

Annual school banding and position classification evaluation methodology

This fact sheet should be read in conjunction with the [Annual school banding and position classification evaluation for principals and heads of special education services \(HOSES\)](#).

The process for annual banding and position classification evaluation draws upon different evaluation criteria and job factors:

1. Job Evaluation Management System (JEMS) methodology
2. JEMS point score range
3. Enrolment benchmarks
4. Complexity
5. Job evaluation factors

1. JEMS methodology

The JEMS evaluation system grades each position, using alpha-numeric and plus and minus codes, on each of eight criteria called sub factors:

- Knowledge and experience
- Breadth
- Interpersonal skills
- Job environment
- Reasoning
- Impact
- Independence and Influence
- Involvement.

These sub factors are combined to form three job evaluation elements:

- Expertise comprises the sub factors of knowledge and experience, breadth and interpersonal skills (the inputs required in the position);
- Judgement consists of the sub factors job environment and reasoning (the processes involved in carrying out the functions of the job); and
- Accountability embraces the sub factors of independence and influence, position impact and involvement (the outcomes required from the position).

Example:

The grading and points of a typical stream 3/SL/4 secondary principal position may look like F-3=c+(177), D=4=(153), E-2=d=(203) Total (533) :

- Expertise factor graded as: F-3=c+ giving a points score of (177),
- Judgement factor graded as: D=4= giving a points score of (153), and
- Accountability factor graded as: E-2=d= giving a points score of (203).

The points are totalled, (533) in this case, and compared against the Points to classification table in order to determine the stream level of the position.

The score (533) fits within the minimum and maximum points score range of 515-569 and is therefore classified as a band 8 stream 3/SL/4) position.



2. JEMS point score range

Points to school band and position classification table

JOB EVALUATION MANAGEMENT SYSTEM (JEMS) POINTS SCORE RANGE				
School band	Classification level		Minimum	Maximum
	Principals	HOSES		
5	Stream 3/SL/1	Stream 2/HOSES/2	375	419
6	Stream 3/SL/2	Stream 2/HOSES/3	420	464
7	Stream 3/SL/3	Stream 3/DSL/3	465	514
8	Stream 3/SL/4		515	569
9	Stream 3/SL/5		570	634
10	Stream 3/SL/6		635	704
11	Stream 3/SL/7		705	775

3. Enrolment benchmarks

JEMS is not an enrolment-driven model but considers a variety of factors relating to the position and complexity of the school in which the position operates. Knowledge of enrolment figures and trends can assist in providing an estimate within one stream level of the potential banding of the school and aligned classification (level). The following enrolment ranges reflect the majority of principal positions, subject to the different enrolment norm ranges and complexity category.

These enrolment ranges are not a complete determinant for evaluation purposes and should only be used as an indicative reference as enrolment benchmarks fluctuate annually.

PRINCIPALS OF STATE (PRIMARY) SCHOOLS (ENROLMENT NORMS)

School band	JEMS points score range	Minimum appropriate enrolment for band	Maximum appropriate enrolment for band
5	375-419	n/a	78
6	420-464	60	203
7	465-514	175	370
8	515-569	325	582
9	570-634	519	833
10	635-704	772	1136
11	705-775	1104	n/a

PRINCIPALS OF STATE HIGH SCHOOLS (SECONDARY)

8	515-569	150	458
9	570-634	409	803
10	635-704	741	1145
11	705-775	1074	n/a

4. Complexity

The most significant element in measuring a position's work value is its complexity. JEMS does not involve a straightforward application of a single criterion. At all times the evaluator must relate this concept to the system's eight sub-factors.

The following is an illustrative, but not exhaustive, list of the elements that are taken into consideration when identifying the nature of a position's complexity and when trying to measure and evaluate the range and degree of those complexities:

- geographical and or professional isolation;
- diversity of program offerings (pre-school, primary, secondary, special, adult, migrant, before and or after school care);
- physical layout (split and or shared campuses, new buildings, demountable buildings, established and old style classrooms, site being upgraded);
- roles in relation to non-school staff (advisory, itinerant, visiting teachers based at school); and
- the presence, significance and size of diverse student and community groups (those from non-English-speaking backgrounds, learning difficulties, anti-social or non-conforming behaviours, come from economically and socially-disadvantaged backgrounds).

It should be noted that there are four levels of assessed complexity, which range from an accepted benchmark of *usual* complexity followed by *additional*, *high* and *exceptional* complexity.

Evaluation Review Committee (ERC) data currently assumes and reflects that of all school positions assessed in primary, secondary and P10/12 campuses approximately:

- 50 – 55% have *usual* complexity
- 35 – 40% have *additional* complexity
- 3 – 4% have *high* complexity
- -1% have *exceptional* complexity

The ERC utilise this complexity information to determine the level of management expertise and professional judgment and accountability required by each individual principal position.

This discipline is in accordance with the JEMS methodology of expertise and judgment factors. The ERC moderates evaluations by checking state-wide relativities by comparing the environmental complexity and JEMS assessment factors of each position against all other principal positions of schools (existing benchmarks) of similar educational sector, curriculum offerings, community, geographic location / environment and enrolment or teacher FTE resourcing size.



5. Job evaluation factors

<p>Expertise</p> <p>The expertise factor measures the requirements of the position for education, training and work experience, the diversity of individual tasks as well as interpersonal skills.</p>	<p>Judgement</p> <p>The judgement factor evaluates the reasoning components of a job, focusing on the task definition and complexity, the constraints within which employees need to resolve problems and other thinking challenges of the position.</p>	<p>Accountability</p> <p>This factor evaluates the nature of the position's authority and involvement in managing the organisation's resources. It includes the influence of the position's advice and accountability for results of decisions.</p>
<p>Knowledge and experience</p> <p>This sub-factor measures the education, training and work experience requirements of the position. As knowledge is the result of education, training and experience, both the nature and extent of knowledge are considered. When evaluating a position, we consider the training and experience required to do the job - NOT the current job holder.</p>	<p>Job environment</p> <p>Job environment identifies the clarity of objectives, guidelines and policies as well as the nature and variety of tasks, steps, processes, methods or activities in the work performed. It measures the degree to which a position holder must vary the work and develop new techniques.</p>	<p>Impact</p> <p>This sub-factor is measured in terms of the resources for which the position is primarily held accountable or the impact made by the policy advice or service given. It may be measured in monetary terms or on a policy/advice significance scale.</p>
<p>Breadth</p> <p>This aspect of expertise measures the diversity of functions performed by the position. It considers not only the breadth of knowledge requirement for the position, but also the impact of various environmental influences on the position. Such influences may include geographic considerations or the variety and nature of product/services and supplier/clients. The breadth sub-factor also considers the need to integrate diverse or related activities and Job Evaluation factors</p>	<p>Reasoning</p> <p>This facet of judgement focuses on the requirements in the position for reasoning, intellect and creativity. Its emphasis is on the need for analysing and solving problems.</p>	<p>Independence and influence</p> <p>This sub-factor focuses on the position's level of accountability and independence in the commitment of resources, provision of advice or delivery of services. The requirement for acting as spokesperson for the organisation is also considered. The extent of accountability is considered in conjunction with the position impact measure chosen.</p>
<p>Interpersonal skills</p> <p>This sub-factor measures a position's requirements for skill in managing people and in negotiations. It is NOT meant to be a measure of the amount of interpersonal skill possessed by any incumbent, but rather is concerned with the people management, persuasive and negotiating skills required to achieve the position objectives.</p>		<p>Involvement</p> <p>The involvement sub-factor is concerned with the nature of the position's accountability for the management of, or influence over, organisational resources. For example, one consideration might be whether the position has accountability for a particular resource fully delegated in it or shared with other positions.</p>