices and procedures. Applies a broad range of skills with depth of knowledge in some areas. There is generally a variety of tasks, roles and contexts.</p> <p>Roles at this level will require Employees to exercise some discretion and judgment in planning and organising activities. Employees may work semi-autonomously in adapting strategies to individual student needs to achieve agreed outcomes.</p> <p>Roles at this level may be required to:</p> <ul style="list-style-type: none"> • supervise students while performing their normal duties; or • supervise other Employees at a lower level; <p>but may not be used instead of a teacher.</p> <p>Indicative qualification: Level 2 duties typically require a skill level which assumes and requires relevant knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • completion of Certificate III in Education Support; or • completion of Year 12 or a Certificate I or II, with relevant experience and or education/training; or • an equivalent combination of relevant experience and/or education/training. <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Assist student learning, where discretion and judgement is required, including providing more individualised approaches and intervention strategies, and assisting in identification of learning needs and evaluation of progress under the general supervision and direction of a teacher. • Participate in the monitoring, evaluation and reporting of student learning and programs. • Work with students to enable them to use specialised technology to enhance student

	<p>access to the curriculum, for example in respect to hearing impairment.</p> <ul style="list-style-type: none">• Provide specialist assistance to students in specific learning areas e.g. languages, technology, the Arts.• Undertake learning support activities involving specialist cultural understanding and skills.• Supervise students in ‘study hall’ or small group study settings. (Level 2-5 TA only - see note*)• Undertake yard duty (Level 2-5 TA only – see note*) <p>Note*: refer to clause “Agreement - Teacher Assistants and Supervision”</p>
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Library Services

<p>Library Level 1</p>	<p>An Employee at this level performs routine activities in respect to information systems and services. Works under direct supervision of senior staff. An Employee at this level applies general knowledge and skills to undertake tasks in a specific area or broad knowledge across a range of functions in well-defined areas.</p> <p>This level does not require a qualification or prior work experience upon engagement.</p> <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Assist staff and students to locate books and resources. • Circulation desk duties such as check-in/check-out resources, respond to non-complex enquires from students and teaching staff, etc. • Shelve books and return items. • Process resources purchased by and for the library.
<p>Library Level 2</p>	<p>An Employee at this level works under general to minimal supervision and direction by senior staff. Exercises judgement in dealing with general or specialist tasks and problems with reference to established standards, practices and procedures. Requires sound knowledge and skills to undertake a varied range of tasks in library procedures and operations.</p> <p>Indicative qualification: Level 2 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • Certificate III or IV in Library and Information Technology (or equivalent). <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Perform a range of general library transactions, including processing, cataloguing and accessioning books, stocktaking, preparing display materials, using circulation systems, and related clerical tasks. • Maintain, control, operate and demonstrate the use of equipment, where there is limited complexity. • Assist students and teachers to use the catalogue and/or locate books (on the shelf and eBooks online) and resource materials, including subscription databases, serials, newspapers, encyclopaedias etc. • Explain the function and use of library resources to students; e.g. online discovery platforms, via class demonstrations, via tablet or laptop and visual display monitor, or working with individual students in regard to reading for recreation and/or class requirements. • Maintain catalogues of recorded programs in accordance with established routines, methods and procedures. • Under direction, assist teaching staff, for example support classes who use the library for book selection and reading. • Search and identify bibliographic material. • Answer ready reference inquiries, via shelf and online resources. • Operate, demonstrate and explain the routine operation of audio-visual, computer and other similar equipment. • Record materials by means of sound and photographic equipment, etc. • Assist with training and/or instruction in respect to library and/or information technology systems or processes. • Maintain booking and repair/replacement systems for equipment. • Routine ordering and maintenance of equipment and materials.
<p>Library</p>	<p>An Employee at this level provides complex or specialist library and information services. Requires substantial knowledge and skill and expertise in library and information</p>

Level 3	<p>principles and theory. Exercises judgement and discretion in dealing with a range of complex or specialist tasks. May coordinate/supervise a discrete library and information management project, or operations and systems, or be responsible for discrete areas of library services.</p> <p>May be responsible for the supervision of other Employees.</p> <p>Indicative qualification: Level 3 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • Diploma/Advanced Diploma in Library and Information Services (or equivalent). <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Work with teachers and school leaders to integrate information services into curriculum and school administration functions. • Undertake descriptive cataloguing for library materials and resources. • Supervise the operation of circulation systems. • Answer reference and information inquiries, other than ready reference; responding to research support by students for externally submitted work. • Provide advanced guidance in the use of information systems. • Produce advanced resource materials e.g. video and film clips, referencing guidelines, fact sheets on library services, online subject pathfinders. • Remain aware of current needs of teachers and alert them to available print and online resources to support their classroom teaching. • Provide online Library services (catalogue and website). • Search and verify bibliographical data. • Assist with supervision of students in the library. • Provide instruction, guidance and assistance for students and staff in specialist technical areas. • Interact with a range of external or internal clients to provide advice or specialist information. • Evaluate and make recommendations for the purchase of technical equipment and resources.
Library Level 4	<p>Where a Librarian, other than a Teacher Librarian, is in sole charge of/manages a school library. Responsible for the management of all personnel, procedures and systems for delivery of services. An Employee at this level has a high degree of autonomy receiving minimal direction and instruction and uses independent judgement and initiative. Employees will have policy, risk management, compliance and reporting accountabilities.</p> <p>Will be responsible for supervising, training and directing the work of other Employees.</p> <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Work with teachers and school leaders to deliver library services and resources to support the curriculum. • Responsible for library policy and procedures and library safety audits. • Monitor relevant copyright and licencing requirements and provide advice. • Responsible for liaison with the school community, external agencies and service providers. • Responsible for establishing and maintaining inventories and the purchase of new or alternative equipment. • Responsible for the identification and purchasing of resources. • Manage budgets and may develop submissions for future acquisitions or special funding. • Liaise with senior business services staff regarding personnel, operational and library resourcing.

	<ul style="list-style-type: none">• May assist in processes to recruit and select staff.
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Laboratory

<p>Laboratory Level 1</p>	<p>An Employee at this level will have completed entry-level training and be expected to demonstrate a degree of autonomy in applying specialised knowledge in carrying out their duties. Exercises judgement in dealing with general or specialist tasks and problems with reference to established standards, practices and procedures. Requires sound knowledge and skills to undertake a varied range of tasks.</p> <p>This position requires general supervision by a Senior Laboratory Technician or Laboratory Manager or Science Coordinator.</p> <p>Indicative qualification: Level 1 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • Certificate III or IV in Laboratory skills (or equivalent) or relevant experience in a related field. <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Prepare teaching aids/resources under direction. • Prepare standard solutions and less complex experiments. • Care for flora and fauna. • Assist in the preparation and disposal of microbiological equipment and disposal of microbiological material. • Provide technical support to teachers. • Assist with training and/or instruction in respect to scientific processes. • Assist with the design/trial/demonstration of experiments and scientific equipment, as directed. • Maintain scientific equipment, materials and specimens within a defined range of contexts, where the choice of actions is clear. • Operate and clean equipment. • Implement measures for proper storage control and handling or disposal of dangerous or toxic substances. • Maintain booking and repair/replacement systems for equipment. • Routine ordering and maintenance of equipment and materials.
<p>Laboratory Level 2</p>	<p>An Employee at this level requires a high level of expertise, experience and/or qualifications. This role is expected to work autonomously under limited direction and instruction, exercising judgement and discretion in delivering a range of scientific services in complex situations. May be responsible for the supervision of other Employees.</p> <p>Indicative qualification: Level 2 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • Diploma of Laboratory Technology (or equivalent) and significant experience in laboratory work (preferably in an education setting). <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Provide technical assistance and advice, and demonstrate practical activities and skills to students and teachers, including operating specialist scientific equipment. • Test experiments and demonstrate experiments with teachers. • Maintain the laboratory in good order. • Undertake some responsibility for other Employees in the laboratory, including coordinating their work and/or providing assistance or guidance. • Assist with the planning and organisation of a laboratory and field work. • Investigate and report on the efficiency and effectiveness of equipment and other

	<p>resources.</p> <ul style="list-style-type: none"> • Interact with a range of external or internal clients to provide advice or specialist information. • Contribute technical knowledge and expertise to the development and implementation of policy and procedures.
Laboratory Level 3	<p>An Employee at this level requires significant experience, expertise, qualifications and managerial skills in systems, resources and personnel. Responsible for managing and coordinating the science department facility, equipment, materials and other resources. This role has a high degree of autonomy receiving minimal direction and instruction and uses independent judgement and initiative. Generally responsible for supervising, training and directing the work of other Employees, and has policy, risk management, compliance and reporting accountabilities.</p> <p>Indicative qualification: Level 3 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • Diploma of Laboratory Technology (or equivalent) and extensive relevant experience in laboratory work (preferably in an education setting). <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Work with teachers and school leaders to deliver laboratory services and resources to support the curriculum. • Responsible for science laboratory policy and procedures and science laboratory safety audits. • Responsible for compliance with licencing requirements, permits and chemical management systems. • Responsible for liaison with the school community, external agencies and service providers. • Responsible for establishing and maintaining inventories and the purchase of new or alternative equipment. • Responsible for the identification and purchasing of chemicals. • Manages budgets and may develop submissions for future acquisitions or special funding. • Liaises with school senior administrative personnel around personnel, operational and facility resourcing. • May assist in processes to recruit and select staff.

Utility

<p>Utility Level 1</p>	<p>An Employee at this level receives close supervision or, in the case of a more experienced Employee, routine supervision of straightforward tasks or close supervision of more complex tasks.</p> <p>Roles at this level do not supervise.</p> <p>This level does not require a qualification or experience upon engagement.</p> <p>Typical roles may include:</p> <ul style="list-style-type: none"> • General Cleaner • Grounds/Maintenance Assistant • Crossing Guard
<p>Utility Level 2</p>	<p>An Employee at this level generally receives supervision to:</p> <ul style="list-style-type: none"> • establish general objectives relative to specific tasks; • outline the desired end product; and • identify potential resources for assistance. <p>Roles at this level do not supervise</p> <p>Indicative qualification: Level 2 duties typically require a skill level which assumes and requires knowledge, training or experience, such as:</p> <ul style="list-style-type: none"> • Certificate I or II; • Year 12; • 2 years' relevant experience; or • An equivalent combination of relevant experience and/or education/training. <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Duties appropriate to trades assistant or equivalent. • General building maintenance • General gardening/grounds tasks. • General retail duties, for example in school canteen or uniform shop. • Cleaner with coordinating responsibility and/or specialised cleaner. • Bus Driver
<p>Utility Level 3</p>	<p>An Employee at this level works with routine supervision to general direction, depending on tasks involved and experience. Supervision is present to review established objectives. Roles at this level may supervise Utility staff and/or volunteers.</p> <p>Indicative qualification: Level 3 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • a trades certificate or Certificate III; • Year 12 or Certificate I or II, with relevant experience; or • An equivalent combination of relevant experience and/or education/training. <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Duties appropriate to tradesperson or equivalent. • Maintenance work using trade level skills in areas such as carpentry, plumbing or electrical services subject to licensing requirements. • Skilled grounds or maintenance duties. • Control and maintain gardens, sports grounds and/or facilities using trade level skills.

	<ul style="list-style-type: none"> • Plan, organise and supervise operations of a school retail function (such as school canteen or uniform shop). • Plan, organise and supervise operations of a school cleaning team.
Utility Level 4	<p>An Employee at this level works with general direction. May be responsible for supervising or coordinating a small team and accountable for team outcomes.</p> <p>Indicative qualification: Level 4 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • a trades certificate or Certificate IV and relevant experience; or • an equivalent combination of relevant experience and/or education/training. <p>Typical activities/duties may include:</p> <ul style="list-style-type: none"> • Determine priorities and coordinate workflow. • Manage work schedules and keep within budget. • Maintain compliance with regulatory and licencing standards. • Assist with project coordination and contract management. • Coordinate the work of sub-contractors. • Supervisor/foreperson.

Above Utility Level 4, job roles are less physical service delivery and direct supervision. They are primarily administrative, leadership, and/or managerial. Such roles are to be remunerated under the Business Services classification stream.

Wellbeing Services

For the Wellbeing Services classification stream:

- Classification level descriptors build on each other and individuals employed at higher classification levels shall be able to perform all dimensions of the previous level.
- Notwithstanding any indicative qualifications and/or registrations, an individual with higher qualifications and/or registrations shall only be employed at the classification level for the role undertaken.

<p>Wellbeing Level 1</p>	<p>A role at this level applies general knowledge, skill and expertise to work proactively and cooperatively with individuals to develop self-understanding and strengthen interpersonal relationships, and works with the whole school community to create a culturally inclusive, safe and supportive learning environment.</p> <p>Exercises judgement and discretion under direction and supervision by senior staff in undertaking duties. Works in collaboration with other Employees and refers to senior staff for matters beyond scope of level.</p> <p>An Employee at this level will perform work guided by policy, precedent, and expertise. Roles at this level will generally have scope to innovate within their own function and take responsibility for outcomes.</p> <p>Relevant Qualifications and registrations; Level 1 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • Certificate IV in Counselling (or equivalent) <p>Typical duties may include:</p> <ul style="list-style-type: none"> • Provide pastoral care and wellbeing support and resources to students and their families. • Escalate student wellbeing issues to senior staff as appropriate. • Assist in the development and implementation of pastoral care and wellbeing programs. • Assist the school with its response to critical incidents.
<p>Wellbeing Level 2</p>	<p>A role at this level is expected to work autonomously under limited direction and instruction, exercising judgement and discretion in delivering wellbeing services to enhance student learning outcomes. This position requires expertise, experience and/or qualifications.</p> <p>Works in collaboration with other employees and refers to senior staff for matters beyond scope of level.</p> <p>Relevant Qualifications and registrations; Level 2 duties typically require a skill level which assumes and requires knowledge or training equivalent to:</p> <ul style="list-style-type: none"> • A Diploma in Counselling (or equivalent); <p>Typical duties may include:</p> <ul style="list-style-type: none"> • Undertake wellbeing support requiring the appropriate level of training and expertise. • Performance of Level 1 duties at a higher and more experienced level.

Note*

Above Wellbeing Level 2, job roles are established to provide appropriate professional services to students consistent with the educational purpose of a school.

Until such time as the professions of social work and counselling are registered through a statutory regulatory model such as the National Registration and Accreditation Scheme (NRAS) for health practitioners, it is a requirement that an Employee classified as Wellbeing Level 3 or 4 who meets the relevant qualifications for social worker or counsellor, also meets the probity, qualification and practice standards set out by the self-regulating professional member associations:

- Australian Association of Social Workers (AASW) for social workers
- Psychotherapy and Counselling Federation of Australia (PACFA) for counsellors.

<p>Wellbeing Level 3</p>	<p>An Employee at this level is expected to work autonomously at a professional level under limited direction and instruction, exercising judgement and discretion in delivering mental health and wellbeing services to improve student wellbeing and learning outcomes.</p> <p>May be required to develop and implement policies and programs that integrate with external health requirements. Refers to other professional specialists/agencies where appropriate. Has professional, policy, risk management, compliance and reporting accountabilities.</p> <p>An Employee at this level works with other Employees to support students and families to maximise student learning and wellbeing outcomes, contributes expertise to educators to integrate students with mental health needs into the school community and works with other school staff on classroom integration of mental health, targeted learning and/or behaviour management strategies.</p> <p>May be required to collaborate with others to develop, implement and evaluate school or system programs, goals and outcomes and develop policies and procedures which assist in embedding strategies across the school, in classrooms, and in work with parents. The Employee may prepare advice, reports, proposals and submissions as requested by senior staff and may be responsible for coordinating work of other employees.</p> <p>May be responsible for supervising, training and directing the work of trainee and/or other wellbeing employees (where appropriate).</p> <p>An Employee at this level is able to demonstrate ongoing professional development and experience in dealing with contemporary child and adolescent mental health assessment techniques and interventions for mental health illnesses and disorders.</p> <p>Relevant Qualifications and registrations; Level 3 duties require a skill level which assumes and requires knowledge or training equivalent to:</p> <p>Psychologists:</p> <ul style="list-style-type: none"> • A Psychology Board of Australia (PsyBA) approved/accredited program of study such as a 4 year Bachelor of Psychology with Honours or equivalent; and • Registration as a psychologist (Provisional) with the PsyBA through the Australian Health Practitioner Regulation Agency (AHPRA) <p>Social Worker</p> <ul style="list-style-type: none"> • An AASW approved/accredited program of study such as a 4 year Bachelor degree qualifying in Social Work or equivalent; and
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	<ul style="list-style-type: none"> • Eligibility for AASW membership (see note*). <p>Counsellor</p> <ul style="list-style-type: none"> • A PACFA approved/accredited program of study such as a Bachelor degree in a relevant field (eg education and/or health and human services) and specialist training in Counselling or Psychotherapy; and • Eligibility for PACFA membership (see note*). <p>Typical duties may include:</p> <ul style="list-style-type: none"> • Deliver standard professional services to assist schools to maximise the learning outcomes of individuals and groups of students. • Provide prevention, intervention and postvention practices to support individuals and whole school populations. • (Psychologists <i>only</i>) Undertake psycho-educational assessment and diagnosis in areas of child and adolescent development such as: <ul style="list-style-type: none"> – Provide specialist education-specific psychological assessments, treatments and secondary consultation services for students and their parents. – Provide specialised learning and cognitive assessment and interventions (eg for intellectual disabilities (ID), learning disorders). – Provide specialised behaviour assessment and interventions (eg autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD)). • Case-management and coordination of the provision of services across multi-disciplinary teams for intervention programs for students with high and/or complex needs. • Apply professional skills and knowledge to identify, assess and improve mental health, learning and behavioural outcomes for students in collaboration with school personnel, parents/caregivers and other agencies. • Referral processes. • Contribute to the development of, and planning for, students with high and/or complex learning needs by assisting in the design of individual education plans. • Apply evidence-based interventions to promote psychological wellbeing, social, emotional and behavioural development, and to improve educational and psychosocial outcomes. • Assist with the development and implementation of targeted school-based student support services and programs in collaboration with other staff, relevant professionals and parents/caregivers to support individuals and whole school populations. • Provide counselling, therapy and programs for individuals and groups. • Provide professional learning and wellbeing resources to build capacity of schools and families to improve students' learning and development and wellbeing outcomes. • Deliver personal and/or social skills education to groups of students. • Assist with the development of school wellbeing policies and procedures. • Plan for, respond, and assist the school in its response, to critical incidents and emergencies. • Provide professional supervision (<i>where appropriately accredited</i>).
Wellbeing Level 4	<p>An Employee at this level has high level knowledge and skills and is experienced in the provision of psychological and mental health services for students. Works collaboratively with students, their families, the school and other members of the student's mental health team to manage and/or resolve psychosocial problems to improve student learning and wellbeing outcomes.</p> <p>Relevant Qualifications and registrations; Level 4 duties typically require a skill level</p>

	<p>which assumes and requires knowledge or training equivalent to the following:</p> <p>Psychologists:</p> <ul style="list-style-type: none"> • Registration as a psychologist (General) with the PsyBA through AHPRA; and • 4 years relevant experience. <p>Social Worker:</p> <ul style="list-style-type: none"> • Eligibility for AASW General membership and AASW Mental Health Social Worker accreditation (see note*); and • 4 years relevant experience. <p>Counsellor:</p> <ul style="list-style-type: none"> • Eligibility for PACFA Clinical membership; and PACFA Mental Health Practitioner accreditation (see note*); and • 4 years relevant experience. <p>Typical duties may include;</p> <ul style="list-style-type: none"> • Provide standard professional services at an experienced level to assist schools to maximise the learning outcomes of individuals and groups of students. • Undertake mental health assessments and evidence-based specialised mental health treatment/targeted interventions.
Wellbeing Level 5	<p>An Employee at this level provides expertise in the delivery of psychological assessment, diagnosis, counselling and evidence based interventions within a school and/or system context.</p> <p>Operates with a high degree of autonomy, using independent judgement. This position requires significant expertise and experience.</p> <p>Relevant Qualifications and registrations; Level 5 duties typically require a skill level which assumes and requires knowledge or training equivalent to the following:</p> <ul style="list-style-type: none"> • Registration as a psychologist (General) with the PsyBA through AHPRA; and • AHPRA endorsement in Education and Developmental Psychology or Clinical Psychology; and • 8 years relevant experience.

Agreement – Existing Wellbeing Employees

1. This agreement is entered into as part of the creation of a new classification structure for support staff (and particularly Wellbeing Services) in Tasmanian Catholic Schools.
2. This agreement for existing Wellbeing employees is subject to the Tasmanian Catholic Education Single Enterprise Agreement 2015 (or its successor agreement).
3. The parties note that, with effect the date of implementation of the variation, an existing social worker or counsellor employee who:
 - a. meets the qualifications and registrations set out in Wellbeing Level 3, and
 - b. is employed to provide professional wellbeing services to students; and
 - c. is committed to pursuing mental health accreditation through their relevant professional member association;will have access to an annual 'mental health accreditation allowance' to cover the cost of fees for their professional member association as follows:
 - a. Social Workers
 - (i) General membership of the Australian Association of Social Workers (AASW), and
 - (ii) AASW mental health accreditation (or equivalent).
 - b. Counsellors
 - (i) Clinical membership of the Psychotherapy and Counselling Federation of Australia (PACFA), and
 - (ii) PACFA mental health practitioner accreditation (or equivalent).
4. The parties note that the mental health accreditation allowance is only available to existing social worker and counsellor employees who meet the eligibility requirements outlined above.
5. The parties note that the mental health accreditation allowance will only be payable until the earlier of either:
 - a. Four years from the date of implementation, or
 - b. the relevant profession is registered through a statutory model of regulation.

Agreement - Transfer of Teacher Assistants

1. Introduction

- 1.1. This agreement is entered into as part of the creation of a new classification structure for support staff (and particularly Teacher Assistants) in Tasmanian Catholic Schools.
- 1.2. From time to time it becomes necessary for a school operated by the Trust Corporation of the Archdiocese of Hobart to transfer a Teacher Assistant employed on an ongoing basis to another school in order to maintain appropriate staffing levels in response to unforeseen changes in student enrolments (particularly where students with special needs move schools).
- 1.3. This agreement on transfer of Teacher Assistants is subject to the Tasmanian Catholic Education Single Enterprise Agreement 2015 (or its successor agreement).
- 1.4. In implementing this agreement, the parties will ensure that:
 - all participants will be treated with respect and without harassment, victimisation or discrimination;
 - the decision-making process is transparent; and
 - Teacher Assistants and their Union will be fully consulted and have genuine input in to the identification and transfer process.
- 1.5. At all stages in the process, the Teacher Assistant is entitled to be represented by their Union.

2. Commencing the Process (Alternatives and Voluntary Transfer)

- 2.1. Before an expression of interest is circulated, the school will review their establishment/budget to explore all options to retain the position in either a continuing or short term capacity (eg. to the end of the term). Reductions in fixed-term and casual employment and variation of hours of existing Teacher Assistants will be considered.
- 2.2. Where it is determined that there is a requirement to reduce staffing numbers by one Teacher Assistant position, the Principal will provide the following details to the affected staff and the Union:
 - The reasons for reducing the number of Teacher Assistants;
 - The preferred number of hours to be reduced;
 - The number of Teacher Assistants who might be considered for transfer
 - Whether the transfer(s) are likely to be permanent or temporary; and
 - Schools known to be options for a Teacher Assistant to transfer to.
- 2.3. Following this notification the Principal will commence the consultation process to identify the Teacher Assistant to be transferred. In the first instance, expressions of interest will be sought to enable the adjustment to be made through voluntary transfer if possible. Such expressions of interest will be circulated broadly to the Teacher Assistant staff within the school and include the following details:
 - An outline of the required staffing reduction (in hours/FTE);

- Options for a temporary decrease in hours, or leave without pay, to address the staffing excess; and
 - Available details of placement options;
- 2.4. The Principal will confer with each Teacher Assistant who expresses interest in a transfer and endeavour to reach agreement. Voluntary transfer may be implemented where there is agreement on the terms, including the location and timing of the transfer, duties and days and hours of work. If the transfer is to be temporary, the duration must be agreed. There shall be no reduction in the Teacher Assistant's classification level, rate of pay or hours/FTE unless by genuine mutual agreement.

3. Compulsory Transfer

- 3.1. Where the expression of interest does not provide a staffing solution to reduce the number of Teacher Assistant positions, the Principal will notify any Teacher Assistants being considered for compulsory transfer and union representatives of the following:
- The fact that s/he is being considered for compulsory transfer;
 - the grounds for determining that the Teacher Assistant is being considered for transfer;
- 3.2. In considering which Teacher Assistants might be required to compulsorily transfer, the Employer will take into account personal circumstances, such as length of service at the school, financial constraints, etc to ensure the proposed transfer is fair and reasonable.
- 3.3. A Teacher Assistant will not be transferred unless the new school is within a reasonable travelling distance from the Teacher Assistant's place of residence. In determining "reasonable travelling distance" the parties will take into consideration all relevant factors, such as:
- Length and timing of the Teacher Assistant's normal work patterns;
 - Total travelling time and additional travel time;
 - Total and additional travel cost;
 - The employee's normal and preferred mode(s) of transport;
 - Available transport options; and
 - The Teacher Assistant's personal and family commitments
- 3.4. The Principal will ensure that a Teacher Assistant is not identified for compulsory transfer where there are known special and compelling circumstances or where the Teacher Assistant has, within the previous four years, been transferred under this agreement.

- 3.5. Upon being notified, a Teacher Assistant may provide further information for consideration as to why s/he should not be transferred. This information must be reviewed by the Principal. If the Principal proposes to continue to consider the Teacher Assistant for compulsory transfer, the Principal must respond in writing setting out the reasons upon which this decision has been made.
- 3.6. A Teacher Assistant who is compulsorily transferred will be provided with access to notice of any suitable Teacher Assistant vacancies at their previous school which arises within four years from the date of the transfer. The Teacher Assistant may elect to return to their previous school in such a vacant position which arises within two years from the date of transfer. The Teacher Assistant may apply for any such vacancy arising after two years from the date of transfer.

4. Confirmation and Terms of Transfer

- 4.1. As soon as possible after an agreement or decision is made, the Teacher Assistant will be provided with written details of their new location, start date, duties and days and hours of work. The notice will set out any training requirements or proposed training. If the transfer is temporary, the notice must specify the date the Teacher Assistant will return to their original position. If compulsorily transferred, the notification will also set out the option to elect to return to their previous school if a suitable vacancy arises.
- 4.2. A transferred Teacher Assistant must be engaged as an ongoing employee. That is, s/he must not be engaged on a limited tenure or relief basis. The transfer may be for a fixed period, however the Teacher Assistant must then resume ongoing employment at their original school.
- 4.3. A transferred Teacher Assistant must not suffer a reduction in hours (or FTE) on transfer unless specifically requested by the Teacher Assistant and agreed to by the Employer.
- 4.4. A Teacher Assistant transferring to a school in which a Teacher may be eligible to receive entitlements under the remote schools incentive allowance under clause 26 of the Tasmanian Catholic Education Single Enterprise Agreement 2015 (or any successor agreement) will receive the fuel allowance as if a Teacher.

5. Review of Decisions

- 5.1. Throughout the consultation process the Teacher Assistant may have union representation at any relevant discussions.
- 5.2. Where a Teacher Assistant does not agree to a compulsory transfer or any of the terms of the transfer, s/he may provide, in writing, details of their concerns. The Employer must discuss the concerns with the Teacher Assistant and their union representative and attempt to resolve the concerns.
- 5.3. The Teacher Assistant may pursue any unresolved grievance, including as to the terms of the proposed transfer or the merits of the decision to transfer him/her, through the dispute settling procedure in the Tasmanian Catholic Education Single





Enterprise Agreement 2015 (or any successor agreement) as if it were a dispute within the terms of that clause. The parties will abide by any recommendation issued by the Fair Work Commission.

Agreement - Teacher Assistants and Supervision

1. This agreement is entered into as part of the creation of a new classification structure for support staff (and particularly Teacher Assistants) in Tasmanian Catholic Schools.
2. This agreement on Teacher Assistants and supervision is subject to the Tasmanian Catholic Education Single Enterprise Agreement 2015 (or its successor agreement).
3. The parties note that Teacher Assistants are entitled to rest/meal periods under clause 60. Any requirement to supervise students should not result in the rest/meal period having to be rescheduled such that it detracts from the performance of his/her core functions.
4. Teacher Assistants may be required to undertake supervision of students as described below provided that the Teacher Assistant:
 - a. is classified at the top salary point (2.5) for Teacher Assistant on the classification structure;**
 - b. Has been adequately trained in student control / behaviour management and protective handling (note that the Teacher Assistant must be paid for training that the Employer requires him/her to undergo);
 - c. Has, at all times, ready recourse to a qualified Teacher
5. Teacher Assistants may be required to supervise small groups of students, including in “study group” or in a small group activity setting.
6. Teacher Assistants may be required to perform yard duty provided that, at any given time, there are sufficient Teachers also rostered to perform yard duty such that each Teacher Assistant has ready access to a Teacher in the event that assistance is required.

** Note: In the 2017 school year, supervision of students may be performed by a Teacher Assistant at level 2.4 who may otherwise be required to supervise in accordance with this agreement.”

Signed

Employer	The Roman Catholic Church Trust Corporation of the Archdiocese of Hobart trading as Archdiocese of Hobart (Schools and Colleges): 35 Tower Road, New Town Tas 7008
Authorised person	John Mula
Title	Director, Tasmanian Catholic Education Office
Signature	
Date	21 December 2016
Employer	Provincial Salesians of Don Bosco Australia- Pacific trading as Dominic College: 204 Tolosa St, Glenorchy Tasmania 7010
Authorised person	Beth Gilligan
Title	Principal
Signature	
Date	21 December 2016
Employer	The Trustees of the Christian Brothers as trustees for Edmund Rice Education Australia trading as St Virgil's College: 195 Main Rd, Austins Ferry, Tas 7011
Authorised person	DAMIAN MESSER
Title	Principal
Signature	
Date	21 December 2016
Union	Independent Education Union of Australia, PO Box 1320, South Melbourne, Vic 3205
Authorised person	Debra James
Title	General Secretary IEU Vic/Tas
Signature	
Date	21 December 2016