
Position Management & Position Classification Guidelines

Human Resources Policy

1 Purpose

The purpose of these guidelines is to provide information and clear guidance about the creation and control of positions, which supports overall University position establishment. Guidance covers position management, job analysis, role descriptions, job evaluation and position classification and identifiers.

2 Organisational Scope

The Position Management & Position Classification Guidelines are university-wide guidelines that apply to all managers. These guidelines cover individual and group responsibilities for the management of positions that make up the organisational structure and work design of the University, and for the classifications of these positions.

3 Definitions

For purposes of this guideline, unless otherwise stated, the following definitions shall apply:

Position:	The work required to be performed, where work-related information such as tasks, duties, and work behaviours is detailed. The associated attributes required, such as knowledge, skills and abilities, to do the work.
Position Establishment:	The approved positions (vacant or occupied) that make up the organisational structure of the University, covering all areas.
Position Management:	The processes that give effect to the on-going determination and maintenance of the position establishment. In managing positions, the University considers all the existing positions - their disestablishment, replacement or reallocation - and development of new positions.
Position Classification:	The system that supports the University to manage its positions and report on them on an individual and group basis.
Change Management:	A proposal to change the structure (including the roles performed by employees) or staff level of any part, or parts of the university, including any merger of the whole or part of the University with another organisation.
Job Analysis:	The process of systematically collecting and analysing data about the duties, accountabilities and responsibilities of a position. Data collection methods may include questionnaires, interviews, direct observations and activity logs. (AS 5376-2012, NZS 8007:2006.)

Gender bias	Partiality on the basis of gender. (AS 5376-2012, NZS 8007:2006.)
Role Description:	The detailing of the responsibilities and accountabilities, the various skill requirements and other characteristics of the position, including the outcomes of the role. (AS 5376-2012, NZS 8007:2006.)
Job Evaluation:	A systematic process for establishing the relative size, content and contributions of positions. (AS 5376-2012, NZS 8007:2006.)
Job Size:	The extent of a position as determined by adding together the scores given to individual elements into which the job evaluation methodology has divided the position. (AS 5376-2012, NZS 8007:2006.)
Work Function:	The classification of positions into similar families of work; additionally 'job families' are occupationally based.
Temporary Position Identifier:	The identifier used prior to the allocation of a unique position identifier where a new role is yet to be approved.
Unique Position Identifier:	The identifier is a combination alpha (school/ department) numeric (unique position number) coding structure. This identifier is seven characters in length (which avoids being confused with the employee number).
Casual Position Identifier:	A set of generic alpha numeric identifiers, seven characters, used to distinguish temporary (less than six months) and casual positions.
Manager:	A manager is any person who has delegated Human Resource responsibilities for direct reports.

4 Guidelines

4.1 Position Management

- (a) Managers are required to complete activities that support the regular review of the work needed to be completed to achieve the University's Strategic Plan and the area's Annual Plan. These activities include the review of workloads (refer Staff Workload Policy); and the coverage and mix of positions under the Manager's control. Managers will generally review an existing position in terms of its part in the organisation and may make recommendations to replace, reallocate, or disestablish it (see Table 1, p.3). Further, a Manager may make the business case to create a new position. The University needs to ensure position changes and additions are captured and reported on.
- (b) A number of interrelated HR processes support position management (see Appendix A). In practice a review of an existing position may involve instigating and completing a change management process. Managers are required to work with Central Service Unit staff, in particular HR and others such as Finance and Communications, to ensure where appropriate the various outputs such as the appropriate business case, staff communications, revised budgets, role descriptions and job sizes are completed.
- (c) The position may be occupied by an employee or it may be vacant. If occupied, the change management process will require the completion of additional activities involving the incumbent and where appropriate the incumbent's representative (refer Consultation for Employment Matters Policy). *Note: Please contact your Human Resources Manager/ Senior Advisor/ Advisor regarding the instigation of a change management process.*

Table 1 — Position Establishment Map

		ESTABLISHMENT		
		Decrease	Same (Existing Position)	Increase
EXPENDITURE	Increase		<p>Reallocated positions (1) The reallocation of an existing vacant position (which is discontinued) with major refinement to the position requirements. Funding for reallocated positions comes from the aligned budget within the Faculty or CSU. Overall the establishment stays the same; however, the costs increase (role evaluated resulting in a reassigned higher pay range).</p>	<p>New positions A newly created position that is funded from the university budget. Funding for new positions comes from University budgets: 1. New monies 2. Reallocated non-salary monies. The overall establishment increases, and costs increase (pay range needs to be assigned).</p>
	Same		<p>Replacement positions The replacement of an existing vacant position with no change or some minor refinement to the position requirements. Funding for replacement positions comes from the aligned budget within the Faculty or CSU. Overall the establishment stays the same, as do the costs (the same pay range applies).</p>	
	Decrease	<p>Disestablished positions A position is disestablished when it is not replaced or reallocated (see also reallocated positions). Funding of discontinued positions is incorporated into or removed from the operating budget. The overall establishment decreases, and salary costs decrease.</p>	<p>Reallocated positions (2) The reallocation of an existing vacant position (which is discontinued) with major refinement to the position requirements. Funding for reallocated positions comes from the aligned budget within the Faculty or CSU. Overall the establishment stays the same; however, the costs decrease (role evaluated resulting in a reassigned lower pay range).</p>	

4.2 Job Analysis

- (a) Job analysis is the process to identify and determine in detail the particular duties, tasks, requirements and the relative importance of these aspects for a given position. Job analysis is a process where informed judgments are made about data collected on a position. The purposes associated with job analysis are to establish and document the 'job relatedness' of employment procedures such as recruitment, selection and orientation procedures; remuneration setting; training; and performance appraisal (see Appendix B).
- (b) There are multiple levels around job analysis. Employee attributes, the knowledge, skills, and abilities required in the position are primary level of foci. The smallest division of work activity, the element, is used to describe singular motions (used primarily by industrial engineers). The next level is the task, a discrete unit of work

performed by a person. The task consists of a sequence of activities that completes a work assignment (i.e., a series of elements). When sufficient tasks accumulate to justify the employment of a person, a position exists. One or many persons may be employed on the same role description. Positions found in more than one organization are termed occupations. A job family is a group of occupations.

- (c) Today's most common approach is referred to as conventional job analysis programs that typically involve:
 - (i) Collecting job information from managers and job incumbents
 - (ii) Preparing role descriptions (see 4.3), where work activities are treated as the primary job descriptor
 - (iii) Determining education, training, and experience required as well as information on key relationships, responsibilities and decision making, and management/supervision.
- (d) Conventional job analysis is subjective as it depends upon the objectivity and analytical ability of the evaluator; as well as the quality of the information provided by the managers, incumbents and other informants. Measuring reliability (consistency) and validity is difficult because the data is often non-quantitative. Having trained evaluators and two or more individuals analyse the job independently helps provide some measure of reliability. A strong contributor to both reliability and validity is the common practice of securing acceptance from both the manager and position incumbent(s) before role descriptions are considered final.

4.3 Role Descriptions

- (a) A role description describes the position as it is being performed, which is a detailed snapshot of the position as of the time it was analysed. Descriptions are written so that any reader, whether familiar or not with the position, can identify what the person does, why, and how. What the person does describes the physical, mental, and interactional activities of the role. Why refers to the objective of the work activities; also included in the position summary and in each task description. How deals with the methods, procedures, tools, and information sources used to carry out the tasks.
- (b) The University's role descriptions should be written with:
 - (i) A direct style in present-tense
 - (ii) An active verb beginning the summary statement and task description
 - (iii) An objective for each task and ensuring no unnecessary or fuzzy words.
- (c) The University's role descriptions include three broad categories of information:
 - (i) Identification - distinguishes the position under study from other positions. University information such as Faculty/School and Central Service Unit are needed to describe the area, and a position title is used to identify the role. Note: similar types of positions have the same titles.
 - (ii) Work performed, beginning with a summary that describes the purpose and content of the position. This summary is followed by an orderly series of paragraphs that describe each of the tasks and performance requirements. Each task is introduced by a flag statement that shows generally what is being done followed by a detailed account of what, why and how it is done.

- (iii) Performance/ behaviour requirements - sets out the attributes required for the position. This section is often called the position (or job) specification.

4.4 Job Evaluation

- (a) Job evaluation develops a plan for comparing positions in terms of those aspects the University considers important determinants of job worth (see Appendix C). The University predominantly uses the Hay Guide Chart®-Profile Method of Job Evaluation (HAY-JE), which enables all positions to be sized on a consistent basis without gender bias. HAY-JE is one of the best-known variations of factor comparison methods. The University has been using this method since 2005. The method uses universal factors, based on job values at 15% intervals, and makes job-to-job comparisons. The universal factors in the Hay plan are know-how, problem solving, and accountability, which are broken down into eight dimensions (see the summary evaluation template, Appendix D).
- (b) Mercer's International Position Evaluation System (IPE), also a variation of the factor comparison method, is used to help avoid the re-introduction of gender bias. This supporting plan enables separate and independent evaluation, access to additional market analysis and use of survey data to inform the pay setting processes. Five universal factors are used in Mercer's IPE, and these are impact, communication, innovation, knowledge and risk, which are broken down into twelve dimensions (see the summary evaluation template, Appendix D).
- (c) Gender bias in human resources and management processes is often unintentional and can occur in any of the processes in describing, analysing and evaluating jobs. The main reason gender bias occurs is that job evaluations are affected by assumptions about the nature and value of work in occupations that are mainly done by women or mainly by men. Monitoring job evaluation processes for gender-inclusiveness help identify and eliminate any gender bias that may affect the equitable treatment of people in employment. Gender-inclusive job evaluation standards (e.g. AS 5376-2012, NZS 8007:2006) provide information and recommendations on procedures to support and promote gender equity in job evaluation. These Standards have been formally approved by the respective Standards Councils.
- (d) In working to eliminate gender bias in job evaluation, the University has:
 - (i) A Job Evaluation Committee and trained staff in the use of both job evaluation methods.
 - (ii) Processes to facilitate that position information is gender-neutral, accurate and up-to-date. The inclusion or 'slotting' of other roles in the overall ranking of positions by position matching based on benchmarked positions that have been evaluated. Job evaluation processes that are consistently applied, and the outcomes documented.
 - (iii) Monitoring and checking of job evaluation outcomes.
 - (iv) Appeal procedures to support a fair and open process.

4.5 Position Classification

- (a) Details regarding the nature and coverage of the work require careful classification, which supports budgeting and personnel activities. A coding structure ensures improved management and more accurate reporting of all positions.

- (b) The University requires managers to clearly identify any changes to positions that would result in reclassification. Positions are reclassified principally as a result of changing key details such as the:
 - (i) Position Type – the overarching classification of ‘Professional Staff’, ‘Academic’ (additional sub-levels such as ‘Research’ have been developed), and ‘Governance’.
 - (ii) Work Function – the ‘dominant’ job family, and the sub classification of position type (see Appendix E, which has existing categories).
 - (iii) Position Location – School or Central Service Unit, including sub unit if applicable.
- (c) Other position details are important to capture accurately, although these may not necessarily change the position classification and include the:
 - (i) Position Title – the actual title of the role, e.g. “Lecturer in Science Communication”.
 - (ii) Reporting To – the reporting line.
 - (iii) General Ledger Account Code – the Company code_cost centre code_activity code_project/ grant code.
 - (iv) Agreement Type – Collective or Individual agreement.
 - (v) Job size – job evaluation score(s).

4.6 Position Identifiers

- (a) Each permanent and fixed term position of greater than six months is individually identified where HR Payroll assigns a unique position identifier. HR Payroll use seven digit codes that are alpha (school/ department) and numeric (denoting the position, and level, as well as reporting line). This identifier encapsulates the position classification details; therefore, any key changes will result in the need for HR Payroll to archive and assign new identifiers. Newly created positions (including substantively changed roles) are assigned a temporary position identifier until they have been approved.
- (b) HR Payroll use a many-to-one coding structure for casual and tutor positions (based on the volume of data entry required). A casual position identifier is assigned, which is also a seven digit code (alpha/numeric). For example, Tutor codes range from 960 to 979 and Casual codes from 980 to 999. The level of Tutor is also identified, such as Senior. For example, PSYC999 denotes a casual in the School of Psychology reporting to the Head of School. The use of the 999 code denotes all casuals in this reporting line. (A future option is still available to implement a one-to-one coding structure.)

4.7 Position Establishment Requirements

- (a) Managers are required to document the results of a realignment of an existing position, a change management process or the creation of new positions in an appropriate length business case, which will include updating or creating new role descriptions. Equally, managers need to confirm to HR Payroll when positions are disestablished or vacant positions are not going to be filled.
- (b) The position management and position classification outcomes need to be clearly identified. Minimum requirements for each position are covered in Appendix F, which supports the approval, set up, monitoring and audit procedures.

5 Legislative Compliance

The University is required to manage its policy documentation within a legislative framework; the [Employment Relations Act 2000](#) covers the requirement to document duties.

6 References

Australian Workplace Gender Equality Agency (AS 5376-2012) Guide to Australian Standard on gender-inclusive job evaluation. ISBN 978 1 74342 102 4

[Capability Strategy/ Te Ruataki Kaiaka 2013-2017](#)

[Consultation Policy for Employment Matters](#)

[Equity & Diversity Policy](#)

Job Evaluation Committee Operating Protocol and Procedure

[Staff Workload Policy](#)

Standards New Zealand (NZS 8077:2006) New Zealand Standard Gender-Inclusive Job Evaluation. ISBN 1-86975-046-2

7 Appendices

Appendix A: Position Management Processes, Outputs and Outcome Map

Appendix B: Job Analysis and Employment Procedures

Appendix C: Gender-Inclusive Job Evaluation

Appendix D: Hay-JE & Mercer IPE Summary Job Evaluation Templates

Appendix E: Position Type, Work Function and Sub-Work Function

Appendix F: Position Establishment Coversheet

8 Approval Agency

Director, Human Resources

9 Approval Dates

This document was originally approved on: 12 July 2013

This version was approved on: 25 February 2016

This version takes effect from: 29 February 2016

10 Contact Person

Please contact your Manager or your Human Resources Manager/ Senior Advisor/ Advisor if you have any questions about these guidelines.

Manager, HR Planning & Reporting

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Appendix A: Position Management Processes, Outputs and Outcome Map

<i>Regular review of Roles /Change Management (process)</i>		
Business case (output)		
Position Requirements	Review of Existing Role	Creation of Role
<i>Job Analysis (process)</i>		
Role description (output):	Review actions	Create actions
<ul style="list-style-type: none"> • Identification/ Title 	<i>Check/ Realign</i>	<i>Assign/ Align</i>
<ul style="list-style-type: none"> • Work performed 	<i>Review/ Confirm/ Revise</i>	<i>Determine/ Decide</i>
<ul style="list-style-type: none"> • Performance/ behaviour requirements 	<i>Review/ Confirm/ Revise</i>	<i>Determine/ Decide</i>
<ul style="list-style-type: none"> • Reporting Line 	<i>Review/ Confirm/ Revise</i>	<i>Decide</i>
Employment Agreement (output)	<i>Review/ Confirm/ Revise</i>	<i>Determine</i>
<i>Job Evaluation (process)</i>		
Job size (output)	<i>Verify/ Conclude</i>	<i>Establish</i>
	<i>Role matching (sub-process) if the position is occupied.</i>	
	<i>The same position</i> <ul style="list-style-type: none"> • Replacement 	<i>A substantially different position</i> <ul style="list-style-type: none"> • New
	<i>A similar position</i> <ul style="list-style-type: none"> • Discontinue existing position reallocate or disestablish 	
<i>Approval (process)</i>		
Position Classification (outcome)		

Appendix B: Job Analysis and Employment Procedures

Recruitment, selection and orientation procedures

Job analysis can be used in recruitment, selection and orientation procedures to identify or develop:

- Duties that should be included in advertisements of vacant positions
- Applicant appraisal/evaluation forms
- Minimum requirements (education and/or experience) for screening applicants
- Interview questions
- Selection tests/instruments (e.g., psychometric test, work samples)
- Orientation materials for applicants/new hires.

Remuneration setting

Job analysis can be used in remuneration setting to identify or determine:

- Required level of knowledge, skills and abilities
- Compensable job factors
- Work environment (e.g., hazards; attention; physical effort)
- Responsibilities (e.g., fiscal; management/supervisory)
- Appropriate salary level for the position to help determine what salary should be offered to a candidate.

Determining training needs

Job analysis can be used in training needs assessment, to identify or develop:

- Training content
- Assessment tests to measure effectiveness of training
- Equipment to be used in delivering the training
- Methods of training (e.g., eLearning, small group, classroom).

Performance appraisal

Job analysis can be used in performance appraisal to identify or develop:

- Goals and objectives
- Performance standards
- Evaluation criteria
- Duties to be evaluated.

Appendix C: Gender-Inclusive Job Evaluation

Determinants of Job Status

- (a) The University uses compensable factors or measures that help to determine what the organization is ‘paying for’ – what the organization considers important determinants of role worth - what aspects of positions place one position higher in the job hierarchy than another position. To be useful in comparing positions, compensable factors should possess certain characteristics:
 - (i) They must be present and observable in all positions
 - (ii) The factor must vary in degree (without varying degrees no comparison can be made)
 - (iii) If two or more factors are chosen, they should not overlap in meaning
 - (iv) Employer, employee, and union viewpoints should be reflected in the factors chosen
 - (v) Consideration of all viewpoints is critical for acceptance
 - (vi) Must be demonstrably derived from the work performed
 - (vii) They need to fit the organization (fit technology, culture, and values).
- (b) Four basic methods describe most of the various job evaluation systems:
 - (i) Ranking (involves creating a hierarchy of positions by comparing roles on a global factor that combines all parts of the position)
 - (ii) Classification (defines categories of positions and slots positions into these classes)
 - (iii) Factor comparison (involves position-to-position comparisons on several specific factors)
 - (iv) Point plan (compares positions on rating scales of specific factors).

Reliability (consistency)

- (c) Early research found that position rating could be improved by a reduction in overlap among factors, good role descriptions, and evaluator training. Higher reliability results when scale levels, including the use of benchmark roles, are carefully defined. Familiarity with the positions also seemed to increase reliability.

Validity (the best results)

- (d) The question of which method is the most valid (yields the best results) depends on the circumstances. Ranking methods yield results in less time and at less cost, but work-relatedness may be difficult to defend and inconsistencies among organizational units are quite possible. Factor comparison involves higher cost, complexity, and explanation difficulties. The point and classification methods seem more acceptable to managers and employers. The question of whether the different methods yield similar results has not been finally answered.

Unlawful discrimination

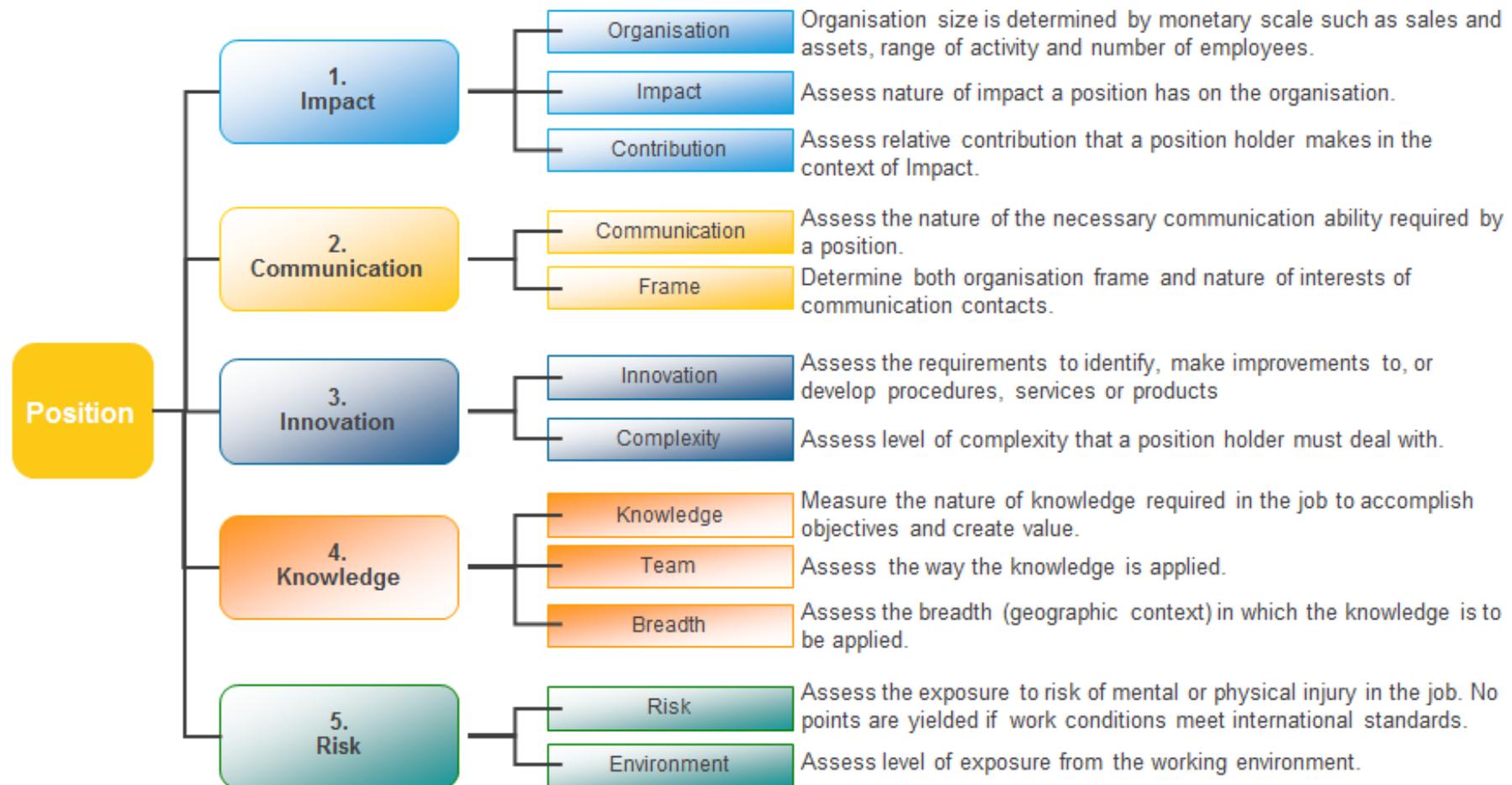
- (e) Sex discrimination in employment is unlawful as covered in New Zealand’s employment and human rights laws. Gender-Inclusive Job Evaluation (NZS 8007:2006) was developed in New Zealand as a voluntary standard to eliminate gender bias. This Standard, and the more recent Australian standard (AS 5376-2012), references that this bias may occur in any of the processes involved in describing, analysing and evaluating jobs. Consistent process care, re-evaluation and review, appeals, and retraining all help to improve the University’s job evaluation work.

Appendix D: Hay-JE & IPE Summary Job Evaluation Templates

		<h2 style="color: green;">HAY Job Evaluation Summary Record</h2>		
Position No & Title				Evaluator(s):
CSU/ Faculty:				
Unit/ School:				Consultation:
Reports to (title):				Reviewed by:
1. KNOW-HOW	Level	Points	<i>Enter summary chart descriptions</i>	
<i>Technical – Depth and Range</i>				
<i>Management Breadth</i>				
<i>Human Relations Skills</i>				
<i>Notes/ Comments:</i>				
2. PROBLEM SOLVING	Level	Points	<i>Enter summary chart descriptions</i>	
<i>Thinking Environment</i>				
<i>Thinking Challenge</i>				
<i>Percentage %</i>				
<i>Notes/ Comments:</i>				
3. ACCOUNTABILITY	Level	Points	<i>Enter summary chart descriptions</i>	
<i>Freedom to Act</i>				
<i>Magnitude</i>				
<i>Impact</i>				
<i>Notes/ Comments:</i>				
TOTAL PROFILE & POINTS			Date:	

		<h2 style="color: #4F81BD;">Mercer IPE Job Evaluation Summary Record (see Figure A below)</h2>			
Position No & Title	No.		Evaluator(s):		
CSU/ Faculty:					
Unit/ School:			Consultation:		
Reports to (title):			Reviewed by:		
1. IMPACT	Degree	Points	<i>Enter summary evaluation descriptions</i>		
<i>Impact</i>					
<i>Contribution Level</i>					
<i>Notes/ Comments:</i>					
2. COMMUNICATION	Degree	Points	<i>Enter summary evaluation descriptions</i>		
<i>Communication</i>					
<i>Frame</i>					
<i>Notes/ Comments:</i>					
3. INNOVATION	Degree	Points	<i>Enter summary evaluation descriptions</i>		
<i>Innovation</i>					
<i>Complexity</i>					
<i>Notes/ Comments:</i>					
4. KNOWLEDGE	Degree	Points	<i>Enter summary evaluation descriptions</i>		
<i>Knowledge</i>					
<i>Teams</i>					
<i>Breadth</i>					
<i>Notes/ Comments:</i>					
TOTAL POINTS			POSITION CLASS		Date:

Figure A: Mercer’s IPE Factors and Dimensions



Appendix E: Position Type, Work Function and Sub-Work Function

Position Type	Work Function • Sub-Work Function	Description	Code
Academic		Academic is designated for positions that cover teaching and learning and research (with PBRF eligibility) for the university.	ACA
	Professors	As covered by the Academic Collective Agreement or Academic General Terms and Conditions.	P
	Associate Professors/ Readers		AP
	Senior Lecturers		SL
	Lecturers		L
	Academic Other	Assistant Lecturer, Consultant, Graduate Assistant, Language Tutor, Post-Doctoral Fellows, Research Assistant, Research Fellow, Sessional Assistant, Senior Research Fellow, Senior Teacher, Senior Tutor, Teaching Assistant, Teacher, Teaching Fellow, Tutor, Visiting Academic.	AO
Professional Staff		Professional Staff is designated for positions that cover the management and administration, technical and professional support for the university.	GS
	Academic Support	Covers all positions that provide academic support, such as Course Coordinators, Skippers	ACS
	Administration	Covers all administration positions such as Administrators, Coordinators, Executive and Personal Assistants, Mailroom, Help Desk Operators, Receptionists.	ADMIN
	Management	Management comprises planning, organizing, staffing, leading or directing, and controlling the university (a group of one or more people or entities) or effort for the purpose of accomplishing a goal. Covers all manager positions where there are delegated Financial and HR responsibilities.	MGT
	• Senior Leadership Team	Senior Managers who report to the Vice-Chancellor.	SLT
	• Directors	Senior staff who oversee and manage a Central Service Unit or an important institute or centre.	DIR
	• Supervisors	Responsible for the day-to-day performance of a small group, provides instructions staff and is responsible for their work and actions. The supervisor's (team leader's) job is to guide the group toward its goals, see that all members of the team are productive, when they are meant to	SUP

		work and within acceptable levels of quality, costs and safety, and resolve problems as they arise.	
	Technicians	Pan-university positions primarily in a technological field who has a relatively practical understanding of the general theoretical principles of that field such as Audio Visual Technician, Desktop Technician, and Multimedia Technicians.	TEC
	Teaching	Covering Early Childhood Education, Associate Teachers, Music Tutors.	TEA
	Campus Services	Pan-university positions recognised primarily as part of Campus Services, covering Facility Management, Recreation Instructors, Caretakers, Residential Grounds people, Labourers, General Hands.	CSER
	Finance	Pan-university positions recognised primarily as part of Finance (how finances are managed by the university), such as with Accounts Receivable and Payable, Financial and Management Accountants.	FIN
	Human Resources	Pan-university positions recognised primarily as part of Human Resources (how staff are managed by the university), such as with Senior Advisors and Advisors.	HR
	Information Technology	Pan-university positions recognised primarily as part of Information Technology (the study, design, development, implementation, support or management of computer-based information systems, particularly software applications and computer hardware), such as with Client Service Analysts, Business Analyst, Database Administrators, Network Engineer, Programmers, System Administrators, Technical Specialists.	IT
	Library	Pan-university positions recognised primarily as part of Library, such as with Librarians and Assistant Librarians.	LIBR
	Student Academic Services	Pan-university positions recognised primarily as part of Student Academic Services.	SAS
Governance			GV
	Board Member	Elected or appointed members who jointly oversee the activities of a university Board such as the Academic Board.	BM
	Council Member	Elected or appointed member of the university's Council.	CM

Appendix F: Position Establishment Minimum Requirements

The differentiation is made between the establishment of a position, phase 1, and the appointment of a person to a position, phase 2, where HR Payroll processes apply. The position establishment minimum requirements include position data (section one) and the aligned tenure and covering employment agreement for the role (section two).

Position Establishment Minimum Requirements			
For permanent positions and fixed-term positions over 6 months. Not required for casual or 'sub-lecturer pool' positions.			
Phase 1 - Section One POSITION DATA:			
Position Status:	<input type="checkbox"/> Disestablish OR <input type="checkbox"/> Replacement (Same) OR <input type="checkbox"/> Reallocated OR <input type="checkbox"/> New	Proposed Date:	day/month/year
Position Identifier:	<i>(Complete for disestablish and replacement; Payroll will provide for others)</i>		
Previous Incumbent:	First names LAST NAME (in full)		
Position Type:	Provide overarching category 'Professional', 'Academic'		
• Sub Category	Provide sub-category 'Teaching and Research', 'Research', 'Teaching'		
Work Function:	Provide 'predominant' job family		
Position Title:	Position Title <i>(Actual title for role description)</i>		
Position Location:	School or CSU, including sub unit if applicable		
GL Account Code:	Company code_Cost centre code_Activity code_Project/grant code		
Reports To:	Reporting line full name and position		
Job Size:	[] <i>(Attach the summary job evaluation profile where relevant)</i>		
Phase 1 - Section Two TENURE/ EMPLOYMENT AGREEMENT			
Permanent:	<input type="checkbox"/> OR		
Fixed-term:	<input type="checkbox"/>	End Date:	day/month/year
# Operational Reason:	Type operational reason for fixed-term here.		
Full-time or Part-time:	Type 'Part-time' or 'Full-time'	FTE:	FTE
Basis of working week:	<input type="checkbox"/> 37.5 hours for full-time <input type="checkbox"/> 40 hours for full-time Type comment here.		
For Part-time only – Days	Total: Type total number of hours here (must match FTE above)		
Agreement Type:	Type name of CA here, or put 'IEA' if on an IEA		
Manager Authorisation (Phase 1):	_____	Date:	day/month/year
HR Check:	_____	Date:	day/month/year
Appointments Committee Approval:	_____	Date:	day/month/year
Notes:			

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