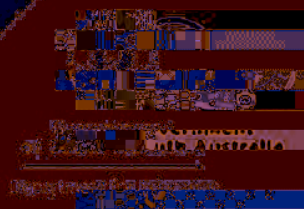


# Recruitment and selection of ancillary staff in schools and preschools procedure

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



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Scope .....	1
Detail .....	4
Modes of employment .....	4
Filling vacancies .....	4
Eligibility for applying for an advertised vacancy .....	14
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staff in nearby schools or preschools.

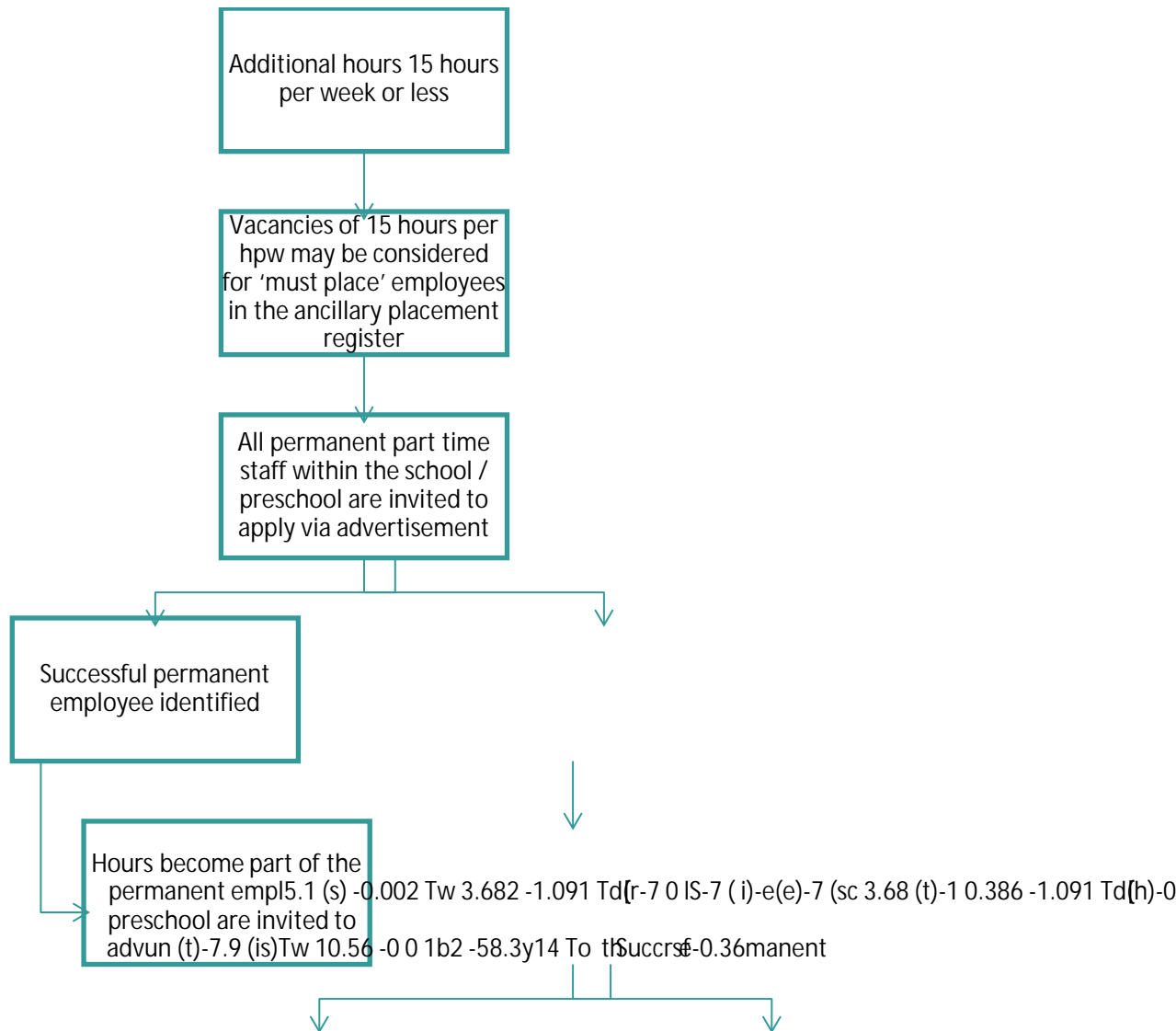
The allocation of additional hours is merit based. Refer to [Appendix C - Additional hours register \(AHR\)](#).



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

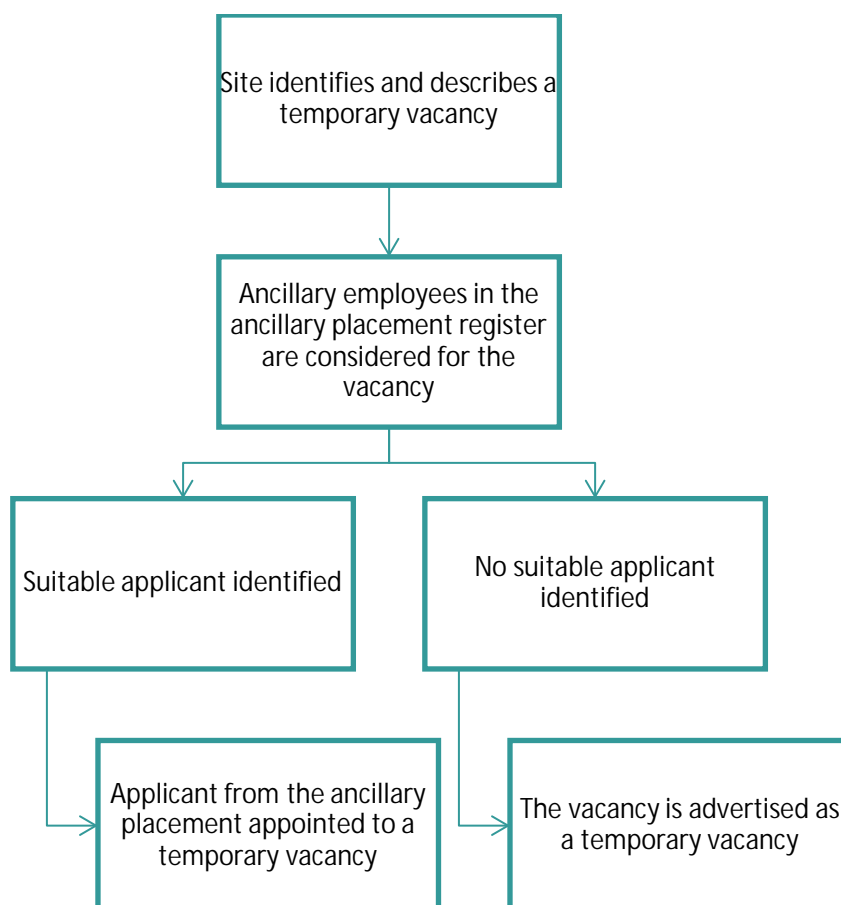
Permanent vacancies of \*15 hours or less must be offered to permanent part time staff within the school and/or preschool, in the first instance. If the hours cannot be allocated within the school or preschool, they are offered to permanent part time staff in nearby schools or preschools. The allocation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

\*Vacancies of 15 hours per week 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 I Work for SA.



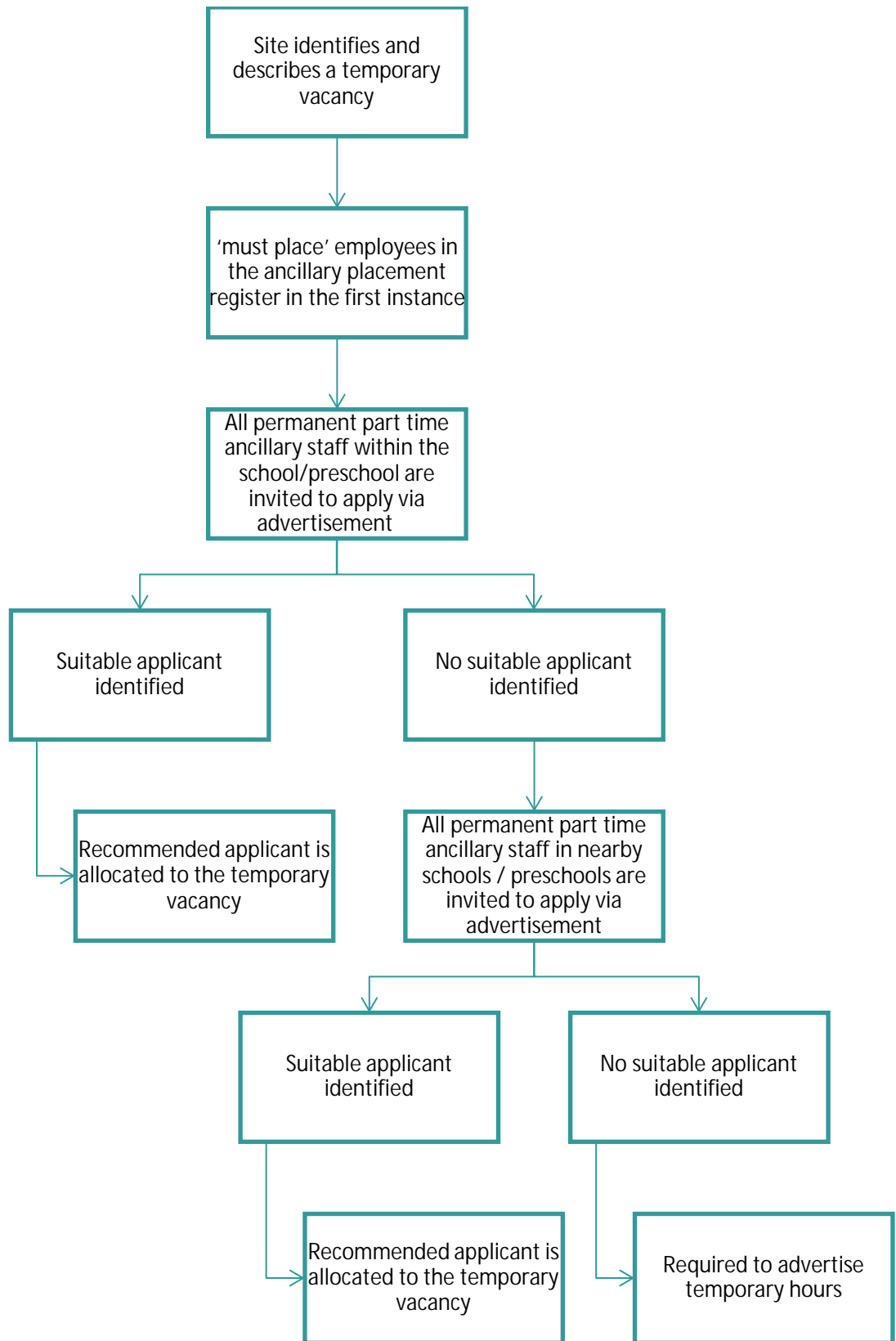
### Diagram 4: Filling temporary vacancies greater than 12 months and 15 hours or less (Additional Hours)

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) 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 I Work for SA if it remains unfilled.

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. However, the position may also be filled

## Diagram 6: Filling temporary vacancies of 12 months or less and <sup>1</sup>15 hours per week or less (Additional Hours)

To fill these temporary vacancies, all schools and preschools must to 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.

Eligible<sup>2</sup> 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,



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



- 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 Workforce Management.

- Requested transfers – permanent employees that wish to request a transfer from one location to

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## 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 remunerated 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.

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# 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 workforce 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

# AEU

Australian Education Union (SA Branch).

# AHR

A

# 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 \(VL719\) \(PDF 143KB\)](#)

## Related legislation

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

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

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





# Appendix A - Summary table modes of employment

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

### Permanent employee

#### Full Time

- Employed for 37.5 hpw
- Works 52 weeks of the year
- No salary loading
- Entitled to:
  - Long Service Leave \*\*
  - Retention Leave \*\*
- Entitlements include:
  - Sick leave
  - Recreation Leave and recreation leave loading
  - Special Leave (15 days)\*\*\*

#### Part Time

- Employed for less than 37.5 hpw and greater than 15 hpw \*
- Works 52 weeks of the year

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**Temporary  
employee**

**Full Time**

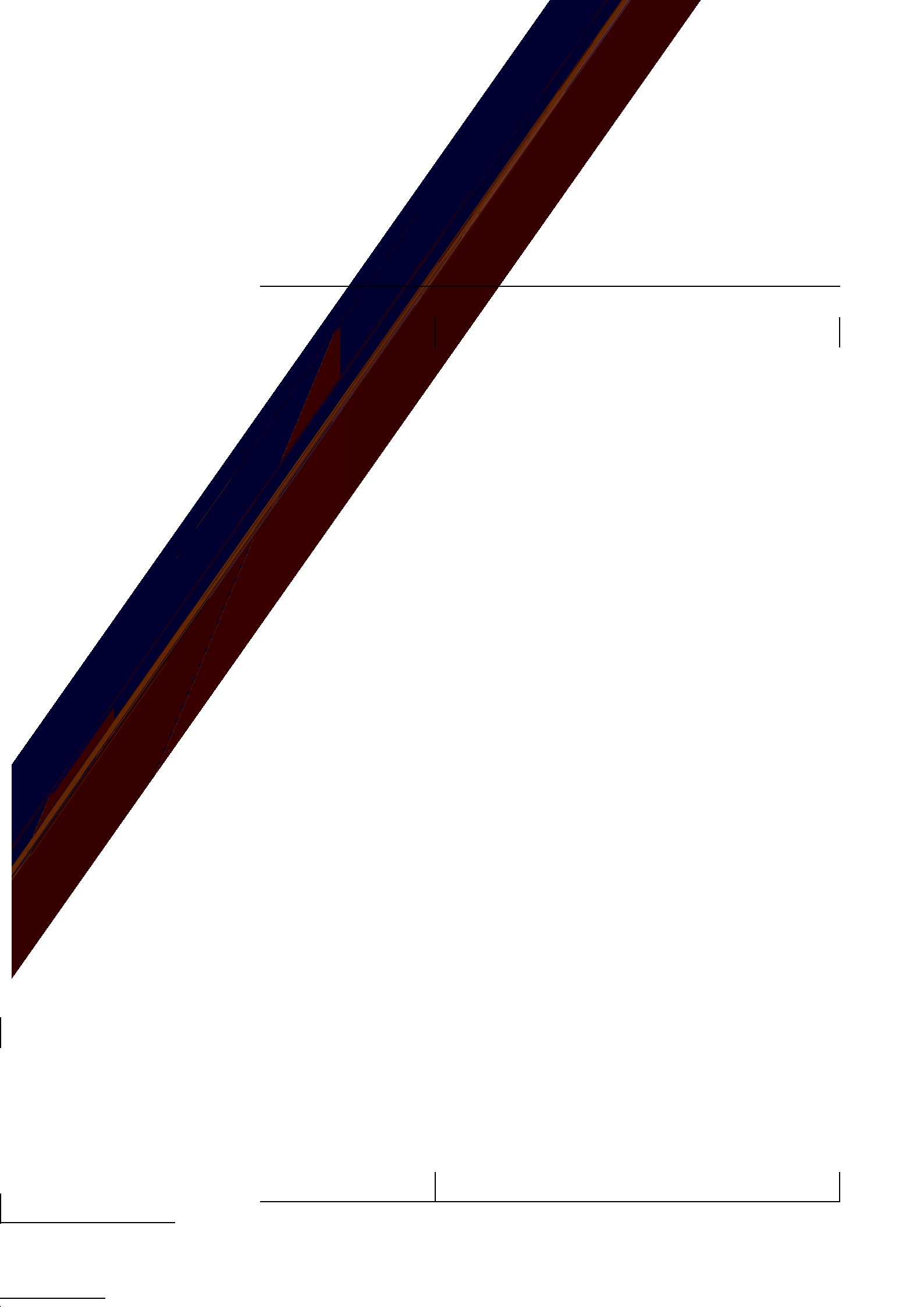
- Employed for 37.5 hpw
- Works 52 weeks of the year
- No salary loading
- Entitled to:  
    Long Service Leave\*\*



# Government Services Employee (GSE)

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

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

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- 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

## 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.

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## 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)

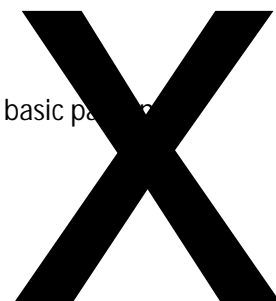
Maintenance of grounds and/or agriculture programs, including:

- 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.





- 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
-



- knowledge of the library and information industry
-

- 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

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- 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, Bookstar, Arima, Fila, 3255, 261) - 2.4) 17.135(5) - 0.3(7(5) 280(1) 100.2810.4853



# 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

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. Please refer to clause 6.9 (in particular, clauses 6.9.5 through to 6.9.25) of the [South Australian School and Preschool Education Staff Enterprise Agreement 2024 \(PDF 6.7MB\)](#) for further information.

# 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/PSA<sup>1</sup> 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.
- 4.

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