

Recruitment and selection of ancillary staff in schools and preschools procedure

This is a mandated procedure under the operational policy framework. Any edits to this procedure must follow the process outlined on the [creating, updating and deleting operational policies](#) page.

Overview

This procedure, associated with the recruitment and selection of ancillary staff in schools and preschools policy, describes the processes and considerations related to the appointment of ancillary staff to department schools and preschools including entitlements, terms, conditions and eligibility. It is associated with the [recruitment and selection of ancillary staff in schools and preschools policy](#).

Scope

This procedure applies to the appointment of ancillary staff employed as:

- School Services Officer (SSO)
- Early Childhood Worker (ECW)
- Government Services Employee (GSE)
- weekly paid staff appointed to a department site.



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Detail

Modes of employment

An SSO, ECW or GSE may be engaged as a permanent, temporary or casual employee. A permanent or temporary employee may be full time or part time. See [Appendix A - Summary table modes of employment](#).

Filling vacancies

Selection process

All selection panels must follow the [merit selection procedure](#).

All appointments will be made at the school or preschool through merit selection processes. An exception is for a small number of placements made through the ancillary placement register (APR) which is a centrally managed process.

Describing a new or vacant position

The Principal, in consultation with the personnel advisory committee (PAC) for schools, will develop a human resource profile for their school. Preschool directors will develop their site's human resource profile in consultation with the staff team. Schools and preschools will describe vacant ancillary positions consistent with the requirements identified in their human resource profile.

Schools and preschools can declare joint vacancies across more than 1 site at the same classification level. This allows schools and preschools to declare permanent vacancies of greater than 15 hours per week (hpw).

All described vacancies need to detail:

- the major functions and skill codes
- a descriptor that succinctly describes the context and requirements of the vacancy.

See [Appendix B - Major function and skill codes](#).

All vacancies are lodged online in the Vacancy Selection and Placement module in the Application Portal.

The classification level of a job and person specification will be reviewed and/or confirmed by People and Culture Operations before the positions are filled. This may include the revision of the classification level when a vacancy is declared for an existing position or in the case of a new position. People and Culture Operations will determine the appropriate classification level with the approval of the Assistant Director, Workforce Management.

To ensure that the overall needs of sites and individual employees are met, and in extenuating circumstances, the Assistant Director, Workforce Management, may approve special arrangements for the filling of vacancies or the appointment of individual employee.

Additional hours

Vacancies of 15 hours or less per week for both permanent and temporary, must be offered to permanent part time staff within the school or preschool, in the first instance.

If the hours cannot be allocated within the school or preschool, they are offered to permanent part time

staff in nearby schools or preschools.

The allocation of additional hours is merit based. Refer to [Appendix C - Additional hours register \(AHR\)](#).

Diagram 1: Filling permanent vacancies greater than 15 hours

A permanent vacancy will be described unless the criteria for a temporary position are met. For all vacancies resulting from ancillary staff employees winning permanent positions, or by ancillary staff employees resigning, retiring, etc, it is expected that a permanent position(s) will be described by the school or preschool unless strong evidence can be provided as to why the resultant vacancy(s) cannot be filled permanently.

All permanent ancillary staff vacancies greater than 15 hours per week and with no end date will be filled by any 'must place' employees in the ancillary placement register in the first instance, provided they are a suitable match for the position and the appointment is within the placement conditions of the ancillary staff employee. This exercise will be managed centrally by People and Culture Operations.

If still unfilled, the vacancy may be considered for a conversion to permanency process, subject to specific criteria, as outlined below.

Should no appointment be made from the centrally managed HR process, (including consideration of those employees who do not hold right of return to a school or preschool and have no guarantee of placement), then the ancillary staff vacancies are advertised online through Edujobs and other media in accordance with the standards established by the Executive Director People and Culture and (with the exception of Weekly Paid Staff) the Commissioner for Public Sector Employment. The use of other media will only occur with the approval of the Executive Director, People and Culture (or delegate).

Permanent employees that wish to request a transfer from one location to another within their substantive employment type will be considered for vacancies that remain unfilled after advertisement.

If appointed to a permanent vacancy, the employee takes on the hours per week described in the vacancy.

Conversion to permanency

Principals, in partnership with the PAC, or preschool directors in accordance with the human resource profile can make a recommendation to the Assistant Director, Workforce Management to convert a temporary ancillary staff employee to permanent.

The following criteria need to be met:

- the position is identified as a permanent position by the school or preschool
- there are no ancillary staff employees available with specific placement rights through the Ancillary Placement Register to fill the vacancy
- the incumbent was appointed in the temporary position through a merit based selection process and has occupied the position for a period of at least two years
- the incumbent is not the subject of unsatisfactory performance

In order to ensure that the overall needs of schools, preschools and individual ancillary staff employees are met, and in extenuating circumstances, the Assistant Director, Workforce Management, may approve special arrangements for the conversion of temporary employees to permanency.

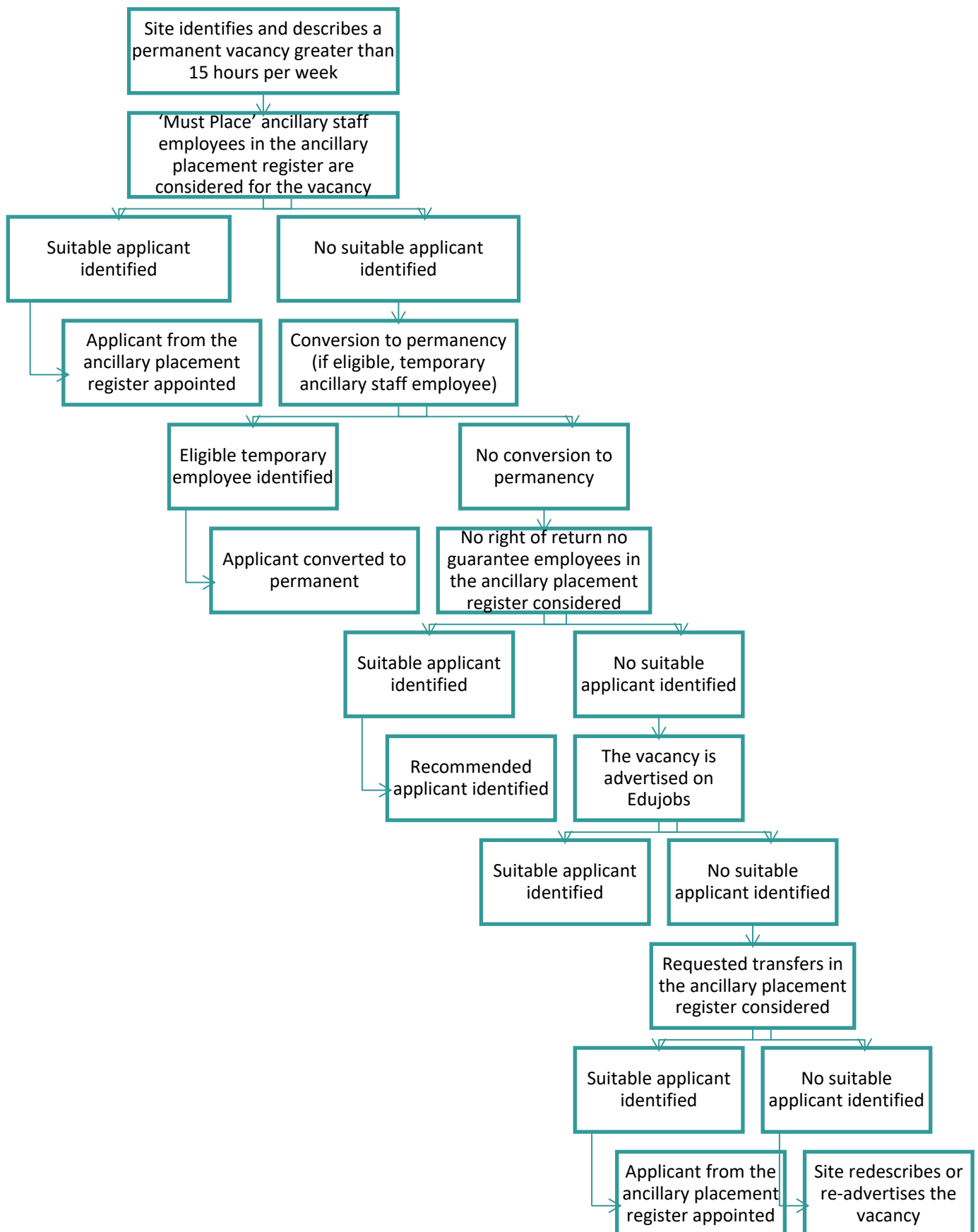


Diagram 2: Filling permanent vacancies of 15 hours or less (additional hours)

Permanent vacancies of *15 hours or less must be offered to permanent part time staff within the school and/or preschool, in the first instance. If the hours cannot be allocated within the school or preschool, they are offered to permanent part time staff in nearby schools or preschools. The allocation of additional hours is merit based.

*Vacancies of 15 hours per may be considered for 'must place' employees in the ancillary placement register in the first instance. Therefore, the recommendation from the additional hours register or other recommendations may not be approved for these vacancies.

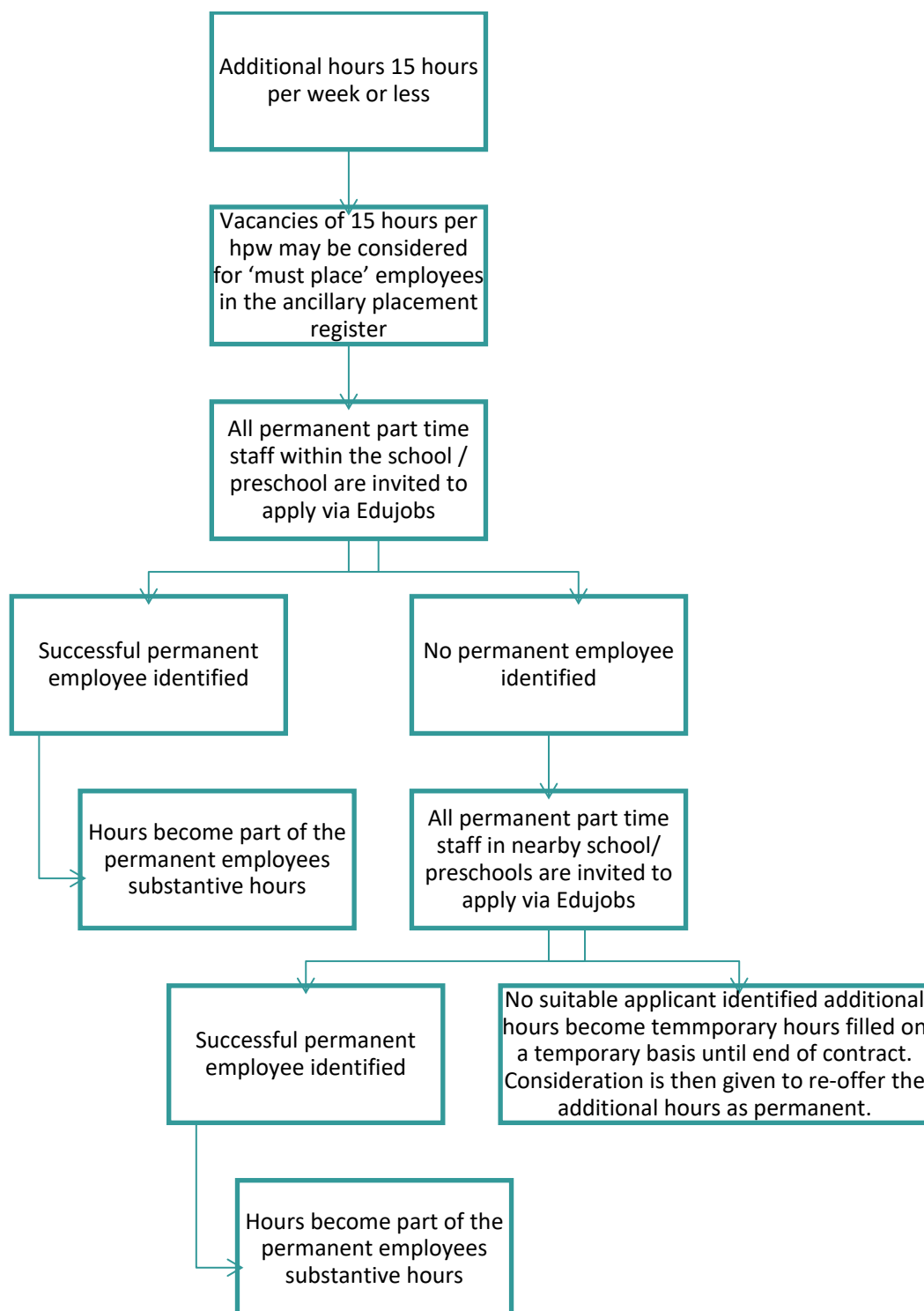


Diagram 3: Filling temporary vacancies 12 months or greater and greater than 15 hours

If an appointment is not made from the ancillary placement register, it is required that the position be advertised online through Edujobs.

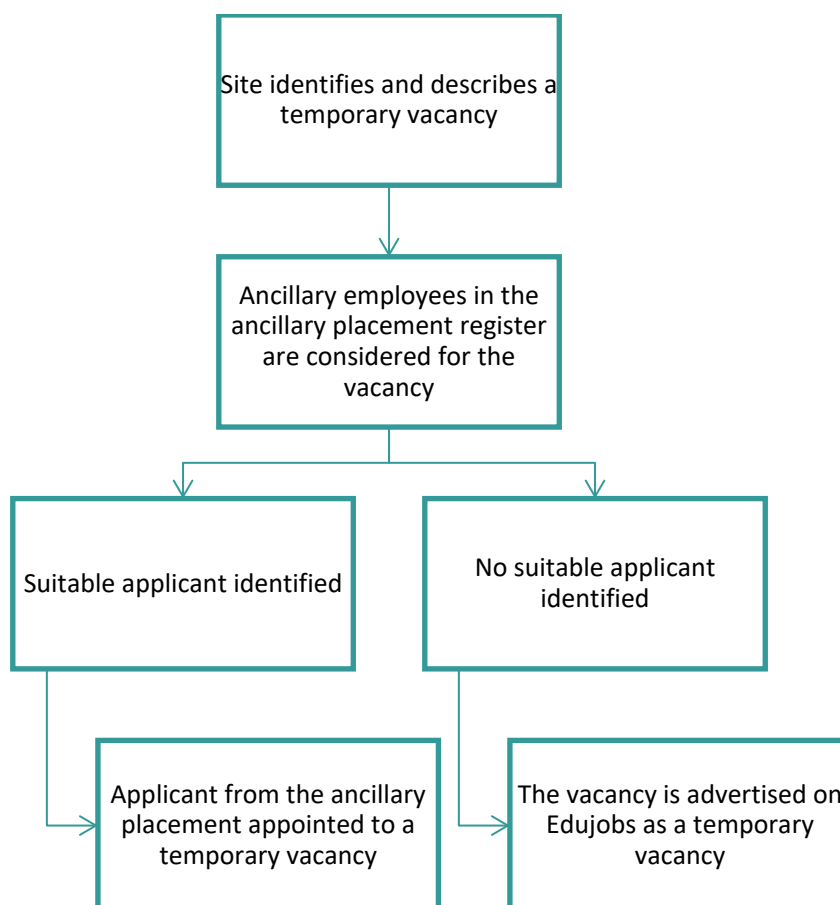


Diagram 4: Filling temporary vacancies greater than 12 months and ¹15 hours or less (Additional Hours)

The hours must be offered to permanent part time staff within the school or preschool, in the first instance on the basis of merit. If the hours cannot be allocated within the school, they are offered to permanent part time staff in nearby schools for allocation on the basis of merit, using a modified selection process (eg expression of interest) via Edujobs. A nearby school or preschool is defined as one in the same region and/or within a reasonable travelling distance.

The vacancy is required to be advertised on Edujobs if it remains unfilled.

1. Vacancies of 15 hpw may be considered for 'must place' employees in the ancillary placement register in the first instance, therefore the recommendation from the additional hours register or other recommendations may not be approved for these vacancies.

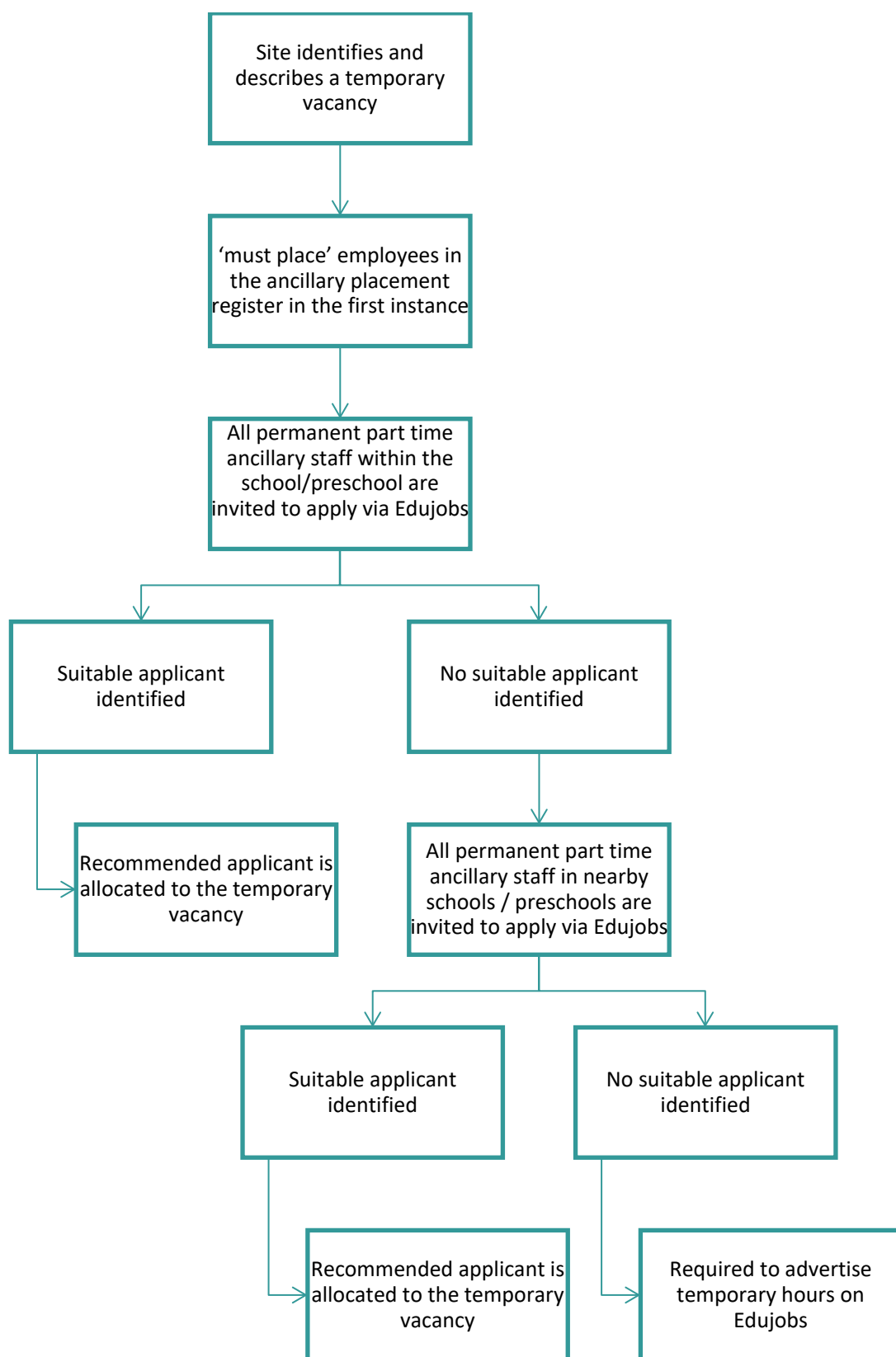


Diagram 5: Filling temporary vacancies less than 12 months and greater than 15 hours

If an appointment is not made from the ancillary placement register, it is recommended that the position be advertised online through Edujobs. However, the position may also be filled by a current permanent employee at the site or through the employable ancillary register (EAR).

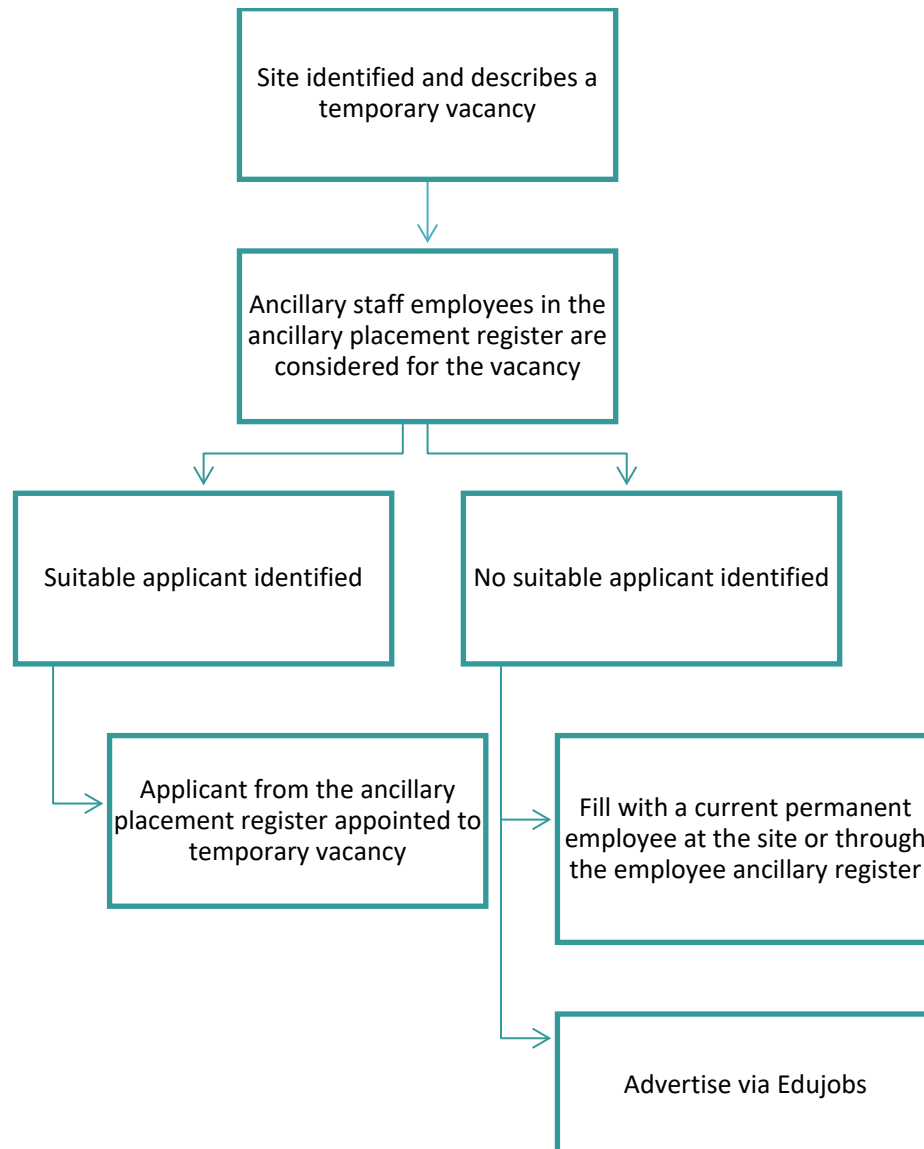


Diagram 6: Filling temporary vacancies of 12 months or less and ¹15 hours per week or less (Additional Hours)

To fill these temporary vacancies, all schools and preschools must maintain an 'additional hours register' refer to additional hours register (AHR). This register will provide details of existing permanent part time ancillary employees both from within the school or preschool and those in nearby locations who are seeking additional temporary hours.

Eligible² permanent part time staff in a site must be considered before those in a nearby location. Where more than 1 permanent part time employee is eligible, **as part of a merit process**, referee(s) must be contacted by the panel to make the selection.

If no suitable applicant is identified, eligible temporary part time employees in the school or preschool must be considered. Where more than one temporary part time employee is eligible, as part of a merit process, referee(s) must be contacted by the panel to make the selection.

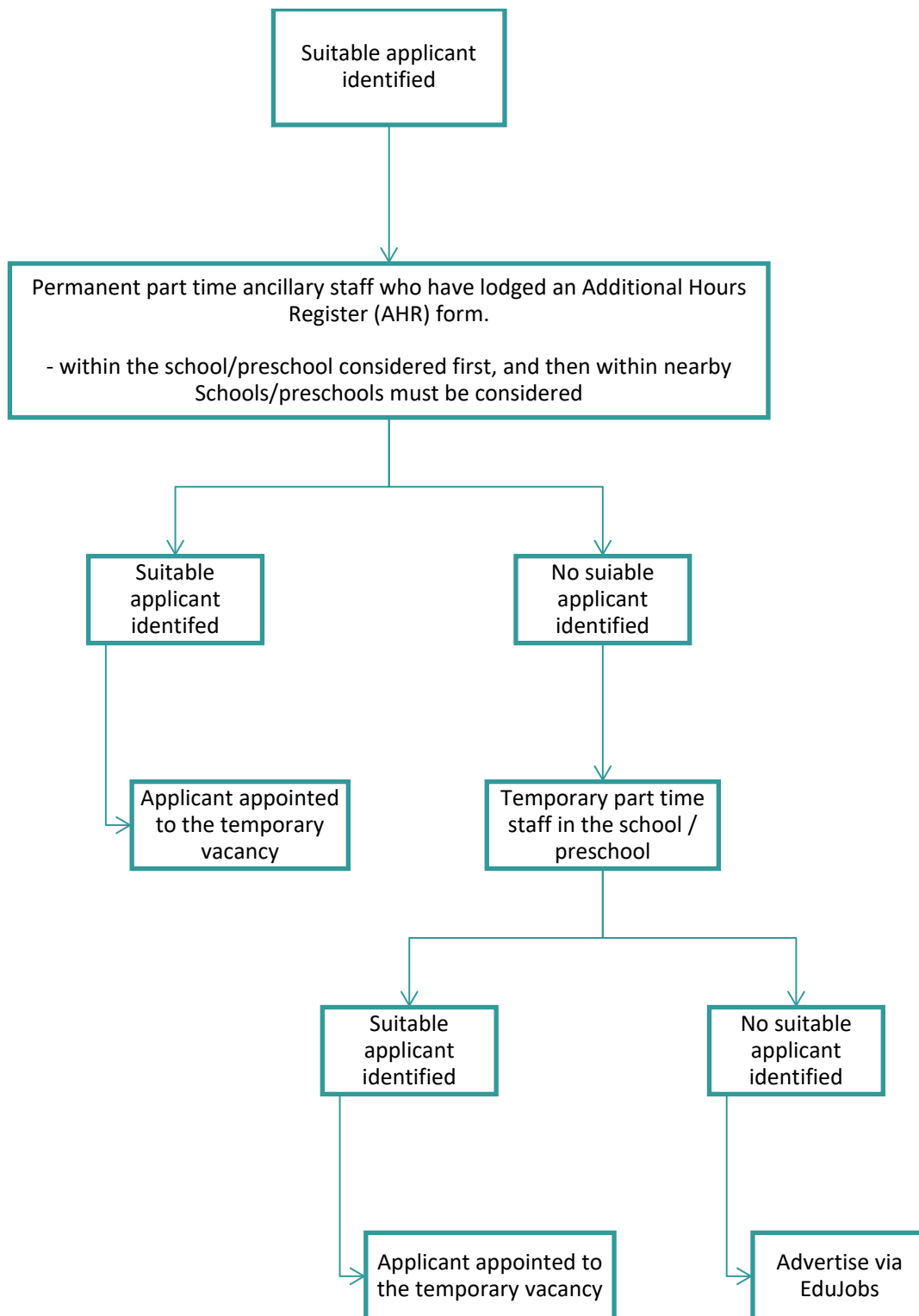
If no suitable applicant is identified, then the vacancy can be filled by either:

- the EAR or
- advertise online through Edujobs, using a modified merit selection process.

This diagram must be read in conjunction with [Appendix B - Major function and skill codes](#) within this document.

¹Vacancies of 15 hpw may be considered for 'must place' employees in the ancillary placement register in the first instance, therefore the recommendation from the additional hours register or other recommendations may not be approved for these vacancies.

²Eligible' is defined as meeting the major functions and skills and the needs of the site for the additional hours.



Permanent vacancies

[Diagram 1: Filling permanent vacancies greater than 15 hours](#)

[Diagram 2: Filling permanent vacancies of 15 hours or less \(additional hours\)](#)

Temporary vacancies

[Diagram 3: Filling temporary vacancies 12 months or greater and greater than 15 hours](#)

[Diagram 4: Filling temporary vacancies greater than 12 months and 15 hours or less \(additional hours\)](#)

[Diagram 5: Filling temporary vacancies less than 12 months and greater than 15 hours](#)

[Diagram 6: Filling temporary vacancies of 12 months or less and 15 hours per week or less \(additional hours\)](#)

Summary table for filling of vacancies

Permanent – greater than 15 hours Refer diagram 1	<ul style="list-style-type: none">• Ancillary placement register ‘must place’• Conversion to permanency (if eligible)• Required to advertise on Edujobs• No right of return (no guarantee)• Requested transfer
Permanent 15 hours or less: additional hours Refer diagram 2	<ul style="list-style-type: none">• Permanent part time staff within the school/preschool• Permanent part time staff in nearby schools/preschools
Temporary – 12 months or greater and greater than 15 hours Refer diagram 3	<ul style="list-style-type: none">• Ancillary placement register required to advertise on Edujobs
Temporary – greater than 12 months and 15 hours or less: additional hours Refer diagram 4	<ul style="list-style-type: none">• Permanent part time staff within the school/preschool• Permanent part time staff in nearby schools/preschools• Required to advertise on Edujobs
Temporary – Less than 12 months and greater than 15 hours Refer diagram 5	<ul style="list-style-type: none">• Ancillary Placement Register• Advertise on Edujobs• Fill through the EAR• Fill with a current permanent employee at the site
Temporary – 12 months or less and 15 hours or less: additional hours Refer diagram 6	<ul style="list-style-type: none">• Additional hours register• Permanent part time staff within the school/preschool• Permanent part time staff in nearby schools/preschools• And then filled by:• Non-permanent part time staff in the school/preschool• And then filled by either:• EAR or advertise on Edujobs
Temporary – 4 weeks or less: relief vacancies	<ul style="list-style-type: none">• Additional hours register OR Established Relief List OR EAR

Eligibility for applying for an advertised vacancy

Applicants do not need to be currently employed in the department when applying for positions. However, applicants must be able to meet departmental minimum employment requirements before taking up an appointment.

Minimum requirements for commencement of appointment

Minimum requirements include:

- an active online application in the EAR
- a cleared Department for Education employment declaration
- Australian residency or current work permit
- reporting abuse and neglect training
- child-related employment screening from the Department of Human Services.

If working in a preschool program or school based preschool program is required, the applicant will need an approved certificate III level education and care qualification, or be actively working towards gaining the qualification (refer to Authority for list of approved qualifications).

All permanent ancillary employees are eligible to apply for any advertised vacancy.

Ancillary placement register

The ancillary placement register (APR) will comprise of any permanent ancillary staff employees who need consideration for placement. Applications must be lodged every year the employee needs to be placed or is requesting a transfer.

Employees eligible for the APR must lodge their applications online in Edujobs. Ancillary employees who are eligible to be included in the APR are:

Alternative placement – permanent employees who have an approved alternative placement agreement approved by the Assistant Director, Workforce Management. Alternative placement requests will normally be associated with a medical condition relating to the employee or their immediate family, and be supported by appropriate documentation. Requests must be made on an [alternative placement request form \(VL719\)](#).

- Permanent employees who do not hold right of return to a school or preschool and have a guarantee of placement.
- Permanent employees identified for required placement (refer to [Appendix D - Required placement process](#))
- Permanent employees who do not hold right of return to a school or preschool and have no guarantee of placement.
- Employees who have lost their right of return to their substantive school or preschool and do not have a guarantee of a placement. This information will have been outlined in a letter from People and Culture Operations – Preschools and Schools.

- Requested transfers – permanent employees that wish to request a transfer from one location to another within their substantive employment type. There is no minimum service required to lodge a requested transfer application.

Tied placement

Employees may ‘tie’ an application for placement with the relocation of their partner if the partner is an employee of the department.

Selection process for placement from the ancillary placement register

Ancillary employees who have lodged a placement request will be considered for any suitable permanent vacancies that they match from the date of lodgment for the relevant application year. Applicants that match a vacancy will be appointed without a formal offer being made.

The appointment of employees from the ancillary placement register to schools or preschools will be managed centrally by People and Culture Operations.

Workforce management advisers manage the selection process and can:

- seek referee comments to verify any aspect of the employee’s application
- contact the employee directly to seek further information
- contact the Principal or Preschool Director to clarify issues relating to the position.

Permanent employees who are guaranteed a placement may indicate preferences for placement, but if these cannot be met, they will be placed in the best option available within reasonable distance from their residence.

Employees will only be considered for vacancies in their nominated sites if they:

- have lodged a requested transfer
- do not hold right of return to a school or preschool
- have no guarantee of placement.

An employee in the ancillary placement register will only be appointed to a vacancy within the range of time stated in their online application or at their substantive hours per week and substantive classification. If appointed to a permanent position through this process, the employee takes on the hours per week described in the vacancy. This becomes the employee’s new substantive hours per week.

Variation to substantive hours

A variation to permanent substantive hours may be actioned on request. Either a reduction or increased number of hours, but if this is not possible, placement will be according to substantive hours.

Vacancies will be filled in most instances according to the following preference:

- 1) approved alternative placement
- 2) permanent employees who do not hold right of return to a school or preschool and have a guarantee of placement
- 3) permanent employees identified for required placement
- 4) permanent employees who do not hold a right of return to a school or preschool and have no guarantee of placement.

Should positions remain unfilled after advertisement; vacancies will be filled in most instances according to the following preference:

- 1) requested transfers.

‘Must place’ employees with a classification level higher than SSO level 1, ECW level 1 or GSE level 2 that may require placement, will be appointed to an appropriate classified position wherever possible.

Otherwise they will be appointed into lower classified positions. However, the employee will be renumeralated at their substantive classification.

There may be temporary employees who need placement. They will be considered for temporary vacancies before they are advertised, in line with ‘must place’ employees in the ancillary placement register.

Right of return

All permanent ancillary staff employees appointed to schools or preschools will retain right of return to that school or preschool following:

- periods of leave or following
- an appointment to a temporary position within the department.

Current employees who do not hold right of return to a school or preschool and have no guarantee of placement retain this status. This group of employees are considered for ongoing or permanent positions only after the ‘must place’ employees have been appointed through the APR.

Leave is managed at the site level in line with the [Commissioner’s Determination 3.1 – Hours of Work, Overtime and Leave](#).

The Principal or Preschool Director is the delegate for the approval of special leave up to and including 12 months.

Approval is based on the needs of the individual and the potential impact on the school or preschool. In most instances long term special leave is granted as leave without pay and a 12-month maximum applies. Applications for leave are considered in the light of the information provided and in the context of each employee’s circumstances.

In negotiation with the Principal or Preschool Director, the period of leave granted may be extended beyond 12 months.

All permanent ancillary employees in permanent positions retain right of return to duties at their substantive classification level after periods of leave. The duties to be performed may not necessarily be the same duties the employee was performing before taking leave. However, in determining duties the Principal or Preschool

Director will consider the employee's skills and experience relevant to their substantive classification.

All other types of leave including long service leave, maternity, family carers leave, child rearing leave will retain right of return.

All permanent ancillary employees who undertake an alternative temporary tenured position in another location within the department can hold their right of return for up to 2 years. After 2 years, unless negotiated with the Principal or Preschool Director to extend this period, the employee returns to their substantive position.

The employee may be required by the Principal or Preschool Director to elect to return to their substantive location and perform duties at their substantive classification level or remain at the other location and lose this right of return.

Employable ancillary register (EAR)

The EAR contains all persons seeking employment, including ancillary staff employees who are not currently permanent departmental employees. This includes those who:

- are seeking temporary or permanent employment
- meet, or are able to meet, minimum departmental employment criteria.

People in this group are referred to as 'employable ancillary staff'. Applications must be lodged for every year the employee is seeking work with the department.

Change in time

Permanent employees need to maintain hours of greater than 15 hours. Existing permanent staff employed for 15 hours per week or less will maintain their permanent status.

An employee who wants to decrease their hours per week on a temporary or permanent basis can negotiate with the Principal in partnership with the PAC or Preschool Director through agreement with affected staff.

Permanent SSOs and ECWs employees cannot decrease to 15 hours per week or less.

Local Management

Schools and preschools are expected to manage their human resources within the site. Employees can only be considered for 'required placement' in exceptional circumstances, as approved by the Assistant Director, Workforce Management. Refer to [Appendix D - Required placement process](#).

Roles and responsibilities

The department

The department will formally consult with the Australian Education Union (AEU) SA Branch and Public Service Association (PSA) in relation to any proposed changes to this procedure, save for changes in respect

to SSO placement as provided for at clause 6.9.1 of the enterprise agreement. Changes in relation to SSO placement may occur from time to time as agreed between the department, the AEU and PSA.

School Principal

Identify and describe a new vacancy in consultation with the PAC.

Make a recommendation to Assistant Director, Workforce Management for conversion to permanency.

Approve leave up to and including 12 months.

Delegated authority to reclassify SSOs from level 1 to level 2.

Preschool Director

Identify and describe a new vacancy with reference to the site's human resource plan.

Make a recommendation to Assistant Director, Workforce Management for conversion to permanency.

Approve leave up to and including 12 months.

Delegated authority to reclassify ECWs from level 1 to level 2.

Assistant Director, Workforce Management

Approve special arrangements for the filling of vacancies or the appointment of an individual employee.

Approve conversion to permanency.

Approve classification levels of ancillary vacancies.

Approve alternative placement requests. Undertake analysis of data and review of ancillary staff in schools and preschools policy and the associated procedure.

Workforce Management advisers

Appoint permanent employees from the ancillary placement register.

Assess classification levels and make a recommendation to the Assistant Director, Workforce Management.

Definitions

AEU

Australian Education Union (SA Branch).

AHR

Additional hours register.

APR

Ancillary placement register.

Edu jobs

Job board for advertising vacant positions and submitting applications – [Edujobs](#).

EAR

Employable ancillary register.

ECW

Early Childhood Worker.

GSE

Government Services Employee.

HPW

Hours per week.

PAC

Personnel Advisory Committee.

PSA

Public Sector Association of SA Inc.

SSO

School Services Officer

Supporting information

[Appendix A - Summary table modes of employment](#)

[Appendix B - Major function and skill codes](#)

[Appendix C - Additional hours register \(AHR\)](#)

[Appendix D - Required placement process](#)

[Appendix E - Position tenure review panel](#)

[Ancillary leave entitlements](#)

[Ancillary positions in schools and preschools](#)

[Alternative placement request form \(VL719\)](#)

Related legislation

[Education and Children's Services Act 2019](#)

[Education and Children's Services Regulations 2020](#)

[Public Sector Act \(2009\)](#)

[Public Sector Regulations 2010 \(SA\)](#)

[Commissioner's Determination 1: Merit, Engagement, Assignment of Duties and Transfer of Non-Executive Employees](#)

[Commissioner's Determination 3.1 Employment Conditions - Hours of Work, Overtime and Leave](#)

Related policies

[Merit selection procedure](#)

[Recruitment and selection of ancillary staff in schools and preschools policy](#)

Related awards and agreements

[South Australian School and Preschool Education Staff Enterprise Agreement 2020](#)

[Early Childhood Worker Award](#)

[Schools Services Officer \(Government Schools\) Award](#)

[South Australian Government Services Award](#)

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Hyperlinks updated.

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Amendment(s): To reflect changes under the South Australian School and Preschool Education Staff Enterprise Agreement 2020 and the Education and Children's Services Regulations 2020. Other changes are necessary to align the policy with the department's recruitment and selection processes.

Version: 1.6

Approved by: Director, Employee Relations

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Version: 1.5

Approved by: Director, Employee Relations

Approval date: 23 June 2020

Next review date: 23 June 2023

Amendment(s): Implementation of Education and Children's Services Act

Version: 1.4

Approved by: Director, WHS & People and Culture Operations

Approval date: 3 May 2019

Next review date: 30 June 2022

Amendment(s): Transfer to the new template, update nomenclature and hyperlinks

Version: 1.3

Approved by: Director, People and Culture Operations

Approval date: 5 December 2018

Next review date: 30 June 2019

Amendment(s): 4.2 additional reference to declaration of joint vacancies Appendix 3 Additional reporting and acknowledgement requirements for the Additional Hours Register. Terminology and template update Alignment to provisions of part 7 of the Public Sector Act 2009 Attachment B – Major Function Code AE, DM and SR added Attachment B – Skills Codes CC, KG and VT added.

Version: 1.2

Approved by: Executive Director, Human Resources and Workforce Development

Approval date: 8 October 2015

Next review date: 30 June 2016

Amendment(s): Review and template update. Previously Recorded as HR35.

Version: 1.1

Approval date: October 2014

Amendment(s): Amendment to Additional Hours criteria. Additional Hours Register Relief Appointments.

Version: 1.0

Approval date: August 2013

Contact

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Appendix A - Summary table modes of employment

School Service Officers (SSO) and Early Childhood Workers (ECW))

Permanent employee	<p>Full Time</p> <ul style="list-style-type: none"> • Employed for 37.5 hpw • Works 52 weeks of the year • No salary loading • Entitled to: <ul style="list-style-type: none"> ○ Long Service Leave ** ○ Retention Leave ** • Entitlements include: <ul style="list-style-type: none"> ○ Sick leave ○ Recreation Leave and recreation leave loading ○ Special Leave (15 days)*** <p>Part Time</p> <ul style="list-style-type: none"> • Employed for less than 37.5 hpw and greater than 15 hpw * <ul style="list-style-type: none"> ○ Works 52 weeks of the year ○ No salary loading • Entitled to <ul style="list-style-type: none"> ○ Long Service Leave ** ○ Retention Leave ** • Pro Rata Entitlements include <ul style="list-style-type: none"> ○ Sick leave ○ Recreation Leave and recreation leave loading <p>Part Time 'school term' employment***</p> <ul style="list-style-type: none"> • Employed for greater than 15 hpw *and • Works term time only, 41 weeks or less (may include 5 additional work days outside of term time) • 16% Salary Loading • Entitled to <ul style="list-style-type: none"> ○ Long Service Leave** ○ Retention Leave** • Pro Rata Entitlements include <ul style="list-style-type: none"> ○ Sick leave ○ Special Leave*** <p><i>* Existing permanent staff employed for 15 hours per week or less will maintain their permanent status. Any new permanent positions from the commencement of this policy must be greater than 15 hours per week.</i></p> <p><i>** Long Service Leave and Public Sector Skills and Experience Retention Leave in accordance with Commissioner's Determination 3.1- Employment Conditions - Hours of Work, Overtime and Leave</i></p> <p><i>*** Special leave provided in accordance with Commissioner's Determination 3.1 - Employment Conditions - Hours of Work, Overtime and Leave</i></p>
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Temporary employee	<p>Full Time</p> <ul style="list-style-type: none"> • Employed for 37.5 hpw • Works 52 weeks of the year • No salary loading • Entitled to: <ul style="list-style-type: none"> ○ Long Service Leave** ○ Retention Leave** • Entitlements include <ul style="list-style-type: none"> ○ Sick leave ○ Recreation Leave and recreation leave loading Special Leave (15 days)*** <p>Part Time</p> <ul style="list-style-type: none"> • Employed for less than 37.5 hpw and greater than 15 hpw • Works 52 weeks of the year • No salary loading • Entitled to: <ul style="list-style-type: none"> ○ Long Service Leave ** ○ Retention Leave ** ○ Domestic Abuse Leave • Pro Rata Entitlements include: <ul style="list-style-type: none"> ○ Sick leave ○ Recreation Leave and recreation leave loading ○ Special Leave *** <p>Part Time ‘school term’ employment</p> <ul style="list-style-type: none"> • Employed for greater than 15 hpw and • Works term time only, 41 weeks or less (may include 5 additional work days outside of term time) • 16% Salary Loading • Entitled to: <ul style="list-style-type: none"> ○ Long Service Leave** ○ Retention Leave** • Pro Rata Entitlements include • Sick leave • Special Leave*** <p><i>** Long Service Leave and Public Sector Skills and Experience Retention Leave in accordance with Commissioner’s Determination 3.1- Employment Conditions - Hours of Work, Overtime and Leave</i></p> <p><i>*** Special leave provided in accordance with Commissioner's Determination 3.1 - Employment Conditions - Hours of Work, Overtime and Leave</i></p>
Casual employee	<ul style="list-style-type: none"> • Employed for 15 hpw or less; or Employed for 4 weeks or less; or Employed for irregular hours • Works term time only • 25% loading • Entitled to: <ul style="list-style-type: none"> ○ Long Service Leave ** ○ Retention Leave ** • Entitlements include: <ul style="list-style-type: none"> ○ Special Leave at the discretion of the department*** <p><i>** Long Service Leave and Public Sector Skills and Experience Retention Leave in accordance with Commissioner’s Determination 3.1- Employment Conditions - Hours of Work, Overtime and Leave</i></p> <p><i>*** Special leave provided in accordance with Commissioner's Determination 3.1 - Employment Conditions - Hours of Work, Overtime and Leave</i></p>

Government Services Employee (GSE)

Permanent employee	<p>Full Time</p> <ul style="list-style-type: none"> • Employed for 38 hpw • No salary loading • Entitled to: <ul style="list-style-type: none"> ○ Long Service Leave ** ○ Retention Leave ** • Entitlements include: <ul style="list-style-type: none"> ○ Sick leave ○ Recreation Leave and recreation leave loading Special Leave (15 days) *** <p>Part Time</p> <ul style="list-style-type: none"> • Employed for less than 38 hpw • No salary loading • Entitled to: <ul style="list-style-type: none"> ○ Long Service Leave ** ○ Retention Leave ** • Pro Rata Entitlements include: <ul style="list-style-type: none"> ○ Sick leave ○ Recreation Leave and recreation leave loading Special Leave *** <p><i>** Long Service Leave and Public Sector Skills and Experience Retention Leave in accordance with Commissioner's Determination 3.1 Employment Conditions - Hours of Work, Overtime and Leave</i></p> <p><i>*** Special leave provided in accordance with Commissioner's Determination 3.1 - Employment Conditions - Hours of Work, Overtime and Leave</i></p>
Temporary employee	<p>Full Time</p> <ul style="list-style-type: none"> • Employed for 38 hpw • No salary loading • Entitled to: <ul style="list-style-type: none"> ○ Long Service Leave ** ○ Retention Leave ** • Entitlements include: <ul style="list-style-type: none"> ○ Sick leave ○ Recreation Leave and recreation leave loading Special Leave (15 days) *** <p>Part Time</p> <ul style="list-style-type: none"> • Employed for less than 38 hpw • No salary loading • Entitled to: <ul style="list-style-type: none"> ○ Long Service Leave ** ○ Retention Leave ** • Pro Rata Entitlements include: <ul style="list-style-type: none"> ○ Sick leave ○ Recreation Leave and recreation leave loading Special Leave *** <p><i>** Long Service Leave and Public Sector Skills and Experience Retention Leave in accordance with Commissioner's Determination 3.1 Employment Conditions - Hours of Work, Overtime and Leave</i></p> <p><i>*** Special leave provided in accordance with Commissioner's Determination 3.1 - Employment Conditions - Hours of Work, Overtime and Leave</i></p>

Casual employee	<ul style="list-style-type: none"> • Employed for two terms or less • 25% loading • Entitled to: <ul style="list-style-type: none"> ○ Long Service Leave ** ○ Retention Leave ** • Entitlements include • Special Leave at the discretion of the department *** <p><i>** Long Service Leave and Public Sector Skills and Experience Retention Leave in accordance with Commissioner's Determination 3.1 Employment Conditions - Hours of Work, Overtime and Leave</i></p> <p><i>*** Special leave provided in accordance with Commissioner's Determination 3.1 - Employment Conditions - Hours of Work, Overtime and Leave</i></p>
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Appendix B - Major function and skill codes

This attachment table contains a list of the major functions and skill codes for ancillary staff. The list will be reviewed annually and may be updated through agreement between the Australian Education Union (AEU), Public Sector Association (PSA) and the department.

Major function codes

Employee Type	Code	Major Function
AEW	AE	Aboriginal Community Education Officer
ECW SSO	AP	Aboriginal program
SSO ECW	BI	Bi-lingual
SSO ECW	CD	Culturally diverse
SSO ECW	CE	Clerical
SSO	CL	Community library
SSO ECW	CM	Computer Systems Manager
SSO ECW	CN	Community liaison
SSO	CO	Computing support
SSO ECW	CS	Curriculum
SSO ECW	DM	Competent data management
SSO ECW	FN	Finance support
SSO ECW	FQ	Competent finance
GSE SSO	GA	Grounds/Agriculture
GSE	GB	Facilities
GSE	GC	Stores
SSO	LA	Laboratory
ECW	OQ	Occasional care
ECW	OU	Occasional care support
ECW	PL	Play centre
ECW	PP	Preschool support
ECW	PR	Preschool
SSO	RC	Resource centre
ECW	RQ	Rural care
ECW	RU	Rural care support
SSO	SA	Business Manager/Administrator
SSO	SC	Secretarial
SSO ECW	SD	Students with disabilities
SSO ECW	SE	Special school, Unit or Class support

Employee Type	Code	Major Function
SSO ECW	SM	Students with severe and multiple disabilities
SSO	SR	SSO replacement
SSO	SS	Sports support
SSO	ST	Student services
SSO	TS	Tech studies support (students)
GSE	TG	Tech studies support (machinery)
SSO ECW	WP	Word processing
SSO	YW	Youth Worker

Major function criteria

Aboriginal Community Education Officer (AE)

This position is open to Aboriginal employees only and involves:

- working with and in the Aboriginal community of a school
- case management of children at risk
- the development of programs.

Aboriginal program (AP)

Provide a culturally appropriate program for children and families. Tasks include:

- assisting in the planning of programs and supervision of children
- demonstrating knowledge of Aboriginal cultures and values
- communicating effectively with Aboriginal families.

Bi-lingual (BI)

Provide a language and multicultural support service for children, students, staff and families. Applicants must indicate language(s) spoken using a verification sheet. Tasks could include:

- working with individual or small groups of children and students
- translating curriculum support materials, for example consent forms, into appropriate language
- developing teaching aids and selecting appropriate resources
- interpreting and liaising as required for staff, children, students and families
- supporting the planning and implementation of programs for children and families.

Culturally diverse (CD)

Provides a support service for culturally diverse children, students, staff and families. Tasks could include:

- working with individual or small groups of children and students
- developing teaching aids and selecting appropriate resources

- liaising as required for staff, children, students and families
- supporting the planning and implementation of programs for children and families taking into consideration the diverse backgrounds of students
- understanding and awareness of diverse cultures and the impact this has on students learning outcomes
- contribute to the development of and implementation of cultural awareness programs for students and staff.

Clerical (CE)

Undertake a range of general clerical duties including, reception, liaison, data entry and word processing. Tasks could include:

- answering public enquiries and providing accurate and relevant information by phone or personally
- referring telephone and personal enquiries to the appropriate person
- general clerical support by word processing letters, data entry, photocopying and filing
- distributing correspondence such as messages, faxes, agendas, minutes of meetings to the appropriate person(s)
- basic computing support including: Microsoft Office, basic keyboard skills and data management skills (DATEX/SACE).

Community library (CL)

Prepared to work in a community library, which may include out of normal school hours work. The role may include:

- contributing to client access to information
- use of networked services effectively to provide access to information
- acquiring and processing resources for access
- getting information resources from remote sources for clients
- undertaking cataloguing activities.

A higher level role may require that the applicant can:

- demonstrate knowledge of the library or information industry
- develop and use information literacy skills
- process and maintain information resources
- help with circulation services
- use multimedia
- use business technology
- provide quality service to customers
- follow Work Health and Safety procedures.

Computer systems manager (CM)

Provide a range of support services that contribute to administration and school computing needs involving hardware and software requirements. Tasks could include being responsible for:

- budget and asset management
- long term planning and the maintenance of the network including backup, restoration, managing work space, security and virus removal
- daily maintenance of the computing facilities: loading new software, ensuring printers are loaded
- managing the maintenance and repairs of computer hardware and software
- managing use of email and the internet.

All responsibilities will be appropriate to the applicant's classification level.

Community liaison (CN)

Provide a first point of contact for the community. Tasks may include:

- school promotion
- develop and maintain identified projects
- making and maintaining links with the community
- work with a wide variety of people.

Computing support (CO)

Provide a range of para-professional and related support services that contribute to administration and curriculum computing needs throughout the school involving hardware and software requirements.

Tasks could include:

- ensuring day to day maintenance of the network including backup, restoration, managing work space, security and virus removal
- daily maintenance of the computing facilities: loading new software, ensuring printers are loaded
- managing the maintenance and repairs of computer hardware and software
- manage use of email and the internet.

Curriculum (CS)

Undertake para-professional curriculum and classroom duties that support the educational outcomes for students appropriate to the applicant's classification level. May include some clerical and curriculum computing support. Tasks could also include:

- providing support in groups or on a one-to-one basis to students
- reporting to the teacher on student progress (usually verbally)
- providing individual assistance in literacy and/or numeracy
- preparing and using resources such as alphabet cards, flash cards, lesson support materials
- helping teaching staff for example organise excursions, photocopying

- researching material in the resource centre.

This could also include a range of skills including support for:

- the development of reading, writing, numeracy and oral language skills
- learning for students with disabilities or students with additional needs in the classroom
- the development of student research skills including the use of e-learning tools and resources
- culturally and linguistically diverse children.

Competent data management (DM)

Undertake a range of data management duties including:

- developing and maintaining formal operational procedures in relation to recording and reporting practices and systems
- ensuring consistency and accuracy of data entry standards and managing records in line with department records management procedures, including archiving
- researching specific matters as requested about data, which involves the retrieval and collation of data
- collaboratively manage the departments data collections throughout the school year including the term 1 and term 3 census by ensuring the accuracy of all EDSAS data
- oversee management of all data for student enrolment, transfer and transition processes including liaising with appropriate personnel and feeder schools and reporting information to the leadership team as required
- maintaining student files (manual records) and making decisions about archiving information as appropriate
- collaboratively manage the data entry systems EDSAS, Timetable and DAYMAP related to the development and ongoing maintenance of the school's timetable and attendance records.

Finance support (FN)

Support financial, accounting duties and activities appropriate to the applicant's substantive classification level. Applicants need to be able to give evidence of limited or developing experience with EDSAS Finance or computerised accounting systems. Tasks could include:

- entering of financial information into an accrual accounting system (EDSAS)
- invoicing and receipting of cash, cheques and credit cards
- preparing of daily banking
- monthly reconciliation of bank statements, GST and employee entitlements
- preparing accounts for payment, matching invoices with purchase orders and processing cheques for signature
- compliance with Treasurer's Instructions, Administrative Instructions and Guidelines and all relevant legislation.

Competent finance (FQ)

Undertake financial, accounting duties and activities appropriate to the applicant's classification level. Applicants need to be able to give evidence of either experience with EDSAS Finance, or financial qualifications or experience with computerised accounting systems. Tasks will require competency in:

- preparation and analysis of statutory reports including the balance sheet, profit and loss statement, business activity statement (BAS) and instalment activity statement (IAS)
- preparation and analysis of management reports including reporting to governing council for all entities in EDSAS
- entering financial information into an accrual accounting system (EDSAS)
- invoicing and receipting of cash, cheques and credit cards
- participation in budget preparation

monthly reconciliation of bank statements, GST and employee entitlements

- preparing accounts for payment, matching invoices with purchase orders and processing cheques for signature compliance with Treasurer's Instructions, Administrative Instructions and Guidelines and all relevant Legislation and Audit requirements.

Grounds/Agriculture (GA)

Maintenance of grounds and/or agriculture programs, including:

- basic garden maintenance such as mowing and maintenance of lawns, ovals, sports field preparation
- basic machinery maintenance
- waste management
- routine farming and horticultural tasks
- install and repair irrigation system
- ability to drive tractor.

Facilities (GB)

Maintenance of facilities, including:

- building security
- preventative maintenance and minor repairs below trade standard for tasks such as basic painting, graffiti removal, basic carpentry, minor construction work
- furniture resource management and repairs
- waste management.

Stores (GC)

Contribute to the school's store function, including:

- stocktaking
- receipt and issue of equipment and stock
- arranging deliveries and orders

- liaising with suppliers.

Laboratory (LA)

Undertake duties that support the science faculty to provide an efficient delivery of a science program. Tasks could include:

- providing information on general operating procedures within laboratories, such as the process for timetabling practical lessons in the laboratory
- establishing and maintaining processes that ensure all chemicals and equipment are accounted for at the end of lessons
- responsibility for the safe handling and disposal of chemicals and other dangerous substances following work health and safety guidelines
- maintaining supplies (such as purchase of any organs) and helping with the annual stock take
- maintaining laboratories in a clean and orderly condition
- undertaking minor repairs to equipment such as alligator clips, pipettes, hoses.

Occasional care (OQ)

A person has approved qualifications in child care if they have tertiary qualifications in childcare or early childhood education.

Supervising, arranging and contributing to an effective occasional care program for children (0 to 4 years of age). Tasks include:

- demonstrating knowledge and understanding of child development theories and practices
- supervising and coordinating a child care program for children aged 0 to 5 years
- undertaking relevant administrative tasks
- supporting and communicating with families from diverse social, cultural and economic backgrounds.

Occasional care support (OU)

Assisting in the planning, implementation and integration of occasional care for children and families. Tasks include:

- demonstrating awareness of child development theories and practices as they relate to children (0 to 4 years of age)
- helping to plan, implement and integrate early childhood programs to facilitate play based learning
- supporting and communicating with families from diverse backgrounds.

Playcentre (PL)

Provide a quality play centre program in rural communities by working with parents in planning and delivering a developmental play program. Tasks include:

- developing, coordinating and facilitating a play based program for children (0 to 5 years of age)
- accessing and maintaining appropriate resources.

Preschool support (PP)

Under the supervision of qualified staff, provide specific support for children with additional needs (disabilities, developmental delay, significant communication difficulties, and challenging behaviours). Tasks include:

- collaboratively developing and implementing programs (such as One Plan) for children with special needs
- maintaining records of children's progress
- selecting and accessing appropriate resources
- communicating and sharing information with families.

Preschool (PR)

Assist in the planning, implementation and integration of programs for children and families. Tasks include:

- demonstrating a knowledge and experience of the role of play in children's learning
- working with trained staff and families to contribute to appropriate programs
- demonstrating a basic knowledge of strategies to support work health and safety obligations
- undertaking administrative and organisational tasks as required.

Resource centre (RC)

Contribute to the provision of a resource centre support service. Tasks could include:

- using library computerized systems (such as Dynix, Bookmark, Amlib)
- processing new books, inserting security strips, bar-coding, book covering and help with stocktaking
- completing rostered desk duty and help train staff
- contributing to the maintenance of the resource centre collection, for example vertical files, displaying new books, repairing books, shelving, and electronic resources (DVD, CD, videos) storage and display
- providing research assistance to teachers and students
- providing an audio visual support role, setting up DVD or video services, recording of programs, maintaining equipment and instructing staff and students
- setting up displays
- maintaining computers, installing software and using the internet
- organizing and coordinating the textbook loan scheme and coordination of resources on a computerised system such as Dynix, Bookmark
- help develop or provide access to curriculum support resources
- contributing to client access to information and using network services effectively to provide access to information
- obtain information resources from remote sources for clients.

For higher level positions additional requirements may be needed that include:

- knowledge of the library and information industry
- development and use information literacy skills
- help with circulation services
- use multimedia
- using business technology.

Rural care (RQ)

A person has approved qualifications if they have tertiary qualifications in childcare or early childhood education.

Responsible to the Preschool Director and/or Site Manager for the provision of a quality long day care program, and will contribute to the planning and evaluation of the program to meet the needs of individual children (0 to 12 years of age), their family and the rural community.

Tasks include:

- facilitating in planning, implementing, evaluating and reporting of care and education programs
- facilitating children's learning through play
- facilitating children's inclusion and participation in all areas of curriculum
- providing assistance, information and encouragement to parents
- supporting and maintaining effective communication and links between staff and parents
- undertaking relevant administrative activities within the rural care program.

Rural care support (RU)

Responsible to the Preschool Director and/or Site Manager for the provision of a quality long day care program, and will support the planning and evaluation of the program to meet the needs of individual children (0 to 12 years of age), their family and the rural community. Tasks include:

- assisting in planning, implementing, evaluating and reporting of care and education programs
- supporting children's learning through play
- supporting children's inclusion and participation in all areas of curriculum
- providing assistance, information and encouragement to parents
- supporting and maintaining effective communication and links between staff and parents
- undertaking relevant administrative activities within the rural care program.

Business Manager/Administrator (SA)

The role will be responsible for:

- HR management of school non-teaching staff
- provide leadership ensuring the provision of administrative, financial and personnel management
- line management of all support staff
- physical resource management

- demonstrating high level computing skills
- financial management.

Secretarial (SC)

Provide a secretarial service to the Principal and/or other senior staff within the school. Tasks could include:

- answering all telephone and personal enquiries directed to the Principal or Site Manager with accurate and relevant information
- coordinating all appointments
- high level computer skills for producing confidential documents and correspondence for the principal and senior staff
- assisting with student enrolment and transfers
- advising parents, staff, students and visitors on school and departmental policies, practices and procedures on a variety of issues such as school uniform, bus routes, school discipline.

Students with disabilities (SD)

Under the supervision of teaching staff, provide special education classroom and curriculum support for students with special needs. This does not involve students with severe and multiple disabilities. Tasks, according to the program could include:

- working with students with disabilities on a one-to-one basis in the areas of handwriting, language, phonics and fine motor skills (according to program set by teachers)
- providing support for students experiencing learning difficulties, for example language disorders, speech problems and early development problems
- preparing any teaching aids and modifying specific activities
- reporting student progress of students and negotiated education plans (NEP) and/or individual education plans (IEP).

Special school, unit or class support (SE)

Under the supervision of the teaching staff, provide curriculum, behaviour and social skill support for students with disabilities.

Tasks may include:

- providing classroom support for students with disabilities
- personal care support
- working with students with communication complexities.

Students with severe disabilities and multiple disabilities (SM)

Under the supervision of teaching staff, provide special education classroom and curriculum support for students with special needs including severe and multiple disabilities in mainstream and special schools. Tasks could include:

- monitoring the physical condition of each student and reporting injuries, illness or problems with support equipment

- repositioning the student according to particular activities
- feeding, dressing and attending to the personal hygiene of students
- assisting in the use of apparatus and equipment for the transport and movement of students
- applying minor therapy to improve or maintain the physical condition of students.

Sports support (SS)

In collaboration with the teaching Sports Coordinator provide the first point of contact for students, parents and community groups about sports matters. This includes:

- providing strategies to increase student participation in sport
- organising and supervising sports matches and training sessions
- organising coaches and umpiring needs
- maintenance and ordering of sports equipment and first aid supplies
- building partnerships and networks with sporting communities.

SSO replacement (SR)

This code is for applicants to use if they want to indicate that they are interested in undertaking short term SSO relief for periods of no more than 4 weeks in their schools of choice. This code will enable automated reports to be provided for schools to use when they need SSO relief.

Student services (ST)

Provide the first point of contact for students, parents and community groups about student matters. Tasks could include:

- providing a check in/out service for late arrivals and managing absentee information
- liaising with students and parents on matters of student welfare
- In conjunction with the First Aid Officer, coordinate necessary medical arrangements, maintaining all first aid kits and manage sick room
- helping with clerical duties, some may require high levels of accuracy and confidentiality, such as student reports, exams
- data management systems, for example DATEX, SACE
- organising and coordinating the textbook loan scheme and coordination of resources on a computerised system such as Dynix, Bookmark.

This code can only be used by people seeking employment in secondary schools or schools with year 8 to 12 enrolments.

Tech studies support (students) (TS)

The focus of this role is student based and may involve the provision of:

- support for students in using machinery
- support in ensuring safety checks are conducted
- contribute to the provision of safe work practices.

Tech studies support (machinery) (TG)

The focus of this role is machine based and may involve the provision of:

- support with the safety checks of machinery
- monitoring safe work practices

Could be an experienced trade person.

Word processing (WP)

Provide a word processing service for staff and have a verified proficiency of at least 40 words per minute in line with the Australian Standard 2708-1984 (typing speed test). Applicants must:

- list word processing packages using a verification of skills sheet
- attach a copy of their proficiency certificate.

Youth Worker (YW)

In collaboration with the School Counsellor this role will provide the first point of contact for students, parents and community groups through:

- case management of students
- developing resources and training packages
- building partnerships and networking with local community service providers
- written reports and record keeping
- work with students with complicated backgrounds or abuse
- working with small groups or one to one.

Skill codes

Employee Type	Code	Skill – permanent employees
ECW	LC	Lunch care
SSO	LI	Library Systems – Expertise to be identified; Dynic, Bookmark, Amlib, Plain
SSO ECW	LN	Literacy and numeracy support
SSO	AR	Adult re-entry
SSO	EF	EDSAS – finance module
SSO	ES	EDSAS – school staff and student records
SSO ECW	EE	Emotionally disturbed students
SSO ECW	OA	Oral/aural communication – hearing impaired
SSO ECW	TO	Total communication – hearing impaired
SSO ECW	VI	Vision impaired
SSO	AS	Agriculture studies

Employee Type	Code	Skill – permanent employees
GSE	MC	Minor construction work/installation and maintenance of watering systems
GSE	PM	Clean and maintain a swimming pool
GSE	SU	Supervision of staff
GSE SSO	TD	Tractor driving
GSE	WL	Basic welding
SSO ECW	AB	Working with Aboriginal children and families
SSO ECW	CB	Working with children with challenging behaviour
ECW	CC	Working with children in child care programs
SSO ECW	CD	Working with children with disabilities
SSO ECW	CI	Working with children with communication difficulties
ECW	MD	Working with children with severe and multiple disabilities
SSO	KG	Kitchen/garden specialist
SSO	VT	VET

Appendix C - Additional hours register (AHR)

Vacancies of 12 months or less, 15 hours per week or less

Each year the Principal/Preschool Director/Business Manager must send an additional hours register (AHR) form to all part time permanent employees within the school or preschool, in line with the ancillary staffing timeline.

Any newly appointed permanent part time employees appointed throughout the year must be given an AHR form as part of their induction to the school or preschool.

Interested part time permanent employees complete the AHR form. The form contains:

- employees name and ID number
- current site
- other sites willing to work at
- hours sought
- major function and skill codes
- availability (days and times available to work)
- referee contact details.

Where part time permanent employees specify an interest in additional hours at nearby schools or preschools, they should forward their AHR form to the Principal or Preschool Director in other relevant site(s).

Any amendments to the information provided or withdrawals of interest can be lodged at any time by submitting a new form. It's the responsibility of the permanent part time ancillary staff to maintain an up to date AHR form and to give it to their current site and other nearby sites where they are seeking additional hours.

Schools or preschools must acknowledge receipt of each applicant's form in writing.

When a school or preschool identifies a temporary vacancy of 12 months or less and 15 hours per week or less, they must refer to the AHR in the first instance. They must consider:

- permanent part time employees within the school or preschool first
- permanent part time employees in nearby schools or preschools second.

Where more than 1 permanent part time employee is eligible, as part of a merit process, referee(s) must be contacted by the panel to make the selection.

Also read [filling temporary vacancies of 12 months or less and 15 hours per week or less \(additional hours\)](#).

Once the positions are filled, the outcome and processes will need to be reported back to the personnel advisory committee (PAC) or preschool staffing team as per normal staffing processes.

Appendix D - Required placement process

As specified in the South Australian School and Preschool Education Staff Enterprise Agreement 2020 (Clause 6.9)

The Principal will consult with the personnel advisory committee (PAC) to establish the process to be used. A Preschool Director will consult with the staff team.

“Staff participation in the required placement process

6.9.5 The Principal must advise the whole staff of the extent of the reduction required.

6.9.6 All permanent ancillary staff, whether full time or part time, must be treated equally in the required transfer process

6.9.7 The Principal/must consult with the staff about the process to be used to effect required transfer(s). The ancillary staff must be given time to meet to consider and discuss the process. At each stage of the process all ancillary staff potentially affected by the requirement to transfer must be consulted.

6.9.8 Once the process is completed, the Principal must ensure the nominated employee(s) submit their online application in the Ancillary Placement Register.

6.9.9 Where agreement cannot be reached the Principal should consult with the Regional Director.

6.9.10 The only exemption which may be granted from the requirement for a school/preschool to undertake the required placement process is in relation to remote/isolated schools/preschools where due to distance factors it is unreasonable to require an employee to change locations. Request for exemption should provide information regarding distances between employees’ residences to nearest other school/preschool(s) and any other relevant information. Each request will be considered based on the circumstances of the school/preschool and employee.

6.9.11 In seeking exemption a school is expected to take into consideration the effect of attrition, voluntary transfer and voluntary reduction in hours of work.

6.9.12 For the purposes of this sub-clause, a “remote/isolated” school” is a school attracting 5.0 or more base plus isolation points as per Schedule 2.1 Appendix 1B of the Enterprise Agreement. Notwithstanding, a school/preschool attracting a lesser number of isolation points (excluding a metropolitan school/preschool) may seek from the Department an exemption and such a request will be consider by the Department on its merits.

Placement of employees affected by required placement

6.9.13 Where an employee has been identified for required placement, the following conditions will apply:

(a) Metropolitan

An employee may be required to move to another school within a reasonable distance from his/her home

(b) Country

An employee may be required to move to a school within reasonable commuting distance of his/her home. If no suitable vacancy exists, then it may be decided that in some cases a transfer may be unreasonable. In such instance’s consideration will be given to the temporary retention of the school surplus staffing.

6.9.14 Where a school has been given approval to maintain over entitlement/surplus hours this will be considered if an ancillary staff vacancy occurs

6.9.15 Required transferees will retain the hours of their existing appointment and will not be required to work in more than two locations. If appointments are made to two locations, the transferee will only be required to work in one school on a given day unless both locations with independent site numbers are on the same campus and no travelling time is involved.

6.9.16 When a required transfer or a voluntary transfer from a school which is over entitlement involves a person prepared to move from one country location to another country location, or the metropolitan area to a country location, or a country location to a metropolitan area, any removal costs incurred may be at the Department's expense in accordance with current Public Service provisions provided, in relation to a voluntary transfer, this action results in the school being staffed at entitlement level.

6.9.17 When a required transferee is also a tied transferee with a partner who is an employee of the Department, only one employee may claim removal expenses.

6.9.18 Required transferees will have the opportunity to visit schools once details of placement have been conveyed to them. Any costs with such a visit including travel will be borne by the transferee.

6.9.19 Ancillary staff relocated under the provisions of this scheme will normally not be required to undergo another relocation for two years.

Appeals against required transfers

6.9.20 In the first instance negotiation with the relevant Human Resource Consultant should take place. If this negotiation fails to satisfy any concerns of the employee/s identified as required transferee/s the appeal should be referred to the Assistant Director, Workforce Management (or nominee) for resolution. If it does not produce the required resolution the required transferee can activate the following process.

6.9.21 Appeals against a required transfer will be considered by an Appeal Committee if an employee believes the transfer could cause personal hardship or would be otherwise harsh, unjust or unreasonable. Submissions must be in writing. The Appeal Committee will normally comprise:

- an independent Chairperson who is mutually acceptable to the parties.
- a departmental representative;
- a representative of the AEU or the PSA, as nominated by the appellant

6.9.22 When considering submissions, the Appeal Committee will take into account the extent of the personal hardship likely to be experienced by the employee and/or dependant(s). "Dependant" is defined as a spouse or partner in an established relationship; child or stepchild; or invalid relatives for whom the employee is the provider of essential care.

6.9.23 The employee may be represented by a nominee from the appropriate union.

6.9.24 The Appeal Committee will advise the Assistant Director, Workforce Management of its decision in terms similar to one of the following:

- the relocation to be deferred for one school/ year or for a shorter period as appropriate; or
- in exceptional circumstances exemption from any need for relocation; or
- the appeal is denied; or
- any other decision appropriate to the circumstances.

6.9.25 The Assistant Director, Workforce Management will advise the employee of the Committee's decision in writing."

Appendix E - Position tenure review panel

Structure and Terms of Reference

A joint Department for Education/AEU/PSA Position Tenure Review Panel (the Panel) will be established to consider concerns relating to the tenure of positions ie when a temporary position is described which appears to meet the criteria for a permanent position. Either the department or the AEU/PSA can initiate a meeting of the panel.

Composition of the Position Tenure Review Panel

The membership of the Panel will be:

- two AEU/PSA¹ representatives as nominated by the President AEU/General Secretary PSA; and
- two departmental representatives nominated by the Executive Director People and Culture.

Meeting arrangements

The Panel can be called together by either the AEU/PSA or the department to consider concerns raised with specific positions.

The Panel shall meet within five working days of a meeting being called by either party or within such longer or shorter period as may be agreed by the parties.

Procedures

1. Submissions to the Panel may be given orally or in writing.
2. Members of the Panel will be provided with information sufficient to make an informed decision about the tenure of the specific position.
3. It is expected that the decisions of the Panel will be arrived at by consensus. If consensus cannot be reached a decision may be made by the majority agreement of the members of the Panel.
4. In the event that the Panel does not reach a consensus or a majority decision then either party may refer the matter to the South Australian Employment Tribunal for conciliation or arbitration
5. The Panel will communicate the outcome of issues raised to parties concerned within 48 hours of the Panel meeting.

Terms of Reference

1. In line with Government policy, permanency of employment will continue to be the primary method of employment for ancillary staff.
2. The Panel will consider concerns raised by either the AEU/PSA or the department relating to the tenure of specific positions.
3. To ensure that wherever practicable, ancillary staff will be appointed on a permanent basis.
4. To ensure that temporary contract employment is available only for genuine operational reasons, where permanent employment is unable to be offered.

¹ Representation will be dependent upon union membership of the employee.

5. To make determinations as to whether a position in dispute should be permanent or temporary.

Annual Review

The Panel will conduct an annual review of the terms of reference and any recommendations, if agreed by the Department for Education and the AEU/PSA, will be implemented.

Dispute Resolution

The formation of the Position Tenure Review Panel does not preclude either industrial party from accessing the procedures for preventing and settling industrial disputes under clause 3.1 South Australian School and Preschool Education Staff Enterprise Agreement 2020 in relation to matters relating to the tenure of ancillary staff.