

# Ancillary major functions

These major functions are to assist permanent employees, applicants seeking employment with the department and school and preschool sites to identify the functions the individual has or the functions required by the site.

All employees will:

- receive remuneration in line with the duly classified position in which they are employed
- operate within the Code of Ethics
- follow OHS&W requirements.

Employee Type	Code	Major function	Criteria
<b>Aboriginal education worker (AEW)</b>	<b>AE</b>	<b>Aboriginal community education officer</b>	<p>This position is open to Aboriginal employees only and involves:</p> <ul style="list-style-type: none"> <li>• working with and in the Aboriginal community of a school</li> <li>• case management of children at risk</li> <li>• the development of programs.</li> </ul> <p>This position though based in a school will work with children, young people and in some cases adult learners throughout the community.</p>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>AP</b>	<b>Aboriginal program</b>	<p>Provide a culturally appropriate program for children and families. Tasks include:</p> <ul style="list-style-type: none"> <li>• assisting in the planning of programs and supervision of children</li> <li>• demonstrating knowledge of Aboriginal cultures and values</li> <li>• communicating effectively with Aboriginal families.</li> </ul>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>BI</b>	<b>Bilingual</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• working with individual or small groups of children and students</li> <li>• translating curriculum support materials, consent forms etc. into appropriate language</li> <li>• developing teaching aids and selecting appropriate resources</li> <li>• interpreting and liaising as required for staff, children, students and families</li> <li>• supporting the planning and implementation of programs for children and families.</li> </ul>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>CD</b>	<b>Culturally diverse</b>	<p>Provides a support service for culturally diverse children, students, staff and families. Tasks could include:</p> <ul style="list-style-type: none"> <li>• working with individual or small groups of children and students</li> <li>• developing teaching aids and selecting appropriate resources</li> </ul>

			<ul style="list-style-type: none"> <li>• liaising as required with staff, children, students and families</li> <li>• supporting the planning and implementation of programs for children and families taking into consideration the diverse backgrounds of students</li> <li>• understanding and awareness of diverse cultures and the impact this has on the students learning outcomes</li> <li>• contribute to the development of and implementation of cultural awareness programs for students and staff.</li> </ul>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>CE</b>	<b>Clerical</b>	<p>Undertake a range of general clerical duties including, reception, liaison, data entry and word processing. Tasks could include:</p> <ul style="list-style-type: none"> <li>• answering public enquiries and providing accurate and relevant information by phone or personally</li> <li>• referring telephone and personal enquiries to the appropriate person</li> <li>• general clerical support by word processing letters, data entry, photocopying and filing</li> <li>• distributing correspondence, messages, faxes, agendas, minutes of meetings etc. to the appropriate person/s</li> <li>• data management support including: Microsoft Office, keyboard skills (Schools Online/SACE) and data entry</li> <li>• HR leave forms, change in time.</li> </ul>
<b>School services officer (SSO)</b>	<b>CL</b>	<b>Community library</b>	<p>Prepared to work in a community library, which may include out of normal school hours work. The role may include:</p> <ul style="list-style-type: none"> <li>• contributing to client access to information</li> <li>• use of networked services effectively to provide access to information</li> <li>• acquiring and processing resources for access</li> <li>• obtaining information resources from remote sources for clients</li> <li>• undertaking cataloguing activities.</li> </ul> <p>A higher level role (certificate III) may require that the applicant can:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge of the library/ information industry</li> <li>• develop and use information literacy skills</li> <li>• process and maintain information resources</li> <li>• assist with circulation services</li> <li>• use multimedia</li> <li>• use business technology</li> <li>• provide quality service to customers</li> <li>• follow OHS&amp;W procedures.</li> </ul>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>CM</b>	<b>Computer systems manager</b>	<p>Provide a range of support services which contribute to administration and school computing needs involving hardware and software requirements. Tasks could include being responsible for:</p> <ul style="list-style-type: none"> <li>• budget and asset management</li> </ul>

			<ul style="list-style-type: none"> <li>• long term planning and the maintenance of the network including backup, restoration, managing work space, security and virus removal</li> <li>• daily maintenance of the computing facilities: loading new software, ensuring printers are loaded</li> <li>• managing the maintenance and repairs of computer hardware and software</li> <li>• managing the use of email and the Internet.</li> </ul> <p>All responsibilities will be appropriate to the applicant's substantive classification level.</p>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>CN</b>	<b>Community liaison</b>	<p>Provide a first point of contact for the community. Tasks may include:</p> <ul style="list-style-type: none"> <li>• school promotion</li> <li>• develop and maintain identified projects</li> <li>• making and maintaining links with the community</li> <li>• work with a wide variety of people.</li> </ul>
<b>School services officer (SSO)</b>	<b>CO</b>	<b>Computing support</b>	<p>Provide a range of para professional and related support services which contribute to administration and curriculum computing needs throughout the school involving hardware and software requirements. Tasks could include:</p> <ul style="list-style-type: none"> <li>• ensuring day to day maintenance of the network including backup, restoration, managing work space, security and virus removal</li> <li>• daily maintenance of the computing facilities: loading new software, ensuring printers are loaded</li> <li>• managing the maintenance and repairs of computer hardware and software</li> <li>• manage use of email and the Internet.</li> </ul>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>CS</b>	<b>Curriculum</b>	<p>Undertake para professional curriculum and classroom duties, which 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:</p> <ul style="list-style-type: none"> <li>• providing support in groups or on a one to one basis to students</li> <li>• reporting to the teacher on student progress (usually verbally)</li> <li>• providing individual assistance in literacy and / or numeracy</li> <li>• preparing and using resources such as alphabet cards and flash cards / lesson support materials</li> <li>• assisting teaching staff eg organise excursions, photocopying</li> <li>• researching material in the resource centre.</li> </ul> <p>This could also include the range of skills including:</p> <ul style="list-style-type: none"> <li>• support the development of reading, writing, numeracy and oral language skills</li> </ul>

			<ul style="list-style-type: none"> <li>• support learning for students with disabilities or students with additional needs in the classroom</li> <li>• support the development of student research skills including the use of e learning tools and resources</li> <li>• support culturally and linguistically diverse children.</li> </ul>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>DM</b>	<b>Competent data management</b>	<p>Undertake a range of data management duties including:</p> <ul style="list-style-type: none"> <li>• developing and maintaining formal operational procedures in relation to recording and reporting practices and systems</li> <li>• ensuring consistency and accuracy of data entry standards and the management of records in accordance with department records management procedures including archiving</li> <li>• researching specific matters as requested in regard to data, which involves the retrieval and collation of data</li> <li>• 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</li> <li>• 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</li> <li>• maintaining student files (manual records) and making decisions regarding archiving information as appropriate</li> <li>• collaboratively manage the data entry systems [EDSAS, Timetabler and DAYMAP related to the development and ongoing maintenance of the school's timetable and attendance records.</li> </ul>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>FN</b>	<b>Finance support</b>	<p>Support financial / accounting duties / 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:</p> <ul style="list-style-type: none"> <li>• the entering of financial information into an accrual accounting system (EDSAS)</li> <li>• the invoicing and receipting of cash, cheques and credit cards</li> <li>• the preparation of daily banking</li> <li>• the monthly reconciliation of bank statements, GST and employee entitlements</li> <li>• preparing accounts for payment, matching invoices with purchase orders and processing cheques for signature</li> <li>• compliance with treasurer's instructions, administrative instructions and guidelines and all relevant legislation</li> <li>• stocktaking, end of year procedures, reconciliations.</li> </ul>

<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>FQ</b>	<b>Competent finance</b>	<p>Undertake financial / accounting duties / activities appropriate to the applicant's substantive 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:</p> <ul style="list-style-type: none"> <li>• preparation and analysis of statutory reports including the balance sheet, profit and loss statement, business activity statement (BAS) and instalment activity statement (IAS)</li> <li>• preparation and analysis of management reports including reporting to governing council for all entities in EDSAS</li> <li>• the entering of financial information into an accrual accounting system (EDSAS)</li> <li>• the invoicing and receipting of cash, cheques and credit cards</li> <li>• participation in budget preparation</li> <li>• the monthly reconciliation of bank statements, GST and employee entitlements, liability lines</li> <li>• preparing accounts for payment, matching invoices with purchase orders and processing cheques for signature</li> <li>• compliance with treasurer's instructions, administrative instructions and guidelines and all relevant legislation and audit requirements</li> <li>• debt recovery, depreciation, cluster management.</li> </ul>
<b>Government services employee (GSE) / school services officer (SSO)</b>	<b>GA</b>	<b>Grounds / agriculture</b>	<p>Maintenance of grounds and/or agriculture programs, including:</p> <ul style="list-style-type: none"> <li>• basic garden maintenance eg mowing and maintenance of lawns/ovals/sports field preparation</li> <li>• basic machinery maintenance</li> <li>• waste management</li> <li>• routine farming and horticultural tasks</li> <li>• Install and repair irrigation system</li> <li>• ability to drive tractor.</li> </ul>
<b>Government services employee (GSE)</b>	<b>GB</b>	<b>Facilities</b>	<p>Maintenance of facilities, including:</p> <ul style="list-style-type: none"> <li>• building security</li> <li>• preventative maintenance and minor repairs below trade standard for eg basic painting/graffiti removal, basic carpentry, minor construction work</li> <li>• furniture resource management and repairs</li> <li>• waste management</li> </ul>
<b>Government services employee (GSE)</b>	<b>GC</b>	<b>Stores</b>	<p>Contribute to the school's store function, including:</p> <ul style="list-style-type: none"> <li>• stocktaking</li> <li>• receipt and issue of equipment and stock</li> <li>• arranging deliveries and orders</li> <li>• liaising with suppliers.</li> </ul>

<b>School services officer (SSO)</b>	<b>LA</b>	<b>Laboratory</b>	<p>Undertake duties which support the science faculty in providing an efficient delivery of a science program. Tasks could include:</p> <ul style="list-style-type: none"> <li>• providing information on general operating procedures within laboratories eg the process for timetabling practical lessons in the laboratory</li> <li>• establishing and maintaining processes which ensure all chemicals and equipment are accounted for on the completion of lessons</li> <li>• responsibility for the safe handling and disposal of chemicals and other dangerous substances follow WHS guidelines</li> <li>• maintaining supplies (eg purchase of any organs) and assisting with the annual stock take</li> <li>• maintaining laboratories in a clean and orderly condition and undertaking minor repairs to equipment eg alligator clips, pipettes, hoses</li> <li>• ChemWatch.</li> </ul>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>OQ</b>	<b>Occasional care</b>	<p>A person has approved qualifications in child care if the person has tertiary qualifications in child care or early childhood education.</p> <p>Supervising, arranging and contributing to an effective occasional care program for children)-0-5 Years. Tasks include:</p> <ul style="list-style-type: none"> <li>• demonstrating knowledge and understanding of child development theories and practices</li> <li>• supervising and coordinating a child care program for children 0-5 years</li> <li>• undertaking relevant administrative tasks</li> <li>• supporting and communicating with families from diverse social, cultural and economic backgrounds.</li> </ul>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>OU</b>	<b>Occasional care support</b>	<p>Assisting in the planning, implementation and integration of occasional care for children and families. Tasks include:</p> <ul style="list-style-type: none"> <li>• demonstrating awareness of child development theories and practice s as they relate to children 0-4 years</li> <li>• assisting in the planning, implementation and integration of an early childhood program to facilitate play based learning</li> <li>• supporting and communicating with families from diverse backgrounds.</li> </ul>
<b>Early childhood worker (ECW)</b>	<b>PL</b>	<b>Play centre</b>	<p>Provide a quality play centre program in rural communities by working with parents in planning and delivering a developmental play program. Tasks include:</p> <ul style="list-style-type: none"> <li>• developing, coordinating and facilitating a play based program for children 0-5 years</li> <li>• accessing and maintaining appropriate resources.</li> </ul>

<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>PP</b>	<b>Preschool support</b>	<p>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:</p> <ul style="list-style-type: none"> <li>• collaboratively developing and implementing programs (eg NCP) for children with special needs</li> <li>• maintaining records of children’s progress</li> <li>• selecting and accessing appropriate resources</li> <li>• communicating and sharing information with families.</li> </ul>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>PR</b>	<b>Preschool</b>	<p>Assist in the planning, implementation and integration of programs for children and families. Tasks include:</p> <ul style="list-style-type: none"> <li>• demonstrating a knowledge and experience of the role of play in children’s learning</li> <li>• working with trained staff and families to contribute to appropriate programs</li> <li>• demonstrating a basic knowledge of strategies to support OHS&amp;W obligations</li> <li>• undertaking administrative and organisational tasks as required.</li> </ul>
<b>School services officer (SSO)</b>	<b>RC</b>	<b>Resource centre</b>	<p>Contribute to the provision of a resource centre support service. Tasks could include:</p> <ul style="list-style-type: none"> <li>• using Library computerised systems</li> <li>• processing new books, inserting security strips, barcoding, book covering and assist with stocktaking</li> <li>• completing rostered desk duty and assist with training of staff</li> <li>• contributing to the maintenance of the resource centre collection eg vertical files, displaying new books, repairing books, shelving and electronic resources (DVD/CD/videos) storage and display</li> <li>• providing research assistance to teachers and students</li> <li>• providing an audio visual support role, setting up DVD/video services, recording of programs, maintaining equipment and instructing staff/students</li> <li>• setting up displays</li> <li>• maintaining computers, installing software and using the Internet</li> <li>• organising/coordinating the textbook loan scheme and coordination of resources on a computerised system</li> <li>• assist in the development/ provision of access to curriculum support resources</li> <li>• contributing to client access to information and using network services effectively to provide access to information</li> <li>• obtain information resources from remote sources for clients</li> <li>• for higher level positions additional requirements may be</li> </ul>

			<p>needed which include:</p> <ul style="list-style-type: none"> <li>• knowledge of the library/ information industry</li> <li>• development and use information literacy skills</li> <li>• assisting with circulation services</li> <li>• use multimedia</li> <li>• using business technology.</li> </ul>
<b>Early childhood worker (ECW)</b>	<b>RQ</b>	<b>Rural care</b>	<p>A person has approved qualifications if the person has tertiary qualifications in child care or early childhood education. Responsible to the preschool director / 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 – 12), their family and the rural community. Tasks include:</p> <ul style="list-style-type: none"> <li>• facilitating in planning, implementing, evaluating and reporting of care and education programs</li> <li>• facilitating children’s learning through play</li> <li>• facilitating children’s inclusion and participation in all areas of curriculum</li> <li>• providing assistance, information and encouragement to parents</li> <li>• supporting and maintaining effective communication and links between staff and parents</li> <li>• undertaking relevant administrative activities within the rural care program.</li> </ul>
<b>Early childhood worker (ECW)</b>	<b>RU</b>	<b>Rural care support</b>	<p>Responsible to the preschool director/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 – 12) , their family and the rural community. Tasks include:</p> <ul style="list-style-type: none"> <li>• assisting in planning, implementing, evaluating and reporting of care and education programs</li> <li>• supporting children’s learning through play</li> <li>• supporting children’s inclusion and participation in all areas of curriculum</li> <li>• providing assistance, information and encouragement to parents</li> <li>• supporting and maintaining effective communication and links between staff and parents</li> <li>• undertaking relevant administrative activities within the rural care program.</li> </ul>
<b>School services officer (SSO)</b>	<b>SA</b>	<b>Business manager / administrator</b>	<p>The role will be responsible for:</p> <ul style="list-style-type: none"> <li>• HR management of nonteaching staff</li> <li>• identifying and providing professional development nonteaching staff</li> <li>• provide leadership ensuring the provision of administrative, financial and personnel management, and</li> <li>• line management of all support staff</li> <li>• performance management nonteaching staff</li> </ul>



			<ul style="list-style-type: none"> <li>• physical resource management, and</li> <li>• financial management</li> <li>• asset, grounds, breakdown maintenance.</li> </ul>
<b>School services officer (SSO)</b>	<b>SC</b>	<b>Secretarial</b>	<p>Provide a secretarial service to the principal and/or other senior staff within the school. Tasks could include:</p> <ul style="list-style-type: none"> <li>• answering all telephone and personal enquiries directed to the principal with accurate and relevant information</li> <li>• coordinating all appointments</li> <li>• high level computer skills for producing confidential documents and correspondence for the principal/senior staff</li> <li>• assisting with student enrolment and transfers</li> <li>• advising parents, staff, students and visitors on school/departmental policies, practices and procedures on a variety of issues including school uniform, bus routes, school discipline etc</li> <li>• managing calendars, email, etc.</li> </ul>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>SD</b>	<b>Students with disabilities</b>	<p>Under the supervision of teaching staff, provide special education classroom / curriculum support for students with special needs NOT involving students with severe and multiple disabilities. Tasks, according to the program could include:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• providing support for students experiencing learning difficulties eg language disorders, speech problems and early development problems</li> <li>• preparing any teaching aids and modifying specific activities</li> <li>• reporting student progress of students and negotiated education plans (NEP) and / or individual education plans (IEP)</li> <li>• assistance with general wellbeing and safety of students/children.</li> </ul>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>SE</b>	<b>Special school, unit or class support</b>	<p>Under the supervision of the teaching staff, provide curriculum, behaviour and social skill support for students with disabilities. Tasks may include:</p> <ul style="list-style-type: none"> <li>• providing classroom support for students with disabilities</li> <li>• personal care support, and</li> <li>• working with students with communication complexities</li> <li>• assistance with general wellbeing and safety of students/children.</li> </ul>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>SM</b>	<b>Students with severe and multiple disabilities</b>	<p>Under the supervision of teaching staff, provide special education classroom / curriculum support for students with special needs including severe and multiple disabilities in mainstream and special schools. Tasks could include:</p> <ul style="list-style-type: none"> <li>• monitoring the physical condition of each student and reporting injuries, illness or problems with support</li> </ul>

			<p>equipment</p> <ul style="list-style-type: none"> <li>repositioning the student according to particular activities</li> <li>feeding, dressing and attending to the personal hygiene of students</li> <li>assisting in the use of apparatus and equipment for the transport and movement of students</li> <li>applying minor therapy to improve or maintain the physical condition of students</li> <li>assistance with general wellbeing and safety of students/children.</li> </ul>
<b>School services officer (SSO)</b>	<b>SR</b>	<b>SSO replacement</b>	<p>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.</p>
<b>School services officer (SSO)</b>	<b>SS</b>	<b>Sports support</b>	<p>In collaboration with the teaching sports coordinator, provide the first point of contact for students, parents and community groups regarding sports matters including:</p> <ul style="list-style-type: none"> <li>providing strategies to increase student participation in sport</li> <li>organising and supervising sports matches and training sessions</li> <li>organising coaches and umpiring needs</li> <li>maintenance and ordering of sports equipment and first aid supplies</li> <li>building partnerships and networks with sporting communities.</li> </ul>
<b>School services officer (SSO)</b>	<b>ST</b>	<b>Student services</b>	<p>Provide the first point of contact for students, parents and community groups regarding student matters. Tasks could include:</p> <ul style="list-style-type: none"> <li>providing a check in/out service for late arrivals and managing absentee information</li> <li>liaising with students and parents on matters of student welfare</li> <li>in conjunction with the first aid officer, coordinate necessary medical arrangements, maintaining all first aid kits and manage sick room</li> <li>assisting in the provision of clerical duties, some of which may require high levels of accuracy and confidentiality eg student reports, exams. data management systems eg schools Online/SACE etc</li> <li>organising/coordinating the textbook loan scheme and coordination of resources on a computerised system</li> <li>primary school receptionists do all of these tasks.</li> </ul>
<b>School services officer (SSO)</b>	<b>TS</b>	<b>Tech studies support (students)</b>	<p>The focus of this role is student based and may involve the provision of:</p> <ul style="list-style-type: none"> <li>support for students using machinery</li> <li>support in ensuring safety checks are conducted</li> </ul>

			<ul style="list-style-type: none"> <li>• contribute to the provision of safe work practices.</li> </ul>
<b>Government Services Employee (GSE)</b>	<b>TG</b>	<b>Tech studies support (machinery)</b>	<p>The focus of this role is machine based and may involve the provision of:</p> <ul style="list-style-type: none"> <li>• support with the safety checks of machinery</li> <li>• monitor the provision of safe work practices</li> <li>• could be an experienced trade person.</li> </ul>
<b>Early childhood worker (ECW) / school services officer (SSO)</b>	<b>WP</b>	<b>Word processing</b>	<p>Provide a word processing service for staff and have a verified proficiency of at least 40 words per minute in accordance with the Australian standard 2708-1984 (typing speed test).</p> <p>Applicants must list word processing packages using a verification of skills sheet and attach a copy of their proficiency certificate.</p>
<b>School services officer (SSO)</b>	<b>YW</b>	<b>Youth worker</b>	<p>In collaboration with the school counsellor this role will provide the first point of contact for students, parents and community groups through:</p> <ul style="list-style-type: none"> <li>• case management of students</li> <li>• developing resources and training packages</li> <li>• building partnerships and networking with local community service providers</li> <li>• written reports and record keeping</li> <li>• work with students with complicated backgrounds or abuse</li> <li>• working with small groups one to one.</li> </ul>