

OTAGO POLYTECHNIC MANAGEMENT POLICY		Number: MP0434.01	
Title:	Allied/General Staff Grading, Salary Review and Promotion		
ITPNZ Standard:	4 Staff Selection, Appraisal and Development		
Chief Executive Approval:	Approval Date: 3 Feb 10	Effective Date: 3 Feb 10	
Previous Policy Number:	n/a	Review Date: as required	
Contact Authority:	Director: Organisational Development	Status: Current	

Executive Summary

This policy provides for a structured, fair and transparent process for establishing and maintaining remuneration levels for allied/general staff, and for rewarding high levels of achievement and performance.

The allied/general staff career/salary structure is made up as follows:

- Salary bands represent a hierarchy of positions according to job size (i.e. complexity, breadth, scope)
- Salary grades differentiate the extent to which the job holder is developing, fully competent or specialist/expert in the role
- Salary steps within each level reward staff for skill enhancement linked to experience in the job

The allied/general staff career / salary structure is based on the following underlying principles:

- **Fair and Equitable**
Recognises 'equivalency' of responsibility and experience (treats similar similarly). The structure will be transparent/visible/understandable (using the Job Evaluation Mechanism)
- **Affordable**
For implementation. Sustainable in the long term and can achieve appropriate benchmarking
- **Recognises Excellence**
Excellence is defined as: High performance, skill acquisition, development of experience, and contribution to Otago Polytechnic
- **Realistic and Achievable**
The opportunities can be fulfilled by the employee and supported by the employer
- **Empowers Development and Creates Opportunity**

The structure includes:

- placement in a band by comparison with benchmarked (Job Evaluated) roles
- placement at a level within a band based on the experience, skills and qualifications of the job holder
- progression within a grade by annual automatic increment until a hard bar (new grade) is reached
- progression from one grade to a new grade within the same band is by promotion via application to Salary Review Committee
- progression from one band to the next band is by appointment to a new position or promotion
- opportunities exist for people who have reached the top of their level band to be considered for an annual re-earnable salary supplement (a performance payment)
- procedures exist for a review process if a staff member believes he/she has been disadvantaged in any aspect of salary progression

Purpose

This policy provides for a fair and transparent process for establishing and maintaining remuneration levels for allied/general staff; and for the promotion of allied/general staff in recognition of their work performance and contributions to Otago Polytechnic.



Background Otago Polytechnic is committed to the career development of its staff and has developed a career/salary structure which recognises the expertise which staff not only bring to their job but which develops over time with experience, training and the acquisition of qualifications.

We are also committed to recognising and rewarding staff for consistent and sustained high performance which exceeds the usual expectations of the job.

Statutory Compliance Employment Relations Act 2000
State Sector Act 1988
Education Act 1989

Application This policy applies to all allied/general staff positions within the Polytechnic, except those management staff who are employed under Individual Employment Agreements.

Responsibilities Job Evaluation

- Human Resources is responsible for evaluating benchmark allied/ general staff positions and placing other positions in the correct band using the band descriptors and benchmark jobs in the band as reference points.
- Managers are responsible for placing staff, on appointment, appropriately within the grading structure using the band and grade definitions to guide them.
- Human Resources are responsible for ensuring that Managers place staff in the appropriate position within the grading structure, commensurate with their skills, qualifications and experience as relevant to their position.
- Managers are responsible for recommending to the Salary Review and Promotions Committee salary increases or promotions which are available under this policy. Such recommendations shall be based on evidence considered in the staff member's performance review and such recommendations shall be assessed against the agreed band and grade definitions.

Policy Requirements

1. Career / Salary structure

- 1.1. The allied/general staff career/salary structure is set out in Schedule 1 of this policy. Actual salaries are determined by collective employment agreement negotiation so the Schedule is an example only. The career/salary structure provides for a position to be placed in a band which determines the salary range; and which establishes the maximum rate for the position.
- 1.2. Within each band (except Band A) there are three grades (grade 1, 2 and 3), each of which has either two or three salary steps.
- 1.3. Placement of a position in a band results from the job evaluation process.
- 1.4. Placement of an individual staff member on a grade results from an evaluation of that staff member's qualifications and capability.
- 1.5. Progression from one grade to a higher grade within a band shall be by



way of promotion.

1.6. Progression from one step in a grade to a higher step in that grade shall be by annual increment, subject to the provisions of Clause 4.

2. Determining the salary band for a position

Each allied/general staff position shall be placed in a band based on the results of the job evaluation benchmarking process. Not all jobs are evaluated – however a cross section of positions across the organisation were selected as benchmark jobs. These benchmark jobs reflect the nature of the band and are used as a base for the career/salary structure.

Job Evaluation is completed using the Mercer Evaluation System. Any benchmark or new jobs that require evaluation will be job evaluated by a trained Human Resources staff member, this will then be peer reviewed by either another Human Resources staff member or by a member of the Job Evaluation Committee and finally reviewed by the Director: Organisational Development.

Where there are significant changes to the nature or scope of a non benchmark position, the position will be reviewed by a Human Resources staff member against the band definitions at the request of the staff member's manager.

Where there are significant changes to the nature or scope of a benchmark position, the position will be re-evaluated using the job evaluation process outlined above.

Note that it is policy not to communicate job evaluation points for specific positions – either benchmarked or not. The Career/Salary Structure model is based on a broad banding approach where a cross section of positions in the organisation have been job evaluated to determine the band descriptors and the band descriptors are used to determine which band a job fits with. For positions that are evaluated to be on the cusp of a band, the market salary data will be reviewed to ensure that the position is clearly placed in the band that best reflects where the role should be (points will be at least 10 points away from the cusp).

2.1. The Director: Organisational Development must approve the band to which a position will be placed, prior to the advertising of any new position or prior to the regrading of the current position.

2.2. Where a job re-evaluation results in a position being placed in a lower band, the current salary of the incumbent employee shall be maintained as a protected rate for that staff member for a period of two years. During that period the staff member and his/her manager shall work together to upgrade the position to match the staff member's salary.

2.3. Where either the manager or an incumbent job holder disputes the outcome of band placement or job evaluation, the position may be reviewed or re-evaluated on application, in writing, to the Director: Organisational Development. Any such application shall set out the basis of a request for re-evaluation, include an updated position description and a completed job evaluation questionnaire that is signed by both the manager and the incumbent staff member in the position.



3. Placement within a salary band

- 3.1. Staff members shall be placed on a grade consistent with the closest dollar fit of their current salary to the structure, their experience, level of qualification and stage of development as per the grade definition tables attached as Schedule 2.
- 3.2. Staff members shall be placed initially on Grade 1 where they are developing into the role or position. The appointee may be partly qualified and/or has still to acquire the necessary set of skills and range of experiences to be fully competent.
- 3.3. Staff members may only be placed initially on Grade 2 rather than Grade 1 where they have direct experience relevant to the position and are evaluated as capable of competent performance but may have insufficient experience to have developed the depth and/or breadth of skills to meet all of the potential performance requirements of the position. Also, staff members shall be placed on Grade 2 rather than Grade 3 if they do not have the required formal qualifications and/or are not yet at a level of skill and experience whereby they can appropriately be regarded as “expert” or “specialist”.
- 3.4. Grade 3 may only be used for positions which require specialist qualifications and/or specialist technical/professional expertise, or for team leader roles. Staff members may be placed initially on Grade 3 only where they already have the specialist qualifications or specialist technical/professional expertise required for the position, and have significant direct experience relevant to the position. Grade 3 staff members must be able to meet all of the potential performance requirements of the position at the level of “expert” or “specialist”. They will be capable of training/mentoring/developing others towards attaining full competence in their field of expertise and of evaluating the work performance of others in their field.

The intention is that a person could move from Grade 3 in one band into a new role (by promotion or appointment) in the next band without having a decrease in salary if possible.

- 3.5. Where exceptional market conditions prevail, or where an appointee possesses exceptional qualities, a Key Skills Allowance may be payable in accordance with policy MP0436 Key Skills Allowances. The granting of a Key Skills Allowance requires the prior approval, in writing, of the Director: Organisational Development. Any Key Skills Allowance will be paid on a pro-rata basis for a maximum period of two years and reviewable at the end of the period.

4. Progression within a grade

- 4.1. Progression from one step within a grade to the next step in that grade shall be by automatic increment on the anniversary of the staff member's appointment to that level. An increment may be withheld for unsatisfactory performance. (Refer to Policy MP0460 Performance Review.)
- 4.2. A staff member whose performance is evaluated as outstanding may be awarded one or more accelerated increments within their current grade. Accelerated increments may be awarded as an outcome of an application process to the Salary Review and Promotions Committee.



4.3. A staff member is eligible for consideration for accelerated increments once only in any 12 month period.

5. Progression within the band

5.1. Progression from one grade within a band to a higher grade within the band shall be by way of promotion.

5.2. A staff member may be promoted to a higher grade only if performance, qualifications and experience are consistent with the band and grade descriptors in Schedule 2 and 3 of this policy.

Promotion to a higher grade shall be awarded as an outcome of an application process to the Salary Review and Promotions Committee.

6. Salary recognition beyond the Career / Salary Structure Range

6.1. A staff member whose performance is evaluated as outstanding and who has been at the top of Grade 3, for at least two years is eligible for an annual re-earnable salary supplement of up to a maximum of 5% of their salary. As a guideline, such payments should be equivalent to a standard increment on the relevant scale. Higher payments may be approved only when performance has been exceptional throughout the preceding year. An annual re-earnable supplement may be awarded as an outcome of an application process to the Salary Review and Promotions Committee.

6.2. Any salary supplement shall be paid on a pro rata basis and shall be deemed to apply to the preceding 12 months period.

6.3. A staff member is eligible for consideration for a salary supplement once only in any 12 month period.

7. Review and appeals

7.1. A staff member who has just cause to believe that he/she has been disadvantaged in salary progression by the actions of his/her manager may request a review of the processes for salary review/promotion through the Director: Organisational Development.

7.2. The review of any appeal is not intended to review the performance of the person in the job but to determine if the job is 'valued' correctly. Appeals will be decided on based on the facts and value of the job compared with other roles in the organisation (for band), and the demonstrated skills and experience of the person in the role (for grade).

Referral Documents

This policy must be read in conjunction with the policies MP0460 Performance Review, MP0436 Key Skills Allowances and the relevant Allied/General Staff Collective Agreements – both TIASA and TEU.

Approved by Chief Executive

Date: 3 February 2010



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Schedule 1 Career / Salary Structure

BAND	POINTS	POSITIONS	GRADE		
			GRADE 1	GRADE 2	GRADE 3
A	70 - 100	<ul style="list-style-type: none"> • Telephonist • Mailroom Attendant • Custodian/Maintenance Assistant • Tea Person/Assistant 	<ul style="list-style-type: none"> • A1.1 • A1.2 	<ul style="list-style-type: none"> • A2.1 • A2.2 	
B	101 – 150	<ul style="list-style-type: none"> • Customer Services Admin • Contact Centre/Customer Service Rep • Accounts Payable • Academic Resource Co-ordinator • Accounting Clerk 	<ul style="list-style-type: none"> • B1.1 • B1.2 	<ul style="list-style-type: none"> • B2.1 • B2.2 • B2.3 	<ul style="list-style-type: none"> • B3.1 • B3.2 • B3.3
C	151 – 210	<ul style="list-style-type: none"> • Technician • Customer Services Representative • Department/School Administrator • Systems Co-ordinator QEC • International Admissions Advisor • Property Systems • Graphic Designer • Payroll Co-ordinator • Helpdesk Operator / Administrator 	<ul style="list-style-type: none"> • C1.1 • C1.2 	<ul style="list-style-type: none"> • C2.1 • C2.2 • C2.3 	<ul style="list-style-type: none"> • C3.1 • C3.2 • C3.3
D	211 – 280	<ul style="list-style-type: none"> • Disability Advisor / Administrator • Financial Analyst • Executive / Personal Assistant • Systems Engineer • Desktop / Systems Administrator • Human Resources Co-ordinator • Restaurant Supervisor / Technician • Staff Trainer 	<ul style="list-style-type: none"> • D1.1 • D1.2 	<ul style="list-style-type: none"> • D2.1 • D2.2 • D2.3 	<ul style="list-style-type: none"> • D3.1 • D3.2 • D3.3
E	281 - 350	<ul style="list-style-type: none"> • Network Systems Engineer • Information Systems Admin/BA • Client Services Team Leader 	<ul style="list-style-type: none"> • E1.1 • E1.2 	<ul style="list-style-type: none"> • E2.1 • E2.2 • E2.3 	<ul style="list-style-type: none"> • E3.1 • E3.2 • E3.3
F	350 - 450	<ul style="list-style-type: none"> • Health & Safety Advisor • Counsellor • Systems Analyst/Programmer • Management Info Systems T/L 	<ul style="list-style-type: none"> • F1.1 • F1.2 	<ul style="list-style-type: none"> • F2.1 • F2.2 • F2.3 	<ul style="list-style-type: none"> • F3.1 • F3.2 • F3.3



Schedule 2 Band Definitions

Band	Task level and complexity	Human relations complexity and skill	Problem solving and supervision received	Accountability and/or risk with budget, resources, staff	Skills, experience, learning required	Points & Salary Range
A	Undertakes core clerical, and administration processing tasks using easily learned and clearly defined procedures. Requires accuracy of analysis, data entry, recording and dealing with customer enquiries.	High frequency of customer service activity (internal and distance). Need to liaise with other departments in order to complete work. Skills to work in a team environment.	Workflow/timetables are normally set priorities, with little room to change established work procedures. Problems relate to solving clerical, processing/data errors. Closely supervised and/or following specific instructions or directions.	No budget/staff responsibility. Accountable for accuracy of their work, meeting of deadlines or targets and ensuring customers receive correct information or materials	Good IT and general office accounting/administration experience required. Could learn on-the-job with no formal qualifications and in 6 months to a year, reach competence. Sound communication skills required.	70 - 100
B	Provides clerical support to key staff. Involved with co-ordination and facilitation of work projects under the direction of the supervisor. Undertakes reception and general administration. Uses IT programmes appropriately.	Liaises with staff, other departments, suppliers, specialists, lecturers and students. As may be the first point of contact for customers responding to enquiries, problems with tact and sensitivity to customer needs.	Follows direction of the supervisor. Problems relate to variations of information of data or information verification that require an immediate solution. Has to balance day to day priorities while following defined policies and procedures.	Some certification of records and ensuring the accuracy of information/accounting data is required. Not ultimately responsible for departmental outcomes or performance. No staff or budget responsibility but ensures procedures and policies are adhered to.	A high level of basic clerical/administration experience required with some internal training provided to be able to undertake all aspects of the position. Experience in work is specific to the requirements of the area.	101 - 150



Band	Task level and complexity	Human relations complexity and skill	Problem solving and supervision received	Accountability and/or risk with budget, resources, staff	Skills, experience, learning required	Points & Salary Range
C	<p>Required to interpret established procedures, precedents and guidelines.</p> <p>Required to manage and prioritise own work flow. Ensure the maintenance of databases, filing and recordkeeping systems.</p> <p>High level of organisation, work spread over different tasks requiring flexibility. High level of IT use with complex applications often relating to wide ranging programmes in use.</p>	<p>Customer service skills requiring extensive knowledge of OP and the ability to advise students, staff or clients.</p> <p>Level of student, staff or client contact is likely to be higher and more complex issues/problems than Band B.</p> <p>Need for in depth understanding in responding to problems that customers may have</p>	<p>Determines day-to-day priorities and resolves problems. Problems are more varied and require wider solutions or interpretation of instructions than Band B.</p> <p>Has some autonomy in role. Expected to show initiative and make decisions but has supervisor/manager that can be consulted as appropriate.</p>	<p>Work is influenced by student, staff or client needs and information has to be provided which must be accurate.</p> <p>Have specific responsibilities and accountabilities in their respective role. Decision or impact of actions have wider impact on OP outcomes and/or ability of others to complete work.</p> <p>May support or provide advice to Band B positions</p>	<p>Job holders are required to “multi skill” to meet the more diverse needs of jobs at this level. Positions in this band require extensive secretarial/admin/IT experience. In-house training required on complex OP systems/procedures/software application databases.</p>	151- 210



Band	Task level and complexity	Human relations complexity and skill	Problem solving and supervision received	Accountability and/or risk with budget, resources, staff	Skills, experience, learning required	Points & Salary Range
D	<p>Short term immediate customer “solutions” and service activities.</p> <p>Specialist skills and knowledge applied to a broad range of issues areas/activities and projects</p> <p>A high level of confidentiality is expected.</p> <p>Liaison with customers and suppliers to ensure needs are met.</p> <p>Less routine tasks. More variety of responsibility.</p> <p>May interpret and advise on policy and systems, manuals or guidelines.</p>	<p>Interprets a wide range of customer requests for service and ensures delivery of desired outcomes</p> <p>Plan and work with staff and students to manage the delivery of desired outcomes.</p> <p>High level of skill required to deal with senior officials of external organisations.</p> <p>High level of Interpersonal skills used in diverse situations</p>	<p>Problems are varied and require judgement and application of knowledge.</p> <p>Expected to work without close supervision, with general direction and guidance from supervisor.</p> <p>Organise workflow on short and long-term basis, anticipating workload for self and others in team.</p> <p>Able to analyse data and provide results/solutions that meet specific project or customer needs/programmes</p> <p>Creativity and initiative required.</p>	<p>Specific responsibility for their area of activity and can be accountable to the manager for outcomes and the performance of other staff in their team.</p> <p>Responsibility for maintaining equipment, information and / or service levels</p> <p>May have some budget responsibility and management.</p> <p>Broad range of responsibilities.</p>	<p>Specialist skills or experience required and the person holds the qualification / experience appropriate to and according to the needs of the specific role</p> <p>Ability to apply experience appropriately in complex circumstances.</p> <p>Extensive empathy in advisory roles.</p>	211 - 280



Band	Task level and complexity	Human relations complexity and skill	Problem solving and supervision received	Accountability and/or risk with budget, resources, staff	Skills, experience, learning required	Points & Salary Range
E	<p>Developing new policies and systems, initiating improvements and changes to OP wide systems.</p> <p>60-70% of time occupied in specialist role.</p> <p>Involved with organisation of significant external contracts and/or significant purchasing decisions.</p>	<p>Leadership and supervision. Accountable and can manage performance of others.</p> <p>Provides mentoring, coaching and guidance to internal clients, students.</p> <p>Close working relationship with key senior OP and or external contacts.</p>	<p>Research and development of resources/services.</p> <p>Operates autonomously within delegated areas of responsibility.</p> <p>Expected to identify variances, problems or issues, undertake research and identify appropriate solutions.</p> <p>Organisation and planning of resources.</p>	<p>Financial management of delegated budgets.</p> <p>Co-ordinates and manages budgets, projects or resources of area.</p> <p>Accuracy of decisions in expenditure and/or contract management required.</p> <p>Liaison with customers to identify needs/resources is required.</p>	<p>Technical/managerial and/or strong administrative experience.</p> <p>Skills/qualifications/ experience in a specific discipline required as prerequisite.</p> <p>Professional qualification and experience roles.</p>	281-350



Band	Task level and complexity	Human relations complexity and skill	Problem solving and supervision received	Accountability and/or risk with budget, resources, staff	Skills, experience, learning required	Points & Salary Range
F	<p>Predominantly occupied in a specialist/advisory role or project management responsibilities.</p> <p>Significant internal information management, interpretation of legislation, policy and practices</p> <p>Complex information / data capture and reporting</p> <p>Involved with development and implementation analysis and development of IT systems, applications-OP wide</p>	<p>Provide sensitive advice and interpretation in support of customer.</p> <p>Coaching/advice to internal customers.</p> <p>Leader in change management, requiring tact and persuasion.</p> <p>Lead/specialisation in disciplines employed for across OP.</p>	<p>Significant autonomy or only within areas of responsibility in order to provide advanced advice/solutions to end user.</p> <p>Will act in absence of manager with delegated responsibility.</p> <p>Negotiates key change to technology / policy standards, procedures</p>	<p>Accountable for advice provided. Advice / guidance is specialist and has significant impact.</p> <p>Co-ordination of projects, budgets and resources.</p> <p>Provision of technical knowledge in applied disciplines</p> <p>Improvement in effective, efficient work methods.</p> <p>Accuracy of OP wide reports, statistics.</p>	<p>Operational and staff, administrative management experience.</p> <p>Appropriate tertiary qualifications aligned to needs of position (degree and post grad quals possible).</p> <p>Experience in provision of</p> <ul style="list-style-type: none"> • interpretation of legislative compliance, • Advice • Critical reports in a sensitive, risk environment. 	350 - 450



Schedule 3 Grade Definitions

Grade 1

Grade 1 is for staff who have been appointed to the position based on demonstrated potential and are developing into the position. The appointee may be partly qualified and/or has still to acquire the necessary set of skills and range of experiences to be able to complete the whole range of duties in the position to the required standard. Grade 1 staff may be able to do most or some of the duties in the position but not all. A Grade 1 person may have related but not direct experience for the position and will need to be supervised in aspects of the position.

Grade 2

Grade 2 is for staff that have direct experience relevant to the position and are capable of competent performance in all aspects of the position. A Grade 2 staff member may not have developed the depth and/or breadth of skills to exceed performance requirements of the position but they can adequately perform all aspects of the position. Grade 2 staff members should have the required formal qualifications for the position; and are not yet at a level of skill and experience whereby they can appropriately be regarded as “expert” or “specialist” in the position. Grade 2 staff can work unsupervised in the position.

Grade 3

Grade 3 staff have all the necessary formal qualifications and significant experience directly relevant to the position. Not only can Grade 3 staff members expertly complete all the requirements of their position but they are also able to deputise for their supervisor and have experience that enables them to take on some duties of higher level positions or additional duties (ie discrete projects). Grade 3 staff members must be able to meet all of the performance requirements of the position at the level of “expert” or “specialist”. Grade 3 staff will be capable of training/mentoring/developing others towards attaining full competence in their field of expertise and supervising or evaluating the work performance of others in their field.

