

## **Guide to Evaluated Grades for School Support Staff Jobs**

It is important to grade jobs appropriately to maintain morale among colleagues and to avoid unnecessary expenditure of school budgets, loss of valued employees and the risk of equal pay claims. Many jobs in schools fall into standard patterns which allows a grade to be allocated to a job without further analysis. However, if the job is a new or unusual job it should be referred to the Workforce Information Team for a grade to be allocated. The 'Request for evaluation of a new or amended job description for schools' form must be completed and the documents requested on the form attached. Email the form and attached documents to [County.HR@oxfordshire.gov.uk](mailto:County.HR@oxfordshire.gov.uk) or phone 01865 816650 for advice.

Continual review of new/changed posts has helped to keep grades up to date but inevitably some schools will have difficulties with local 'going rates' for jobs which are higher than evaluated grades and difficulties in recruiting and retaining employees may arise. Headteachers have asked for advice in how to respond to such situations fairly and consistently and as a result, a Recruitment and Retention Supplement was introduced which allows an extra 5-20% supplement in 1% rises to be paid in addition to the evaluated grade where considered necessary in order to recruit or retain. Any supplement paid is for a fixed term of no more than three years and is subject to review. Full information on the payment of this supplement can be found here:

[Model Pay Policy for Support Staff \(pdf format, 128Kb\)](#)

Since this guidance was first published in July 2003 a number of model job descriptions have been published by the National Joint Council (NJC) for Local Government Services in *School Support Staff: The Way Forward*, these cover a range of teaching assistant, technician and administrative roles.

The NJC have also published draft job descriptions for catering, cleaning and premises staff in working towards *School Support Staff: The Way Forward 2*.

The British Educational Communications and Technology Agency (Becta) has published job descriptions for ICT technicians.

The joint job evaluation moderation panel has considered each of these published job descriptions; where applicable these are clearly indicated in the guidance. Full details of where you can find these job descriptions is included at the end of this document.

Please use the following guidelines for allocating grades to jobs where necessary for purposes of advertising or changes of grade where jobs have evolved in the school.

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## **Teaching Assistants**

**Qualification allowances are payable to Teaching Assistants on Grade 4 with an accepted qualification. For more information on this please view the separate guidance available on the intranet: [Qualification Allowance for Teaching Assistants](#)**

### **Teaching Assistant – General – Grade 4**

This is the standard TA job which may involve a wide variety of duties. It does not require the taking of special additional responsibilities or to lead classes.

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

See NJC job description – Teaching Assistant – general Level 2 in *School Support Staff: The Way Forward*

### **Teaching Assistant – General with more Initiative and Independence – Grade 5**

As the description above but the job requires the individual to have additional independence and initiative and mental skills and to work with less close supervision than the grade 4 post.

### **Teaching Assistant – Supporting and Delivering Learning – Grade 6**

The post requires that an individual has specific additional knowledge usually acquired through extended experience or additional training and may need to have particular qualifications to carry out the full range of duties.

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

See NJC job description – Teaching Assistant – supporting and delivering learning Level 3 in *School Support Staff: The Way Forward*

### **Teaching Assistant – Special School – Grade 6**

This is the standard TA job in a special school and may involve a wide variety of duties. Deals all the time with children with special needs, for example challenging behaviour, incontinence, having special communication needs, requiring lifting.

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

See NJC job description – Teaching Assistant – general Level 2 in *School Support Staff: The Way Forward*

## **Cover Supervisors**

### Cover Supervisor – Level 1 or Teaching Assistant undertaking cover supervision. – Grade 6

To work under the guidance of teaching/senior staff and within an agreed system of supervision.

To supervise whole classes during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.

See NJC job description – Teaching Assistant – supporting and delivering learning Level 3 in *School Support Staff: The Way Forward*

### Cover Supervisor – Level 2 – Grade 7

The standard level for Cover Supervisors is Grade 6, in exceptional circumstances Grade 7 may be applied for experienced Cover Supervisors in a large secondary school.

To supervise a variety of different subjects and have a greater degree of initiative and independence and supervise more challenging students.

For further guidance please contact the Workforce Information team on 01865 797333.

### Senior Teaching Assistant – Grade 7

Supervises the work of a group of Teaching Assistants or other workers as a regular part of the job.

## **Higher Level Teaching Assistants (HLTA)**

**In this guidance the term Higher Level Teaching Assistant (HLTA) is used to refer to the role of a more senior teaching assistant post which is commonly referred to as a Higher Level Teaching Assistant (HLTA) but may have a different title.**

**Headteachers are advised to have due regard to the standards for HLTAs [www.hlta.gov.uk](http://www.hlta.gov.uk) when employing support staff in such posts and to support and encourage individuals, as appropriate, to participate in the training and assessment programme to achieve HLTA status. However it is not essential for a person undertaking this work to hold HLTA status.**

### Higher Level Teaching Assistant (HLTA) – Grade 8

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils' achievement, progress and development.

Note: This post does not include line management responsibility.  
See NJC job description – Teaching Assistant – supporting and delivering learning Level 4 in *School Support Staff: The Way Forward*

#### Higher Level Teaching Assistant (HLTA) with Management – Grade 9

This post is as the description above but also includes the management of other teaching assistants including allocation and monitoring of work, appraisal and training.

See NJC job description – Teaching Assistant – supporting and delivering learning Level 4 in *School Support Staff: The Way Forward*

#### Higher Level Teaching Assistant (HLTA) – Special School – Grade 9

This is the standard HLTA job in a special school.

See NJC job description – Teaching Assistant – supporting and delivering learning Level 4 in *School Support Staff: The Way Forward*

### **Early Years Workers (formally called Nursery Nurses)**

#### Early Years Worker 1 – Grade 8

This is the standard qualified Early Years Worker post.

#### Early Years Worker 2 – Grade 9

Works with greater initiative and independence and supervises the work of others, including trainees but is not a manager.

#### Early Years Worker 3 – Grade 9

Early Years Worker working with children with special needs.

Or, a managing / team leading professional in one of the stand alone nurseries, able to mentor new starters and formally support students through their studies.

## **Extended Services**

### Playworker (After School Club / Breakfast Club /Holiday Playscheme Assistant) – Grade 4

Assisting in running a breakfast / after school club that is supervised by a Play Leader or a member of teaching staff.

### Playleader (After School Club / Before School Supervisor) – Grade 5

Responsible for running a breakfast / after school club. At this level the post holder will have considerable experience and the ability to use their initiative to problem solve, and will be working an appropriate qualification. There would be a member of teaching staff on site to refer to for more complex problems, and act as mentor until appropriately qualified.

### Playleader (After School Club / Breakfast Club Supervisor) – Grade 6

Responsible for running a variety of activities such as breakfast and after school clubs where a level 3 qualification in playwork/early years is required. May be responsible for children on school site when few other staff are available, eg 7.30am /6.30pm.

### Playleader (After School Club / Breakfast Club Supervisor) – Grade 7

As above, but with additional responsibilities in clubs with more than 32 places and / or children from another school / other schools attend daily. Responsible for liaison and transfer arrangements between schools.

### Playscheme Co-ordinator / Manager – Grade 9

Responsible for overall management of (a) wraparound childcare for Foundation Stage children during the school day and (b) breakfast club, after school club and holiday playscheme.

Example job descriptions are available for these posts. See the Intranet: Insert updated link here - <http://schools.oxfordshire.gov.uk/cms/content/job-descriptions-support-staff>

## **Home School Community Link Workers**

### Home School Community Link Worker – Grade 7

This is an entry level where the post holder is new to the role and is supervised by a more senior / experienced Home School Community Link Worker. The post holder would be working towards developing the knowledge and skills to progress to Grade 8 where they would be able to provide more complex advice and guidance.

### Home School Community Link Worker – Grade 8

This is the standard grade for this job. To provide support for parents/carers and students at times of change and stress. To engage parents in supporting their children's education.

## **Technicians**

### Technician General – Grade 4

To work under the direction/instruction of senior staff: provide general support to staff and pupils, including preparation, and routine maintenance of resources/equipment.

See NJC job description – Curriculum/resource support – Level 1 in *School Support Staff: The Way Forward*

### Technician Specific Area – Grade 6

To work under the instruction/guidance of senior staff: Provide general support in a specific curricula/resource area, including preparation, and maintenance of resources and support to staff and pupils.

See NJC job description – Curriculum/resource support – Level 2 in *School Support Staff: The Way Forward*

### Senior Technician – Grade 7

To work under the guidance of senior staff: Provide specialist support in a specific curricula/resource area, including preparation, and maintenance of resources and support to staff and pupils.

See NJC job description – Curriculum/resource support – Level 3 in *School Support Staff: The Way Forward*

### Principal Technician – Grade 9

To manage specialist curriculum/resource function: allocation and monitoring of work; line management, training and appraisal of support staff; part of management team, involved in planning, budget responsibilities. Lead on discrete areas – responsible for design and delivery of support requiring advanced level of knowledge.

See NJC job description – Curriculum/resource support – Level 4 in *School Support Staff: The Way Forward*

## **ICT Technicians**

### School ICT Technician A – Grade 5

This post undertakes the basic set up, checking and maintenance of networked PCs. Keeps accurate records such as installed hardware and software and support requests. Is able to follow instructions such as school's disaster recovery plan and virus protection procedures. This post requires a confident computer user.

See Becta *ICT Competencies Framework* Technician A

### School ICT Technician B – Grade 7

This post involves performing basic diagnostic and recovery routines on network equipment. Performs basic PC hardware repairs and upgrades. Implements and suggests improvements to school backup, virus protection and security policies. Tracks expenditure against an agreed budget and purchasing lower value items. Is also able to advise and train staff and pupils and produce help sheets. This post requires an advanced computer user.

See Becta *ICT Competencies Framework* Technician B

### School ICT Technician C – Grade 8

This post involves performing a wide range of hardware repairs and upgrades. Able to manage the structure of an intranet. Interprets detailed diagnostic information and prioritises resolutions. Undertakes risk assessments and advises other staff on the health and safety aspects of proposed developments. Is able to train groups of staff, negotiate with suppliers and document current policies and practice. This post requires an expert computer user.

See Becta *ICT Competencies Framework* Technician C

### School ICT Technician D – Grade 10

This post involves performing advanced diagnosis procedures on hardware, peripherals and applications. Gives appropriate level of advice on compatibility of hardware and applications with existing systems. Able to design and implement network infrastructure to meet the school's requirements. Requires specialist networking skills and an understanding of and ability to set up firewalls, disk caches and internet filtering systems. Includes management of other ICT Staff, being closely involved with writing the ICT procurement policy and developing ICT financial processes. Is also aware of the local and national strategies in relation to ICT and understands how the overall technical requirements of the school should support the use of ICT in the curriculum and management of the school. This post requires an expert computer and network user.

See Becta *ICT Competencies Framework* Technician D

## **Librarians**

Most school based Librarian posts requiring some advanced knowledge but not a full post graduate qualification are Grade 6. Where staff are part qualified or required to undertake managerial responsibility for a number of staff are Grade 7. Where there is a requirement for staff to be chartered Librarians and to manage a team of staff this is Grade 8.

## **Exams Invigilators**



### Exam invigilators – Grade 2

Responsible for issuing and collecting exam papers, supervising students to ensure the integrity of the exam conditions is not compromised.

### Senior Exam Invigilator – Grade 5

Responsible for supervising the exams invigilators, overall supervision of exam conditions.

## **Administrators**

### Receptionist / Administrative Assistant – Grade 4

To work under the direction/instruction of senior staff: Provide routine general clerical, administrative, financial, reception support to the school.

See NJC job description – Administration and organisation – Level 1 in *School Support Staff: The Way Forward*

### School Administrator – Grade 6

May be one of very few administrative staff in a small school. Effectively runs the office but does not manage others. May do some basic financial work e.g. dinner money, petty cash.

To work under the instruction/guidance of senior staff: provide general administrative/financial support to the school.

See NJC job description – Administration and organisation – Level 2 in *School Support Staff: The Way Forward*

### Clerk to Governors – Grade 7

Responsible for providing an expert administrative service including taking minutes for governing body meetings.

### Head teacher's Personal Assistant – Grade 7

Headteacher's PA requiring developed interpersonal skills and high levels of initiative, does a very broad range of administrative work and may supervise the work of others (but not necessarily manage others).

### Administrator and Finance Officer – Grade 8

To work under the guidance of senior staff: be responsible for undertaking administrative, financial, organisational processes within the school. Assist with the planning and development of support services.

See NJC job description – Administration and organisation – Level 3 in *School Support Staff: The Way Forward*

#### Senior Administrator/Office Manager – Grade 10

Organise and supervise administrative systems within the school. Contribute to the planning, development and monitoring of support services and/or management of support staff, including coordination and delegation of relevant activities.

See NJC job description – Administration and organisation – Level 4 in *School Support Staff: The Way Forward*

#### Business Manager – Primary Schools – Grade 10

The role of Business Manager differs widely between schools but in a primary school this post would generally be responsible for leading and managing the areas of Administration, Finance, HR / Personnel, Health & Safety and Premises.

To be a member of the Senior Leadership team and be responsible (with the Head teacher) for strategic planning and organisation.

If the role does not cover all areas listed above or if there is any doubt please contact the Workforce Information team for further guidance on 01865 797333.

#### Business Manager - Secondary Schools – Grade 12

Be responsible for / manage the operation and delivery of support services within the school. Be responsible for/manage the planning, development and monitoring of support services. Management of staff, including commissioning and delegation of relevant activities. Member of the school's management team.

See NJC job description – Administration and organisation – Level 4+ in *School Support Staff: The Way Forward*

### **Finance**

#### Finance Officer – Grade 6

Standard finance work. Does not report to governors on finances and works with the Head or other senior person for higher level financial work.

#### Bursar 1 – Grade 8

Undertakes the finances for the school including preparation of financial reports to Head and governors.

## Bursar 2 – Grade 9

Undertakes the full range of financial duties in relation to large school budgets, including the preparation of comprehensive financial reports to governors and requires substantial financial training.

Guidance on job descriptions for bursars can be found in the DfES publication *Looking for a Bursar?*

There are also a number of senior roles in some larger schools. These should be referred to the Workforce Information Team in the first instance.  
email [County.HR@oxfordshire.gov.uk](mailto:County.HR@oxfordshire.gov.uk) or phone 01865 816650.

## **School Meal Supervisors**

### School Meal Supervisory Assistant – Grade 1

Ensures the safety and welfare of children at lunch-time. Refers problems to a teacher or senior supervisor.

### School Meal Supervisory Assistant – Special School – Grade 2

Standard duties in special school environment.

### School Meal Supervisory Officer – Grade 2

Supervises the work of other lunch-time supervisors. Deals with minor problems but refers more serious problems to a teacher or Senior School Meals Supervisor.

### Senior School meal Supervisor – Grade 5

In some smaller schools there is a requirement for the person in charge over lunch time to have full responsibility for the school and children over the period to enable the headteacher to have a full break.

## **Catering Staff**

### Servery Assistant – Grade 2

Serving the food.

### Catering Assistant – Grade 2

Catering assistant in a school kitchen.

See draft NJC job description – Catering – Level 1 in *School Support Staff: The Way Forward 2*.

### Senior Catering Assistant – Grade 3

Working at a higher level of initiative and independence than the Grade 2 post, with some responsibility for supervising or training other staff.

### Catering Supervisor – G5

For small kitchens/primary schools, undertaking full range of catering duties and supervising up to 5 staff.

See draft NJC job description – Catering – Level 2 in *School Support Staff: The Way Forward 2*.

### Catering Supervisor – G6

For large kitchens, supervising more than 5 staff, with a greater responsibility for finance including cash handling of over £250 per day.

### Catering Supervisor – Grade 7

For large kitchens in secondary schools with responsibility for supervising, planning and organising the preparation of healthy, nutritionally balanced menus that meet the Governments national nutritional standards for school lunches. Reconciling daily income and supervising the purchase and storage of food. Supervising and directing other staff in allocation of duties and cooking activities.

See draft NJC job description – Catering – Level 3 in *School Support Staff: The Way Forward 2*

## **Cleaners and Caretakers**

### Cleaner – Grade 1

Basic cleaner.

See draft NJC job description – School Premises Staff (Cleaning) – Level 1 in *School Support Staff: The Way Forward 2*

### Cleaner in charge – Grade 3

Cleaner with responsibility for supervision of other cleaning staff and demonstrating and assisting others in the safe and effective use of specialist equipment/materials.

See draft NJC job description – School Premises Staff (Cleaner) – Level 2 in *School Support Staff: The Way Forward 2*

### Caretaker 1 / Assistant Caretaker – Grade 3

This model would generally be used for a caretaker role in a small primary school where the post holder works independently as a caretaker and cleaner without direct supervision. This will involve a broader range of cleaning/caretaking tasks than the basic cleaner model. There is no supervisory responsibility. There is responsibility for the security of buildings and the building size is generally up to 1,000 sq. metres.

This grade may also be applied to a caretaker role in a secondary school where the post holder assists a more senior caretaker in the provision of maintenance and security services.

See draft NJC job description – School Premises Staff (Caretaker) – Level 1 in *School Support Staff: The Way Forward 2*

#### Caretaker 2 – G4

This model would generally be used for a caretaker role in a medium to large primary school although it may also be used for the post of Assistant Caretaker in a small secondary school. The post holder does a range of cleaning and caretaking duties and supervises/organises/monitors the work of others. The building size would be greater than 1,000 sq. metres but generally less than 2,000 sq. metres.

#### Caretaker 3 – G5

This model would generally be used for a caretaker role in a large primary school or for an Assistant Caretaker in a secondary school and is sometimes known as Assistant Site Manager. It includes the full range of caretaking duties in a larger establishment. The post holder supervises the work of others, is likely to be working on a shift system and has security duties. The building size would be greater than 2,000 sq. metres.

See draft NJC job description – School Premises Staff (Caretaker) – Level 2 in *School Support Staff: The Way Forward 2*

#### Caretaker 4 – G6

This role is that of a Senior Caretaker, although sometimes called Site Supervisor. The role includes the full range of caretaking duties but there will be a Facilities/Premises Manager at the school to whom this post reports. The role has some budgetary responsibility and post holders may be working a shift system.

See draft NJC job description – School Premises Staff (Caretaker) – Level 3 in *School Support Staff: The Way Forward 2*

#### Caretaker 5 – G7

This is generally the largest model of Caretaker or Site Manager working in a large secondary school. The building size would be greater than 3,700 sq. metres. The post holder has overall responsibility for the cleaning and caretaking on a larger site and deals with contractors directly, as well as handling any unexpected issues without reference to the Headteacher or Bursar.

#### Caretaker 6 / Facilities Manager – Grade 10

This grade may apply in a secondary school where the post holder is responsible for taking responsibility for the management and development of specialist site services. The post holder would be responsible for managing other site staff including allocation and monitoring of work and appraisals, and overseeing the work of contractors.

See draft NJC job description – School Premises Staff (Caretaker) – Level 4 in *School Support Staff: The Way Forward 2*

Some schools have more senior posts which deal with a range of site issues over and above caretaking. These should be referred to the County HR Team in the first instance contact [County.HR@oxfordshire.gov.uk](mailto:County.HR@oxfordshire.gov.uk) or 01865816650.

### **Useful References**

1. National Joint Council for Local Government Services *School Support Staff: The Way Forward (Including draft job profiles for The Way Forward II)*  
Employers' Organisation for local government (2003)  
Website: <http://www.lge.gov.uk/lge/core/page.do?pagelId=119381>

2. *School Support Staff - Guidance on Employment of cover supervisors and HLTA's*  
OCC Intranet: <http://schools.oxfordshire.gov.uk/cms/content/hr-policies-and-guidance>

3. *Qualification Allowances for Teaching Assistants*  
Oxfordshire County Council intranet >  
<http://schools.oxfordshire.gov.uk/cms/content/pay-information>

4. *Looking for a Bursar?*  
DfES Publications (2003) Ref: DfES/0136/2003  
Website:  
<http://www.teachernet.gov.uk/wholeschool/remodelling/bursars/LfBpromotingtherole/>

5. *ICT Competencies Framework*  
Becta in conjunction with e-skills  
[http://www.becta.org.uk/techcomp/docs/ict\\_competences\\_framework.pdf](http://www.becta.org.uk/techcomp/docs/ict_competences_framework.pdf)