

## **Attachment 20**

ACT Public Service

# **WORK LEVEL STANDARDS**

**Classification: Building  
Service Officer**



**ACT**  
Government

## INTRODUCTION TO ACTPS WORK LEVEL STANDARDS

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Work level standards (WLS) describe the distinctive elements of work at each classification level. They are a statement of the broad job requirements and operating context, the typical duties, and the qualifications, skills and experience required of each classification level.

WLS are not supposed to be a comprehensive list of responsibilities and duties for each classification level. Roles will not necessarily involve all of the examples listed in the WLS.

The current WLS have been developed using multiple sources of information to ensure they suitably reflect and are relevant to the operating context within which the classification group is currently operating within.

The descriptions of the functions and characteristics consider the wide-ranging nature of work that occurs within the ACTPS. They should be considered as general in nature and will require some interpretation based on the broad job context and conditions within which the functions and characteristics are performed.

The WLS consist of the following three elements:

- 1. Characteristics** contain general statements about the broad job requirements and operating context for each classification level. They are described in *work value* terms, using the four key elements of the ACTPS Work Value Framework:
  - Responsibility and accountability
  - Physical nature of work (where applicable)
  - Cognitive nature of work
  - Social nature of work
- 2. Functions** detail the typical duties and provides examples of the types of tasks and/or functions performed at each classification level.
- 3. Qualifications, skills, and experience** detail the general type and extent of the qualifications, skills and experience expected at each classification level.

## HOW ARE WORK LEVEL STANDARDS RELEVANT?

The ACTPS WLS:

- Provide a common language across work areas and Directorates within the ACTPS.
- Support sound decision-making for role design and classifications.
- Help employees understand what is expected of them in their role.

The main uses for WLS include:

- **Role classification** – for example, a new role is being created and the WLS are used to determine what classification the role should be.
- **Role design or re-design** – for example, the operating context a role is working within has changed and the role needs to be re-designed to reflect the changes.
- **Evaluation of work value** – for example, when the requirements of a role have changed they should be assessed using the *ACTPS Work Value Assessment Framework* to determine the most suitable classification level.
- **Developing a position description or job advertisement** – for example, when advertising to recruit for a role, the WLS can be used to describe the key requirements associated with the role.

- **Learning and development** – for example, an employee who wants to progress to a higher classification level can use the WLS to identify the areas where they need to gain more experience.
- **Performance management** – for example, a manager can use the WLS to set performance expectations related to the role and classification level with their team members.

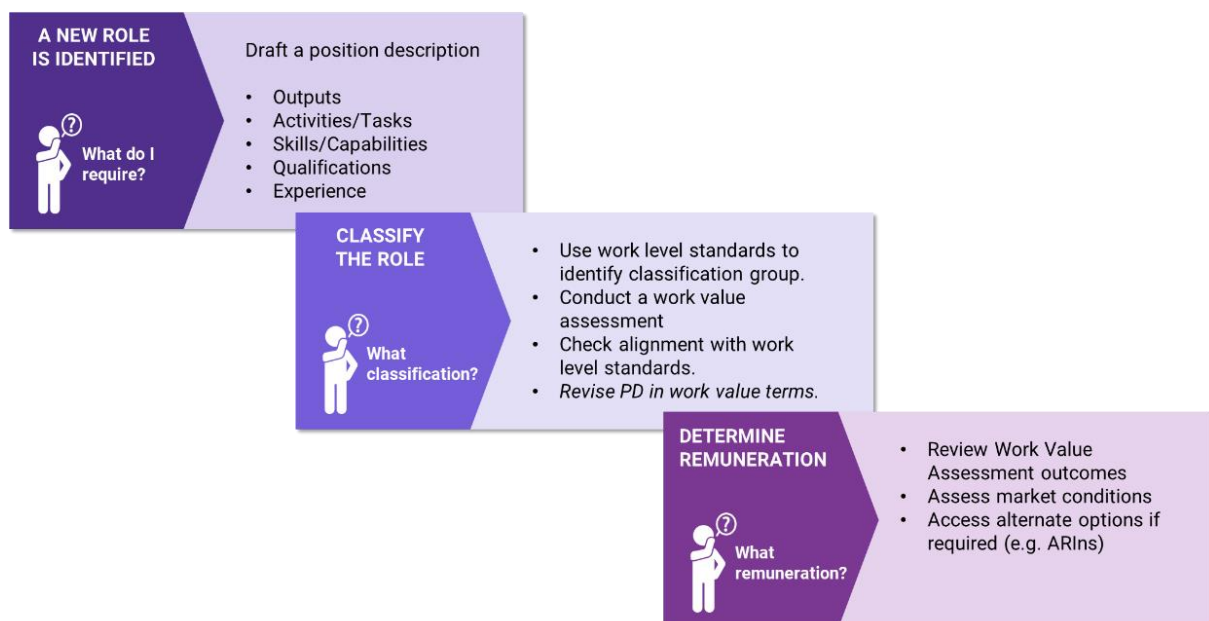
## USING WORK LEVEL STANDARDS AND WORK VALUE ASSESSMENT TOOL FOR CLASSIFYING A ROLE

Assessing a role for the purposes of classification involves objectively evaluating a role based on information and evidence gathering and mapping against the ACTPS Work Value Assessment framework features which can be found in the *ACTPS Work Value Assessment Tool*. Information and evidence gathering includes activities such as reviewing position descriptions and interviewing or surveying individuals within a role and those supervising the role.

It is important to note the *ACTPS Work Value Assessment Tool* provides an assessment of work value only. To determine what classification a role best fits within, a review of relevant work level standards will also need to be undertaken. Work level standards capture the way in which tasks, responsibilities, skills, and experience differ across classifications.

There are also additional considerations, such as market conditions, that are important when it comes to determining remuneration for a role.

An example of how the work value assessment, work level standards, and other considerations all form part of determining the classification for a role is depicted below.



Appendix A of this document provides a set of recommended work value scores for this classification group that should be used in line with the guidance provided in the *ACTPS Work Value Assessment Tool*.

## SUMMARY

### Characteristics

The following table outlines the differences between the Building Service Officer (BSO) levels in terms of the work value factors (*refer to the ACTPS Work Value Assessment Framework for further details*).

WORK VALUE FACTORS	BUILDING SERVICE OFFICER 1	BUILDING SERVICE OFFICER 2	BUILDING SERVICE OFFICER 3	BUILDING SERVICE OFFICER 4
Organisation of work	Low responsibility	→ Low responsibility	↑ Limited responsibility	↑ Moderate responsibility
Implications of failure	Minor consequences	→ Minor consequences	→ Minor consequences	→ Minor consequences
Autonomy and decision making	General Supervision	↑ Limited supervision	→ Limited supervision	↑ Limited direction
Accountability	Low	↑ Limited	→ Limited	↑ Moderate
Physical environment	Moderate	→ Moderate	→ Moderate	→ Moderate
Degree of physicality	Moderate	→ Moderate	↑ High	→ High
Cognitive complexity	Low complexity	↑ Procedural complexity	↑ Moderate complexity	→ Moderate complexity
Application of knowledge and skills	Basic	↑ Intermediate	→ Intermediate	↑ Substantial
Mental Stress	Very low exposure	→ Very low exposure	→ Very low exposure	→ Very low exposure
Team environment	Low interaction	→ Low interaction	→ Low interaction	↑ Moderate interaction
Customer and client relationships	Routine customer service	→ Routine customer service	→ Routine customer service	↑ Moderately complex and sensitive interaction

↑ Higher work value than the lower Classification level → Equivalent work value than the lower Classification level

### Functions

Many typical duties are similar across the levels, with the key differences relating to the additional supervisory activities for the higher-level roles.

Note, whilst many of the duties have the same description, differences are evident when overlaid with the characteristics of the school environment the Building Service Officer is operating within. This is particularly relevant in terms of the size and complexity of the school buildings and grounds that the BSO operates within. For instance, this is a key difference between a BSO2 and a BSO3 level role.

The BSO levels are typically located in:

- BSO 1 and BSO 2 – regular schools.
- BSO 3 – cluster schools.
- BSO 4 – complex school clusters.

### Qualification, skills, and experience

All classification levels require the following:

- Evidence of a current registration issued under the *Working with Vulnerable People Act 2011*.
- An Asbestos Awareness accreditation.

The BSO 4 level requires an industry recognised qualification in trade skills or equivalent work experience.

It is desirable for a person in a BSO 4 level role to have:

- A current First Aid certificate.
- Microsoft Office suite skills.
- Certificate IV in a relevant field (i.e. Security or Training and Assessment).

# BUILDING SERVICE OFFICER 1

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## CHARACTERISTICS

### Responsibility and accountability

A role at this level would typically:

- Have little or no supervisory responsibilities.
- Have Responsibility for use of own resources in line with established procedures and practises.
- Incur minor consequences arising from failure to effectively undertake the required work because there are mitigations in place to prevent major consequences occurring.
- Work under general supervision.
- Conduct work independently within established procedures and guidelines.
- Be accountable for the setting priorities for completion of allocated tasks and compliance with set procedures.
- Be accountable to an immediate supervisor for their own work.
- In some circumstances, be responsible for providing advice to other employees on procedural and less technical issues related to the immediate work area and identifying and managing risks that affect day-to-day tasks.

### Physical nature of work

Work at this level would typically require:

- Operating in a changing working environment with exposure to physical and environmental factors which could cause accident, health, or discomfort if not mitigated successfully.
- The use of specific physical skills and/or physical exertion, on a regular basis, to perform the job requirements.

### Cognitive nature of the work

Work at this level would typically:

- Be generally straightforward and relate to a broad range of tasks.
- Be completed via the application of well-established principles, practices, and procedures in combination.
- Involve problems that may have some complexities yet are broadly similar to past problems with solutions generally being found in documented precedents, or in rules, regulations, guidelines, procedures, and instructions.
- Be stable in terms of effort and not exposed to high pressure or extreme demands.

### Social nature of the work

Work at this level would typically involve:

- Work being undertaken independently with a low level of interaction with or reliance on other team members to undertake the work.
- Interaction with team members to exchange information and occasionally complete simple and straightforward tasks.
- Communication with and provision of information and advice to a range of stakeholders.
- Applying standard procedures to meet stakeholder requirements and solve stakeholder problems.

- Delivering an effective customer service on routine matters and provide quality accurate and consistent advice.
- Representing the work area at internal meetings and external meetings.

## FUNCTIONS

Typical duties for roles at this work level include:

- Monitor the security of the school buildings, furniture, fittings, and equipment. Apply preventative measures such as locking up (and opening) entrances to school buildings and external gateways and securing valuable equipment.
- Manage the monitoring and maintenance of school buildings, grounds, fittings, furniture, and equipment.
- Supervise and monitor a school's maintenance programs, contractors, cleaning, and security for the school.
- Undertake minor repairs and maintenance to the buildings, grounds, fittings, furniture, and equipment. For example, servicing, replacing parts or repairing minor damage to a range of fittings, equipment, or furniture e.g., smoke detectors, lighting, non-structural joinery, furnishings, flooring, or fencing.
- Operate and monitor a school's heating and cooling systems, with a view to minimising energy usage.
- Assist with stocktake and the receipt and storage of equipment and supplies.
- Rearrange and/or relocate furniture and equipment (within reasonable safety limits).
- Undertake relevant administrative tasks including the completion of risk management and safety records.
- Communicate and liaise with staff, students, members of the public and contractors in order to provide effective building services.

## QUALIFICATIONS, SKILLS AND EXPERIENCE

A person in a role at this level is expected to have:

- Evidence of a current registration issued under the *Working with Vulnerable People Act 2011*.
- An Asbestos Awareness accreditation.

## BUILDING SERVICE OFFICER 2

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### CHARACTERISTICS

#### Responsibility and accountability

A role at this level would typically:

- Have little or no supervisory responsibilities.
- Have responsibility for use of own resources in line with established procedures and practises.
- Incur minor consequences arising from failure to effectively undertake the required work because there are mitigations in place to prevent major consequences occurring.
- Work under limited supervision.
- Follow well defined and detailed policies, technical or professional guidelines and accepted practice or precedents to achieve specific end results.
- Use evaluative judgement and may involve tailoring work methods, interpreting and adapting existing procedures and practices to achieve results.
- Make decisions concerning a variety of matters and in some cases concern complex or escalated issues and have a medium to high impact on the work area.
- Be accountable for setting priorities for the work area, monitoring workflow, and reviewing work of less experienced employees.
- Be accountable to an immediate supervisor and for team outcomes to some extent.
- Be accountable for monitoring emerging issues to identify impact on tasks and identifying and mitigating risks that will impact on own and team outcomes.
- Be responsible for managing competing requests, demands, and priorities, and for planning for the achievement of personal or team results.

#### Physical nature of work

Work at this level would typically require:

- Operating in a changing working environment with exposure to physical and environmental factors which could cause accident, health, or discomfort if not mitigated successfully.
- The use of specific physical skills and/or physical exertion, on a regular basis, to perform the job requirements.

#### Cognitive nature of the work

Work at this level would typically:

- Be generally straightforward and relate to a broad range of tasks.
- Be completed via the application of well-established principles, practices, and procedures in combination.
- Involve problems that may have some complexities yet are broadly similar to past problems with solutions generally being found in documented precedents, or in rules, regulations, guidelines, procedures, and instructions.
- Be stable in terms of effort and not exposed to high pressure or extreme demands.



## Social nature of the work

Work at this level would typically involve:

- Work being undertaken independently with a low level of interaction with and reliance on other team members to undertake the work.
- Interaction with team members to exchange information and occasionally to complete simple and straightforward tasks.
- Communication with and provision of information and advice to a range of stakeholders.
- Applying standard procedures to meet stakeholder requirements and solve stakeholder problems.
- Delivering an effective customer service on routine matters and provide quality accurate and consistent advice.
- Representing the work area at internal meetings and external meetings.

## FUNCTIONS

Typical duties for this work level include:

- Manage the security of the school buildings, furniture, fittings, and equipment. Initiate and implement preventative measures such as locking up (and opening) entrances to school buildings and external gateways and securing valuable equipment.
- Undertake a range of building maintenance activities, including:
  - Regular inspections to determine maintenance priorities.
  - Completing medium level maintenance work such as medium repairs to the building, fixtures, fittings, furniture, and equipment or organising and overseeing the work. For example, servicing, replacing parts or repairing damage to a range of fittings, equipment, or furniture e.g., air conditioning systems, smoke detectors, lighting, non-structural joinery, furnishings, flooring, or fencing.
  - Assisting in the development and implementation of an annual maintenance program.
  - Supervise and monitor a school's maintenance programs and contractors, initiating and implementing strategies to improve outcomes.
- Perform day-to-day grounds maintenance work, including:
  - Regular inspections to determine maintenance priorities.
  - Undertaking an annual, systematic grounds maintenance program.
  - Support a school's sustainability initiatives (such as a school yard compost, worm farm or vegetable garden).
- Operate and monitor a school's heating and cooling systems, with a view to minimising energy usage.
- Assist with stocktake and the receipt and storage of equipment and supplies.
- Rearrange and/or relocate furniture and equipment (within reasonable safety limits).
- Perform administrative tasks in line with risk management, safety, and record keeping requirements.

## QUALIFICATIONS, SKILLS AND EXPERIENCE

A person in a role at this level is expected to have:

- Evidence of a current registration issued under the *Working with Vulnerable People Act 2011*.
- An Asbestos Awareness accreditation.

It is desirable for a person in this role to have:

- An industry recognised trade qualification or equivalent work experience.
- A current First Aid certificate.

# BUILDING SERVICE OFFICER 3

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## CHARACTERISTICS

### Responsibility and accountability

A role at this level would typically:

- Have limited supervisory responsibilities. There may be a requirement to provide advice and guidance on procedural matters.
- Have some direct responsibility for resource management in-line with established procedures and practices.
- Incur minor consequences arising from failure to effectively undertake the required work because there are mitigations in place to prevent major consequences occurring.
- Work under limited supervision.
- Follow well defined and detailed policies, technical or professional guidelines and accepted practice or precedents to achieve specific end results.
- Use evaluative judgement and may involve tailoring work methods, interpreting and adapting existing procedures and practices to achieve results.
- Make decisions concerning a variety of matters and that may, in some cases, concern complex or escalated issues and have a medium to high impact on the work area.
- Be accountable for setting priorities for the work area, monitoring workflow, and reviewing work of less experienced employees.
- Be accountable to an immediate supervisor and for team outcomes to some extent.
- Be accountable for monitoring emerging issues to identify impact on tasks and identifying and mitigating risks that will impact on own and team outcomes.
- Be responsible for managing competing requests, demands, and priorities, and for planning for the achievement of personal or team results.

### Physical nature of work

Work at this level would typically require:

- Operating in a changing working environment with exposure to physical and environmental factors which could cause accident, health, or discomfort if not mitigated successfully.
- Constant use of specific physical skills or physical exertion to perform the job requirements.
- The worker to maintain a specific physical condition to effectively perform the job requirements.

### Cognitive nature of the work

Work at this level would typically:

- Be either moderately complex or complex in nature and relate to a range of activities.
- Involve interpretation, analysis, and some judgement to select an appropriate course of action.
- Occasionally involve encountering unfamiliar circumstances which may require some judgement or technical assistance sought.
- Be stable in terms of effort and not exposed to high pressure or extreme demands.

### Social nature of the work

Work at this level would typically involve:

- Work being undertaken independently with a low level of interaction with and reliance on other team members to undertake the work.
- Interaction with team members to exchange information and occasionally to complete simple and straightforward tasks.

- Communication with and provision of information and advice to a range of stakeholders.
- Applying standard procedures to meet stakeholder requirements and solve stakeholder problems.
- Delivering an effective customer service on routine matters and provide quality, accurate, and consistent advice.
- Representing the work area at internal meetings and external meetings.

## FUNCTIONS

Typical duties for this work level include:

- Manage the security of the school and cluster buildings, furniture, fittings, and equipment. Initiate and implement preventative measures such as locking up (and opening) entrances to school buildings and external gateways, and securing valuable equipment.
- Undertake a range of building maintenance activities, including:
  - Regular inspections to determine maintenance priorities.
  - Completing major, or large-scale repairs to the building, fixtures, fittings, furniture, and equipment or organising and overseeing the work. For example, servicing, replacing parts or repairing damage to a range of fittings, equipment, or furniture e.g., refurbishing a large area within a building, replacing systems such as air conditioning, structural joinery, roofing, or fence replacement.
  - Assisting in the development and implementation of an annual maintenance program.
  - Supervise and monitor a school's maintenance programs and contractors, initiating and implementing strategies to improve outcomes.
- Perform day-to-day grounds maintenance work, including:
  - Regular inspections to determine maintenance priorities.
  - Undertaking an annual, systematic grounds maintenance program.
  - Support a school's sustainability initiatives (such as a school yard compost, worm farm or vegetable garden).
- Operate and monitor a school's heating and cooling systems, with a view to minimising energy usage.
- Assist with stocktake and the receipt and storage of equipment and supplies.
- Rearrange and/or relocate furniture and equipment (within reasonable safety limits).
- Perform administrative tasks in line with risk management, safety, and record keeping requirements.

## QUALIFICATIONS, SKILLS AND EXPERIENCE

A person in a role at this level is expected to have:

- Evidence of a current registration issued under the *Working with Vulnerable People Act 2011*.
- An Asbestos Awareness accreditation.

It is desirable for a person in this role to have:

- An industry recognised trade qualification or equivalent work experience.
- A current First Aid certificate.

# BUILDING SERVICE OFFICER 4

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## CHARACTERISTICS

### Responsibility and accountability

A role at this level would typically:

- Be responsible for supervising and organising the day-to-day work of a small number of employees or a small team who carry out similar types of work or has team members undertaking similar tasks or who possess similar skill sets.
- Have direct responsibility for resource management including administering, monitoring, and reporting.
- Incur minor consequences arising from failure to effectively undertake the required work because there are some mitigations in place to prevent major consequences occurring.
- Work under limited direction.
- Use discretion and initiative over a broad area of activity with autonomy in interpreting policy and applying practices and procedures.
- Use discretion in determining how objectives are achieved and in interpreting, applying, and modifying policies, practices, and procedures.
- Make decisions that concern a broad variety of matters with a significant impact on own work area and that may affect other parts of the agency.
- Make decisions that are based on professional judgement and evaluating risk in the context of a complex and changing environment.
- Be accountable for developing plans and objectives for short-term tasks and contributing to strategic planning for longer-term initiatives.
- Have responsibility for providing expertise and technical knowledge across a range of programs or activities, providing accurate and specialised advice, and ensuring knowledge of and compliance with relevant legislation and policy frameworks.
- Have responsibilities setting priorities and ensuring quality of outputs for the work area, including contributing to business improvement strategies and to change in workplace practices.
- Be accountable for monitoring related emerging issues, identifying impact, and conducting risk management activities within sphere of responsibility.
- Be held accountable to an immediate supervisor and technical or other authority.

### Cognitive nature of the work

Work at this level would typically:

- Be moderately complex to complex in nature and relate to a range of activities.
- Be able to be related to past experience or using available information.
- Require interpretation, analysis and some judgement to select an appropriate course of action.
- Occasionally involve encountering of unfamiliar circumstances which may require some judgement or technical assistance sought.
- Be stable in terms of effort and not exposed to high pressure or extreme demands.

### Physical nature of work

Work at this level would typically require:

- Operating in a changing working environment with exposure to physical and environmental factors which could cause accident, health, or discomfort if not mitigated successfully.
- Constant use of specific physical skills or physical exertion to perform the job requirements.
- The worker to maintain a specific physical condition to effectively perform the job requirements.

## Social nature of the work

Work at this level would typically involve:

- Some interaction with and reliance on other team members.
- Providing support and advice to team members.
- Occasionally relying on others to complete simple and straightforward tasks.
- Some interaction with other teams within the organisation.
- Communicating and providing advice and recommendations to a wide variety of customers and external stakeholders to achieve work area goals.
- Liaising with a range of stakeholders in relation to difficult or sensitive issues, and on moderately complex to complex policy, project or operational issues.
- Consulting and advising internal and external stakeholders, anticipating, and responding to their needs and expectations.
- Representing the agency by promoting its interest at community and cross-agency levels and undertaking a representation or presentation role on behalf of the immediate work area.
- Providing customer or client service on routine matters and more complex issues.

## FUNCTIONS

Typical duties for this work level include:

- Management of a school/cluster site specific operation, program or business unit.
- Coordinate, supervise and/or complete required work to maintain and enhance school grounds, buildings, fixtures, fittings, furniture, and equipment.
- Ensure the security of a school and cluster buildings, furniture, fittings, and equipment.
- Develop, coordinate, and implement annual building and grounds maintenance programs.
- Undertake regular inspections to determine maintenance priorities.
- Manage a school's maintenance programs.
- Supervise contractors undertaking maintenance activities.
- Coordinate, train, supervise, and mentor other BSOs.
- Coordinate and support a school's sustainability initiatives (such as a school yard compost, worm farm or vegetable garden).
- Operate and monitor a school's heating and cooling systems with a view to minimising energy usage.
- Assist with stocktake and the receipt and storage of equipment and supplies.
- Rearrange and/or relocate furniture and equipment (within reasonable safety limits).
- Perform administrative tasks in line with risk management, safety, and record keeping requirements.

## QUALIFICATIONS, SKILLS AND EXPERIENCE

A person in a role at this level is expected to have:

- An industry recognised qualification in trade skills or equivalent work experience.
- Evidence of a current registration issued under the *Working with Vulnerable People Act 2011*.
- An Asbestos Awareness accreditation.

It is desirable for a person in this role to have:

- Microsoft Office suite skills.
- Certificate IV in a relevant field (e.g. Security, Training and Assessment).
- A current First Aid certificate.

## APPENDIX A – RECOMMENDED WORK VALUE SCORES

The following graph shows the recommended range of work value scores for the classification group. The vertical axis indicates the work value score range (with the minimum work value score being 22 and maximum 110). The horizontal axis displays each classification level, with the table specifying the minimum and maximum work value score for each classification level. Note these scores should be used in conjunction with the guidance provided in the *ACTPS Work Value Assessment Tool*.

