



Esprit Scholen

Supplementary Guidance Document — Job Classification System for Educational Support Staff (OOP)

Commissioned by: Esprit Scholen

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1. A Clear and Transparent Job Classification System

Esprit Scholen aims to maintain a job classification system that is clear, up to date and future-proof. This enables us to respond more effectively to changes in education and within the organisation.

Following agreement with the PGMR (the staff section of the joint participation council), we have chosen to use the OOP job profiles. These were drawn up by the social partners. We also use the accompanying general guidance document for employees¹.

Several additional resources have been developed for use within Esprit Scholen. This guidance document explains how the job classification system is applied and provides answers to frequently asked questions.

¹ Both documents are available at <https://www.vo-raad.nl/onderwerpen/cao-vo#documenten>

2. The Generic Job Description

2.1 What Is a Job Classification System?

A job classification system provides an overview of all jobs within an organisation. This overview is not an organisational chart, but a description of all the jobs within an organisation. A job matrix is a visual representation of the job classification system. Esprit Scholen's job matrix is available on the [Esprit website](#).

As explained in the general guidance document, jobs are classified according to the main categories of the work process (the coloured columns). The applicable level is indicated by the scales (the vertical column on the left).

Example: Services

The Employee job falls under the **Services work process** and is listed in the **Employee job column**. Each job column contains a number of related jobs at different levels. We refer to such a group of related jobs as a **job family**. The job family is divided into Employee job families A–D (scales 2–5) and E–G (scales 6–8). At Esprit Scholen, the generic job of Employee is assigned to scales 3 to 8, with the jobs designated Employee B through Employee G.

2.2 What Is a Generic Job Description?

In the new job descriptions, we have chosen to describe jobs in terms of job families. A job family provides a general, abstract description of activities, duties and processes. It clearly sets out the elements that make each successive level (scale) more demanding.

The job family broadly indicates the level of tasks associated with a job. This means that the same job descriptions can be used in different parts of Esprit Scholen. Jobs involving comparable tasks at the same level are assigned the same job description. For example, all employees holding the job of 'Educational Support Expert B' have the same job description. This applies across all Esprit schools. The job description sets out the tasks associated with the job. The description allows for the specific duties you perform in your own workplace.

The job description sets out the tasks associated with a job. You do not necessarily carry out all the duties listed in the description. This allows for differences in duties within the same job.

The general (generic) description does not include specific, individual duties. You agree on your duties and responsibilities with your line manager during the appraisal cycle.

Esprit Scholen also offers the option of using the previous, more specific job description as an additional resource for these discussions.

2.3 What Are Generic Jobs Not?

A generic job description sets out, in broad terms, the purpose of a job and the results it is expected to achieve. The description does not include all your duties. You agree on your duties with your line manager. You discuss these agreements during the appraisal cycle. The generic job description provides the basis for these discussions. The description does not contain information specific to any particular school, department or specialist area.

The generic job description does not describe how you perform your work. It does, however, set out what your job entails and therefore provides the basis for discussions about your performance. During the appraisal cycle, you discuss with your line manager what is going well and what could be improved. You also agree on your duties and objectives. These agreements provide the basis for discussing and assessing performance.

The generic descriptions also do not provide information about the scope or volume of the work. The generic description identifies types of duties. The scope of an individual duty is not taken into account when weighting the job. What matters when evaluating the job is what the individual does, not how often a particular duty is performed.

2.4 Score Profile

All job families have been evaluated by an independent FUWA expert. The level of these jobs is therefore fixed; this is referred to as the score profile. The tasks associated with a job may change over time. This may be due to developments in education, within Esprit Scholen, or in the work itself. A change in duties does not automatically mean that the job description needs to be amended. We first assess whether your current job still reflects the tasks you perform. If it does not, we then consider which generic job best matches the tasks you perform.

3. The Structure of the Job Classification System

The generic jobs are grouped into job families. Jobs within each job family are designated by a letter (A, B, C, etc.), with A representing the least demanding job. This letter system is intended to help clarify the structure of the jobs.

3.1 Description of the Job Family

The definitions of the job families are set out below, together with examples of jobs at Esprit Scholen in each family.

Job families	Explanatory note
Teaching Assistants	Jobs in this family involve providing support to teachers and students, either one-to-one, in groups or in the classroom. Examples of jobs in this family include teaching assistant, technical teaching assistant and pedagogical teaching assistant.
Educational Support Experts	Jobs in this family involve guiding students and/or supporting other processes that contribute to education. Examples include carrying out assessments in the context of appropriate and inclusive education. Examples of jobs in this family include internal support coordinator, student counsellor, (educational) psychologist and safety coordinator.
(Policy) Advisers	Jobs in this family involve providing policy advice and/or advice within a specific area of expertise, developing policy, and leading projects and/or programmes. Examples of jobs in this family include education staff officer, HR adviser, quality assurance adviser and board secretary.
Employees	Jobs in this family involve providing support, carrying out and/or coordinating support tasks and/or processes, and providing, preparing and/or managing management information. These tasks may be carried out in various departments and are primarily supportive or facilitative in nature. Examples of jobs in this family include administrative officer, ICT officer, caretaker, multimedia librarian, workplace support officer, timetabling officer, absence administration officer.
Management	This category comprises three families characterised by the management of activities and responsibilities from a hierarchical position and/or being accountable for results. The three families cover roles both in education (director and head of department) and in the staff organisation (head of staff department). Examples of jobs in this family include team leader, head of HR, director.

3.2 Examples of Tasks

In addition to the Employees job family, examples of tasks are provided for various areas of work (administration, finance, accommodation and facilities, ICT and P&O). These examples help clarify how the generic job should be understood and applied.

Esprit Scholen has added further examples for areas and job levels that were not previously covered. These are:

- Examples of tasks for Planning and Timetabling (scales 8–10), to be used in addition to the Employee and (Policy) Adviser job families.

- Examples of tasks for Coordination and Quality Assurance (scales 8–12), to be used in addition to the Employee and Educational Support Expert job families.

3.3 The Format of the Job Families

Each job family follows the same format. This format is consistent with the FUWA-VO job classification methodology. Each job family contains the following sections: general characterisation, salary scale, general profile, expected results, decision-making, framework, responsibilities, knowledge, competencies, contacts and a score profile.

Within each job family, differences between levels are shown in **bold**. The lowest level in the family provides the basic description and serves as the starting point. The next level shows what is added to the basic level. Each successive level likewise shows what is added to the previous level.

The sections on ‘knowledge’ and ‘competencies’ in particular require further explanation. The FUWASYS job classification methodology distinguishes between four types of knowledge:

- **Practical knowledge** for using aids, tools and instruments. The work primarily requires practical skills. The corresponding level is VMBO (pre-vocational secondary education).
- **General technical or administrative-technical knowledge**. This refers to work requiring specific knowledge of a particular subject or discipline. The corresponding level is MBO (senior secondary vocational education).
- **General theoretical knowledge with a practical focus**. This refers to work requiring general knowledge of a particular subject or discipline. The corresponding level is HBO (higher professional education).
- **Broad or specialised theoretical knowledge**. This type of work requires broad (generalist) or more specialised (specialist) knowledge. An understanding of other specialist areas is also required. The corresponding level is HBO (higher professional education) / WO (academic higher education).

The following elements are *not* included in the description: the organisational unit or specialist area in which the job is performed, required behaviours, competencies, formal educational level, workload, or similar factors.

3.4 Distinction Between Operational, Tactical and Strategic Level Tasks

FUWA distinguishes between the following levels (see also the [general guidance document for line managers](#)):

- **Operational:** The responsibilities involve implementing and applying policies and rules (legislation and regulations). This includes making arrangements and establishing working methods that translate policy into day-to-day practice.
- **Tactical:** This involves organising and structuring work, including setting up, monitoring and improving processes. Attention is also given to quality and to how work is carried out over the medium term. At the tactical level, clear arrangements and guidelines are established to help implement strategic policy.
- **Strategic:** The responsibilities involve developing a long-term vision for the organisation. This takes into account developments in society and the organisation's position within its wider environment. Strategic policy focuses on the long term. It is based on social and administrative choices, as well as on substantive developments. This policy provides direction for the organisation and helps ensure that it continues to function effectively in the future, thereby helping to future-proof the organisation.

4. FAQ

What does a generic job classification system mean for me?

- The job classification system gives you an overview of how your job relates to other jobs.
- The job description gives you a clear understanding of your place in the organisation and the nature of your work.
- You can find and read all job descriptions in the job classification system.
- You can also see which other jobs may be available to you as a next step (any next step is always discussed with your line manager and is subject to a vacancy or an available staffing position).
- Your job description shows how your job has been evaluated.
- Your job description provides a basis for discussions with your line manager during the regular appraisal cycle, for example about your work, professional development and future plans.

The job description contains terms such as ‘substantive contribution’, ‘integral’ or ‘varied tasks’. What do these terms mean?

The [guidance document for HR and line managers](#) on the Dutch Council for Secondary Education (VO) website contains a glossary of the most common terms and their definitions.

The job names are less recognisable because they are less specific. What should I put on my business card? (Employee E is an odd job title.)

In practice you continue to use your usual job title, for example Student Records Officer or Workplace Support Officer. In the job classification system, and therefore also on your personnel documents in AFAS, the official generic job profile will appear alongside your usual job title.

What happens if a new job or combination of duties arises? How is it classified?

All jobs and sets of duties have been assigned to one of the generic jobs in the job classification system. Line managers are familiar with the guidelines for classifying jobs and sets of duties.

Can I progress to another job?

You do not automatically progress to another job or a higher salary scale. The job classification system (the job matrix) shows which jobs are available within the organisation. It does not determine whether or how you progress.

Why are no specific qualifications specified in the generic job description?

The job description specifies the required level (VMBO, MBO, HBO or WO). This level can be achieved in various ways, for example through formal qualifications or work experience. The generic job description therefore does not specify a particular qualification.

Does my qualification determine which salary scale I am assigned to?

Holding a particular qualification does not automatically mean that you can work in a job at the corresponding level. The level required for a job depends on the work involved. This level forms the basis for the job classification. An individual may have a higher level of knowledge, education or experience than the job requires.

Who can I contact if I have further questions?

If you have any questions, please contact your line manager or HR.