

Report of the Public Service Benchmarking Body

30 June 2002

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Chairman's Foreword

The task undertaken by the Benchmarking Body has proved to be formidable and has required assistance and co-operation from a large number of individuals and organisations over a period of almost two years.

Additionally, the process has, by reason of its scale and complexity, required the application of a wide variety of skills, competencies and professional experience throughout its duration.

Between May and October 2001, some 3,994 jobholders from the public service participated in the Body's detailed job evaluation exercise with the co-operation and assistance of their trade unions, their associations and their employers.

Between October 2001 and February 2002 a further 3,563 jobs in the private sector were evaluated by the Body's staff and consultants with the help and co-operation, inter alia, of IBEC, SIPTU, CIF, the Irish Hotels Federation and a total of 202 private sector companies.

The support and co-operation of those participants from both the public service and the private sector was central and vital to the Body's work. It was invariably given generously, courteously and carefully and it was greatly appreciated by the Body.

The Body is conscious of the fact that the data made available to it was provided in strict confidence. It will scrupulously respect that confidence.

A total of 23 unions and associations and 7 public service employers each furnished detailed written submissions to the Body on three separate occasions during the process. Submissions were also received from other interested parties. Between October and December of 2001, the Body had the opportunity to hear personally the views and submissions of the representatives and members of those organisations during 41 oral hearings at the Body's premises. The Body was greatly assisted by the submissions (written and oral) made and the arguments advanced by the parties during those phases of its work and I wish, on behalf of the Body, to thank all of those persons who prepared submissions and, in particular, those who spoke during oral hearings.

The Office of Manpower Economics (UK), the Office of Personnel Management (US), the Treasury Board Secretariat (Canada), the OECD and the EU Commission provided valuable advice and direction to the Body during the early stages of the process and the Body's appreciation and thanks are extended to the many officials from those organisations who gave so freely of their time and expertise.

The Body was well served by the expert professional consultants whom it commissioned to design its job evaluation scheme and by those who conducted its research, but I believe that it is necessary to make a special mention of the Body's internal consultant and adviser, Derek Burn, whose expert techniques and assiduous, detailed, audits supplemented advisory work which was invaluable to the process.

The process itself could not have been completed, and this Report delivered within the time limited by the Body's terms of reference, without the unremitting dedication and tireless energy which characterised the Body's Secretariat. Although it seems insufficient I will simply record the Body's genuine indebtedness to its Project Managers: Gerry Bellew, Joe Carolan, Jim Dunne, Kevin Kirwan, Derek Moran, Paul Ryan and Tony Walsh, Office Manager Breda Scanlan and to its support staff: Avril Lyons, Deirdre Galvin, Karen McCarthy and Bobby Doyle.

The contribution of the Body's Secretary, Cormac Cronin, to the Benchmarking process was incalculable. He provided information about the process with speed and efficiency to all who sought it and he managed the affairs of the Body with skill and tact. On my own behalf, and on behalf of the Body, I wish him a well-earned retirement.

As I indicated earlier, Benchmarking has proved a formidable task. I have watched with fascination and admiration the qualities and skills which my colleagues on the Benchmarking Body have brought to bear upon a large number of difficult questions and issues. As the process progressed, the demands upon the time of the members increased to a level which had not been anticipated at the time of their appointment to the Body. I am aware that the demands of the process took a large toll upon the domestic and business lives of all of the members. I am grateful to them for their stoic refusal to complain and, for the stamina, determination and resilience which they have demonstrated throughout the process but, most of all, I am and will remain indebted to them for the professional skills with which they approached their task and for the patient, conscientious and thorough manner in which they completed it.

John M. T. Quirke,
Chairman,
Public Service Benchmarking Body.

30th June 2002

Executive Summary

The Public Service Benchmarking Body carried out a detailed examination into the jobs, pay and conditions of public servants and compared these with jobs of equal size in the private sector using representative comparative data on pay and conditions.

In this regard the Body:

- Collected evidence and information in respect of 138 public service grades.
- Examined a total of 3,994 individual jobs and interviewed 347 public servants.
- Collected private sector data in respect of 3,563 jobs covering 46,351 employees.

The Body considered:

- Personnel issues in the public service such as recruitment and retention.
- Equity between public service and private sector employees.
- The impact of pay on national competitiveness.
- The over-riding need for modernisation and change in the public service consistent with the commitments in the PPF.
- The value of public service pensions relative to those in the private sector; and
- Other material sectoral differences in conditions and benefits such as security of tenure and benefit in kind.

The Body recommends:

- A number of changes in public service personnel management practices.
- A range of pay increases, linked to agreement on relevant modernisation and change, giving rise to an overall increase in public service pay costs of 8.9%.

The awards sever all previous pay links and establish new absolute levels of pay. The awards may not under any circumstances provide a basis for any follow-on claims from employees within either the public service or the private sector.

1. Introduction

The Public Service Benchmarking Body (the 'Body') was established under the terms of the Programme for Prosperity and Fairness on 19th July 2000. The Body was mandated to report by 30th June 2002 and in the course of its deliberations met on 103 occasions. This is the full and final Report of the Body.

The members of the Public Service Benchmarking Body were the Hon. Mr. Justice John Quirke (Chairman), Billy Attley, John Dunne, Phil Flynn, Maureen Lynott, Paddy Mullarkey and Jim O'Leary.¹

2. Pay Determination

The underlying principles of Irish public service pay determination have their origins in the mid-1950s. These principles are based on the premise that the pay of public servants should, where possible, be set by reference to direct comparators in the private sector; and that where these do not exist, pay should be set on the basis of a relativity with the few pivotal grades which have direct comparators. In fact, the pay of only a small number of grades in the public service has been determined on the basis of direct comparators. The pay of the majority of grades has been set ultimately by means of a relativity with these few pivotal grades. This approach has stretched the underlying principles of pay determination well beyond what was envisaged and created ongoing problems in the determination of public service pay.

It is in this context that the public service employers and trade unions recognised in the PPF that *“the traditional approach to pay reviews in the public service, based on analogues and relativities, has given rise to serious difficulties in the past”* and committed themselves *“to an alternative approach which will be grounded in a coherent and broadly-based comparison with jobs and pay rates across the economy”*.

3. Benchmarking

In undertaking the *“coherent and broadly-based comparison”*, which was required by its terms of reference, the Body engaged in a systematic, multi-sectoral and broad-based benchmarking of public service pay. This process tested the links and relationships between public service grades to ensure that the manner in which these grades relate to each other and the private sector is more cohesive, equitable and sustainable than what has gone before.

Benchmarking is an integrated approach for the purposes of comparing work and reward. Under its terms of reference, the Body was required to have regard to a wide range of considerations, including: (i) the quantitative and qualitative measurement of jobs; (ii) comparison with the private sector; (iii) public service and private sector reward structures; (iv) the incompatibility of cross-sectoral relativities with benchmarking; (v) the need for internal consistency and coherence; (vi) recruitment, retention and motivation; (vii) equity between the public service and private sector; (viii) public service modernisation, efficiency and effectiveness; and (ix) national competitiveness.

Central to the success of this benchmarking exercise is the capacity to understand and measure

¹ Resigned from the Body in April, 2002.

the range of work across the entire public service and to compare this in a consistent and rational manner with work and reward in the private sector. Well-established job evaluation methodologies exist; however, the scale and the complexity of the benchmarking task required the Body to develop its own job evaluation scheme. In doing so, it drew on contributions from nine leading human resource consultancies. Using this method, the Body examined the work of a total of 3,994 individual jobs in the public service. Publicly available and privately held information on salaries in the private sector did not meet the requirements of the Body as set out in the terms of reference. The Body, therefore, undertook its own confidential salary survey as part of its corresponding research into pay and jobs in the private sector in respect of 3,563 jobs covering 46,351 employees.

4. Characteristics of the Public Service

There are significant differences between the culture and employment characteristics of the public service and private sector. These include pay determination systems, non-pay benefits, career structures and pay progression. In comparing the public service and private sector, a number of other differences are apparent e.g.

- *Public Service as Employer:* The public service is the largest employer in the country employing around 235,000 people, approximately 20% of the working population.
- *Levels of Educational Attainment:* A substantially higher proportion of public service employees hold a third level qualification as compared with private sector employees.
- *Occupational Profile:* A higher proportion of public servants are employed in professional, associated professional or technical occupations than is the case in the private sector.
- *Age Structure:* Two-thirds of public servants are aged over 35 compared with less than half of those employed in the private sector.

5. Personnel Issues in the Public Service

The Body has concluded that better overall planning is required in some sectors of the public service to deal with recruitment and retention, supply, training and development, motivation and performance management.

It was evident to the Body that a number of the recruitment and retention problems point to deficiencies in personnel analysis and planning, rather than simply issues of pay.

Excessive reliance on overtime and 'on-call' working raise issues of concern in a number of services. Such practices are not in the best interests of staff, employers or consumers and the Body recommends that steps be taken to eliminate them.

6. Considerations Underpinning Pay Recommendations

6.1 Comparative Analysis of Public Service with Private Sector

In reaching its recommendations on pay, the Body, in addition to the considerations set out in Paragraph 3, Points (i) to (ix), also considered a number of other issues in respect of the public service. These included security of tenure, pension arrangements, allowances, annual leave and

working hours. In the private sector, the Body similarly considered aspects such as bonus payments and non-pay benefits examples of which are: company cars, medical insurance, profit sharing arrangements and share option schemes.

6.2 Performance Related Pay

Performance related pay exists to a variable degree in the private sector linking certain elements of reward to the performance of the individual, group or enterprise. A general pattern which emerged from the Body's research is that such payments tend to represent a more significant element at higher levels of remuneration. The information available to the Body indicates that, in practice, such payments are more dependent on actual performance at these levels.

The Body notes the commitment of the parties in the PPF to the introduction and subsequent review of systems of performance management in the public service. The Body has taken the view that consideration of the introduction of performance related pay in the public service is premature pending the outcome of that process of review. Accordingly, it makes no recommendation in this regard.

6.3 National Competitiveness

Under its terms of reference, the Body is required to have regard to "*the need to underpin Ireland's competitiveness and develop our economic prosperity on a sustainable basis*". It has been an overall concern of the Body that the public service should not lead the private sector in matters of reward. At the same time, however, a central objective of the benchmarking process, as required by the Body's terms of reference, is the "*need to ensure equity between employees in the public service and those in the private sector*". These principles have been a major element in the formulation, within the overall context of the PPF, of a cohesive overall set of recommendations on public service pay which has regard to the full range of considerations referred to in the Body's terms of reference. In light of the foregoing, there is no basis for any follow-on claims from private sector employees arising out of the Body's recommendations. Any such claims would have no justification and would have a wide impact across the economy with significant implications for competitiveness, employment, and economic and social development.

6.4 Modernisation and Change

The challenges facing the social and economic development of Ireland in the medium to long-term underpin the need for continually progressing the modernisation of the public service. The Body notes the reference in the PPF to the link between public service pay awards and the delivery of the modernisation programme in the public service. The Body strongly recommends that implementation of the pay awards should be made conditional (apart from the one-quarter of any award to be implemented with effect from 1 December of 2001 as agreed between the parties) upon agreement on relevant modernisation and change issues at the appropriate local bargaining levels. It will be a matter, in each case, for managements and unions/associations to determine the agenda for this local bargaining, but it is the firm expectation of the Body that real outputs will be delivered. The establishment of an appropriate validation process is recommended to ensure that agreements on issues such as adaptability, change, flexibility and modernisation are implemented.

6.5 Severing of existing pay links

The Body's recommendations on the remuneration of the benchmarked grades have the effect of severing all previous pay links and establishing new absolute levels of pay for each of those grades. No benchmarked grade may receive a further pay increase as a consequence of the Body's recommendations as they affect any other grade, whether benchmarked or not.

6.6 Pay Recommendations

The overall increase in public service pay costs arising from the Body's recommendations is 8.9%. The awards recommended are set out in Chapters 7 to 11 of the Report.

Public Service Benchmarking Body

Terms of Reference

The terms of reference of the Body were agreed between the public service employers and public service trade unions/associations (the 'parties'). They were published on 19th July 2000 when the establishment of the Body was announced.

“General

To examine public service pay and jobs in the manner outlined below and to make recommendations thereon. The Benchmarking Body is asked to produce its report and recommendations by 30 June 2002. A single report is to be produced covering all grades, groups and categories within the Benchmarking Body's terms of reference”.

“It would be impractical to examine every single grade across the entire public service within the agreed time frame. Instead, the Body is being asked to examine all the major groups and categories within each sector. A list of such groups will be agreed between the parties, together with details of how the remaining grades will be dealt with in the light of the outcome of the benchmarking exercise; a copy of this agreement will be supplied to the Benchmarking Body”.

“Implementation of the Benchmarking Body's recommendations will be discussed between the parties within the context of any successor to the Programme for Prosperity and Fairness which might be agreed between the social partners, or whatever other arrangements may be in place on the expiry of this Programme”.

“Role review and pay research

The Benchmarking Body's recommendations should be grounded in a coherent and broadly based comparison with jobs and pay rates across the economy”.

“It will, therefore, be required to examine existing roles, duties, responsibilities, etc. in the public service and across the economy, and not just the pay rates applicable in the private sector to jobs with similar titles to, and superficially similar roles as, jobs in the public service”.

“As an integral part of the Benchmarking Body's examination, it is asked to arrange in-depth and comprehensive research, examination and analysis of pay levels across the private sector on the following basis:

- (a) overall public service and private sector pay levels as well as the pay rates of particular occupational groups (such as clerical/administrative staff and technicians) and other identifiable groupings (such as graduate recruits);*
- (b) the overall pattern of pay rates in the private sector and employments across a range of type, size or sector; and*

(c) *the way reward systems are structured in the private sector*".

"The results of the role review and pay research referred to above should have regard to differences between the public service and the private sector, and between the various public service groups within its remit, in working conditions, the organization of work, perquisites, conditions of employment and other relevant benefits including security of tenure and superannuation benefits (these factors are based on provisions in the Civil Service and teachers' conciliation and arbitration schemes)".

"Relativities

In conducting its examination and arriving at its recommendations, the Benchmarking Body is to have regard to the following points, which were agreed in the Programme for Prosperity and Fairness:–

- *cross sectoral relativities are incompatible with the operation of benchmarking: in practice, wide variations would be unlikely to emerge between the various sectors in the pay of common groups such as clerical and administrative staff, engineers and technicians.*
- *within each sector, internal relativities would be a relevant criterion but traditional or historical relativities between groups in a sector should not prevent the Benchmarking Body from recommending what it considers are appropriate pay rates on the basis of existing circumstances".*

"Public service modernisation

The exercise should be undertaken within the context of the provisions on public service modernisation in the Programme for Prosperity and Fairness. As stated in that programme the parties are committed to full and ongoing co-operation with change, continued adaptation and flexibility and the delivery of the modernisation programme in the public service set out in Section 1.4 of the Programme, including the provisions on organizational flexibility contained in paragraph 22 thereof. It is accepted that change is a requirement of a modern high-performing public service and is not, in itself, a basis for claims for improvements in pay and conditions".

"Approach

In reaching its recommendations the Benchmarking Body is to have regard to the following considerations:

- *the need to recruit, retain and motivate staff with the qualifications, skills and flexibility required to exercise their different responsibilities;*
- *the need to ensure ongoing modernisation of the public service so that the public service can continue to adapt to necessary changes and to achieve greater efficiency and effectiveness;*
- *the need to ensure equity between employees in the public service and the private sector; and*
- *the need to underpin Ireland's competitiveness and develop our economic prosperity on a sustainable basis".*

PART

1

Introduction, Context and Approach

Introduction

Establishment of Body

1.1 The Public Service Benchmarking Body (the Body) was established under the terms of the Programme for Prosperity and Fairness (PPF), the fifth in a series of national consensus agreements on the social and economic development of the Irish economy since 1987. The context in which the Body was established and the circumstances which gave rise to its creation are described in Chapter 2.

1.2 The direct remit of the Body covers employees in the Civil Service, Local Authorities, Health Service, Defence Forces, Garda Síochána and the Education sector. An agreed list of grades (known as ‘List A’), which the Body was asked to benchmark, was furnished to the Body on 19th December of 2000 by the public service employers and trade unions/associations. Some later amendments were made to List A by agreement among the parties. Details of the List A grades are set out in Appendix A.

1.3 The following Members were appointed to the Body:

Chairperson:

The Hon Mr. Justice John Quirke, Judge of the High Court

Members:

Mr. Billy Attley (former General Secretary of SIPTU)

Mr. John Dunne (out-going Director General of IBEC)

Mr. Phil Flynn (former President of ICTU and former General Secretary of IMPACT)

Ms. Maureen Lynott (Management Consultant)

Mr. Paddy Mullarkey (former Secretary General, Department of Finance)

Mr. Jim O’Leary* (Chief Economist, Davy Stockbrokers)

1.4 The Secretariat was provided by officials seconded from the civil service and public service trade unions.

Procedures

1.5 After consultation with the public service employers and trade unions/associations (*the ‘parties’*), the Body adopted procedures consistent with those set out in Paragraph 17 in Framework I Annex II of the PPF, namely:

- “an initial input by employers and trade unions followed by
- the necessary research being arranged by the Body with

* Resigned from the Body in April, 2002.

- a further input from employers and unions in advance of
- the Body coming to conclusions and forming recommendations”.

1.6 The “initial input” comprised written submissions made to the Body which were exchanged between the parties, followed by further written observations by each side on the other’s submissions. Details of the employers and trade unions/associations who made written submissions to the Body are set out in Appendix D.

1.7 The “necessary research” into pay and jobs in the public service and the private sector was conducted in three main stages between June of 2001 and February of 2002. This comprehensive and detailed research was:

- carried out by consultants in order to provide an overview of pay determination in the public service and the private sector;
- undertaken by the Body and its consultants into the pay and jobs of the public service grades it was charged with benchmarking; and
- undertaken by the Body and its consultants into jobs, pay and reward structures, including benefits and conditions, in the private sector. The methodology for the research undertaken into pay and jobs in the public service and private sector is described in Chapter 3.

1.8 The “further input” comprised a series of forty-one oral hearings conducted by the Body which were attended by the parties during a three-month period from October to December, 2001. The hearings provided the Body and the parties with valuable opportunities to exchange and, sometimes, challenge information and views in light of earlier submissions and the public service research available at that stage to the parties. The employers and trade unions/associations who attended the oral hearings are listed in Appendix D. The Irish Business and Employers Confederation (IBEC) and the Irish Congress of Trade Unions (ICTU) also made submissions and attended oral hearings.

1.9 The “conclusions and recommendations” were reached by the Body during an intensive six-month period of examination and consideration of the information and material arising and resulting from the earlier stages of the benchmarking process.

1.10 The Body met on one hundred and three occasions since its establishment.

Factual Information

1.11 The Body was also supplied by the parties with a wide range of basic background information covering *inter alia*:

- numbers serving in each grade;
- salary scales;
- overtime;
- standard allowances;
- hours of work (that is, contracted length of working week);

- annual leave;
- variable working arrangements;
- security of tenure;
- superannuation;
- entry into grades;
- career structures;
- age profiles;
- gender profiles.

Structure of Report

1.12 This report is in three parts:

- (i) Part I sets out the introduction to the Report and the context in which benchmarking was undertaken. It also describes the approaches taken by the Body when undertaking its research into the public service and private sector.
- (ii) Part 2 reviews issues which the Body considered when developing its recommendations. These include an examination of the characteristics of public service and private sector employment. Human resource issues in the public service are also covered.
- (iii) Part 3 deals with the Body's pay recommendations. It outlines the considerations taken into account by the Body when reaching its recommendations and sets out these recommendations for each of the benchmarked grades on a sectoral basis in the following sequence: Civil Service; Local Authorities; Health Service; Defence Forces; Garda Síochána; Prison Service grades; and the Education Sector.

1.13 The Report concludes with a number of Appendices as follows:

- (a) List A grades benchmarked by the Body;
- (b) Framework I Annex II of the Programme for Prosperity and Fairness;
- (c) details of the numbers of jobs in each grade evaluated by the Body;
- (d) groups who made written submissions and attended the Body's oral hearings; and
- (e) generic job profiles for each of the grades benchmarked by the Body.

Benchmarking in Context

Introduction

2.1 This chapter describes benchmarking in the context of the terms of reference given to the Body and the provisions of the PPF. It highlights the unique nature and the complexity of the task. Finally, the broad methods and approaches adopted by the Body are described, together with the factors which it considered during its deliberations.

Benchmarking in Context

2.2 The underlying system of public service pay determination in Ireland has its immediate origins in the mid-1950s. The underlying principles provided that pay for jobs in the Public Service should be determined with reference to pay rates for similar types of employment in the private sector. For grades where a direct private sector comparator did not exist, they provided that pay should be determined with reference to those other public service jobs where direct comparison with the private sector was possible.

2.3 The pay of only a small number of pivotal grades in the Irish public service mainly mainstream civil service grades, craftworkers and general operatives has been determined traditionally by comparison with the private sector. Pay rates for most other grades across the public service have been determined largely by the application of a complex system of internal, and sometimes cross-sectoral, relativities.

2.4 The application of these relativities came to be regarded by some groups as entitlements (that is, the unconditional passing on of such increases to the chain of linked grades), encouraging them to pursue further claims based on criteria which they regarded as special or unique to themselves.

2.5 As a result and, by way of example, pay movements for mainstream grades in the public service have traditionally had implications for nursing grades, paramedical grades, prison officers, teachers and gardaí. Thus, while the aforementioned principles were intended to lie at the heart of the system, the application of relativities so extensively across the full range of public services and to such a wide variety of grades, often with little or nothing in common, has considerably stretched the applicability of the basic tenets.

2.6 The parties to the PPF specifically recognised that “*the traditional approach to pay reviews in the public service, based on analogues and relativities, has given rise to serious difficulties in the past.*” They committed themselves to “*an alternative approach which will be grounded in a coherent and broadly-based comparison with jobs and pay rates across the economy*”¹ involving comparison of public service rewards with those in the private sector.

¹ Programme for Prosperity and Fairness – Framework I Annex II, paragraph 8, page 37.

2.7 The continued existence of a strong series of cross-sectoral relativities has created difficulties for public service management and organisational development:

- fixed relativities have resulted in grading structures becoming more rigid over time, preventing major adjustment to meet individual sectoral requirements;
- pay rates for particular jobs are difficult to adjust to reflect real changes in the job requirements without ‘knock-on’ cost implications;
- the flexibility of public service management to plan strategically is limited;
- relativity pay claims often bear no relation to job requirements or private sector developments; and
- the system in large measure precludes any link between pay and productivity or performance.

2.8 In order to discharge its responsibilities to undertake a “*coherent and broadly based comparison*”, the Body has engaged in a systematic, multi-sectoral and broad-based benchmarking of public service pay. In an Irish context, benchmarking is a significant departure from the structure and systems which have existed for the determination of public service pay over the last forty years. The process tested the links and relationships between grades which have existed over many years. The aim throughout has been to ensure that the manner in which these grades relate to each other and the private sector is more cohesive, equitable and sustainable than what has gone before.

Defining Benchmarking

2.9 Benchmarking represents an integrated approach to the examination of work and reward. For the purposes of the Body’s tasks, the benchmarking process examined and considered the work and reward of the public service and of the private sector. This process is based on well-established analytical methods and approaches often used by individual companies in the private sector. By agreement of the parties, the process has been confined to the reference grades (detailed in Appendix A). The application of benchmarking is consistent with each of the considerations identified in the Body’s terms of reference:

- I. the quantitative and qualitative evaluation and measurement of work;
- II. comparison with the private sector;
- III. the elements of reward in the public and private sectors;
- IV. the incompatibility of cross sectoral relativities and the need for internal consistency and coherence;
- V. equity;
- VI. recruitment, retention and motivation;
- VII. public service modernisation;
- VIII. efficiency and effectiveness;
- IX. the implications for national competitiveness.

2.10 Benchmarking, as defined herein, must also take account of the link between the delivery of quality public services and their contribution to longer-term social and economic

development. Public service employers must attract and retain their fair share of a talented workforce on a sustained basis. Most OECD member countries, however, are faced with critical skills shortages in the public service sector.² While the reasons for this vary, the OECD considers that it is, in part, a result of governments losing competitiveness in recruiting and retaining competent employees compared with the private sector.

2.11 In discharging its terms of reference, the Body took an informed and balanced position between the aspirations of public servants for equity of treatment vis-à-vis the private sector and the broader needs of the economy and society. The Body's aim has been to achieve an appropriate balance between the provision by public service employers of rewards which are comparable with the private sector whilst ensuring that the public service does not lead the private sector in terms of pay levels. Failure to maintain this balance could have potentially damaging effects on national competitiveness. This conclusion has, in turn, led the Body to acknowledge the importance of the median value of the comparative private sector data, together with the other significant considerations from its terms of reference, as being important criteria in making its specific recommendations.

2.12 In this context, the Body is conscious of the commitments of the Government and the social partners to public service reform under the Strategic Management Initiative (SMI) and the PPF for the provision of quality public services. Public service modernisation is discussed in greater detail in Chapter 6.

Method and Approach

2.13 The general approach adopted by the Body, in light of the foregoing considerations, is set out in the following paragraphs.

2.14 Job Evaluation: Central to the success of the Body's benchmarking process is the capacity to analyse, understand and evaluate the range of work being carried out by public servants and to compare this work on a consistent and rational basis with work undertaken in the private sector. To do this, the Body has applied well-established and recognised job evaluation techniques, to all of the public service jobs it was required to examine. These techniques were developed and designed after consultation with national and international human resource consultancies.

2.15 The Body's principal objective, in the context of job evaluation, has been to ensure the maximum degree of consistency and fairness in the examination of jobs across the entire range of the public service. The scheme chosen had to be equally valid in the evaluation of jobs in the private sector. 3,994 individual public service jobs were examined using the Body's job evaluation scheme, details of which are considered in Chapter 3 along with a discussion of the public service research methodology. Information on the numbers of jobs across the various sectors of the public service which were evaluated by the Body is set out in Appendix C.

2.16 Comparison with the Private Sector: Following a review of publicly available and privately held salary surveys, it was clear that there was no single source of information available which met the requirements of the exercise in which the Body was engaged. In general, the data

² OECD – Recent Developments on Human Resources Management in OECD Member Countries; PUMA/HRM(2001)/5/Final.

held by the Central Statistics Office (CSO) was too highly aggregated for the Body's purposes and it was open to very wide interpretation as regards the conclusions which could be drawn from it. The scope of commercially owned data sources was also insufficient to satisfy the requirements of the terms of reference. The Body, therefore, carried out its own salary survey as part of its research into the private sector. Consultants on behalf of the Body undertook a structured survey between September 2001 and January 2002 covering 202 companies, 3,563 jobs and 46,351 employees across all sectors of the private sector. The methodological approach used for the private sector research is discussed in Chapter 3.

2.17 Public Service and Private Sector Reward Structures: The Body compared the pay and jobs of the public service reference grades with jobs of similar size and complexity in the private sector in accordance with the considerations set out in its terms of reference. As part of this comparative analysis, the Body took account of the particular characteristics of public service and private sector employment. For the public service, this included security of tenure, pension arrangements, allowances, annual leave and working hours. In relation to the private sector, this covered aspects such as bonus payments and non-pay benefits e.g. company cars, medical insurance, profit sharing arrangements and share option schemes.

2.18 The application of the considerations identified in the Body's terms of reference to the comparative analysis of the public service and the private sector was a central element in the Body's deliberations upon the recommendations for each of the grades it was required to benchmark.

2.19 Incompatibility of cross-sectoral relativities and the need for internal consistency: The Body's terms of reference provide that "*cross sectoral relativities are incompatible with the operation of benchmarking*". Equally, they provide that "*within each sector internal relativities would be a relevant criterion*". The terms also set out that "*traditional or historical relativities between groups in a stream should not prevent the Benchmarking Body from recommending what it considers are appropriate pay rates on the basis of existing circumstances*". An important consideration for the Body was the requirement to benchmark public service jobs with comparable jobs in the private sector. This required a re-examination of fixed relativities across the public service, while attempting to maintain an internal consistency within the various streams. Internal consistency was deemed to include such elements as:

- (i) appropriate differentials between grades in the same stream;
- (ii) the maintenance of coherent structures; and
- (iii) appropriately rewarded career paths which serve to motivate and compensate staff.

2.20 Throughout its work, the Body recognised that it had to strike a balance between the incompatibility of fixed cross-sectoral relativities with benchmarking, while recognising internal consistency as a relevant consideration. This balance was also influenced by the treatment of those issues in the terms of reference. These stated that "*in practice, wide variations would be unlikely to emerge between the various sectors in the pay of common groups such as clerical and administrative staff, engineers and graduates*". They also stressed, however, that "*traditional or historical relativities between groups in a sector should not prevent the Benchmarking Body from recommending what it considers are appropriate pay rates on the basis of existing circumstances*".

2.21 Recruitment, Retention and Motivation: The terms of reference and the PPF required the Body to have regard to the necessity to "*recruit, retain and motivate staff with the qualifications,*

skills and flexibility to exercise their different responsibilities". The Body took account of this requirement in its consideration of the grades it was asked to benchmark. Recruitment, retention and motivation are discussed in more detail in Chapter 5.

2.22 Equity between the public service and the private sector: The Body has been required by its terms of reference and the PPF to have regard to *"the need to ensure equity between employees in the public service and the private sector"*. 'Equity' has been authoritatively defined as 'fairness', 'impartiality' and 'natural justice', whilst our system of law recognises basic principles around which rules of equity have been developed. Those principles, in turn, were founded upon early references to the concepts of 'conscience', 'reason' and 'good faith'.

2.23 In considering the reference to equity contained in its terms of reference, the Body takes the view that the terms and conditions of public servants should be established having regard, inter alia, to the representative comparable private sector data and within the equitable context referred to. Its recommendations have been framed in this context.

2.24 Public Service Modernisation, Efficiency and Effectiveness: The terms of reference required that benchmarking should be undertaken within the context of the provisions on public service modernisation set out in the PPF. These provided for *"the need to ensure the ongoing modernisation of the public service so that it can continue to adapt to necessary changes and achieve greater efficiency and effectiveness"*. This consideration informed the development of the Body's recommendations on pay, and their conditionality upon agreement between the parties at the appropriate local bargaining levels on issues such as adaptability, change, flexibility and modernisation. The Body considers that the continuance of the advances made in recent times by sectors within the public service towards the delivery of a quality service to the public is important. Chapter 6 deals with public service modernisation, especially in relation to efficiency and effectiveness, in greater detail.

2.25 National Competitiveness: Under its terms of reference, the Body was required to have regard to the *"need to underpin Ireland's competitiveness and develop our economic prosperity on a sustainable basis"*. The Body took this consideration into account when developing its recommendations which have been framed with a concern that the public service should not lead the private sector in terms of pay. The recommendations have also been developed in the context of the PPF, which highlighted the importance of the sustainability of economic competitiveness, and of any future successor to that agreement. Competitiveness is considered in greater detail in Chapter 6.

2.26 Conclusive nature of the Report: In the course of its deliberations, the Body considered a large volume of material. The Body's recommendations result from the application of the several principles contained in its terms of reference to the countless questions and issues which it has been required to address.

2.27 Having delivered its Report and recommendations to the Minister for Finance, the Body will make no further comment on its deliberations or upon the detail of its Report.

Research Methodology

Introduction

3.1 This chapter sets out the methodological approaches adopted by the Body for its research into pay and jobs in the public service and the private sector. Although this research was only one strand of information which was considered by the Body when developing its recommendations, it was, nevertheless, the public face of benchmarking because of its reliance on the evaluation of work and reward undertaken by jobholders in many different organisations across the economy.

3.2 After setting out the research requirements under its terms of reference, and the PPF, the development of the Body's job evaluation scheme is discussed in this chapter. Information on the approaches taken by the Body to its research into the public service is then set out. Particular emphasis is placed upon the means used to ensure that the job evaluation exercise operated equitably and consistently across all of the grades to be benchmarked. The methodology utilised for the private sector research is then examined with a focus on the range of information collected by the Body and the lengths to which it went to ensure that such information was representative.

Role review and pay research

3.3 The PPF provides that the benchmarking process concentrates on *“pay and jobs, i.e. it will examine existing roles, duties, responsibilities, etc. in the public service and across the economy, and not just the pay rates applicable in the private sector to jobs with similar titles to, and superficially similar roles as, jobs in the public service”*.

3.4 The Body's terms of reference expanded on these requirements as follows:

“As an integral part of the Benchmarking Body's examination, it is asked to arrange in-depth and comprehensive research, examination and analysis of pay levels across the private sector on the following basis:

- (a) overall public service and private sector pay levels as well as the pay rates of particular occupational groups (such as clerical/administrative staff and technicians) and other identifiable groupings (such as graduate recruits);*
- (b) the overall pattern of pay rates in the private sector and employments across a range of type, size or sector; and*
- (c) the way reward systems are structured in the private sector”*.

“The results of the role review and pay research referred to above should have regard to differences between the public service and the private sector, and between the various public service groups within its remit, in working conditions, the organisation of work, perquisites, conditions of employment and other relevant

benefits including security of tenure and superannuation benefits (these factors are based on provisions in the civil service and teachers' conciliation and arbitration schemes)".

3.5 The very specific obligations imposed by the terms of reference and the PPF required the development of two main kinds of research strategies by the Body. Firstly, it was necessary to develop a methodology to enable the Body to analyse with confidence the work and roles of the reference grades in such a way as to enable it to compare the results in a fair and consistent way with work and roles in the private sector. This was achieved by the use of a factor analysis job evaluation scheme which was specifically designed by the Body for this purpose. Secondly, it was necessary to collect data on pay and conditions in both the public service and the private sector.

3.6 The factual information provided to the Body by the various public service employers, with the agreement of the trade unions/associations, ensured that salary data as well as information on terms and conditions for the public service was readily available for analysis. The collection by the Body of its own data on private sector jobs, pay and conditions, rather than reliance upon publicly available or privately held sources of information, has already been discussed in Chapter 2. The methodology used for these purposes is described in more detail in the following paragraphs.

Job Evaluation

3.7 Job evaluation is a systematic approach to assessing the relative sizes of jobs, based on the demands and requirements of those jobs. It is important to stress that job evaluation is solely concerned with the examination of jobs and not the individuals currently doing those jobs. The results of job evaluation exercises may be used to assist deliberations about pay, pay comparisons and pay levels for a particular job or group of jobs.

3.8 There are several different methods of job evaluation, all of which the Body examined when considering the selection of a method to best suit its purposes. Generally, methods of job evaluation can be characterised as non-analytical and analytical methods. Non-analytical methods of job evaluation are based on the identification of perceived 'whole job worth' and have the potential to perpetuate existing preconceptions and inequalities. Non-analytical schemes include: Job Ranking, Paired Comparison and Job Classification. In contrast, analytical methods are based on detailed examination of the content of jobs which are broken down into a number of factors, each of which is examined and compared separately.

3.9 After comparing the merits of the different methods of job evaluation, the Body considered that the only balanced and acceptable approach which met its requirements was an analytical scheme. The most commonly-used analytical methodology is based on factor points and the Body, therefore, decided to use a factor points job evaluation scheme.

Factor Points Job Evaluation Scheme

3.10 Because of the scale and complexity of the exercise, the Body found it necessary to apply well-established and recognised job evaluation techniques to the examination of relative job size. It was necessary to ensure that the selected job evaluation scheme had, as its principal objective, the achievement of the maximum degree of consistency and fairness in the examination of jobs across the entire range of the public service. The Body rejected the possibility of using

different off-the-shelf evaluation schemes for the various parts of the public service at an early stage. To do so would have created the risk of introducing inconsistency into the evaluation process. The chosen job evaluation scheme had to be capable of being fully applied to every public service job across all of its various parts, capturing all of the unique characteristics of public service employment, and, at the same time be capable of application to the great diversity of jobs in the private sector.

3.11 The Body decided, therefore, to develop its own job evaluation scheme specifically designed for use in the Irish public service. Such a scheme had to permit its subsequent application to the private sector for comparative purposes. This decision required the Body to conduct its own comprehensive research on best practice relating to job evaluation methods in public service and private sector organisations, in Ireland and internationally. This research covered proprietorial schemes operated by leading international consultancies and schemes used by public service organisations, including Government agencies engaged in benchmarking-type exercises in other jurisdictions such as the United Kingdom, Canada and the United States of America.

3.12 The services of nine major Irish and international consultancies were used to bring their knowledge and experience to bear on the design of a job evaluation scheme appropriate to the needs of the Body and the benchmarking exercise. The expertise applied to this process was co-ordinated and supplemented by the internal consultancy team (DLA-MCG Consulting) and a project team drawn from the Body's Secretariat. Between them, the consultants commissioned by the Body had the experience of designing job evaluation schemes for several hundred organisations across all parts of the public service and private sector, domestically and internationally the consultancies involved were: Alpha Consultants, Cap Gemini – Ernst and Young, Hay Management Consultants, TBP International, Irish Productivity Centre, KPMG, Mercer, Saville & Holdsworth and Watson Wyatt Partners.

3.13 The key to the development of a factor point job evaluation scheme is the identification of the 'factors' or the components which are common to all work, regardless of its location in the public service or private sector. The Body's job evaluation scheme was based on the selection of seven central core factors, some of which had a number of sub-factors. The design and development work contributed by the nine consultancies included the detailed definition of these factors and their weighting.

3.14 The factors selected and developed for the Body's job evaluation scheme were:

- (i) Knowledge and Skills;
 - Education
 - Experience
 - Breadth and Depth of Knowledge
- (ii) Judgement;
 - Precedent and Practice
 - Variety of Problems
 - Creativity and Complexity
- (iii) Leadership and Teamwork;
- (iv) Accountability and Responsibility;
 - Making Decisions
 - Responsibility for Resources
 - Job Impact

- (v) Interpersonal/Communication Skills;
- (vi) Physical Demands and Co-ordination;
 - Strength and Stamina
 - Co-ordination and Dexterity
- (vii) Conditions and Emotional Demands;
 - Working Environment
 - Emotional Demands

3.15 The importance of excluding any possibility of gender bias was a critical factor when designing and developing the job evaluation scheme. The Equal Opportunities Commission (EOC) of the UK provides best practice guidance on the development and implementation of job evaluation schemes and highlights the need for particular care in regard to the selection of factors for a scheme and their weighting. Design and development of the Body's evaluation scheme took these factors fully into account from the outset.

3.16 The outcome of the design and the development work was a *Factor Points Job Evaluation Scheme* capable of examining and evaluating in a comparative sense the full range of public service and private sector jobs falling within the Body's terms of reference.

Job Evaluation Questionnaire

3.17 In order to evaluate any job, information about the duties, skills and responsibilities involved must be obtained. The Body developed a job evaluation questionnaire with the specific objectives of:

- (i) providing comprehensive information;
- (ii) streamlining the information collection process;
- (iii) facilitating equal participation in the process by jobholders with varying levels of ability and skills; and
- (iv) providing consistency of treatment across all sectors of the public service.

3.18 The Body's Job Evaluation Questionnaire and its use by the consultants appointed to undertake the research into public service jobs incorporated a number of features designed to ensure that it could be applied in an equitable and consistent manner throughout the public service. These features were:

- (i) the integration of detailed notes into the questionnaire giving guidance on its completion to jobholders;
- (ii) the availability of trained and experienced consultants who were available to facilitate the completion of the questionnaire by providing guidance and assistance to jobholders with any difficulties; and
- (iii) the provision of sample copies of the questionnaire to each trade union/association in order to ensure that copies were made available to individual jobholders in advance of their formal completion and submission to the Body's consultants.

3.19 From the outset, the Body's principal objective in terms of job evaluation has been that all parties to the benchmarking process be treated in an equitable and consistent way. For this

reason, rigorous auditing and quality assurance procedures were built into the job evaluation process to ensure there would be an optimum degree of consistency in the application of the scheme across all parts of the public service.

3.20 The auditing of the job evaluation process operated at several levels:

- (i) a line supervisor validated the information contained in the questionnaires completed by jobholders;
- (ii) professional job analysts, who constituted the Body’s consultants, then evaluated the questionnaires;
- (iii) detailed one-to-one interviews were then undertaken to further refine and confirm the consultants’ understanding of the information set out in the completed questionnaires – this also operated as a check on the soundness and quality of the evaluations carried out by the consultants;
- (iv) each of the individual consultancies operated their own internal consistency and quality assurance techniques (subject to further review for consistency by the Body’s Secretariat); and
- (v) each job analyst/consultant was required to spend a specified period of time in cross-project audits/checks (that is, conducting facilitation sessions for grades other than those which they examined, with the Body cross-checking the results for that area against the results derived by the main consultancy firm).

3.21 In addition to these checks, a dedicated audit team was established. This comprised the Secretariat and the Body’s internal consultants, who were also responsible for the development of the job evaluation scheme. Their specific role was to check for consistency across all parts of the public service.

Research into the public service

3.22 Because of the scale of the exercise, it was necessary to divide the public service research into nine distinct projects for administrative and logistical purposes. It was stressed to the parties by the Body that no inference was to be drawn from this division of the public service research.

3.23 The nine projects identified by the Body were:

Project Number	Project Title	Number of grades	Numbers Serving in Grades*
1	Clerical & Administrative	5	20,970
2	Management & Supervisory	30	17,342
3	Engineering & Technician	28	4,233
4	Nursing, Medical & Dental	21	27,602
5	Allied Health Professionals	15	3,780
6	Education Sector	18	49,506
7	Garda & Prisons	6	11,949
8	Military, Fire-fighters Ambulance	7	7,649
9	General Operatives in Dublin City Council	5	1,533
	Totals	135	144,564

* As set out in the Factual Information supplied to the Body.

3.24 The Body recognised that the numbers involved in the job evaluation process had to be sufficiently large and balanced to ensure that each grade could be properly represented and that the sample would be statistically valid. Because of the need to ensure the statistical validity of the samples, the Body, as advised by the CSO, made a detailed assessment of the samples required for each of the grades to be benchmarked.

3.25 The samples used by the Body for its public service research were far in excess of those used by agencies doing similar work in other jurisdictions. Rigorous sampling was insisted upon by the Body to ensure that jobholders were chosen on a representative, but random, basis in the workplace. This method ensured that the jobholders selected to complete the Body's job evaluation questionnaire for each of the benchmarked grades were fully representative of the range of work undertaken by all persons serving in those grades.

3.26 An overall total of 3,994 jobholders completed the Body's job evaluation questionnaire and 347 of those jobholders underwent the comprehensive one-to-one interview with the Body's consultants. Details, on a project basis across the public service, of the numbers of jobs evaluated and jobholders interviewed are set out below. This information is provided on an individual grade basis in Appendix C.

Project Number	Project Title	No. Grades	Overall Numbers*	Numbers Facilitated	Numbers Interviewed
1	Clerical & Administrative	5	20,970	359	34
2	Management & Supervisory	30	17,342	950	89
3	Engineering & Technician	28	4,233	496	60
4	Nursing, Medical & Dental	21	27,602	670	39
5	Allied Health Professionals	15	3,780	326	27
6	Education Sector	18	49,506	600	50
7	Garda & Prisons	6	11,949	214	16
8	Military, Fire-fighters Ambulance	7	7,649	27	620
9	General Operatives	5	1,533	103	12
	Totals	135	144,564	3,994	347

* As set out in the Factual Information supplied to the Body.

3.27 Five Irish and international consultancy companies were selected by the Body to undertake the public service research. The companies and the related projects were: Alpha Consulting (Project 5); TBP International (Projects 8 and 9); Hay Management Consultants (Project 6); Mercer (Projects 1, 4 and 7) and Watson Wyatt Partners (Projects 2 and 3).

3.28 The consultants were required to facilitate the completion of the job evaluation questionnaire by jobholders and to ensure validation/sign-off by the jobholders' supervisors/immediate managers. This facilitation process involved giving advice to jobholders and explaining how job evaluation, and, in particular, the Body's scheme worked. Completion of the questionnaires occurred at facilitation sessions, located throughout the State, where jobholders, in some cases from different grades and disparate parts of the public service, were gathered together to assist the smooth operation of the process.

3.29 The job evaluation questionnaires were completed by jobholders on a confidential basis. The Body emphasised at all stages of the process that the responses to the questionnaires could

not be divulged to any third party, in part or in their entirety. The evaluations of the data remained confidential throughout the process.

3.30 After completion of the questionnaires, the consultants were required to evaluate the questionnaires according to the Body's scoring framework. Jobholders' responses were assessed in an objective and analytical manner which was consistent both within and across all grades in the different parts of the public service. The questionnaires and evaluations, following the consultants' own internal consistency checking, were transmitted to the Body for further evaluation and internal audit checks. The completed questionnaires and evaluations were returned to the consultants for final analysis.

3.31 The consultants subsequently interviewed a sample of jobholders who had completed the job evaluation questionnaires. In general, between five and ten percent of the jobholders in each grade who completed questionnaires were selected for the interviews which were held on a one-to-one basis. The number of jobholders in any particular grade who were interviewed depended upon the overall numbers of persons serving in that grade.

3.32 As part of its research, the Body collected information on the duties and functions for each grade as provided by the completed job evaluation questionnaires. This information was supplemented and reinforced by the one-to-one interviews. Using this information, it was possible to construct generic job profiles for each grade benchmarked by the Body. These generic profiles, which are set out in Appendices E to J, were included as generic observations in the research updates which were released by the Body to the parties prior to the oral hearings.

3.33 Since most public service grades represent a wide range of duties and functions, the generic job profiles for each grade do not constitute job descriptions which purport to describe all the functions, duties and responsibilities of the grades. Instead, they represent a distillation of the wide range of duties and functions into a generic form which facilitated discussion with the parties prior to final evaluation of the jobs by the Body's consultants. The material constitutes an initial analysis by the Body's consultants of the responses made by jobholders in their completed job evaluation questionnaires. This has been reinforced and supplemented by other material such as the one-to-one interviews conducted by the consultants with jobholders, factual information available for the grades and submissions made by the parties in relation to the grades. The parties commented on the research updates in written submissions made to the Body prior to the hearings as well as at the hearings themselves. Issues raised by the parties were revisited by the Body's consultants who undertook the research into the public service and they were taken into account by the Body when considering each grade.

Private Sector Research

3.34 The Body's terms of reference prescribed what should be examined for the purpose of analysing the private sector. The actual data collected was representative of the economy with regard to size of company and sector of the economy. It also had a broad geographical spread.

3.35 In order to maintain the high quality standards set for the overall research aspect of the Body's work, private sector job descriptions, endorsed by the management of the companies participating in the survey, were evaluated against the Body's job evaluation scheme. The approach to the private sector survey procedure met best practice requirements.

3.36 Information was collected in respect of salary ranges and the following pay items:

- (i) Base Salary (Gross salary before deduction of tax, social insurance, pension contribution, excluding non-consolidated performance related bonus, fringe benefits and overtime);
- (ii) Cash Bonus (any non-consolidated, performance or other, cash payments made under bonus schemes in the last 12 month period); and
- (iii) Other/Regular Payments (Including, for example, location allowances).

3.37 Information was also collected in respect of the following non-pay benefits:

- (i) Pension arrangements;
- (ii) Car/car allowance;
- (iii) Annual Leave;
- (iv) Working Hours;
- (v) Medical Insurance;
- (vi) Profitsharing, Share Options and other similar arrangements;
- (vii) Sick Pay scheme; and
- (viii) Any other residual benefits of substance.

3.38 Having regard to its terms of reference, the Body decided that the sample of private sector companies should be broadly reflective of the economy based on the criteria of company size (numbers of employees), geographical and sectoral spread. It also decided that a large sample size would be necessary to meet these criteria. The Body identified the main sectors of the economy in the private sector from CSO data,³ namely: manufacturing; distribution and services; financial services; and construction. In turn, these sectors were broken down into NACE sub-sectors. Within each of these sub-sectors, and again from the CSO data, the required number of firms in each sub-sector was specified by company size.

3.39 The Body then sought to identify companies to match this overall distribution by sector and sub-sector and by location and size. In doing this, they were assisted by the Irish Business and Employers Confederation (IBEC), the Services Industrial Professional Technical Union (SIPTU), the Construction Industry Federation (CIF), the Irish Hotels Federation (IHF) and the Body's own consultants.

3.40 The Body's terms of reference state that its *"recommendations should be grounded in a coherent and broadly based comparison with jobs and pay rates across the economy"*. Furthermore, *"as an integral part of the Benchmarking Body's examination, it is asked to arrange in-depth and comprehensive research, examination and analysis of pay levels across the private sector on the overall pattern of pay rates in the private sector and employments across a range of type, size or sector"*. In seeking to meet these obligations, the Body encountered particular difficulties in identifying sufficient suitable companies with less than 50 employees in some sectors and adjusted for this.

³ Done by reference to NACE Rev 1 classification.

3.41 The overall number of companies identified by the Body using the statistical techniques developed with CSO advice was 350. A representative sample of 202 companies was then selected from this total. From its survey of these selected companies, the Body was able to elicit comprehensive information on the work, pay and conditions of jobs in the private sector ranging from senior management to general operative levels.

3.42 In order to compare the jobs in the private sector with those in the public service, the Body evaluated the private sector jobs using its own job evaluation scheme. To undertake this evaluation, the Body identified 276 core job capsules encapsulating the full range of work, including the professions, found in the private sector. They, in turn, were grouped in 'job families' to reflect the different levels of responsibility in similar functions at particular levels of an organisation and, thus, typical career progression in these particular functions. Each of the companies selected by the Body was asked to identify actual jobs at all levels in their company which were, at least prima facie, similar to one or more of the capsules. Where jobs are substantially different in size, they were asked to provide information to consultants to allow new job capsules to be prepared and evaluated.

3.43 The consultants appointed by the Body to undertake its private sector research visited all of the selected 202 companies covering 46,351 employees and 3,563 evaluated jobs. Each job within the selected companies was evaluated in consultation with a manager who was very familiar with the work, typically either the Personnel Manager or appropriate line manager.

3.44 In addition to collecting information on the jobs for evaluation purposes, the Body's consultants also collected information on the full range of pay, benefits and conditions attaching to the private sector.

3.45 All of this information was fed back by the consultants to the Body's audit team who tested to ensure that it was comprehensive and accurate.

PART

2

Considerations

Existing Characteristics of Public Service and Private Sector Pay and Employment

Introduction

4.1 This Chapter describes the Body's overview of its research on public service and private sector pay and employment. It is based on a comparative analysis, conducted on the Body's behalf in 2001, of the differences between the private sector and public service, relying on existing published information and data sources, and supplemented by a survey⁶ of private sector firms. It is also informed by the results of the Body's own research into private sector pay and jobs as described in Chapter 3.

Public Service and Private Sector Employment

4.2 Differences in pay determination systems between the public and private sectors must be viewed in the light of the more basic differences between the two sectors, particularly in their broad approaches to employment.

4.3 Although the absence in the public service of the requirement for commercial profitability is frequently highlighted as a difference between the public service and the private sector, public service organisations do have a responsibility for the delivery of services in the most efficient and effective manner possible. There are, nonetheless, significant differences between the operating environments in the public service and in the private sector, particularly in relation to their approaches to employment. The following paragraphs illustrate some of these differences.

Career Structures

4.4 Most grades within the Body's terms of reference are structured on a career basis with limitations on points of entry. Internal promotion, which is highly valued by staff as a motivator, is relied upon for appointments to all other grades. In general, most private sector employers have flexibility in regard to the levels at which they recruit and the levels or jobs to which promotions are made. Career advancement in the private sector often involves changing employment.

⁶ A survey of private sector pay determination systems and practice was commissioned from Lansdowne Market Research (LMR) by Fitzpatrick Associates on behalf of the Body. A total of 1,361 firms were contacted by LMR and completed 422 questionnaires.

Relative Size of the Public Service and the Private Sector

4.5 The Irish public service⁷ comprises seven broad sectors: Health Service; the Education Sector; Civil Service⁸; Local Authorities; the Defence Forces and the Garda Síochána, referred to collectively as 'security', and the non-commercial semi-state sector. Total public service employment, measured in whole-time equivalents, stood at 235,321 on January of 2000, making the public service the largest employer in the country (Table 4.1). Included within this overall total for 2000 were 207,921 employees in Exchequer funded sectors while there were a further 27,400 people employed in local authorities whose pay and pensions costs are by accounting convention not included in the Exchequer Pay and Pensions Bill published annually by the Department of Finance.

4.6 Information for the year 2000 demonstrates that the three largest sectors in the public service are: health (32%), education (28%) and the civil service (14%). The two largest sectors were also the most rapidly growing over the 1989-2000 period (Figure 4.1) when employment in health and education grew by 33% and 32%, respectively. Employment in security and local authorities grew much less rapidly with an increase of between 1-2% over the same period.

Table 4.1: Public Service Employment 1989 and 2000
(Whole-time equivalents)

	1989	2000	% Change	Annual Ave.
Health	56,357	75,051	33.2	2.6
Education	49,806	65,937	32.4	2.6
Civil Service	29,288	32,733	11.8	1.0
Security	24,176	24,525	1.4	0.1
Non-commercial State Bodies	7,812	9,675	23.8	2.0
Exchequer Funded	167,439	207,921	24.2	2.0
Local Authorities	26,892	27,400	1.9	0.2
Total Public Service	194,331	235,321	21.1	1.8

Source: Department of Finance, Analysis of Exchequer Pay and Pensions Bill, 1989 – 2000.

4.7 Employment in the public service⁹ increased relatively steadily over the 1990-2000 period (up by an annual average of 3.3%). Public service employment as a share of total employment declined when its share fell from 19.4% in 1990 to 18.7% in 2000, due to the more rapid rise in total employment (which increased by an annual average of 3.7%). Some caution is needed when interpreting these figures as the data is affected by changes in the survey methodology in 1998 which increased the observed level of part-time employment.

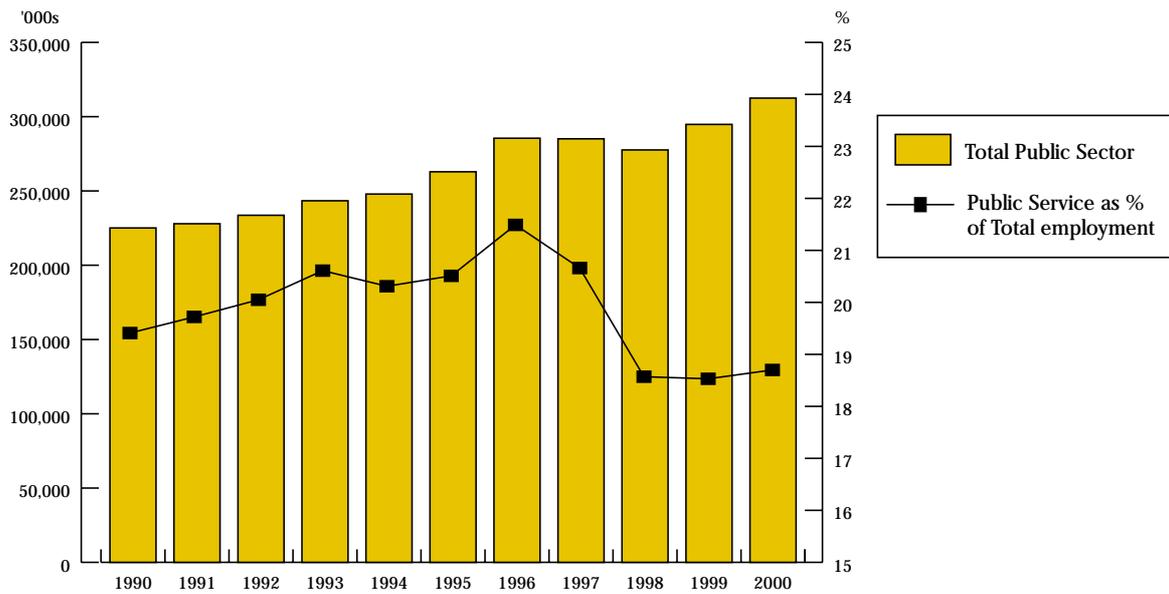
4.8 Despite its rapid growth, the Exchequer Pay and Pensions Bill, declined as a percentage of Gross Domestic Product (GDP) over the period, down from 11.5% in 1989 to 9% in 2000. However, the pay and pensions bill increased as a percentage of GDP up to 1993 and it was only as a result of the exceptional increase in GDP which occurred during the latter half of the 1990s that its share decreased (Figure 4.2).

⁷ The public service grades referred to the Body for benchmarking did not include the semi-State non-commercial companies.

⁸ The Civil Service includes the Prison Service.

⁹ As measured by the CSO Quarterly National Household Survey (QNHS) covering full-time and part-time employment.

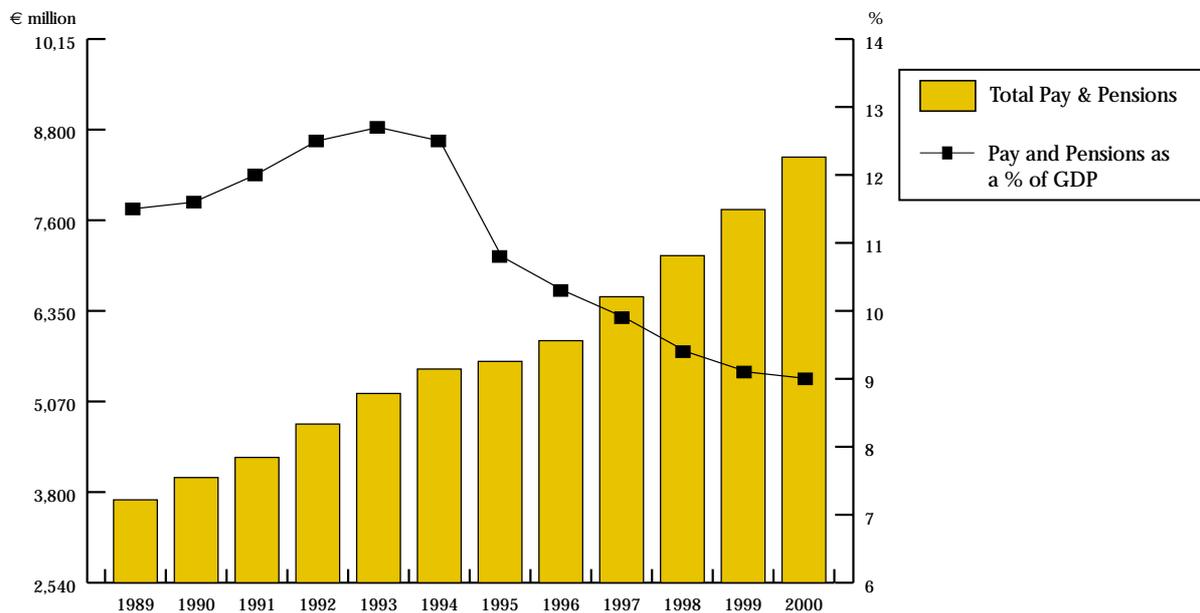
Figure 4.1 Trends in Public Sector Employment 1990-00¹



¹Data is from the Labour Force Survey for the 1990-1997 period and from the QNHS for the 1998-00 periods. Comparison of data pre and post 1997 is affected by changes in the questionnaire in 1998 that increased the observed level of part-time employment.

Source: Central Statistics Office (CSO) Labour Force Survey and Quarterly National Household Survey, (Various Dates)

Figure 4.2 Public Sector Pay and Pensions Bill 1989-2000

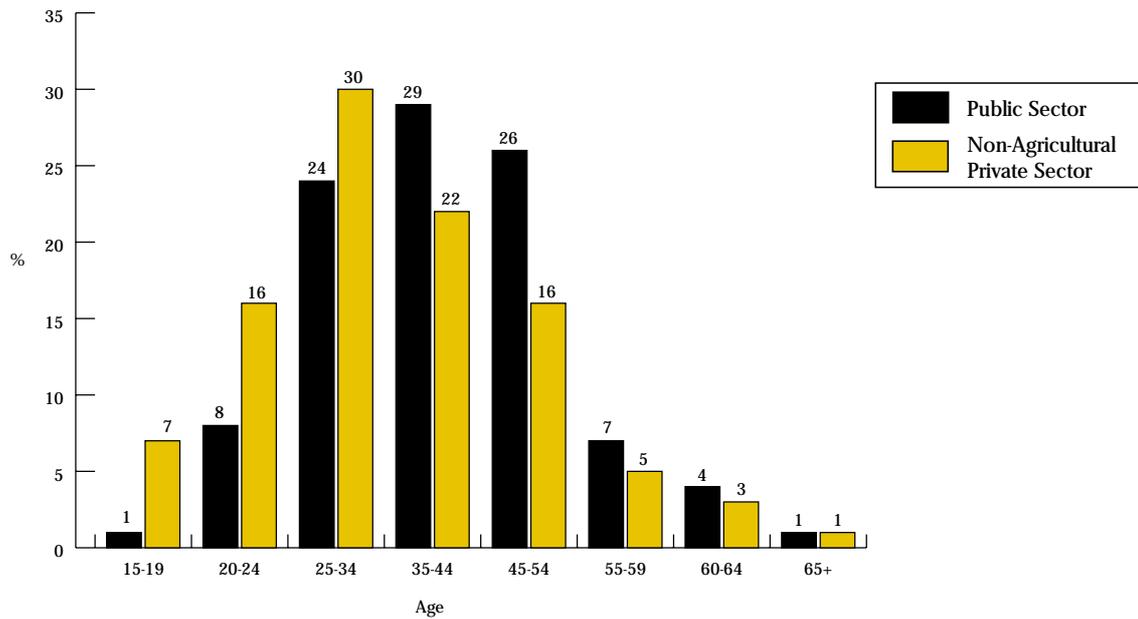


Source: Department of Finance, Analysis of Exchequer Pay and Pensions Bill (Various Dates)

Age Structure

4.9 The age structure of the public sector workforce is more concentrated in older age groups than is the case in the private sector (Figure 4.3). Two-thirds of public sector employees (67%) are aged 35 or over, compared to less than half (47%) in the private sector.

Figure 4.3 Age Profile of the Public and Non-Agricultural Private Sector Q1 2001

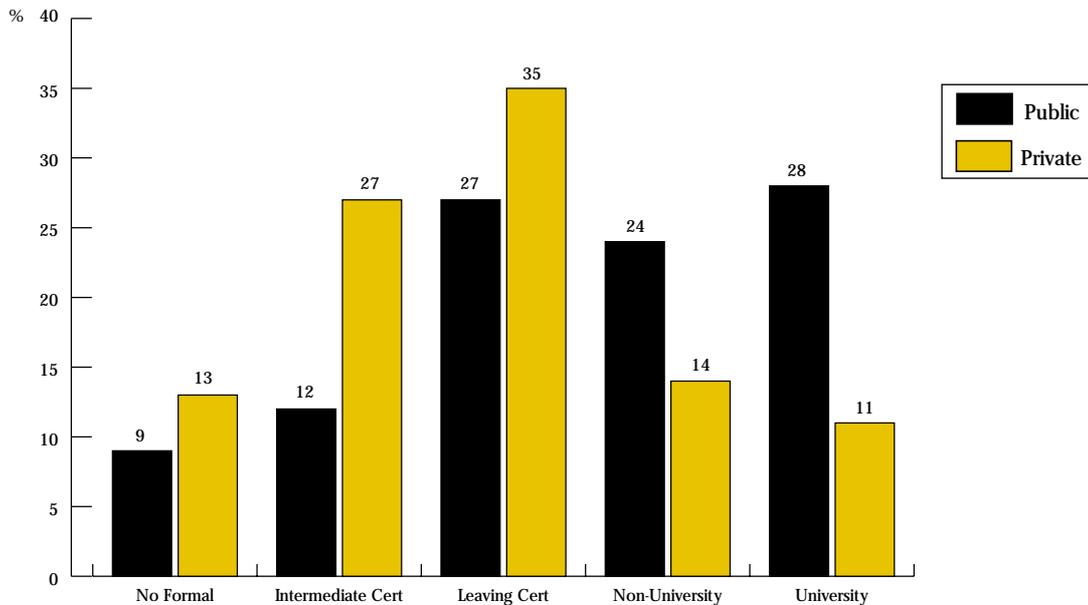


Source: Central Statistics Office (CSO) Quarterly National Household Survey

Level of Educational Attainment

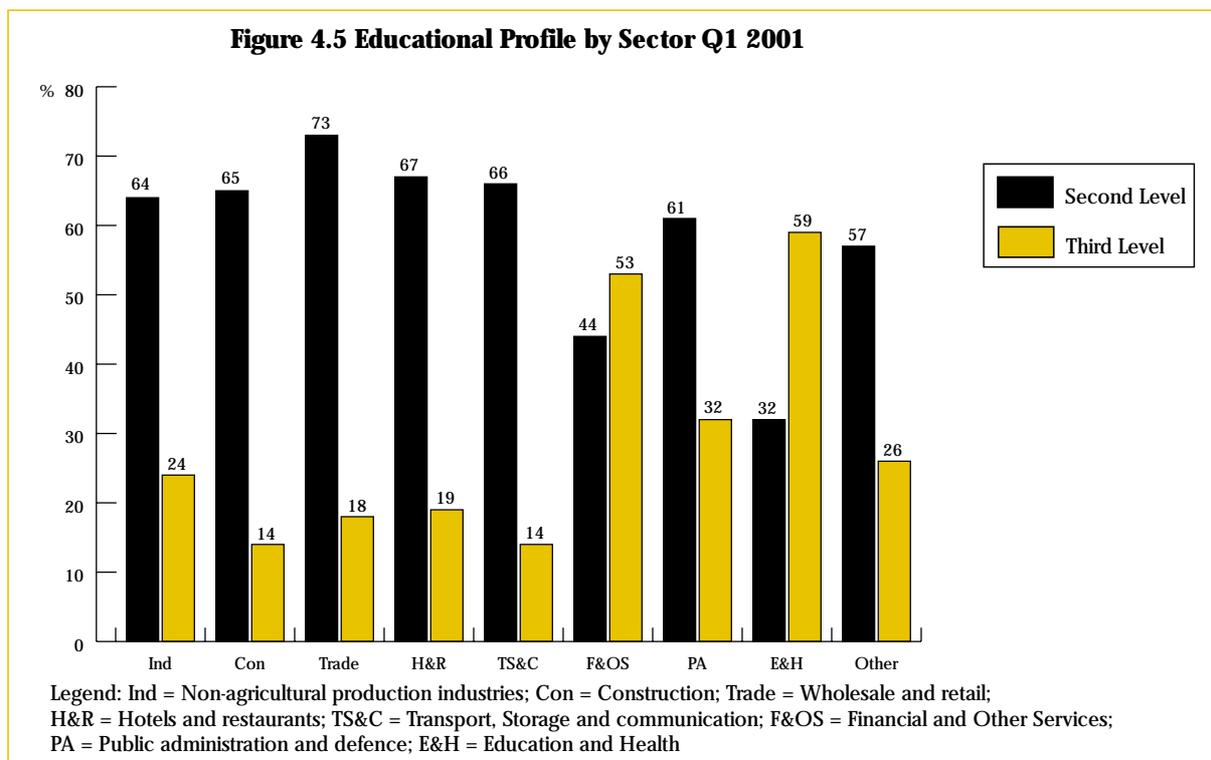
4.10 Some 52% of public sector employees have some form of third-level qualification, compared with 25% of private sector employees (Figure 4.4).

Figure 4.4 Educational Profile of the Public and Non-Agricultural Private Sector Q1 2001

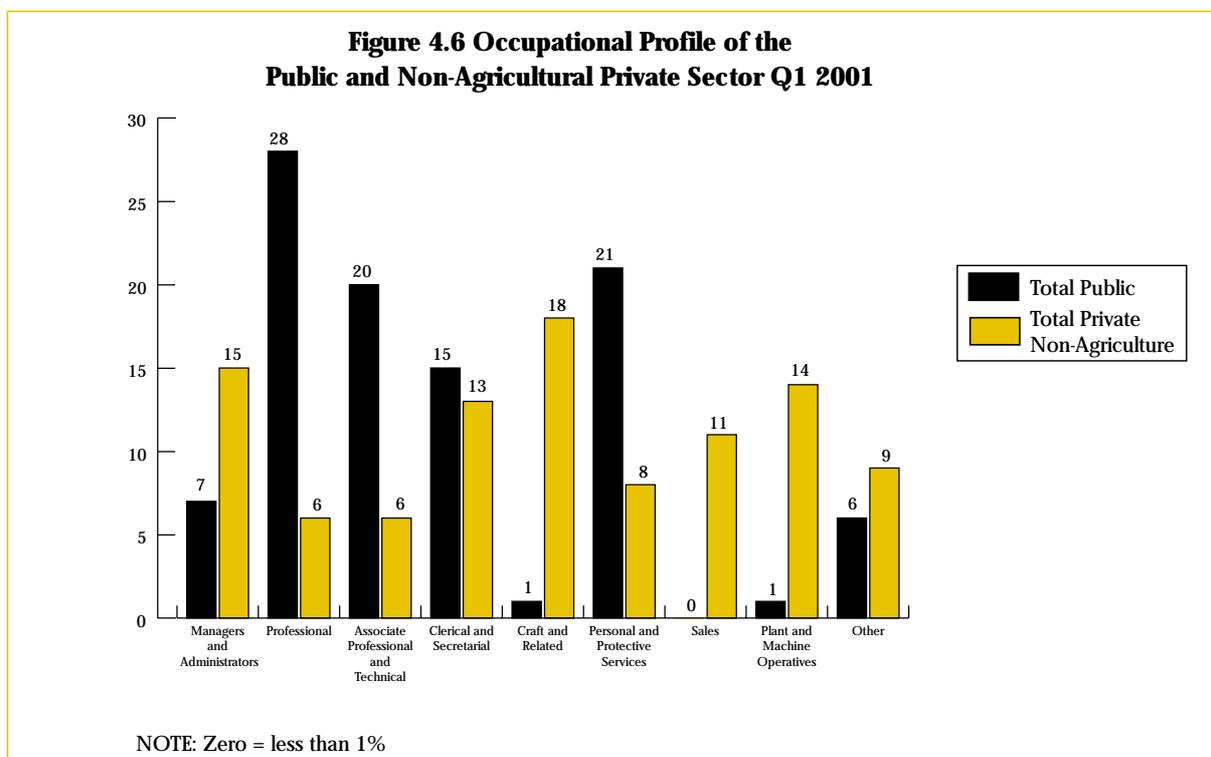


Source: Central Statistics Office (CSO) Quarterly National Household Survey

4.11 Levels of educational attainment in the sub-sectors within the public and private sectors vary significantly (Figure 4.5). Some 59% of employees in education and health had attained third level education level, compared to 32% in public administration and defence. Both are still markedly ahead of the private sector.



Source: Central Statistics Office (CSO) Quarterly National Household Survey



Source: Central Statistics Office (CSO) Quarterly National Household Survey

Occupational Profile

4.12 There is a higher concentration of public service employees in professional and associate professional and technical occupational groups than is the case in the private sector (Figure 4.6). Nearly half of public sector employees (48%) fall into these two categories, compared with 12% in the private sector.

Public Service and Private Sector Pay Determination

4.13 There are significant differences in the means by which pay is determined in the public service and private sectors, including the differing nature of pay progression and the role of non-pay elements of remuneration.

4.14 Since 1987, both public service and private sector pay has been largely determined by collective bargaining within the framework of the national partnership agreements. The evolution of these agreements and their role in pay determination has been discussed in Chapter 2 in relation to the context for benchmarking. Centralised collective bargaining is a necessity in the public service given the complex relationships between the large number of diverse grades where local bargaining is not feasible. For the private sector, significant differences with public service practice are evident, most notably a greater degree of private sector employer autonomy at the level of an individual company. By comparison with the public service, a relatively low percentage of private sector workers are members of trade unions. The Irish Congress of Trade Unions estimates that about 90% of public servants are members of trade unions which is a multiple of trade union membership in the private sector.

4.15 A large number of factors are important in determining how private sector employers compensate employees. The survey conducted by Lansdowne Marketing Research indicates that the six most widely mentioned 'important factors' by employers included: company profitability; labour market conditions; company pay philosophy; the approach of competitors; company size and individual employee performance. Furthermore, the relative importance of these factors differs across sub-sectors within the private sector and they tend to change over time.

4.16 When asked what was the most important influence on their approach to employee compensation, three in ten firms cited 'company profitability' while nearly a quarter cited 'labour market conditions', and a similar proportion cited 'company pay philosophy'. It should be emphasised, however, that these factors are inter-related. 'Labour market conditions' was the factor most widely reported as 'the most important influence' in high-tech manufacturing and construction, whereas 'company profitability' was the most frequently cited factor in most other sub-sectors.

4.17 In relation to changed influences over the 1995-2000 period, 'labour market conditions' was perceived as the factor most widely regarded as having increased in importance, with eight in ten firms stating that its importance had increased in the last five years (see Table 4.2).

Table 4.2: Most Important Influences on Private Sector Approach to Employee Compensation

	Important	Most Important % of Firms	Importance Increased During Last 5 years
	%	%	%
Company profitability	62	31	59
Company pay policy philosophy	35	25	55
Labour market conditions	54	23	81
Approach of competitors	25	7	59

Source: Lansdowne Market Research, Survey of Pay Determination Systems and Employee Compensation Methods (2001).

Pay Progression

4.18 'Length of service' is also an important factor in influencing employees' pay progression in many parts of the private sector with 55% of respondents citing 'length of service' as an established practice within the company/sector. This factor was regarded as the most important influence on pay by 19% of companies and 55% of them felt that 'length of service' as an influence 'treats employees fairly and equally'. In contrast, 75% of firms surveyed said that an 'individual's performance' typically had a greater influence on his or her pay progression than 'length of service' (Table 4.3).

Table 4.3: Most Important Influence on Employee Pay Progression in the Private Sector and Rationale for Approach

Responses	Individual Performance	Length of Service
	%	%
Most Important Influence on Pay Progression	75	19
Rationale for Using Form of Pay Progress:		
Treats employees fairly and equally	32	55
Established practice within the company-sector	25	55
Rewards High performance	55	15
Addresses under performance	19	7

Source: Lansdowne Market Research, Survey of Pay Determination Systems and Employee Compensation Methods (2001).

4.19 The most widely cited reasons for use of individual performance-based approaches were:

- (i) 'rewards high performance' (55% of firms);
- (ii) 'treats employees fairly and equally' (32% of respondents);
- (iii) 'established practice within a company/sector' (25% of companies); and
- (iv) 'address under-performance' (19% of replies).

Effects on staff motivation, productivity and retention were also cited. A relatively high percentage of firms said they used individual performance as their main approach to pay progression because it treats employees fairly and equally.

4.20 Pay structures can play an important role in clarifying and identifying pay and career progression. A number of other considerations arise, including:

- (i) provision of a pay control mechanism;
- (ii) linkage of pay to performance;
- (iii) combination of internal (job evaluation) and external (market) values;
- (iv) reflection of different labour markets; and
- (v) support and reinforcement of job relativities.

4.21 Most public servants are paid by way of incremental pay scales. Individuals progress along the scale by means of standard annual increments, which have traditionally been paid almost invariably to all employees. In addition, there are a wide range of allowances available in sectors such as the Defence Forces, Gardaí and the Prison Service. Once employees reach the maximum salary point on a scale, they remain on this salary level until promoted or until possible qualification for a long-service increment (LSI), if this exists for a particular grade. Such increments are payable when an employee spends a specified amount of time at the maximum salary for a particular pay scale.

4.22 Incremental progression is becoming less relevant, however, for career advancement in the public service involving promotion from one grade to another. Instead, merit, which is measured by a combination of formal assessment of suitability and a competitive process of selection, is increasingly prevalent.

4.23 Most pay structures in the private sector fall within one of the following four approaches:

- *Traditional Graded Pay Structures*

In graded pay structures, there is progression through a salary scale. Such scales usually have a range of 40% to 50% from their minimum to maximum points. They are pitched at an appropriate level against the 'market rate' for jobs within that grade. As a consequence, a relatively large number of grades are required in order to accommodate the wide range of salaries necessary to attract talent from the market to positions ranging from the top to the bottom of an organisation.

- *Spot-Rate Structures*

Spot-rate structures are based on a 'market rate' for a specific job, but exclude scope for pay progression through a pay range. In some exceptional instances, employees may be eligible for performance incentives or bonus payments. The Body's research indicates that spot rate structures are particularly prevalent within service sector organisations.

- *Salary or Pay Curves*

Salary or Pay Curves are less common than the preceding structures. Pay curves provide for pay progression on the basis of employees' competencies and

performance. A number of competence 'bands' are defined, each of which constitutes a definable level of skill, competence and responsibility. These bands may relate to 'effective', 'highly effective' or 'exceptional performance' with correspondingly higher reward arrangements for each of the levels.

- *Broad-Banding*

Broad-banding involves the use of substantially wider pay ranges (and therefore fewer grades) than traditional graded pay structures and, as a result, pay ranges within an organisation can typically be accommodated within 4 to 5 bands. Within each band, the salary maximum can be as much as 150% higher than the minimum. A job's place within a band is determined by reference to market rates or by a combination of job evaluation and market rate analysis. On recruitment, an employee's place within the band will be determined on the basis of skill, experience, capabilities and competence while employee progression will be determined on the basis of performance.

Such structures are designed to facilitate employee progression by encouraging and rewarding performance. They are generally prevalent within private sector organisations which have a high proportion of knowledge workers or professional employees. IBEC's Survey of Reward Systems (1998) points to the use of broad banding within 2% of firms surveyed.

Role of Pay Elements and Non-Pay Benefits

4.24 The primary form of remuneration for most public service employees is basic pay. In some sectors, such as the Defences Forces, the Gardaí and the Prison Service, there are a wide range of monetary allowances. There are also high levels of overtime for some groups. Non-pay benefits vary by group and location.

4.25 Differences between the public service and the private sector in the application of pay elements and non-pay benefits reflect differences in underlying pay and reward philosophy.

4.26 Private sector employers have more flexible forms of compensation which can be varied with the business cycle. When asked in the LMR survey about their likely response to an economic downturn, the three most frequently reported answers by firms were:

- (i) instigate a rationalisation of their business (three-quarters of firms);
- (ii) reduce pay elements such as performance related bonuses, share options and profit sharing (six in ten firms); and
- (iii) reduce overtime and shift work in that order (one in two firms).

4.27 Respondents to the survey cite a variety of reasons for using various forms of pay elements other than basic pay in the private sector (Table 4.4). The most important reasons include:

- (i) 'motivate current staff and reward high performance';
- (ii) 'flexible form of compensation'; and
- (iii) 'treats employees fairly and equally'.

Table 4.4: Main Reasons for Using Pay Elements Other than Basic Pay in the Private Sector

	Motivate current staff/reward high performance	Flexible form of compensation	Treats employees fairly and equally	Retain staff/promote company loyalty	Established practice in company/sector	Cost control	Recruit staff
	% of Firms						
Bonus explicitly related to individual performance	90	52	48	57	50	24	17
Bonus explicitly related to group performance	93	59	59	56	56	26	36
Bonus explicitly related to company profits	80	59	62	59	50	22	20
Employee Share Ownership	87	57	75	70	58	40	29
Shift and Overtime Pay	36	37	57	28	69	31	9
Commission	91	50	44	46	55	25	34

Source: Lansdowne Market Research, Survey of Pay Determination Systems and Employee Compensation Methods (2001).

Regional Pay Policies

4.28 The Irish public service does not operate a policy of regional pay variation with different levels of pay and benefits for similar types of jobs in different geographical locations within the State. For the private sector, comprehensive data on regional pay differentials is not available but analysis of the limited data that exists shows considerable variation. The LMR survey suggests a low incidence of such variation (17%) among private sector employees with premises in more than one location in Ireland. Respondents to the survey identified the following factors as important reasons for operating a policy of regional pay variation:

- (i) regional differences in cost of living;
- (ii) differences in regional labour markets; and
- (iii) perceptions as to the attractiveness or otherwise of particular areas.

The factor felt to be the most important reason was the need to compensate for differences in cost of living.

Published Data on Earnings in the Public Service and Private Sector

4.29 Data collected by the CSO on comparative earnings for the public service (excluding health) and for four broad sectors within the private sector was analysed on the Body's behalf. The results of this research were transmitted to the parties prior to their oral hearings. Broad comparisons of earnings such as those produced by the CSO must be treated with considerable caution in a benchmarking context. A single up-to-date figure showing public service and private sector regular earnings differentials in Ireland is not available. There is no single earnings series covering the entire private sector.

4.30 The CSO coverage of the public service is incomplete given the absence of data covering the health service in particular. Apparent earnings differences, in one direction or another, may be explained by underlying differences in factors such as type of jobs involved, educational and skill requirements, etc. The use of such published data as an input into the benchmarking process would, therefore, have resulted in inappropriate comparisons. In these circumstances, the Body concluded that such data was not suitable for benchmarking purposes and it instead relied on its own research into pay and jobs in the private sector. This research is described in Chapter 3.

Incidence of Variable Pay

4.31 The LMR survey conducted for the Body investigated the incidence of variable pay, defined as all pay elements other than basic pay, in the private sector to remunerate employees in the year to April 2001 (Table 4.5). The survey found that 45% of all firms surveyed made shift and overtime payments while 40% paid commission. The most widely used form of remuneration, other than basic pay, was 'bonus payments' explicitly related to individual employee performance' which were used by 55% of respondents.¹⁰ The other frequently used forms of employee remuneration include:

- (i) 'bonus explicitly related to company profits', used by three in ten firms;
- (ii) 'bonus explicitly related to group performance', used by two in ten firms; and
- (iii) 'employee share ownership', used by one in ten firms.

Table 4.5: Estimated Percentage of Firms Using Pay Elements Other than Basic Pay in Year to April 2001¹

	All Firms ²	Firm Size (No. of Employees)		
		1-49	50-99	100+
	%	%	%	%
Bonus explicitly related to individual performance	55	55	55	65
Bonus explicitly related to group performance	22	22	29	34
Bonus explicitly related to company profits	29	29	40	40
Employee Share Ownership	12	12	18	30
Shift and Overtime Pay	45	44	69	84
Commission	40	40	38	31

¹ Bonus payments refer to all payments made in addition to basic pay, shift and overtime, commission and employee share ownership. Some firms may have made more than one type of bonus payment, e.g. some firms may have paid bonuses related to individual performance and bonuses related to group performance.

² Weighted by distribution of small, medium and large firms.

Source: Lansdowne Market Research, Survey of Pay Determination Systems and Employee Compensation Methods (2001).

¹⁰ Bonus payments refer to all payments made in addition to basic pay, shift and overtime, commission and employee share ownership.

4.32 The incidence of all forms of variable pay, with the exception of commission, increases with firm size. The higher incidence of commission payments among small and medium firms may reflect the high usage of sales-related payments in business and distribution service firms, which are relatively highly concentrated in the small and medium firm size category. The incidence of individual performance related bonuses was higher than the private sector average in the high-tech manufacturing sector and the incidence of bonuses related to group performance was above average in banking, insurance and building societies.

4.33 The LMR survey also indicated the number of employees who receive non-basic pay elements as a proportion of the total number of employees in firms which made such payments (Table 4.6). When taken in conjunction with the information on the incidence of variable pay (Table 4.5), it was established, that in the 40% of companies which made commission payments approximately 42% of employees in such firms receive them.

Table 4.6: Estimated Percentage of Employees in Firms Using Pay Elements Other than Basic Pay that Received Such Payments in the Year to April 2001

	All Firms Using Pay Elements ¹	Firm Size (No. of Employees)		
		1-49	50-99	100+
Bonus explicitly related to individual performance	64	64	47	49
Bonus explicitly related to group performance	72	73	60	53
Bonus explicitly related to company profits	78	79	58	65
Employee Share Ownership	69	69	72	80
Shift and Overtime Pay	53	53	54	53
Commission	42	42	15	18

¹ Weighted by distribution of small, medium and large firms.

Source: Lansdowne Market Research, Survey of Pay Determination Systems and Employee Compensation Methods (2001).

4.34 Table 4.6 demonstrates that where firms use pay elements other than basic pay they typically make such payments to most of their employees. This excludes commission payments because such payments reflect work undertaken by employees in a company’s specific business functions.

4.35 By combining Tables 4.5 and 4.6, information on the number of employees in companies with the incidence of the non-basic pay elements, the results of the LMR survey can produce an estimate of the proportion of employees in the private sector receiving some form of variable pay (Table 4.7).

Table 4.7: Estimated Percentage of Private Sector Employees Receiving Variable Pay Elements¹

	Employees ²	Firm Size (No. of Employees)		
		1-49	50-99	100+
	%	%	%	%
Bonus explicitly related to individual performance	31	32	26	28
Bonus explicitly related to group performance	14	13	17	19
Bonus explicitly related to company profits	20	19	23	22
Employee Share Ownership	10	6	14	30
Shift and Overtime Pay	33	30	35	46
Commission	12	14	6	4

¹ Bonus payments refer to all payments made in addition to basic pay, shift and overtime, commission and employee share ownership. Some firms may have made more than one type of bonus payment, e.g. some firms may have paid bonuses related to individual performance and bonuses related to group performance.

² Weighted by distribution of employees in small, medium and large firms.

Source: Lansdowne Market Research, Survey of Pay Determination Systems and Employee Compensation Methods (2001).

Profit Sharing Schemes

4.36 The number of approved profit sharing schemes and the number of employees participating have increased steadily over the 1984-1999 period (Table 4.8). The Revenue Commissioners estimate that by 1999 about 179,675 or 12% of employees in the non-agricultural workforce had at least once received shares under its approved profit sharing scheme.

Table 4.8: Approved Profit Sharing Schemes, 1984-1999

Year Ended 5th April	Cumulative	No. of employees participating	Average Annual Value €	Average Weekly Value €
1984	2	7,478	442	9
1985	8	6,424	494	10
1986	15	5,465	1,232	24
1987	28	16,522	576	11
1988	46	19,206	787	15
1989	64	22,855	823	16
1990	87	12,175	1,084	21
1991	110	23,955	806	16
1992	121	22,352	914	18
1993	130	20,427	921	18
1994	134	21,848	860	17
1995	142	30,638	937	18
1996	169	33,213	1,399	27
1997	206	41,554	1,338	26
1998	238	42,834	1,277	25
1999	292	53,332 ¹	1,531	29

¹ Figures are based on the level of returns received and are subject to adjustment on receipt of late returns or amended returns, later years are more likely to be subject to change.

Source: The Revenue Commissioners.

4.37 The average value per employee participating in the scheme was 247% higher in 1999 than in 1984. Although the average value per employee participating in the scheme increased over the period, there was considerable year-on-year variation in the average value. In four of the years, the average nominal value of schemes to participants declined.

4.38 As part of the survey of private sector firms, LMR asked respondents to estimate the proportion of total pay accounted for by basic pay, that is total pay excluding all variable pay elements. The survey found that, on average, basic pay reportedly accounted for about 80% of total pay with all other pay elements on average accounting for about 20% of total pay. These other pay elements included items such as: shift payments, overtime, commission, employee share ownership and bonus payments. The LMR survey results also indicate that, while there may be considerable variation across sub-sectors of the economy in the percentage of total pay accounted for by each individual element, the percentage of total pay accounted for by the overall package of variable pay elements is relatively consistent.

Incidence of Non-Pay Benefits

4.39 The most frequently used forms of non-pay benefits in the year to April 2001 by respondents to the LMR survey were pensions, company cars, car parking and health insurance (Table 4.9). The incidence of all forms of non-pay benefits covered in the survey increases with firm size. The incidence of health and life insurance benefits was notably higher than the private sector average in the high-tech manufacturing and banking, insurance and building societies sectors.

Table 4.9: Estimated Percentage of Firms Using Non-Pay Benefits in the Year to April 2001

	All Firms ¹	Firm Size (No. of Employees)		
		1-49	50-99	100+
	%	%	%	%
Pension	67	67	82	94
Health Insurance	39	38	52	71
Life Insurance	22	22	40	69
Company Car	49	48	62	66
Car Parking	41	40	47	64
Additional Holiday Leave	26	26	34	34
Subsidised Canteen	14	13	29	57
Membership, e.g. Sports Clubs	9	9	16	24
Crèche facilities	<1	<1	1	1

¹ Weighted by distribution of small, medium and large firms.

Source: Lansdowne Market Research, Survey of Pay Determination Systems and Employee Compensation Methods (2001).

4.40 The LMR survey also indicated the proportion of employees in relation to company size, who received non-pay benefits in the year to April 2001 (Table 4.10). The incidence of such benefits increased in line with company size.

Table 4.10: Estimated Proportion of All Private Sector Employees in Companies Receiving Non-Pay Benefits in the Year to April 2001

	Employees ¹	Firm Size (No. of Employees)		
		1-49	50-99	100+
	%	%	%	%
Pension	56	51	57	79
Health Insurance	33	29	37	54
Life Insurance	26	17	38	65
Company Car ²	11	12	9	7
Car Parking	37	34	36	54
Additional Holiday Leave	17	16	22	22
Subsidised Canteen	20	12	28	54
Membership, e.g. Sports Clubs	7	6	9	14
Crèche facilities	<1	<1	<1	<1

¹ Weighted by distribution of employees in small, medium and large firms.

² Estimate of the percentage of employees that have “access to” a company car/van for private use.

Source: Lansdowne Market Research, Survey of Pay Determination Systems and Employee Compensation Methods (2001).

Value of Non-Pay Benefits

4.41 Data on the estimated value of benefit in kind from cars provided by companies to employees for private use, personal loans provided on favourable terms and private accommodation provided for these employees is available from the Revenue Commissioners (Table 4.11).

Table 4.11: Estimated Benefit in Kind 1988-1999¹

Year Ended 5th April	Number of Recipients	Average Annual Value €	Average Weekly Value €
1988	6,026	1,792	34
1989	20,598	1,695	33
1990	32,162	1,820	35
1991	38,178	1,912	37
1992	44,168	2,096	40
1993	64,125	2,471	48
1994	72,883	2,346	45
1995	76,201	2,143	41
1996	78,749	2,366	45
1997	84,053	2,645	51
1998	88,054	3,127	60
1999	93,776	4,475	86

¹ Relates to estimated benefit in kind from cars provided for private use, personal loans provided on favourable terms and private accommodation provided for these employees.

Source: The Revenue Commissioners.

4.42 The average value to the employee of benefit in kind (BIK) was 150% higher in 1999 than in 1988 (Table 4.10). However, although the average value of BIK per recipient increased over the period, there was considerable year-on-year variation in the average value. In three of the years, the average nominal value declined.

Personnel Issues in the Public Service

Personnel Issues in the Public Service

5.1 In the course of the benchmarking process, it became clear there are a range of human resource issues which are relevant to the Body's deliberations. The development and provision of quality public services, and the contribution which these make to social and economic development, necessitate modern, coherent and rational human resource practices in the public service. This Chapter highlights some of the key issues in this regard.

Recruitment, Retention and Motivation

5.2 In conducting its primary task of benchmarking public service pay to the private sector, the Body was required by its terms of reference to have regard, inter alia, to "*the need to recruit, retain and motivate staff with the qualifications, skills and flexibility required to exercise their different responsibilities*". All issues concerning recruitment, retention and motivation which were contained in written and oral submissions were carefully examined and considered by the Body in the course of its deliberations. This material was supplemented by the Body's own research into recruitment and retention trends across the various sectors of the public service.

5.3 Public service employers must be in a position to recruit and retain their fair share of staff of the required calibre. The nature of many public service employments is very specific. Taken in conjunction with the essential role performed in society by many parts of the public service, a long-term view has to be taken of recruitment and retention requirements. High standards of performance require robust strategies to enable public service employers to recruit and retain candidates who are appropriately and suitably qualified. All such strategies need to be founded on accurate information about the labour market, including supply issues affecting the sourcing of staff and the internal composition of their own structures. Finally, they must concentrate efforts on promoting the attraction of public service employment, including pay and career prospects.

5.4 The Body was concerned at the inability of some public service employers to provide adequate information about vacancy levels and the effect of their recruitment policies over time. Such information gaps must be filled in order to enable the public service to compete in a tightening labour market. Anecdotal information, while important, is not a suitable basis for planning future personnel needs and associated pay levels. However, the Body welcomes the importance accorded to development of human resource management strategies in proposals for public service reform. Such developmental work is vital if the public service is to be equipped to compete for, retain and develop staff under tight labour market conditions.

5.5 While pay is a central ingredient, it was evident to the Body that a number of the recruitment problems identified from the available data and submissions point more to deficiencies in personnel analysis and strategic planning. Simply increasing pay levels cannot resolve such problems.

Labour Supply

5.6 As previously noted in Chapter Four, a significant proportion of public service jobs require third level, specialised and/or technological education and training qualifications. Prima facie evidence supplied to the Body suggests that natural wastage accompanied by rapid expansion of some services without adequate staff supply planning has created shortages which the labour market is unable to meet. Many of these disciplines are unique to public service employment. It is, therefore, necessary for public service employers to be more strategic in their new personnel initiatives and to collaborate more extensively with education planning and training institutions to guarantee an adequate supply of suitably qualified candidates.

Specialist Skills

5.7 The emergence from time to time of shortages in specialised functional areas, often described as ‘hot skills’, which are common to both the public service and the private sector, pose problems for recruiters. Such phenomena are often cyclical or temporary in nature or owe their origins to unique and/or exceptional circumstances.

5.8 Private sector responses to such developments are characterised by flexible and temporary pay arrangements, including often-atypical employment regimes which cease at the end of the period of skills deficiency. Public service employers require the same high levels of flexibility in their employment regimes. It is not appropriate to make permanent adjustments to the essentially longer-term pay and career-based employment regimes in the public service in order to resolve temporary or exceptional supply phenomena.

Endemic Overtime, ‘Sessional’/’On-Call’ Payments

5.9 Endemic overtime working, which can be defined as persistent requirements on staff to work considerably longer hours than the standard working week, often on a compulsory basis, poses serious problems in a number of services. It is recognised that some element of overtime will always be necessary to provide a cost-efficient service and to cope with valleys and peaks of work output. The Body believes, however, that the unduly high levels of overtime currently being worked at enhanced rates of pay in some sectors is unsustainable. Similar difficulties are associated with excessive ‘sessional’ and ‘on-call’ working arrangements.

5.10 The practices of endemic overtime and high levels of ‘on-call’ working can impinge on the quality of life and work/life balance of staff, posing health risks. Costs to the employer are excessive where a culture of overtime has been allowed to develop. Significant distortions in earnings due to extensive overtime or other enhanced payments for work performed outside normal working hours make pay comparisons for the grades concerned problematic. They also diminish the attraction of promotion to grades where overtime and other enhanced levels of remuneration are not available.

5.11 Such practices are not in the best interests of employers, staff or consumers and the Body recommends that steps be taken to eliminate them. While the private sector has developed a variety of ways of dealing with these practices, e.g. annualised hours agreements, the direct relevance of such approaches needs to be assessed and appropriate solutions developed for the specific groups concerned.

5.12 The Body further considers that the response by the appropriate parties to its recommendations should be taken into account in any future exercise where pay comparisons with the private sector are being made for the groups affected.

PART

3

Pay Recommendations

Issues Impacting on Pay Recommendations

Introduction

6.1 The broad approaches adopted by the Body in considering the wide range of issues which are relevant to benchmarking have been discussed already in Chapter 2: 'Benchmarking in Context'. This chapter addresses a number of key issues and recommendations which underpin the pay recommendations for the reference grades set out in Chapters 7 to 11.

Information on salaries

6.2 As indicated in Chapter 2, publicly available information on private sector salaries data such as CSO earnings data and privately held salary surveys were inadequate and insufficient to enable the Body to comply properly with its terms of reference. If such data had been exclusively relied upon, inaccurate and inappropriate comparisons might have been made between the public service and private sector information on pay. Accordingly, the Body undertook a confidential salary survey which was carried out as part of its research into pay and jobs in the private sector. This ensured that the data collected and the subsequent comparative analysis undertaken satisfied the Body's terms of reference. As noted in Chapter 1, the Body was supplied by the parties with a wide range of basic background information on the reference grades, including pay data.

Public Service Pensions

6.3 The Body commissioned research into pension arrangements in the public service and private sector. Cost differences between the sectors were considered by the Body and taken into account in its recommendations on salary and pay levels.

Public Service Security of Tenure

6.4 Most public servants have a significantly higher level of job security than private sector employees. A certain, but variable, level of protection is deemed necessary in many public services for the purposes of (i) ensuring stability in the planning and delivery of public services and (ii) demonstrating fairness and impartiality in day-to-day decision-making on service delivery. The Body concluded that this protection is of material benefit and, where relevant, account was taken of it in the Body's recommendations.

Allowances

6.5 Although the primary form of remuneration for most public service employees is basic

pay, a number of monetary allowances are also payable in some cases such as the Defence Forces, the Gardaí and the Prison Service. The Body took account of certain allowances which were universally applicable to members of particular grades for purposes of comparison with the private sector. When examining those grades, the benchmarking process took account of the job requirements for which those allowances were paid.

6.6 In two cases, exceptionally – the Defence Forces and teaching at primary and second level – certain allowances¹¹ are deemed part of basic pay and were treated as such when the Body considered the recommendations for those sectors of the public service. Other allowances fall to be adjusted in accordance with normal custom and practice.

Performance-related Pay

6.7 From its research, the Body has established that in the private sector performance-related pay exists to a variable degree, linking certain elements of reward to the performance of the individual, group or enterprise. A general pattern which emerged from the Body's research was that such payments tend to represent a more significant element at higher levels of remuneration. The experience of the Body would indicate that, in practice, such payments are also more dependent at these levels on actual performance.

6.8 The Body notes the commitment of the parties in the PPF to the rolling-out and subsequent review of systems of performance management such as the Performance Management Development System (PMDS) in the Civil Service and the linking of this to pay increases under the provisions of the PPF. Pending a review of the operation of PMDS, the Body concluded that any recommendation in relation to the introduction of performance-related pay would be premature. Accordingly, it has decided against making any recommendations in relation to performance-related pay.

Reviews of grades conducted outside the Benchmarking Process

6.9 In the course of its work, the Body became aware that a number of the reference grades were also subject to concurrent reviews of their structure and remuneration outside the benchmarking process. In the sectors where this occurred, the Body benchmarked the grades concerned taking account of the changes in pay and work resulting from such reviews.

Pay Linkages of Benchmarked Grades

6.10 The Body has examined the pay and jobs of all reference grades. These have been benchmarked against the jobs of comparable size and complexity in the private sector in order to arrive at pay recommendations. The Body's recommendations on the remuneration of the reference grades have the effect of severing all previous pay links and establishing new absolute levels of pay for each of those grades.

6.11 Accordingly, no benchmarked grade may receive a further increase as a consequence of the Body's recommendations as they affect any other grade, whether benchmarked or not.

¹¹ Military Service Allowance (and equivalent) in the Defence Forces and Responsibility Allowances for teaching which reflect the grading of Special Duties Teachers, Assistant Principal Teachers.

Competitiveness and Economic Development

6.12 Under its terms of reference, the Body is requested to have regard to “*the need to underpin Ireland’s competitiveness and develop our economic prosperity on a sustainable basis*”. The Body’s work has been conducted in accordance with its terms of reference within the wider context of the PPF which identified a number of aims and objectives. These included associated operational frameworks covering a range of issues and the development of an equitable relationship between pay in the public service and in the private sector.

6.13 The PPF acknowledges that “*the role of the public service remains a crucial one and, increasingly so, in relation to managing the many complex issues which are features of current economic and social development. The quality of the response of the public service to these challenging demands will be determined to a large extent by its efficiency and adaptability in the face of changing circumstances.*”

6.14 The cost, level and quality of public services, and the efficiency and effectiveness of their delivery all play key roles in the social and economic development of the national economy and in maintaining its international competitiveness. Specific developments in public services and their management are outlined in the operational frameworks of the PPF.

6.15 The PPF acknowledges two fundamental requirements in relation to the future management of the public service, namely:

- that in the current Irish labour market context, it is important to ensure that public service manpower needs are capable of being met in such a way as to enable it to deliver the necessary quantum and quality of public services now and into the future; and
- that successful implementation of policies of continuous renewal and modernisation are vital.

6.16 The Body’s approach to benchmarking addressed these fundamental requirements. It emphasised the importance of recruitment and retention strategy in the broader context of strategic approaches to personnel management. Specific measures are recommended to progress the public modernisation programme with particular attention to issues of flexibility, adaptability and change.

6.17 It has been an overall concern of the Body that the public service should not lead the private sector in matters of reward. This principle is inherent in benchmarking, a central objective of which is equity between the public service and the private sector. It has also been a major element in the formulation, within the overall context of the PPF, of a cohesive overall set of recommendations on public service pay which has regard to the full range of considerations referred to in the Body’s terms of reference.

6.18 The overall set of recommendations made by the Body meets a key objective of its terms of reference, namely: the establishment of equity in matters of reward between employees in the public service and the private sector. In this regard, there can be no basis for any follow-on claims from private sector employees arising out of the Body’s recommendations. Any such claims would have no justification. The Body is concerned that the emergence of claims of this nature would have a wide impact across the economy with serious implications for competitiveness, employment, and economic and social development.

Public Service Modernisation and Change

6.19 The challenges facing Ireland's economic and social development in the medium to long-term underpin the need for continually progressing modernisation of the public service. There is ample evidence of pressures for reform and change. These pressures derive from normal legislative changes, diversity within the workforce, the quest for improved economic performance, the need for improvement in the quality of public services, a tighter labour market, and the public expectation of higher standards of ethics and accountability. They also reflect the increasingly complex and changing nature of the economy and society itself.

6.20 The public service is to the forefront of these changes, both as provider of services and as an employer of choice. At both central and sectoral levels, the agenda for change is broadening, evolving and deepening.

6.21 The Body notes the range of initiatives undertaken in recent years under the Strategic Management Initiative. Sectoral targets in programmes such as *Delivering Better Government* (1996), *Better Local Government: A Programme for Change* (1996) and *Quality and Fairness: A Health System for You* (2001) challenge both employers and workers to engage collaboratively in order to achieve the required results. Similarly, the *National Development Plan 2000 – 2006* (1999) poses further challenges to the public service in terms of delivering on the planned programme of economic and social infrastructure investment.

6.22 The general objectives of the PPF in respect of public service modernisation are:

- (i) the design and implementation of performance management systems;
- (ii) the development of integrated human resource strategies;
- (iii) improved organisational flexibility;
- (iv) better targeted training and development; and
- (v) strengthening organisational capacity.

6.23 The Body notes the reference in the PPF to the link between public service pay awards and the delivery of the modernisation programme in the public service. In particular, it notes the provisions that certain pay increases will be paid in return for the agreement of specific performance indicators for each sector and the achievement of these sectoral targets, with progress in this regard being assessed at organisational level.

6.24 The Body expects that public service employers, trade unions and staff will, as a matter of course, work together in a partnership context to promote flexibility of working and to identify and eliminate practices which may tend to foster inefficient delivery of services. In this context, there are a number of initiatives which merit detailed examination and consideration at workplace level such as:

- (i) functional flexibility;
- (ii) more broadly defined work assignments;
- (iii) changes in working time arrangements;
- (iv) team-working;
- (v) increased employee participation in decision-making; and

(vi) broader job descriptions.

6.25 Under its terms of reference, the Body is required, when reaching its recommendations, to have regard to the need to ensure ongoing modernisation of the public service so that the public service can continue to adapt to necessary changes and to achieve greater efficiency and effectiveness. The Body agrees with the widely held view that flexibility and a willingness to adapt to change are hallmarks of successful organisations in all walks of life and in both the public service and private sector. It also believes that any comprehensive benchmarking exercise, now and in the future, must take the issues of change, modernisation, flexibility and adaptability fully into account.

6.26 The Body has made recommendations for pay increases across the public service. The context for these recommendations was set out in Chapter 2. A primary factor in the Body's considerations was the evaluation and comparison of the jobs and pay of public servants with comparable jobs and rewards in the private sector. In the majority of companies in the private sector, change is accepted as an essential and ongoing criterion of survival, growth and prosperity. In this environment, an increasing number of managements who do not provide the innovation necessary for growth and the concomitant requirement for change are held accountable for this failing. This should also be the case in the public service. It is the responsibility of management in the public service, no less than in the private sector, to lead and manage change just as it is the responsibility of employees to co-operate with modernisation and change.

6.27 In this context, the Body considered whether it should link its recommendations on pay to specific changes in working practices. The Body, however, concluded that this was not practical because it would require the Body to assess the position in regard to flexibility, change and modernisation for each particular employment throughout the public service. Clearly, an exercise of this type was not envisaged when the Body was established and it is, therefore, outside the scope of the Body's terms of reference. Yet, those same terms require the Body to have regard to ensuring the ongoing modernisation of the public service so that it can continue to adapt to necessary change and to achieve greater efficiency and effectiveness.

6.28 In seeking to discharge this responsibility, which the Body fully recognises, the Body notes that the parties to the public service elements of the PPF, as adjusted in December 2000, have agreed that one-quarter of any awards arising from the Body's Report are to be implemented retrospectively with effect from 1 December of 2001. The adjusted terms to the PPF also set out that *"the balance of any awards will be implemented on a phased basis, to be agreed between the parties, which takes account of the desirability of implementing the Benchmarking Body's recommendations as speedily as possible thereafter, the level of increases involved, any successor to the PPF which may be agreed between the social parties (or whatever other arrangements may be in place on the expiry of this Programme) and the need to respect any links which the Body might establish between levels of pay and other developments"*.

6.29 It is within this context that the Body considers the issues of adaptability, change, flexibility and modernisation should be addressed. The Body is of the view that developments of this nature are necessary to allow the public service keep pace with good practice in the private sector. **The Body strongly recommends that implementation of its pay awards should be made conditional (apart from the one-quarter of any award to be implemented with effect from 1 December of 2001 as agreed between the parties) upon agreement on the issues at the appropriate local bargaining levels. It will be a matter for managements and**

unions/associations to determine the agenda for this local bargaining, but it is the firm expectation of the Body that real outputs will be delivered. Further, the Body recommends that an appropriate validation process be established to ensure that agreements on issues such as adaptability, change, flexibility and modernisation are implemented in accordance with their terms. Finally, the foregoing conclusions are to be taken as integral parts of the recommendations on pay that follow in Chapters 7 to 11.

Costs

6.30 The pay recommendations set out in this Report give rise to an overall increase in the public service pay bill, on the basis of existing relationships between the benchmarked grades and all other public service grades, of 8.94%.

Pay Recommendations for Civil Service grades

Introduction

7.1 The Civil Service is responsible for the administration of Government services, namely: provision of policy advice to Ministers and the implementation of that policy, either by directly providing services to the public or regulating their provision, via the appropriate State Agencies. It is also responsible for the administration of the other autonomous or independent institutions of State such as the Houses of the Oireachtas, the Office of the Ombudsman or the Courts Service.

7.2 The Minister for Finance is responsible for the overall regulation of the human resource functions for the Civil Service. There are over 30,000 people employed in the Civil Service. For benchmarking purposes, the Civil Service was divided into four streams, namely: general service grades, taxes grades, engineering grades and technical grades. The Body benchmarked a total of 19 grades in the Civil Service.

7.3 For each of the Civil Service grades, the salary scales shown are those applicable to established officers who entered the Civil Service on or after 6th April of 1995, which reflect their liability to make an employee contribution towards personal superannuation benefits on the occasion of the change to Class A rate social insurance for new entrants. *Scales applicable to those officers who entered the Civil Service before 6th April 1995 (at 19/20ths of the scales recommended), which will attract identical increases to those shown, will be calculated separately by the relevant employer.*

7.4 The following paragraphs set out the Body's recommendations in respect of the reference grades in the Civil Service.

General Service Grades

7.5 The Body examined seven grades from the general service stream. The following salary levels are recommended:

Principal Officer

Existing Salary
€62,510 – €65,162 – €67,794 – €70,446 – €72,684 – €75,002 ¹ – €77,321 ²

Recommended Salary	% increase
€69,824 – €72,786 – €75,726 – €78,689 – €81,188 – €83,777 ¹ – €86,367 ²	11.7%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Assistant Principal Officer

Existing Salary
€47,123 – €48,886 – €50,647 – €52,415 – €54,177 – €55,193 – €56,976 ¹ – €58,761 ²

Recommended Salary	% increase
€53,625 – €55,632 – €57,637 – €59,648 – €61,654 – €62,810 – €64,838 ¹ – €66,870 ²	13.8%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Administrative Officer

Existing Salary
€24,586 – €26,808 – €29,655 – €31,818 – €33,978 – €36,146 – €38,308 – €40,464 – €41,961 ¹ – €43,457 ²

Recommended Salary	% increase
€27,045 – €29,551 – €32,058 – €34,565 – €37,071 – €39,578 – €42,085 – €44,591 – €46,241 ¹ – €47,889 ²	10.0% – 10.2%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Higher Executive Officer

Existing Salary
€34,297 – €35,306 – €36,325 – €37,366 – €38,393 – €39,423 – €40,464 – €41,961 ¹ – €43,457 ²

Recommended Salary	% increase
€37,727 – €38,871 – €40,015 – €41,159 – €42,303 – €43,447 – €44,591 – €46,241 ¹ – €47,889 ²	10.0% – 10.2%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Executive Officer

Existing Salary
€21,229 – €22,799 – €24,431 – €25,672 – €26,871 – €28,062 – €29,224 – €30,394 – €31,530 – €32,697 – €33,455 – €34,593 ¹ – €35,729 ²

Recommended Salary	% increase
€23,033 – €24,410 – €25,787 – €27,163 – €28,540 – €29,917 – €31,294 – €32,670 – €34,047 – €35,424 – €36,801 – €38,052 ¹ – €39,302 ²	8.5% – 10.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Clerical Officer

Existing Salary
€17,309 – €18,115 – €18,924 – €19,732 – €20,540 – €21,349 – €22,156 – €22,963 – €23,773 – €24,580 – €25,381 – €26,632 – €27,616 ¹ – €28,067 ²

Recommended Salary	% increase
€18,780 – €19,655 – €20,532 – €21,409 – €22,286 – €23,164 – €24,039 – €24,915 – €25,793 – €26,669 – €27,539 – €28,895 – €29,963 ¹ – €30,453 ²	8.5%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Services Officer

Existing Salary
€278.31 – €290.36 – €311.05 – €325.37 – €338.12 – €350.87 – €359.95 – €370.85 – €389.50 – €402.81 ¹ – €417.92 ²

Recommended Salary	% increase
€301.97 – €315.04 – €337.49 – €353.03 – €366.86 – €380.69 – €390.55 – €402.37 – €422.61 – €437.05 ¹ – €453.44 ²	8.5%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Taxes Grades

7.6 The taxes grades are employed in the Office of the Revenue Commissioners. The Office has the responsibility for the collection and administration of virtually all taxes and duties. There are over 6,000 staff employed in the Office of the Revenue Commissioners.

7.7 The Body examined five grades in the taxes stream. The following salary levels are recommended:

Senior Inspector of Taxes

Existing Salary
€62,510 – €65,162 – €67,794 – €70,446 – €72,684 – €75,002 ¹ – €77,321 ²

Recommended Salary	% increase
€69,824 – €72,786 – €75,726 – €78,689 – €81,188 – €83,777 ¹ – €86,367 ²	11.7%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Inspector of Taxes Higher Grade

Existing Salary
€47,123 – €48,886 – €50,647 – €52,415 – €54,177 – €55,193 – €56,976 ¹ – €58,761 ²

Recommended Salary	% increase
€53,625 – €55,632 – €57,637 – €59,648 – €61,654 – €62,810 – €64,838 ¹ – €66,870 ²	13.8%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Inspector of Taxes

Existing Salary
€24,586 – €26,430 – €29,407 – €31,902 – €34,042 – €36,358 – €38,674 – €40,991 – €43,934 – €45,559 ¹ – €47,185 ²

Recommended Salary	% increase
€27,045 – €29,716 – €32,387 – €35,059 – €37,730 – €40,401 – €43,073 – €45,744 – €48,415 – €50,207 ¹ – €51,998 ²	10.0% – 10.2%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Higher Tax Officer

Existing Salary
€22,813 – €24,506 – €26,242 – €27,805 – €29,059 – €30,424 – €31,684 – €32,940 – €34,180 – €35,456 – €36,535 – €37,659 ¹ – €39,011 ²

Recommended Salary	% increase
€24,753 – €26,296 – €27,840 – €29,383 – €30,927 – €32,471 – €34,014 – €35,558 – €37,102 – €38,645 – €40,189 – €41,425 ¹ – €42,913 ²	8.5% – 10.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Tax Officer

Existing Salary
€18,584 – €19,379 – €20,230 – €21,080 – €21,934 – €22,785 – €23,636 – €24,489 – €25,340 – €26,187 – €27,433 – €28,446 ¹ – €28,908 ² – €29,267 ³

Recommended Salary	% increase
€20,164 – €21,026 – €21,949 – €22,872 – €23,798 – €24,722 – €25,646 – €26,570 – €27,494 – €28,413 – €29,765 – €30,864 ¹ – €31,365 ² – €31,755 ³	8.5%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

³ Payable in place of 2nd LSI to Tax Officers who have passed the Higher Tax Officer Qualifying Exam (Barrier Exam)

Engineering Grades

7.8 Engineers are employed in the Civil Service to carry out a range of operational, project management and specialist roles in various Departments.

7.9 The Body benchmarked three grades in the Civil Service engineering stream. The following salary levels are recommended:

Engineer Grade 1

Existing Salary
€52,410 – €54,057 – €55,705 – €57,350 – €58,996 – €60,653 – €63,180 ¹ – €65,409 ²

Recommended Salary	% increase
€56,498 – €58,273 – €60,050 – €61,824 – €63,598 – €65,707 – €68,108 ¹ – €70,511 ²	7.8%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Engineer Grade 2

Existing Salary
€45,896 – €46,975 – €48,053 – €49,136 – €50,218 – €51,296 – €52,374 – €53,467 – €55,248 ¹ – €57,030 ²

Recommended Salary	% increase
€48,283 – €49,418 – €50,552 – €51,691 – €52,829 – €53,964 – €55,098 – €56,248 – €58,120 ¹ – €59,996 ²	5.2%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Engineer Grade 3

Existing Salary
€25,019 – €27,348 – €29,683 – €32,020 – €34,357 – €35,798 – €37,238 – €38,683 – €40,125 – €41,565 – €43,010 – €44,448 – €45,896 – €47,501 ¹ – €49,101 ²

Recommended Salary	% increase
€26,270 – €28,715 – €31,167 – €33,621 – €36,074 – €37,588 – €39,099 – €40,617 – €42,131 – €43,643 – €45,160 – €46,671 – €48,191 – €49,876 ¹ – €51,556 ²	5.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Technician Grades

7.10 Laboratory Technicians are employed by several Government Departments. Their primary role is to provide investigative, analytical, diagnostic and research procedures that support the scientific regulatory functions of the Government, EU and International Bodies.

7.11 The Body examined four grades from the Civil Service Technician stream. The following salary levels are recommended:

Chief Technologist*

Existing Salary
€46,359 – €48,491 – €50,367 – €52,250 – €54,171 – €56,054 – €57,988 – €59,861 – €61,745

Recommended Salary	% increase
€48,120 – €50,333 – €52,281 – €54,236 – €56,230 – €58,184 – €60,192 – €62,136 – €64,092	3.8%

* The parties have agreed that the pay recommendations of the Expert Review Group on Medical Laboratory Technician/Technologist grades, which was concurrent with the benchmarking process, will apply to this grade. The combined value of the increases recommended by the Expert Review and the Body range from 13.5% to 13.8% over the scale.

Senior Laboratory Technician Class 2*

Existing Salary
€41,411 – €43,027 – €44,691 – €46,327 – €48,012 – €49,682 – €51,360

Recommended Salary	% increase
€42,653 – €44,318 – €46,031 – €47,717 – €49,453 – €51,172 – €52,901	3.0%

* The parties have agreed that the pay recommendations of the Expert Review Group on Medical Laboratory Technician/Technologist grades, which was concurrent with the benchmarking process, will apply to this grade. The combined value of the increases recommended by the Expert Review and the Body range from 10.6% to 11.9% over the scale.

Senior Laboratory Technician Class 1*

Existing Salary
€38,049 – €39,831 – €41,411 – €43,027 – €44,691

Recommended Salary	% increase
€39,191 – €41,026 – €42,653 – €44,318 – €46,031	3.0%

* The parties have agreed that the pay recommendations of the Expert Review Group on Medical Laboratory Technician/Technologist grades, which was concurrent with the benchmarking process, will apply to this grade. The combined value of the increases recommended by the Expert Review and the Body range from 10.6% to 11.9% over the scale.

Laboratory Technician*

Existing Salary
€27,321 – €28,133 – €28,905 – €30,733 – €31,916 – €33,108 – €34,322 – €35,533 – €36,746 – €37,971 – €39,204 – €40,453 – €41,662 – €42,496 ¹

Recommended Salary	% increase
€28,058 – €28,893 – €29,685 – €31,563 – €32,778 – €34,002 – €35,248 – €36,492 – €37,738 – €38,996 – €40,263 – €41,545 – €42,787 – €43,644 ¹	2.7%

* The parties have agreed that the pay recommendations of the Expert Review Group on Medical Laboratory Technician/Technologist grades, which was concurrent with the benchmarking process, will apply to this grade. The combined value of the increases recommended by the Expert Review and the Body range from 3.2% to 10.8% over the scale.

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

Pay Recommendations for Local Authority grades

Introduction

8.1 Local Authorities are democratically-elected multi-purpose bodies responsible for an extensive range of functions in areas of local development, infrastructure, environmental protection and other regulatory functions. Local government is also obliged to represent local communities, voice local concerns and respond to local needs.

8.2 At present, the local government system is undergoing a process of renewal and reform under the Better Local Government process, the core principles of which are to serve the customer better and to enhance local democracy. The executive functions of local authorities are exercised by a County or City Manager with the support of various streams of local authority staff, which, for benchmarking purposes were divided into the following four streams: Clerical/Administrative, Engineering, Technicians and Fire-fighters. General Operatives in Dublin City Council were also examined by the Body.

8.3 The following paragraphs set out the Body's recommendations in respect of the reference grades in the local authority sector.

Clerical/Administrative Grades

8.4 The Clerical/Administrative stream comprises grades involved in managing and supporting the work undertaken by the various departments in the local authorities.

8.5 The Body examined six grades from the Local Authority Clerical/Administrative stream. The following salary levels are recommended:

Senior Executive Officer

Existing Salary	
€46,568 – €47,737 – €49,604 – €51,474 – €53,346 – €55,197 – €57,062 – €59,175 ¹ – €61,284 ²	
Recommended Salary	% increase
€52,994 – €54,325 – €56,449 – €58,577 – €60,707 – €62,814 – €64,937 – €67,341 ¹ – €69,741 ²	13.8%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Administrative Officer – Grade 7

Existing Salary
€35,003 – €35,879 – €36,907 – €37,940 – €38,976 – €39,900 – €40,842 – €41,753 – €42,657 – €44,234 ¹ – €45,816 ²

Recommended Salary	% increase
€38,503 – €39,566 – €40,629 – €41,692 – €42,756 – €43,819 – €44,882 – €45,945 – €47,008 – €48,746 ¹ – €50,489 ²	10% – 10.2%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Senior Staff Officer – Grade 6

Existing Salary
€33,826 – €34,552 – €35,545 – €37,225 – €38,241 – €39,650 ¹ – €41,068 ²

Recommended Salary	% increase
€36,701 – €38,042 – €39,383 – €40,724 – €42,065 – €43,615 ¹ – €45,175 ²	8.5% – 10%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Staff Officer – Grade 5

Existing Salary
€30,268 – €31,058 – €31,976 – €33,002 – €33,826 – €34,975 ¹ – €36,124 ²

Recommended Salary	% increase
€32,841 – €33,933 – €35,025 – €36,116 – €37,208 – €38,472 ¹ – €39,736 ²	8.5% – 10%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Assistant Staff Officer – Grade 4

Existing Salary
€21,160 – €22,702 – €24,260 – €25,421 – €26,544 – €28,059 – €29,156 – €30,268 – €31,293 ¹ – €32,324 ²

Recommended Salary	% increase
€22,959 – €24,631 – €26,332 – €27,582 – €28,800 – €30,444 – €31,634 – €32,841 – €33,953 ¹ – €35,071 ²	8.5%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Clerical Officer – Grade 3

Existing Salary
€17,317 – €18,131 – €18,942 – €19,756 – €20,570 – €21,381 – €22,192 – €23,003 – €23,816 – €24,627 – €25,443 – €26,976 – €28,066 ¹

Recommended Salary	% increase
€18,789 – €19,672 – €20,552 – €21,435 – €22,318 – €23,199 – €24,079 – €24,958 – €25,841 – €26,720 – €27,606 – €29,269 – €30,452 ¹	8.5%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

Fire-fighters

8.6 The Fire Service, of which the fire-fighter is one of five grades, is primarily concerned with the protection of life and property from destruction by fire. In Dublin, however, fire-fighters are also trained to carry out the functions of emergency ambulance services.

8.7 The Body examined the basic grade of full-time Fire-fighter. The following salary level is recommended:

Full-time Fire-fighter

Existing Salary
€19,224 – €22,749 – €24,918 – €27,100 – €29,268 – €29,960 – €31,741 – €33,056 – €34,545 ¹

Recommended Salary	% increase
€20,185 – €23,886 – €26,165 – €28,455 – €30,731 – €31,458 – €33,328 – €34,709 – €36,272 ¹	5.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

Engineers

8.8 Engineers are employed in most of the major policy formulation areas of local authorities. Engineers implement policies of Government, their Local Authority and other national bodies such as the National Roads Authority (NRA) and the Environmental Protection Agency (EPA). Engineers plan, design, monitor, supervise, ensure compliance with standards, administer contractual matters, apply safe working practices and control expenditure on major infrastructural schemes.

8.9 The Body examined five grades in the engineering stream in local authorities. The following salary levels are recommended:

Senior Engineer

Existing Salary	
€54,745 – €56,086 – €57,425 – €58,766 – €60,106 – €61,450 – €63,474 ¹ – €65,499 ²	
Recommended Salary	% increase
€60,493 – €61,975 – €63,455 – €64,936 – €66,417 – €67,903 – €70,139 ¹ – €72,377 ²	10.5%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Senior Executive Engineer

Existing Salary	
€46,338 – €47,802 – €49,266 – €50,731 – €52,199 – €53,660 – €55,135 – €56,985 ¹ – €58,831 ²	
Recommended Salary	% increase
€51,203 – €52,821 – €54,439 – €56,058 – €57,680 – €59,295 – €60,924 – €62,968 ¹ – €65,008 ²	10.5%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Executive Engineer

Existing Salary
€36,445 – €37,820 – €39,199 – €40,577 – €41,956 – €43,334 – €44,710 – €46,084 – €47,468 – €48,843 – €50,426 ¹ – €52,014 ²

Recommended Salary	% increase
€38,268 – €39,711 – €41,159 – €42,606 – €44,054 – €45,500 – €46,946 – €48,388 – €49,841 – €51,285 – €52,948 ¹ – €54,614 ²	5.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Assistant Engineer

Existing Salary
€31,614 – €32,992 – €34,359 – €35,730 – €37,107 – €38,477 – €39,846 – €41,220 – €42,598 – €44,008 ¹ – €45,419 ²

Recommended Salary	% increase
€32,973 – €34,410 – €35,837 – €37,267 – €38,702 – €40,131 – €41,559 – €42,992 – €44,430 – €45,900 ¹ – €47,372 ²	4.3%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Graduate Engineer

Existing Salary
€25,090 – €27,676 – €30,254

Recommended Salary	% increase
€26,169 – €28,867 – €31,555	4.3%

Technicians

8.10 Local Authority Technicians are involved primarily in the provision of technical services and information to the different departments within the local authorities.

8.11 The Body examined five grades in the Local Authority Technician stream. The following salary levels are recommended:

Chief Technician

Existing Salary	
€35,003 – €35,879 – €36,907 – €37,940 – €38,976 – €39,900 – €40,842 – €41,753 – €42,657 – €44,234 ¹ – €45,816 ²	
Recommended Salary	% increase
€36,403 – €37,314 – €38,384 – €39,457 – €40,535 – €41,496 – €42,476 – €43,423 – €44,363 – €46,003 ¹ – €47,649 ²	4.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Senior Executive Technician

Existing Salary	
€33,826 – €34,552 – €35,545 – €37,225 – €38,241 – €39,650 ¹ – €41,068 ²	
Recommended Salary	% increase
€35,179 – €35,934 – €36,967 – €38,714 – €39,770 – €41,236 ¹ – €42,711 ²	4.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Executive Technician

Existing Salary	
€31,382 – €32,203 – €33,044 – €33,882 – €34,721 – €35,555 – €36,764 ¹ – €37,970 ²	
Recommended Salary	% increase
€32,982 – €33,845 – €34,729 – €35,610 – €36,492 – €37,369 – €38,639 ¹ – €39,907 ²	5.1%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Technician Grade I

Existing Salary
€29,204 – €29,716 – €30,381 – €31,049 – €31,705 – €32,369 – €32,976 – €34,095 ¹ – €35,219 ²

Recommended Salary	% increase
€30,693 – €31,231 – €31,930 – €32,632 – €33,322 – €34,020 – €34,658 – €35,834 ¹ – €37,015 ²	5.1%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Technician Grade II

Existing Salary
€21,194 – €21,992 – €22,796 – €23,594 – €24,385 – €25,194 – €25,985 – €26,797 – €27,599 – €28,361 – €29,204 – €30,198 ¹ – €31,185 ²

Recommended Salary	% increase
€22,275 – €23,113 – €23,958 – €24,798 – €25,629 – €26,479 – €27,310 – €28,163 – €29,007 – €29,807 – €30,693 – €31,738 ¹ – €32,775 ²	5.1%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

General Operatives in Dublin City Council

8.12 General Operatives are primarily involved in the provision of labour intensive services to Dublin City Council, including working as roads maintenance (paving) operatives, road sweeping and gardeners.

8.13 The Body examined five Dublin City Council General Operative grades. The following pay levels are recommended:

General Operative 4

Existing Pay
€362.71 – €368.50 – €374.35 – €380.09 – €385.91 – €391.71

Recommended Pay	increase
€403.98 – €409.77 – €415.62 – €421.36 – €427.18 – €432.98	€41.27

General Operative 3

Existing Pay
€353.37 – €359.29 – €365.24 – €371.15 – €377.04 – €383.00

Recommended Pay	increase
€394.64 – €400.56 – €406.51 – €412.42 – €418.31 – €424.27	€41.27

General Operative 2

Existing Pay
€344.85 – €350.71 – €356.60 – €362.48 – €368.36 – €374.30

Recommended Pay	increase
€386.12 – €391.98 – €397.87 – €403.75 – €409.63 – €415.57	€41.27

General Operative 1

Existing Pay
€336.45 – €341.89 – €347.37 – €352.83 – €358.28 – €363.82

Recommended Pay	increase
€377.72 – €383.16 – €388.64 – €394.10 – €399.55 – €405.09	€41.27

General Operative 0

Existing Pay
€319.21 – €320.99 – €322.76 – €324.51 – €326.27 – €328.04 – €329.81 – €331.56 – €333.31 – €335.08 – €336.83 – €338.61 – €340.39

Recommended Pay	increase
€360.48 – €362.26 – €364.03 – €365.78 – €367.54 – €369.31 – €371.08 – €372.83 – €374.58 – €376.35 – €378.10 – €379.88 – €381.66	€41.27

Pay Recommendations for Health Service grades

Introduction

9.1 The Health Service is the largest sector of the Irish public service to come within the remit of the Body. Latest published figures¹ report that there are 81,513 whole-time equivalent staff employed in the service at 31 December 2000. The Health Service Employers Agency (HSEA), in its initial submission to the Body, reported that health services are provided at over 1,000 locations and that there are in excess of 500 different grades of staff involved in the provision of services.

9.2 Since 1997, a large number of Health Service professional grades have been subject to expert review and recommendations on, *inter alia*, their role, structure, function, education and training, pay structure and methods of service delivery.

9.3 The role of the Health Service is to protect, promote, maintain and restore the health and well-being of the people. The Health Strategy 2001, *Quality and Fairness – A Health System for You* sets out the strategic direction of the Health Service for the coming decade, guided by the principles of equity, people-centeredness, quality and accountability.

9.4 The following paragraphs set out the Body's recommendations in respect of the reference grades in the Health Service.

Clerical/Administrative Grades

9.5 The Clerical/Administrative stream comprises grades involved in managing and supporting the work undertaken by the various parts of the Health Service.

9.6 Seven grades were examined by the Body from the Clerical/Administrative stream. The following salary levels are recommended:

General Manager

Existing Salary	
€50,031 – €51,296 – €53,297 – €55,314 – €57,313 – €59,318 – €61,314	
Recommended Salary	% increase
€57,036 – €58,478 – €60,759 – €63,058 – €65,337 – €67,623 – €69,898	14.0%

¹ Department of Health and Children: Personnel Census 2000

Grade VIII

Existing Salary
€47,602 – €48,804 – €50,713 – €52,629 – €54,531 – €56,441 – €58,339

Recommended Salary	% increase
€53,315 – €54,660 – €56,799 – €58,945 – €61,075 – €63,214 – €65,340	12.0%

Grade VII

Existing Salary
€35,003 – €35,879 – €36,908 – €37,939 – €38,973 – €39,901 – €40,843 – €41,753 – €42,657 – €44,234 ¹ – €45,815 ²

Recommended Salary	% increase
€38,503 – €39,567 – €40,628 – €41,692 – €42,758 – €43,817 – €44,882 – €45,945 – €47,008 – €48,746 ¹ – €50,489 ²	10.0% – 10.2%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Grade VI

Existing Salary
€33,826 – €34,552 – €35,547 – €37,226 – €38,240 – €39,652 ¹ – €41,068 ²

Recommended Salary	% increase
€36,701 – €38,042 – €39,381 – €40,721 – €42,065 – €43,615 ¹ – €45,175 ²	8.5% – 10.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Grade V

Existing Salary
€30,267 – €31,057 – €31,976 – €33,002 – €33,826 – €34,977 – €36,124 ¹

Recommended Salary	% increase
€32,839 – €33,932 – €35,024 – €36,116 – €37,208 – €38,474 – €39,736 ¹	8.5% – 10.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

Grade IV

Existing Salary
€21,159 – €22,702 – €24,260 – €25,421 – €26,543 – €28,057 – €29,158 – €30,267 – €31,293 ¹ – €32,323 ²

Recommended Salary	% increase
€22,957 – €24,631 – €26,322 – €27,581 – €28,799 – €30,442 – €31,637 – €32,839 – €33,953 ¹ – €35,071 ²	8.5%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Grade III

Existing Salary
€17,318 – €18,132 – €18,941 – €19,756 – €20,568 – €21,379 – €22,193 – €23,002 – €23,816 – €24,626 – €25,441 – €26,975 – €28,066 ¹

Recommended Salary	% increase
€18,789 – €19,672 – €20,552 – €21,435 – €22,318 – €23,199 – €24,079 – €24,958 – €25,841 – €26,720 – €27,606 – €29,269 – €30,452 ¹	8.5%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

House Parents/Child Care Workers

9.7 The Body benchmarked two grades from the House Parent/Child Care Worker stream, namely: House Parent/Child Care Leader and Assistant House Parent/Child Care Worker. Having examined the work of the grades across a variety of sectors, the Body recommends

that the agreement reached between the HSEA and IMPACT regarding House Parents/Child Care Leaders and Assistant House Parents/Child Care Workers, which involves increases ranging from 19% to 27% at the top of the respective scales,³ should be extended to House Parents/Child Care Leaders and Assistant House Parents/Child Care Workers working in the Intellectual Disabilities Sector.

Non-Consultant Hospital Doctor Grades

9.8 The Body benchmarked four grades from the Non-Consultant Hospital Doctor stream. The following salary levels are recommended:

Senior Registrar

Existing Salary	
€47,999 – €49,559 – €51,122 – €52,788 – €54,712 – €56,714 – €58,782	
Recommended Salary	% increase
€53,760 – €55,506 – €57,257 – €59,123 – €61,277 – €63,520 – €65,835	12.0%

Specialist Registrar

Existing Salary	
€44,327 – €45,405 – €46,965 – €49,136 – €51,486 – €53,837 – €56,187	
Recommended Salary	% increase
€49,646 – €50,854 – €52,600 – €55,033 – €57,664 – €60,298 – €62,930	12.0%

Registrar

Existing Salary	
€38,397 – €40,022 – €41,608 – €42,775 – €44,331 – €45,893	
Recommended Salary	% increase
€41,469 – €43,224 – €44,937 – €46,197 – €47,878 – €49,564	8.0%

³ As outlined in the attachment to Department of Health & Children Circular – ref. 39/2001 dated 11th April 2001

The Body recommends that the pay-bar for Registrars who have not completed Higher Specialist Training, which currently exists at the third point of the Registrar salary scale, should be removed and all jobholders at this grade should be able to progress to the maximum point of the scale.

House Officer

Existing Salary	
€29,352 – €31,015 – €33,501 – €35,127 – €38,397 – €40,022 – €41,608	
Recommended Salary	% increase
€31,699 – €33,496 – €36,181 – €37,937 – €41,469 – €43,224 – €44,937	8.0%

Intern

Existing Salary	
€26,053	
Recommended Salary	% increase
€27,355	5.0%

Public Health Doctor Grades

9.9 Four grades were examined by the Body from the Public Health Doctor stream. The Body received the Report of the Public Health Review Group, chaired by Mr Declan Brennan, from the Irish Medical Organisation on 21st May 2002. In reaching its conclusions and forming its recommendations for these grades, the Body was not in a position to take account of the issues raised by the Public Health Review Group. The following salary levels are recommended:

Director of Public Health Medicine

Existing Salary	
€78,763	
Recommended Salary	% increase
€89,947	14.2%

Specialist in Public Health Medicine

Existing Salary
€75,224

Recommended Salary	% increase
€77,105	2.5%

Senior Area Medical Officer

Existing Salary
€52,372 – €53,856 – €55,359 – €56,846 – €58,338 – €59,852

Recommended Salary	% increase
€57,609 – €59,242 – €60,894 – €62,531 – €64,172 – €65,837	10.0%

Area Medical Officer

Existing Salary
€46,606 – €48,085 – €49,552 – €51,018 – €52,506 – €53,970

Recommended Salary	% increase
€48,004 – €49,528 – €51,038 – €52,549 – €54,081 – €55,589	3.0%

Nursing Grades

9.10 The Body benchmarked nine grades from the Nursing stream. The following salary levels are recommended:

Director of Nursing Band 1

Existing Salary
€52,063 – €53,510 – €54,961 – €56,405 – €57,852 – €59,303 – €60,748

Recommended Salary	% increase
€60,393 – €62,072 – €63,754 – €65,430 – €67,108 – €68,792 – €70,468	16.0%

Director of Nursing Band 2

Existing Salary
€48,991 – €50,371 – €51,753 – €53,131 – €54,517 – €55,898 – €57,279

Recommended Salary	% increase
€56,830 – €58,430 – €60,034 – €61,632 – €63,239 – €64,841 – €66,444	16.0%

Director of Nursing Band 5

Existing Salary
€39,290 – €40,166 – €41,044 – €41,919 – €42,796 – €43,675 – €44,553

Recommended Salary	% increase
€45,576 – €46,594 – €47,611 – €48,626 – €49,642 – €50,663 – €51,681	16.0%

Assistant Director of Nursing (Band I Hospitals)

Existing Salary
€39,166 – €39,949 – €40,704 – €43,023 – €43,754 – €44,602 – €45,395 – €46,183 – €49,352

Recommended Salary	% increase
€45,041 – €45,941 – €46,810 – €49,477 – €50,317 – €51,292 – €52,204 – €53,110 – €56,755	15.0%

Assistant Director of Nursing (Non Band 1 Hospitals)

Existing Salary
€37,131 – €37,949 – €38,781 – €40,982 – €41,886 – €42,719 – €43,561 – €44,713

Recommended Salary	% increase
€42,701 – €43,642 – €44,599 – €47,129 – €48,169 – €49,127 – €50,095 – €51,419	15.0%

Principal Nurse Tutor

Existing Salary
€41,690 – €42,500 – €43,241 – €45,553 – €46,362 – €47,123 – €48,073 – €49,350

Recommended Salary	% increase
€47,944 – €48,876 – €49,727 – €52,386 – €53,316 – €54,191 – €55,285 – €56,752	15.0%

Nurse Tutor

Existing Salary	
€40,077 – €40,638 – €41,199 – €41,761 – €42,321 – €42,884 – €43,443 – €44,007 – €44,567 – €45,130	
Recommended Salary	% increase
€45,647 – €46,287 – €46,924 – €47,565 – €48,204 – €48,845 – €49,481 – €50,123 – €50,763 – €51,402	13.9%

Clinical Nurse Manager III

Existing Salary	
€38,780 – €39,571 – €41,575 – €42,362 – €43,155 – €43,958	
Recommended Salary	% increase
€44,596 – €45,507 – €47,811 – €48,717 – €49,628 – €50,551	15.0%

Clinical Nurse Manager II

Existing Salary	
€34,371 – €34,963 – €35,461 – €36,277 – €37,180 – €38,065 – €38,950 – €39,946 – €40,871	
Recommended Salary	% increase
€38,565 – €39,228 – €39,788 – €40,704 – €41,715 – €42,708 – €43,701 – €44,819 – €45,858	12.2%

Public Health Nurse

Existing Salary	
€34,377 – €34,968 – €35,474 – €36,271 – €37,187 – €38,075 – €38,968 – €39,973 – €40,907	
Recommended Salary	% increase
€37,540 – €38,186 – €38,738 – €39,608 – €40,608 – €41,577 – €42,553 – €43,650 – €44,671	9.2%

Clinical Nurse Manager I

Existing Salary
€32,780 – €33,404 – €34,286 – €35,183 – €36,067 – €36,956 – €37,946 – €38,869

Recommended Salary	% increase
€35,402 – €36,077 – €37,030 – €37,998 – €38,952 – €39,912 – €40,982 – €41,979	8.0%

Staff Nurse

Existing Salary
€22,721 – €23,857 – €24,997 – €26,135 – €27,269 – €28,248 – €29,231 – €30,208 – €31,187 – €32,149 – €33,175 ¹

Recommended Salary	% increase
€24,538 – €25,766 – €26,997 – €28,226 – €29,450 – €30,508 – €31,569 – €32,625 – €33,682 – €34,720 – €35,828 ¹	8.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

Ambulance Grades

9.11 Two grades were examined by the Body from Ambulance Personnel. The following salary levels are recommended:

Emergency Medical Controller

Existing Salary
€18,722 – €19,534 – €20,349 – €21,158 – €21,970 – €22,782 – €23,596 – €25,131 – €26,222 ¹

Recommended Salary	% increase
€23,403 – €24,417 – €25,436 – €26,447 – €27,463 – €28,477 – €29,494 – €31,413 – €32,778 ¹	25.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

Emergency Medical Technician

Existing Salary
€18,330 – €19,125 – €19,666 – €20,205 – €20,741 – €21,284 – €21,823 – €22,901 – €23,896 ¹

Recommended Salary	% increase
€22,912 – €23,906 – €24,582 – €25,255 – €25,926 – €26,606 – €27,279 – €28,626 – €29,869 ¹	25.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

The Body notes that the Emergency Medical Controller and Emergency Medical Technician grades are currently undergoing a modernisation process. In this context, the Body is of the view that the parties may wish to further review and examine these grades, at a mutually agreed future date.

Dental Grades

9.12 The Body examined four grades from the Dental stream. The following salary levels are recommended:

Principal Dental Surgeon (Planning & Evaluation)

Existing Salary
€64,492 – €67,257 – €70,025 – €74,161 ¹ – €78,297 ²

Recommended Salary	% increase
€74,166 – €77,345 – €80,529 – €85,286 ¹ – €90,042 ²	15.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Senior Administrative Dental Surgeon

Existing Salary
€55,013 – €57,596 – €60,193 – €62,773 – €66,505 ¹ – €70,238 ²

Recommended Salary	% increase
€63,265 – €66,235 – €69,222 – €72,189 – €76,481 ¹ – €80,774 ²	15.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Senior Clinical Dental Surgeon

Existing Salary
€52,393 – €54,853 – €57,326 – €59,784 – €63,339 ¹ – €66,894 ²

Recommended Salary	% increase
€60,252 – €63,081 – €65,925 – €68,752 – €72,839 ¹ – €76,928 ²	15.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

General Dental Surgeon

Existing Salary
€41,625 – €43,803 – €45,950 – €48,210 – €50,420 – €52,643 – €54,853 – €58,177 ¹ – €61,499 ²

Recommended Salary	% increase
€47,870 – €50,374 – €52,842 – €55,441 – €57,983 – €60,538 – €63,081 – €66,903 ¹ – €70,725 ²	15.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

² Long Service Increment payable after 6 years satisfactory service at the maximum

Social Worker Grades

9.13 Three grades were benchmarked by the Body from the Social Work stream. The following salary levels are recommended:

Principal Social Worker

Existing Salary
€47,767 – €48,993 – €50,218 – €51,443 – €52,669 – €53,894

Recommended Salary	% increase
€52,544 – €54,960 – €57,374 – €59,788 – €62,202 – €64,619	10.0% – 19.9%

Team Leader/Single-Handed/Senior Social Worker

Existing Salary
€41,641 – €42,866 – €44,092 – €45,317 – €46,542 – €47,767 – €48,993

Recommended Salary	% increase
€45,805 – €47,153 – €48,501 – €49,849 – €51,196 – €52,544 – €53,892	10.0%

Professionally Qualified/Medical/Psychiatric Social Worker

Existing Salary
€34,581 – €35,928 – €37,043 – €38,170 – €39,317 – €40,470 – €41,641 – €42,474 ¹

Recommended Salary	% increase
€35,272 – €37,028 – €38,783 – €40,540 – €42,294 – €44,048 – €45,805 – €46,721 ¹	2.0% – 10.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

Paramedical Grades

9.14 The Body examined four grades from the Paramedical stream. The following salary levels are recommended:

Physiotherapist-in-Charge (Grade III)

Existing Salary
€49,777 – €50,591 – €51,404 – €52,261 – €53,163 – €54,063 – €54,784

Recommended Salary	% increase
€58,736 – €59,698 – €60,657 – €61,668 – €62,732 – €63,794 – €64,645	18.0%

Principal Speech and Language Therapist

Existing Salary
€43,722 – €44,537 – €45,350 – €46,206 – €47,108 – €48,009 – €48,730

Recommended Salary	% increase
€49,843 – €51,689 – €53,531 – €55,378 – €57,223 – €59,070 – €60,913	14.0% – 25.0%

Senior Speech and Language Therapist

Existing Salary
€36,052 – €36,848 – €37,668 – €38,482 – €39,295 – €40,152 – €41,054 – €41,954 – €42,676

Recommended Salary	% increase
€41,099 – €42,006 – €42,942 – €43,869 – €44,797 – €45,773 – €46,802 – €47,828 – €48,651	14.0%

Speech and Language Therapist

Existing Salary
€27,488 – €28,409 – €29,189 – €29,996 – €30,794 – €31,612 – €32,427 – €33,240 – €34,098 – €34,999 – €35,900 – €36,620 ¹

Recommended Salary	% increase
€30,787 – €31,818 – €32,691 – €33,596 – €34,489 – €35,406 – €36,318 – €37,229 – €38,189 – €39,199 – €40,207 – €41,015 ¹	12.0%

¹ Long Service Increment payable after 3 years satisfactory service at the maximum

Radiography Grades

9.15 Five grades were benchmarked from the Radiography stream. The following salary levels are recommended for Radiography grades:

Superintendent Radiographer III* / Radiography Service Manager 2

Existing Salary
€46,128 – €47,570 – €49,012 – €50,453 – €51,895

Recommended Salary
€46,128 – €48,346 – €51,386 – €54,475 – €57,610

* This grade has been subject to review by the Expert Review Group on Radiography grades, concurrent with the benchmarking process. The combined value of the increases recommended by the Expert Review and the Body range from 27.3% to 24% over the scale.

Superintendent Radiographer II* / Radiography Service Manager 1

Existing Salary
€41,565 – €42,526 – €43,488 – €44,449 – €45,411

Recommended Salary
€42,223 – €44,586 – €46,591 – €48,615 – €50,678

* This grade has been subject to review by the Expert Review Group on Radiography grades, concurrent with the benchmarking process. The combined value of the increases recommended by the Expert Review and the Body is 20% over the scale.

Superintendent Radiographer I*

Existing Salary
€41,565 – €42,526 – €43,488 – €44,449 – €45,411

Recommended Salary
€41,565 – €42,526 – €43,488 – €44,449 – €45,487

* This grade has been subject to review by the Expert Review Group on Radiography grades, concurrent with the benchmarking process. The combined value of the increases recommended by the Expert Review and the Body range from 25.3% to 15% over the scale.

Senior Radiographer*

Existing Salary
€36,051 – €36,848 – €37,667 – €38,481 – €39,294

Recommended Salary
€36,051 – €37,477 – €38,963 – €40,471 – €41,999

* This grade has been subject to review by the Expert Review Group on Radiography grades, concurrent with the benchmarking process. The combined value of the increases recommended by the Expert Review and the Body range from 14.6% to 13.4% over the scale.

Radiographer*

Existing Salary
€27,488 – €28,409 – €29,189 – €29,996 – €30,794 – €31,612 – €32,427 – €33,240 – €34,098 – €34,999 – €35,899 – €36,620 ¹

Recommended Salary
€29,491 – €30,382 – €31,287 – €32,204 – €33,096 – €33,985 – €34,908 – €35,809 – €36,681 – €37,576 – €38,500 – €39,368 ¹

* This grade has been subject to review by the Expert Review Group on Radiography grades, concurrent with the benchmarking process. The combined value of the increases recommended by the Expert Review and the Body range from 10.4% to 13.4% over the scale.

¹ Long Service Increment payable after 3 years satisfactory service at the maximum.

Medical Scientist Grades

9.15 The Body benchmarked three grades from the Medical Scientist stream. The following salary levels are recommended:

Chief Medical Scientist*

Existing Salary
€46,359 – €48,491 – €50,367 – €52,250 – €54,171 – €56,055 – €57,988 – €59,861 – €61,746

Recommended Salary
€48,214 – €50,431 – €52,381 – €54,340 – €56,338 – €58,297 – €60,307 – €62,255 – €64,216

* This grade has been subject to review by the Expert Review Group on Medical Laboratory Technician / Technologist grades, concurrent with the benchmarking process. The combined value of the increases recommended by the Expert Review and the Body range from 13.7% to 14% over the scale.

Senior Medical Scientist*

Existing Salary
€38,050 – €39,830 – €41,410 – €43,026 – €44,691 – €46,328 – €48,011 – €49,680 – €51,360

Recommended Salary
€39,306 – €41,145 – €42,777 – €44,446 – €46,166 – €47,856 – €49,596 – €51,319 – €53,055

* This grade has been subject to review by the Expert Review Group on Medical Laboratory Technician / Technologist grades, concurrent with the benchmarking process. The combined value of the increases recommended by the Expert Review and the Body range from 10.9% to 12.2% over the scale.

Medical Scientist*

Existing Salary
€27,321 – €28,134 – €28,906 – €30,733 – €31,915 – €33,108 – €34,321 – €35,532 – €36,747 – €37,972 – €39,204 – €40,451 – €41,663 – €42,496 ¹

Recommended Salary
€28,086 – €28,921 – €29,715 – €31,593 – €32,808 – €34,035 – €35,282 – €36,527 – €37,776 – €39,035 – €40,302 – €41,584 – €42,829 – €43,685 ¹

* This grade has been subject to review by the Expert Review Group on Medical Laboratory Technician / Technologist grades, concurrent with the benchmarking process. The combined value of the increases recommended by the Expert Review and the Body range from 3.3% to 10.9% over the scale.

¹ Long Service Increment payable after three years satisfactory service at the maximum

CHAPTER 10

Pay Recommendations for Permanent Defence Forces, Garda and Prison Service grades

Introduction

10.1 The Security sector includes the Permanent Defence Forces, An Garda Sochána and the Prison Service. Currently, there are over 25,000 whole-time equivalent staff employed in the sector.

Permanent Defence Force

10.2 The Permanent Defence Forces comprises the Army, the Naval Service, and the Air Corps. As final guarantors of the authority of the elected government, the defence forces provide a central foundation for national stability. The Permanent Defence Forces has a strictly non-political ethos, and readily submits to the political and democratic control of its own activities. The mission assigned to the Defence Forces by Government is: *“To contribute to the security of the State by providing for the military defence of its territorial integrity and to fulfil all roles assigned by Government through the deployment of well-motivated and effective Defence Forces.”*

10.3 The Body examined eight grades in the Permanent Defence Forces: Lieutenant-Colonel, Commandant (Engineer), Commandant, Captain, Sergeant Major, Sergeant, Technician 5 and Private Three Star.

10.4 For a number of the grades, the salary scales shown are those applicable to established officers who entered the Defence Forces on or after 6th April 1995, which reflect their liability to make an employee contribution towards personal superannuation benefits on the occasion of the change to Class A rate social insurance for new entrants. *Scales applicable to those officers who entered the Defence Forces before 6th April 1995 (at 19/20ths of the scales recommended), which will attract identical increases to those shown, will be calculated separately by the relevant employer.* The grades concerned are: Lieutenant-Colonel, Commandant (Engineer), Commandant and Captain.

10.5 For each grade covered by the Body’s recommendations, the Military Service Allowance will be increased in line with the increases recommended for that particular grade.

10.6 The following salary levels are recommended for the reference grades in the Permanent Defence Forces:

Lieutenant-Colonel

Existing salary
€52,533 – €53,925 – €55,491 – €56,982 – €57,839 ¹ – €58,695 ²

Recommended Salary	% increase
€58,312 – €59,857 – €61,595 – €63,250 – €64,201 ¹ – €65,151 ²	11.0%

¹ Long service increment payable after 3 years satisfactory service at the maximum

² Long service increment payable after 6 years satisfactory service at the maximum

Commandant Engineer

Existing Salary
€46,575 – €47,050 – €48,664 – €50,291 – €51,909 – €55,908 – €57,844 ¹ – €59,853 ²

Recommended Salary	% increase
€53,561 – €54,108 – €55,964 – €57,835 – €59,695 – €64,294 – €66,521 ¹ – €68,831 ²	15.0%

¹ Long service increment payable after 3 years satisfactory service at the maximum

² Long service increment payable after 6 years satisfactory service at the maximum

Commandant

Existing Salary
€41,645 – €42,541 – €43,433 – €44,325 – €45,218 – €48,396 – €50,392 ¹ – €52,340 ²

Recommended Salary	% increase
€47,059 – €48,071 – €49,079 – €50,087 – €51,096 – €54,687 – €56,943 ¹ – €59,144 ²	13.0%

¹ Long service increment payable after 3 years satisfactory service at the maximum

² Long service increment payable after 6 years satisfactory service at the maximum

Captain

Existing Salary
€34,640 – €35,501 – €36,356 – €37,226 – €38,088 – €38,943 – €40,812 – €42,435 ¹ – €44,141 ²

Recommended Salary	% increase
€36,892 – €37,809 – €38,719 – €39,646 – €40,564 – €41,474 – €43,465 – €45,193 ¹ – €47,010 ²	6.5%

¹ Long service increment payable after 3 years satisfactory service at the maximum

² Long service increment payable after 6 years satisfactory service at the maximum

Sergeant Major

Existing Salary
€31,683 – €32,523 – €33,364 – €34,208

Recommended salary	% Increase
€35,073 – €36,003 – €36,934 – €37,868	10.7%

Sergeant

Existing Salary
€25,471 – €26,104 – €26,732 – €27,366

Recommended Salary	% increase
€26,490 – €27,148 – €27,801 – €28,460	4.0%

Technician 5

Existing Salary
€22,589 – €23,280 – €23,807 – €24,332 – €25,807

Recommended Salary	% increase
€23,493 – €24,211 – €24,759 – €25,305 – €26,839	4.0%

Private Three Star

Existing Salary
€19,306 – €19,996 – €20,524 – €21,048 – €22,524

Recommended Salary	% increase
€20,078 – €20,796 – €21,345 – €21,890 – €23,424	4.0%

Garda Síochána

10.7 An Garda Sochána is the national police force charged with achieving the highest attainable level of personal protection, community commitment and State security. The force is headed by a Commissioner who is answerable to the Minister for Justice, Equality and Law Reform. The Garda Commissioner is assisted by two Deputy Commissioners and ten Assistant Commissioners. The functions of the Garda Sochána are organised on a regional basis with highly trained units providing specialist services.

10.8 The Body examined five grades in the Garda Sochána: Chief Superintendent, Superintendent, Inspector, Sergeant and Garda.

10.9 For each of the Garda grades, the salary scales shown are those applicable to established officers who entered the Garda on or after 6th April 1995, which reflects their liability to make an employee contribution towards personal superannuation benefits on the occasion of the change to Class A rate social insurance for new entrants. *Scales applicable to those officers who entered the Garda before 6th April 1995 (at 19/20ths of the scales recommended), which will attract identical increases to those shown, will be calculated separately by the relevant employer.*

10.10 The following salary levels are recommended for the reference grades in the Garda Sochána:

Chief Superintendent

Existing Salary
€62,446, – €65,308 – €68,609 – €73,156 – €75,115 ³

Recommended Salary	% increase
€72,499 – €75,822 – €79,655 – €84,934 – €87,209 ³	16.1%

³ Long service increment payable after 3 years satisfactory service on the maximum

Superintendent

Existing Salary
€51,868 – 53,735 – €55,347 – €56,955 – €58,569 – €60,767 ³

Recommended Salary	% increase
€60,166 – €62,333 – €64,202 – €66,068 – €67,940 – €70,490 ³	16.0%

³ Long service increment payable after 3 years satisfactory service on the maximum

Inspector

Existing Salary
€41,339 – €42,046 – €43,218 – €44,542 – €45,872 ³

Recommended Salary	% increase
€43,819 – €44,569 – €45,811 – €47,215 – €48,624 ³	6.0%

³ Long service increment payable after 3 years satisfactory service on the maximum

Garda Sergeant

Existing Salary
€35,706 – €36,576 – €37,485 – €38,474 – €39,479 ³ – €41,115 ⁴

Recommended Salary	% increase
€37,849 – €38,771 – €39,734 – €40,783 – €41,847 ³ – €43,582 ⁴	6.0%

³ Long service increment payable after 3 years satisfactory service on the maximum

⁴ Long service increment payable after 9 years satisfactory service on the maximum

Garda

Existing Salary
€19,868 – €21,843 – €23,051 – €25,093 – €27,812 – €29,612 – €31,239 – €32,804 – €34,165 ¹ – €35,701 ²

Recommended Salary	% increase
€20,861 – €22,935 – €24,203 – €26,347 – €29,203 – €31,092 – €32,801 – €34,444 – €35,873 ¹ – €37,486 ²	5.0%

¹ Long service increment payable after 5 years satisfactory service on the maximum

² Long service increment payable after 11 years satisfactory service on the maximum

Prison Service

10.11 The Irish Prisons Service is a national agency charged with providing safe, secure and humane custody for persons committed to serve sentences in one of the seventeen prisons or places of detention in the State. It is currently undergoing transition from being a functional area of the department of Justice, Equality and Law Reform to executive agency status. The new agency is headed by a Director General who has been authorised by delegated authority under the Public Service Management Act 1997 to manage the new agency on a day to day basis answerable to the Department, the Minister and an interim board which, pending legislation, has been appointed by the government to advise the Minister on its management, administration and business.

10.12 The Body examined ten grades in the Prison Service: Governor I, Governor II, Governor III, Deputy Governor, Assistant Governor, Chief Officer Class I, Chief Officer Class II, Assistant Chief Officer, Nurse Officer and Prison Officer.

10.13 For each of the Prison Service grades, the salary scales shown are those applicable to established officers who entered the Prison Service on or after 6th April 1995, which reflects their liability to make an employee contribution towards personal superannuation benefits on the occasion of the change to Class A rate social insurance for new entrants. *Scales applicable to those officers who entered the Prison service before 6th April 1995 (at 19/20ths of the scales recommended), which will attract identical increases to those shown, will be calculated separately by the relevant employer.*

10.14 The following salary levels are recommended for the reference grades in the Prisons Service:

Governor Grade I

Existing Salary
€62,834 – €66,266 – €69,748 – €73,312 – €76,988 – €78,965 ¹

Recommended Salary	% increase
€69,369 – €73,158 – €77,002 – €80,937 – €84,995 – €87,177 ¹	10.4%

¹ Long service increment payable after 3 years satisfactory service on the maximum

Governor Grade II

Existing Salary
€57,190 – €59,859 – €62,560 – €65,252 – €68,036 – €70,867 – €72,685 ¹

Recommended Salary	% increase
€62,795 - €65,725 - €68,691 - €71,647 - €74,704 - €77,812 - €79,808 ¹	9.8%

¹ Long service increment payable after 3 years satisfactory service on the maximum

Governor Grade III

Existing Salary
€54,391 – €57,072 – €59,737 – €62,422 – €65,211 – €66,801 ¹

Recommended Salary	% increase
€59,721 – €62,665 – €65,592 – €68,539 – €71,602 – €73,347 ¹	9.8%

¹ Long service increment payable after 3 years satisfactory service on the maximum

Deputy Governor

Existing Salary
€44,639 – €45,914 – €47,213 – €48,536 – €49,899 – €51,169 ¹

Recommended Salary	% increase
€51,335 – €52,801 – €54,295 – €55,816 – €57,384 – €58,845 ¹	15.0%

¹ Long service increment payable after 3 years satisfactory service on the maximum

Assistant Governor

Existing Salary
€40,483 – €41,939 – €43,099 – €44,262 – €45,495 – €46,650 ¹

Recommended Salary	% increase
€46,555 – €48,230 – €49,564 – €50,901 – €52,319 – €53,648 ¹	15.0%

¹ Long service increment payable after 3 years satisfactory service on the maximum

Chief Officer I

Existing Salary
€40,483 – €41,939 – €43,099 – €44,262 – €45,495 – €46,650 ¹

Recommended Salary	% increase
€43,276 – €44,833 – €46,073 – €47,316 – €48,634 – €49,869 ¹	6.9%

¹ Long service increment payable after 3 years satisfactory service on the maximum

Chief Officer II

Existing Salary
€36,798 – €38,004 – €39,235 – €40,480 – €41,776 – €42,839 ¹

Recommended Salary	% increase
€38,270 – €39,524 – €40,804 – €42,099 – €43,447 – €44,553 ¹	4.0%

¹ Long service increment payable after 3 years satisfactory service on the maximum

Assistant Chief Officer

Existing Salary
€32,796 – €34,492 – €36,219 – €38,021 – €38,989 ¹

Recommended Salary	% increase
€34,108 – €35,871 – €37,668 – €39,542 – €40,548 ¹	4.0%

¹ Long service increment payable after 3 years satisfactory service on the maximum

Nurse Officer

Existing Salary
€24,469 – €25,511 – €26,464 – €27,420 – €28,374 – €29,329 – €30,284 – €31,237 – €32,192 – €33,407 – €34,274 ¹

Recommended Salary	% increase
€25,448 – €26,531 – €27,523 – €28,517 – €29,509 – €30,502 – €31,495 – €32,487 – €33,480 – €34,743 – €35,645 ¹	4.0%

¹ Long service increment payable after 3 years satisfactory service on the maximum

In order to overcome difficulties in respect of recruitment of Nurse Officers, the Body recommends that the Medical Allowance payable to members of this grade be increased from €3,103 to €4,722.

Prison Officer

Existing salary
€24,469 – €25,511 – €26,464 – €27,420 – €28,374 – €29,329 – €30,284 – €31,237 – €32,192 – €33,407 – €34,274 ¹

Recommended Salary	% increase
€25,448 – €26,531 – €27,523 – €28,517 – €29,509 – €30,502 – €31,495 – €32,487 – €33,480 – €34,743 – €35,645 ¹	4.0%

¹ Long service increment payable after 3 years satisfactory service on the maximum

CHAPTER
11

Pay Recommendations for Education Sector grades

Introduction

11.1 The Education Sector is organised on the three level structure: primary level, second-level and third-level. As a result of the growth of further and continuing education, there are now over 900,000 students in full-time education in schools and colleges in Ireland, with an additional 209,000 in further and adult education programmes.

Primary level and Second-level Teaching

11.2 The primary level of the Education Sector comprises national schools, special schools and non-aided private primary schools. There were 3,172 national schools in the 1999/2000 school year, of which more than 300 have classes for pupils with special needs, and 106 are special schools. These schools catered for some 444,300 pupils. Primary schools, which account for the education of 98% of children in the primary sector, are staffed by 22,150 teachers.

11.3 The second-level sector comprises secondary, vocational, community and comprehensive schools. There were just over 354,000 students in this sector in 1999/2000, attending a total of 752 publicly aided schools. Some 424 of these schools are secondary, 245 are vocational and 83 are community or comprehensive. In addition, there are 30 other aided and non-aided schools.

11.4 Second-level schools cater for almost 57% of second-level students and vocational schools cover a further 28% of all second-level students. The remaining 15% of second-level students are educated in community and comprehensive schools.

11.5 There are 23,384 teachers employed in recognised second-level schools, of which 13,233 are employed in voluntary secondary schools. Community and comprehensive schools account employ 3,250 teachers and there are 6,901 teachers in vocational schools.

11.6 The Body examined ten grades at primary level and second-level teaching. Five grades were at primary level and five were at second-level teaching. In both areas of teaching, the reference grades were: Principal; Deputy Principal; Assistant Principal; Special Duties Teacher and Teacher.

11.7 For each of the Education Sector grades, the salary scales shown are those applicable to established officers who entered the Education Sector on or after 6th April 1995, which reflects their liability to make an employee contribution towards personal superannuation benefits on the occasion of the change to Class A rate social insurance for new entrants. *Scales applicable to*

those officers who entered the education sector before 6th April 1995 (at 19/20ths of the scales recommended), which will attract identical increases to those shown, will be calculated separately by their employer.

11.8 The following salary scales are recommended for the reference grades at primary level and second-level teaching:

Primary Level and Second-Level Common Basic Scale – Teacher

Existing Salary
€22,208 – €22,995 – €23,782 – €24,572 – €25,796 – €26,590 – €27,383 – €29,379 – €30,376 – €31,567 – €32,753 – €33,949 – €34,946 – €36,269 – €36,269 – €36,269 – €38,091 – €38,091 – €38,091 – €40,501 – €40,501 – €40,501 – €40,501 – €43,165

Recommended Salary	% increase
€25,095 – €25,984 – €26,874 – €27,766 – €29,149 – €30,046 – €30,943 – €33,198 – €34,325 – €35,671 – €37,011 – €38,362 – €39,489 – €40,984 – €43,043 – €43,043 – €43,043 – €43,043 – €45,766 – €45,766 – €45,766 – €45,766 – €48,776	13.0%

Primary Level

Primary Level: Principal

Existing Allowance
€6,676 – €7,481 – €8,776 – €10,298 – €11,980 – €13,685 – €15,336 – €17,004 – €18,235 – €19,502 – €20,775

Revised Allowances*

Number of (WTE)** Teachers in school	Bands	Allowances	Percentage adjustment inclusive of scale
1 to 22	1 to 10	€7,544 to €22,038	13.0%
23 to 30	11	€24,129	14.0%

* The higher level of increase in allowances for Principal reflects the higher levels of responsibility associated with larger schools.

** Whole-time Equivalents

Primary Level: Deputy Principal

Existing Allowance
€2,703 – €3,535 – €4,676 – €5,859 – €7,008 – €8,206 – €9,359 – €10,492 – €11,383 – €12,253 – €13,092

Revised Allowances*

No of (WTE) Teachers school	Bands	Allowances	Percentage adjustment inclusive of scale
1 to 22	1 to 10	€3,054 to €13,846	13.0%
23 to 30	11	€15,368	14.0%

* The higher levels of increase in allowances for Deputy Principal reflects the higher levels of responsibility associated with larger schools.

** Whole-time Equivalent

Primary Level: Assistant Principal

Existing Allowance
€6,111

Revised Allowance	% increase
€6,905	13.0%

Primary Level: Special Duties Teacher

Existing Allowance
€2,703

Revised Allowance	% increase
€3,054	13.0%

Second-Level

Second-Level: Principal

Existing Allowance
€6,676 – €7,481 – €8,776 – €10,298 – €11,980 – €13,685 – €15,336 – €17,004 – €18,235 – €19,502 – €20,775 – €22,016 – €23,225 – €24,020 – €25,189 – €26,356 – €27,524

Revised scale*

No of (WTE) Teachers school	Bands	Allowances	Percentage adjustment inclusive of scale
1 to 22	1 to 10	€7,544 to €22,038	13.0%
23 to 30	11 to 12	€24,129 to €25,542	14.0%
31 to 40	13 to 14	€28,274 to €29,196	16.0%
41 to 61+	15 to 17	€31,668 to €34,414	17.6%

* The higher level of increase in allowances for Principal reflects the higher levels of responsibility associated with larger schools.

** Whole-time Equivalents

Second-Level: Deputy Principal

Existing Allowance
€2,703 – €3,535 – €4,676 – €5,859 – €7,008 – €8,206 – €9,359 – €10,492 – €11,383 – €12,253 – €13,092 – €13,918 – €14,669 – €15,012 – €15,680 – €16,347 – €17,014

Revised scale*

No of (WTE) Teachers school	Bands	Allowances	Percentage adjustment inclusive of scale
1 to 22	1 to 10	€3,054 to €13,846	13.0%
23 to 30	11 to 12	€15,368 to €16,312	14.0%
31 to 40	13 to 14	€18,350 to €18,748	16.0%
41 to 61+	15 to 17	€20,485 to €22,054	17.6%

* The higher level of increase in allowances for Deputy Principal reflects the higher levels of responsibility associated with larger schools.

** Whole-time Equivalents

Second-Level: Assistant Principal

Existing Allowance
€6,111

Revised Allowance	% increase
€6,905	13.0%

Second-Level: Special Duties Teacher

Existing Allowance
€2,703

Revised Allowance	% increase
3,054	13.0%

* The higher levels of increase in allowances for Principals and Deputy Principals in primary and post primary schools reflects the higher levels of responsibility associated with larger schools.

Third Level Education Sector

11.9 Third-Level education is provided through the Higher Education Authority (HEA) Universities and Colleges, and the Institutes of Technology. Both areas were covered by the benchmarking process in respect of academic and technical staff.

11.10 The HEA is the planning and development body for higher education in Ireland. It was set up on an ad hoc basis in 1968 and was given statutory powers in the Higher Education Authority Act 1971.

11.11 The Regional Technical Colleges Act 1992, made each of the then Regional Technical Colleges into autonomous institutions empowered to carry out a range of functions appropriate to a third level institution. This came into effect in January 1993, after which the Regional Technical Colleges were denoted as Institutes of Technology. There are currently thirteen Institutes of Technology located in all the major population centres providing whole time education for in excess of 42,000 students.

11.12 The Dublin Institute of Technology (DIT) is the largest of the Institutes of Technology. The DIT is a multi-tiered, vocationally oriented, technological institution which offers multi-tiered education and training to students, both full-time and part-time, from apprenticeship through technician to doctoral and post-doctoral levels. It DIT currently has some 21,000 students.

Academic Staff in the Third – Level Education Sector

11.13 The Body benchmarked four reference grades covering academic staff in both the HEA Sector and the Institutes of Technology.

11.14 In the HEA Sector, the Body examined the following categories:¹ Associate Professor; Senior/Statutory Lecturer; College Lecturer and Assistant/Junior Lecturer.

11.15 The salary scales recommended by the Body are set on an individual University and College basis, as follows:

- (i) University College Dublin
- (ii) University College Cork
- (iii) National University of Ireland Galway
- (iv) National University of Ireland Maynooth
- (v) University of Dublin Trinity College
- (vi) University of Limerick
- (vii) Dublin City University
- (viii) National College of Art and Design
- (ix) St. Patrick's College Drumcondra
- (x) Mary Immaculate College Limerick

11.16 The recommended salary scales for each of these reference grades are:

¹ It is recognised that the grade titles may vary between Universities and Colleges.

University College Dublin

Associate Professor

Existing Salary
€64,872 – €69,235 – €73,606 – €77,973 – €82,344 – €86,712

Recommended Salary	% increase
€68,829 – €73,458 – €78,096 – €82,729 – €87,367 – €92,001	6.1%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Senior/Statutory Lecturer

Existing Salary
€53,820 – €57,004 – €60,180 – €63,339 – €66,511 – €69,690 – €72,855 – €76,007

Recommended Salary	% increase
€55,435 – €58,714 – €61,985 – €65,239 – €68,506 – €71,781 – €75,041 – €78,287	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

College Lecturer

Existing Salary
€40,446 – €41,876 – €49,543 – €53,555 – €57,563 – €61,571 – €65,565

Recommended Salary	% increase
€41,659 – €43,132 – €51,029 – €55,162 – €59,290 – €63,418 – €67,532	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Assistant Lecturer

Existing Salary
€25,946 – €27,539 – €29,172 – €30,557 – €31,926 – €33,302 – €34,676 – €36,100 – €37,532 – €38,951 – €40,446 – €41,876

Recommended Salary	% increase
€28,800 – €30,568 – €32,381 – €33,918 – €35,438 – €36,965 – €38,490 – €40,071- €41,661- €43,236 – €44,895 – €46,482	11.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

University College Cork

Associate Professor

Existing Salary
€75,686 – €78,995 – €82,303 – €85,602 – €86,714 – €88,888

Recommended Salary	% increase
€80,303 – €83,814 – €87,323 – €90,824 – €92,004 – €94,310	6.1%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Senior/Statutory Lecturer

Existing Salary
€53,652 – €56,843 – €60,038 – €63,249 – €66,451 – €69,646 – €72,848 – €76,019

Recommended Salary	% increase
€55,262 – €58,548 – €61,839 – €65,146 – €68,445 – €71,735 – €75,033 – €78,300	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

College Lecturer (Above Bar)

Existing Salary
€49,775 – €53,203 – €56,639 – €60,061 – €65,569

Recommended Salary	% increase
€51,268 – €54,799 – €58,338 – €61,863 – €67,536	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

College Lecturer (Below Bar)

Existing Salary
€25,947 – €27,450 – €29,173 – €30,651 – €32,208 – €33,848 – €35,154 – €36,720 – €38,357 – €39,599 – €40,873 – €42,150

Recommended Salary	% increase
€28,801 – €30,469 – €32,382 – €34,022 – €35,750 – €37,571 – €39,020 – €40,759 – €42,576 – €43,955 – €45,369 – €46,786	11.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

National University of Ireland Galway

Associate Professor

Existing Salary
€94,144

Recommended Salary	% increase
€99,886	6.1%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Senior/Statutory Lecturer

Existing Salary
€53,623 – €56,812 – €60,019 – €63,217 – €66,406 – €69,620 – €72,816 – €75,988

Recommended Salary	% increase
€55,232 – €58,517 – €61,820 – €65,114 – €68,399 – €71,709 – €75,001 – €78,268	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

College Lecturer

Existing Salary
€49,537 – €53,546 – €57,552 – €61,560 – €65,546

Recommended Salary	% increase
€51,023 – €55,152 – €59,279 – €63,407 – €67,512	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Junior Lecturer

Existing Salary
€29,619 – €31,040 – €32,494 – €33,659 – €34,820 – €36,019 – €37,234 – €38,445 – €39,660 – €40,893 – €42,010

Recommended Salary	% increase
€32,877 – €34,454 – €36,068 – €37,361 – €38,650 – €39,981 – €41,330 – €42,674 – €44,022 – €45,391 – €46,631	11.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

National University of Ireland Maynooth

Associate Professor

Existing Salary
€64,871 – €69,235 – €73,605 – €77,972 – €82,344 – €86,712

Recommended Salary	% increase
€68,828 – €73,458 – €78,095 – €82,728 – €87,367 – €92,001	6.1%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Senior/Statutory Lecturer

Existing Salary
€53,820 – €57,004 – €60,181 – €63,340 – €66,511 – €69,690 – €72,855 – €76,008

Recommended Salary	% increase
€55,435 – €58,714 – €61,986 – €65,240 – €68,506 – €71,781 – €75,041 – €78,288	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

College Lecturer

Existing Salary
€40,446 – €41,876 – €49,543 – €53,555 – €57,562 – €61,571 – €65,565

Recommended Salary	% increase
€41,659 – €43,132 – €51,029 – €55,162 – €59,289 – €63,418 – €67,532	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Junior Lecturer

Existing Salary
€28,090 – €29,452 – €30,850 – €31,966 – €33,078

Recommended Salary	% increase
€31,180 – €32,692 – €34,243 – €35,482 – €36,716	11.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

University of Dublin Trinity College

Associate Professor

Existing Salary
€64,863 – €69,237 – €73,617 – €77,986 – €82,368 – €86,718

Recommended Salary	% increase
€68,820 – €73,460 – €78,108 – €82,743 – €87,392 – €92,008	6.1%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Senior/Statutory Lecturer

Existing Salary
€58,866 – €62,315 – €65,736 – €69,157 – €72,588 – €76,016

Recommended Salary	% increase
€60,632 – €64,184 – €67,708 – €71,232 – €74,766 – €78,296	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Lecturer

Existing Salary
€57,569 – €61,582 – €65,575

Recommended Salary	% increase
€59,296 – €63,429 – €67,542	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Assistant Lecturer

Existing Scale
€26,545 – €28,257 – €29,984 – €31,452 – €32,916 – €34,388 – €35,900 – €37,458 – €38,980 – €40,564 – €42,101 – €53,574

Recommended Salary	% increase
€29,465 – €31,365 – €33,282 – €34,912 – €36,537 – €38,171 – €39,849 – €41,578 – €43,268 – €45,026 – €46,732 – €59,467	11.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

University of Limerick

Associate Professor

Existing Salary
€64,872 – €69,238 – €73,608 – €77,973 – €82,343 – €86,712

Recommended Salary	% increase
€68,828 – €73,458 – €78,095 – €82,729 – €87,367 – €92,001	6.1%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Senior/Statutory Lecturer

Existing Salary
€57,668 – €59,954 – €62,251 – €64,549 – €66,833 – €69,131 – €71,425 – €73,721 – €76,012

Recommended Salary	% increase
€59,399 – €61,752 – €64,119 – €66,485 – €68,838 – €71,205 – €73,567 – €75,933 – €78,292	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

College Lecturer

Existing Salary
€39,922 – €47,264 – €49,870 – €52,474 – €55,090 – €57,706 – €60,314 – €62,917 – €65,524

Recommended Salary	% increase
€41,120 – €48,682 – €51,366 – €54,048 – €56,743 – €59,437 – €62,123 – €64,804 – €67,490	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Assistant Lecturer

Existing Salary
€30,553 – €31,810 – €33,093 – €34,113 – €35,142 – €36,171 – €37,198 – €38,216

Recommended Salary	% increase
€33,914 – €35,309 – €36,733 – €37,865 – €39,007 – €40,150 – €41,290 – €42,420	11.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Dublin City University

Associate Professor

Existing Salary
€62,986 – €67,220 – €71,468 – €75,701 – €79,946 – €84,188

Recommended Salary	% increase
€66,828 – €71,320 – €75,827 – €80,318 – €84,823 – €89,323	6.1%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Senior/Statutory Lecturer

Existing Salary
€57,666 – €59,958 – €62,253 – €64,550 – €66,830 – €69,133 – €71,422 – €73,722 – €76,008

Recommended Salary	% increase
€59,396 – €61,757 – €64,121 – €66,487 – €68,835 – €71,207 – €73,565 – €75,934 – €78,288	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

College Lecturer (Above Bar)

Existing Salary
€39,922 – €47,266 – €49,871 – €52,476 – €55,089 – €57,703 – €60,310 – €62,918 – €65,525

Recommended Salary	% increase
€41,120 – €48,684 – €51,367 – €54,050 – €56,742 – €59,534 – €62,119 – €64,805 – €67,491	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

College Lecturer (Below Bar)

Existing Salary
€30,554 – €31,811 – €33,091 – €34,114 – €35,114 – €36,171 – €37,200 – €38,218

Recommended Salary	% increase
€33,915 – €35,310 – €36,731 – €37,866 – €38,976 – €40,150 – €41,292 – €42,422	11.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

National College of Art & Design

Head of Faculty

Existing Salary
€70,341 – €72,634 – €74,904 – €77,173 – €79,452 – €81,724 – €83,994

Recommended Salary	% increase
€74,632 – €77,065 – €79,473 – €81,881 – €84,299 – €86,709 – €89,118	6.1%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Head of Department (SL9)

Existing Salary
€54,783 – €56,955 – €59,137 – €61,323 – €63,488 – €65,674 – €67,855 – €70,033 – €72,210

Recommended Salary	% increase
€56,426 – €58,664 – €60,911 – €63,163 – €65,393 – €67,644 – €69,891 – €72,134 – €74,376	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

College Lecturer

Existing Salary
€39,921 – €47,266 – €49,870 – €52,476 – €55,086 – €57,707 – €60,314 – €62,920 – €65,525

Recommended Salary	% increase
€41,118 – €48,684 – €51,366 – €54,050 – €56,739 – €59,438 – €62,123 – €64,808 – €67,490	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Assistant Lecturer

Existing Salary
€30,554 – €31,809 – €33,093 – €34,114 – €35,145 – €36,170 – €37,199 – €38,218

Recommended Salary	% increase
€33,914 – €35,308 – €36,733 – €37,866 – €39,011 – €40,147 – €41,291 – €42,421	11.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

St Patrick's College Drumcondra

Head of Education Department

Existing Salary
€70,339 – €72,632 – €74,904 – €77,173 – €79,451 – €81,722 – €83,994

Recommended Salary	% increase
€74,631 – €77,065 – €79,473 – €81,881 – €84,299 – €86,709 – €89,118	6.1%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Head of Department (SL7* & 9**)

Existing Salary
€54,784 – €56,955 – €59,138 – €61,323 – €63,489 – €65,673 – €67,854 – €70,032 – €72,210

Recommended Salary	% increase
€56,425 – €58,664 – €60,910 – €63,163 – €65,393 – €67,644 – €69,890 – €72,133 – €74,376	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

* First 7 points

** Includes last 2 points

College Lecturer

Existing Salary
€39,921 – €47,266 – €49,870 – €52,475 – €55,087 – €57,705 – €60,312 – €62,920 – €65,523

Recommended Salary	% increase
€41,119 – €48,684 – €51,366 – €54,049 – €56,739 – €59,436 – €62,121 – €64,807 – €67,488	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Assistant Lecturer

Existing Salary
€34,283 – €36,559 – €38,898 – €42,775 – €48,556 – €50,744 – €52,926 – €55,119 – €57,295

Recommended Salary	% increase
€40,580 – €43,177 – €47,480 – €53,897 – €56,325 – €58,748 – €61,182 – €63,597	11.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Mary Immaculate College Limerick

Head of Education Department

Existing Salary
€70,340 – €72,633 – €74,904 – €77,173 – €79,451 – €81,723 – €83,994

Recommended Salary	% increase
€74,631 – €77,065 – €79,473 – €81,881 – €84,299 – €86,709 – €89,118	6.1%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Head of Department (SL7* & 9**)

Existing Salary
€54,784 – €56,955 – €59,138 – €61,323 – €63,489 – €65,673 – €67,855 – €70,032 – €72,210

Recommended Salary	% increase
€56,425 – €58,664 – €60,910 – €63,163 – €65,393 – €67,644 – €69,890 – €72,134 – €74,376	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

* First 7 points

** Includes last 2 points

College Lecturer

Existing Salary
€39,922 – €47,266 – €49,870 – €52,476 – €55,088 – €57,706 – €60,313 – €62,921 – €65,524

Recommended Salary	% increase
€41,118 – €48,684 – €51,366 – €54,050 – €56,739 – €59,438 – €62,123 – €64,808 – €67,490	3.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

Assistant Lecturer

Existing Salary
€34,283 – €36,560 – €38,898 – €42,775 – €48,556 – €50,744 – €52,926 – €55,119 – €57,296

Recommended Salary	% increase
€38,053 – €40,580 – €43,177 – €47,480 – €53,897 – €56,325 – €58,748 – €61,182 – €63,597	11.0%

This grade was benchmarked by the Body on an aggregate basis across the HEA Sector. Accordingly, the Body recommends that the same percentage pay increase be applied to members of the grade in each University and College.

11.17 In the Institutes of Technology, the Body examined the following categories: Senior Lecturer III; Senior Lecturer II; Lecturer College Lecturer and Assistant Lecturer.

11.18 The recommended salary scales for each of these reference grades are:

Senior Lecturer III

Existing Salary
€60,726 – €62,857 – €64,989 – €67,120 – €69,254 – €71,385 – €73,677 – €75,826 – €78,104

Recommended Salary	% increase
€68,013 – €70,399 – €72,787 – €75,174 – €77,564 – €79,951 – €82,518 – €84,925 – €87,477	12.0%

Senior Lecturer II

Existing Salary
€56,952 – €58,743 – €60,531 – €62,321 – €64,112 – €65,901 – €67,688 – €69,480 – €71,268 – €73,222

Recommended Salary	% increase
€63,216 – €65,205 – €67,189 – €69,177 – €71,164 – €73,150 – €75,134 – €77,123 – €79,107 – €81,276	11.0%

Lecturer

Existing Salary
€39,543 – €41,517 – €48,847 – €50,565 – €52,285 – €54,013 – €55,750 – €57,475 – €59,199 – €60,928 – €62,657

Recommended Salary	% increase
€43,990 – €46,083 – €54,220 – €56,127 – €58,037 – €59,955 – €61,883 – €63,797 – €65,711 – €67,631 – €69,549	11.0%

Assistant Lecturer

Existing Salary
€29,214 – €30,418 – €31,647 – €32,620 – €33,602 – €34,585 – €35,569 – €36,543

Recommended Salary	% increase
€32,428 – €33,763 – €35,128 – €36,208 – € 37,298 – €38,389 – €39,481 – €40,562	11.0%

Technical Staff in the Third-Level Education Sector

11.19 The Body benchmarked technical staff in both the HEA Sector and the Institutes of Technology. There is one grade of Technician in the Institutes of Technology, which is both the recruitment and career grade. In the HEA sector, the Body examined six reference grades.

11.20 Two of the HEA Sector grades, Senior Technician and Technician, are found in all of the Universities and Colleges of this Sector.² The other reference grades are only found in the University of Dublin – Trinity College (TCD) and University College Dublin (UCD). Chief Technician Grade and Senior Experimental Officer are TCD grades while Principal Technician and Section Head Technician are UCD grades. The Body only benchmarked the TCD and UCD grades, but by agreement with the relevant trade unions, the benchmarking process also covered analogous grades in the other Universities and Colleges of the HEA Sector.

11.21 During the course of the Body's deliberations into third-level technicians, it became aware that discussions relevant to the Body's work were underway concurrently between the parties. The Body has, therefore, decided that no recommendation should be made in relation to the salary scales of these grades.

² It is recognised that the grade title may vary between the Universities and Colleges.

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Grades benchmarked by the Body

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Background to Generic Job Profiles

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Generic Job Profiles of Civil Service Grades

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Generic Job Profiles of Education Grades

APPENDIX

A

Grades Benchmarked by the Body

Civil Service Grades:

- (i) General Service grades;
 - Principal Officer
 - Assistant Principal Officer
 - Higher Executive Officer
 - Administrative Officer
 - Executive Officer
 - Clerical Officer
 - Services Officer
- (ii) Taxes grades;
 - Senior Inspector of Taxes
 - Higher Grade Inspector of Taxes
 - Inspector of Taxes
 - Higher Tax Officer
 - Tax Officer
- (iii) Engineering grades;
 - Engineer Grade I
 - Engineer Grade II
 - Engineer Grade III
- (iv) Technician grades;
 - Chief Technologist II
 - Senior Laboratory Technician II
 - Senior Laboratory Technician I
 - Laboratory Technician

Local Authority Grades:

- (i) Clerical/Administrative grades;
 - Senior Executive Officer
 - Administrative Officer (Grade 7)
 - Senior Staff Officer (Grade 6)
 - Staff Officer (Grade 5)
 - Assistant Staff Officer (Grade 4)
 - Clerical Officer (Grade 3)
- (ii) Engineering grades;

- Senior Engineer
 - Senior Executive Engineer
 - Executive Engineer
 - Assistant Engineer
 - Graduate Engineer
- (iii) Technician grades;
- Chief Technician
 - Senior Executive Technician
 - Executive Technician
 - Technician Grade I
 - Technician Grade II
- (iv) General Operative grades in Dublin City Council;
- General Operative 4
 - General Operative 3
 - General Operative 2
 - General Operative 1
 - General Operative 0
- (v) Fire-fighter grade;
- Fire-fighter

Health Sector Grades:

- (i) Clerical/Administrative grades;
- General Manager
 - Grade VIII
 - Grade VII
 - Grade VI
 - Grade V
 - Grade IV
 - Grade III
- (ii) Public Health Medical grades;
- Director of Public Health Medicine
 - Specialist in Public Health Medicine
 - Senior Area Medical Officer
 - Area Medical Officer
- (iii) Nursing grades;
- Director of Nursing Band I
 - Director of Nursing Band II
 - Director of Nursing Band V
 - Assistant Director of Nursing
 - Principal Nurse Tutor
 - Nurse Tutor
 - Clinical Nurse Manager III

- Clinical Nurse Manager II
 - Clinician Nurse Manager I
 - Public Health Nurse
 - Staff Nurse
- (iv) Non-Consultant Hospital Doctor grades;
- Senior Registrar
 - Registrar
 - House Officer
 - Intern
- (v) Dental grades;
- Principal Dental Surgeon
 - Senior Administrative Dental Surgeon
 - Senior Clinical Dental Surgeon
 - General Dental Surgeon
- (vi) House Parent/Child Care grades;
- House Parent/Child Care Leader
 - Assistant House Parent/Child Care Worker
- (vii) Radiographer grades;
- Superintendent Radiographer III
 - Superintendent Radiographer II
 - Superintendent Radiographer I
 - Senior Radiographer
 - Radiographer
- (viii) Physiotherapist grade;
- Physiotherapist-in-Charge III
- (ix) Speech and Language Therapist grades;
- Principal Speech and Language Therapist
 - Senior Speech and Language Therapist
 - Speech and Language Therapist
- (x) Social Worker grades;
- Principal Social Worker
 - Team Leader/Senior Medical/Single-Handed Social Worker
 - Professionally Qualified/Medical/Psychiatric Social Worker
- (xi) Medical Scientist grades;
- Chief Medical Scientist
 - Senior Medical Scientist
 - Medical Scientist
- (xi) Ambulance grades;
- Emergency Medical Controller
 - Emergency Medical Technician

Defence Forces Grades:

- (i) Defence Forces grades;
 - Lieutenant-Colonel
 - Commandant (Engineer)
 - Commandant
 - Captain
 - Sergeant-Major
 - Sergeant
 - Technician 5
 - Private 3 Star

Garda Síochána Grades:

- (i) Garda Síochána grades;
 - Chief Superintendent
 - Superintendent
 - Inspector
 - Sergeant
 - Garda

Prison Service Grades:

- (i) Prison Service grades;
 - Prison Governor I
 - Prison Governor II
 - Prison Governor III
 - Deputy Governor
 - Assistant Governor
 - Chief Officer I
 - Chief Officer II
 - Assistant Chief Officer
 - Nurse Officer
 - Prison Officer

Education Sector Grades:

- (i) Primary level teaching grades;
 - Principal
 - Deputy Principal
 - Assistant Principal
 - Special Duties Teacher
 - Teacher
- (ii) Second level teaching grades;
 - Principal
 - Deputy Principal
 - Assistant Principal
 - Special Duties Teacher
 - Teacher

- (iii) Institutes of Technology lecturing grades;
 - Senior Lecturer III
 - Senior Lecturer II
 - Lecturer
 - Assistant Lecturer
- (iv) Higher Educational Authority lecturing grades;
 - Associate Professor
 - Senior/Statutory Lecturer
 - College Lecturer
 - Assistant Lecturer
- (v) Institutes of Technology Technician grade;
 - Technician
- (vi) Higher Educational Authority Technician grades;
 - Chief Technician I (UCD)
 - Senior Experimental Officer (TCD)
 - Principal Technician (UCD)
 - Section Head Technician (UCD)
 - Senior Technician
 - Technician

**Framework I Annex II of the
Programme for Prosperity and Fairness****Annex II****Public Service Pay**

1. The parties commit themselves to full and ongoing co-operation with change, continued adaptation and flexibility and the delivery of the modernisation programme in the Public Service set out in Section 1.4, in addition to the other issues mentioned in the Introduction to Annex I.
2. It is accepted that change is a requirement of a modern high-performing public service and is not, in itself, a basis for claims for improvements in pay and conditions.
3. Section 1.4 of the Programme and the associated Sections outline the key objectives to be achieved over the lifetime of the Programme in relation to the ongoing modernisation of the public service. As indicated therein, this will involve:
 - ongoing implementation of Statements of Strategy/Service Delivery Plans within each sector based on the relevant policy documents and the SMI modernisation programme;
 - design and implementation of performance management systems to support implementation; and
 - implementation of challenging service standards set in consultation with the recipients of the service.

It will also require greater organisational adaptability and flexibility in responding to service needs and that issues such as changes in grading, broadbanding and teamworking be addressed.

4. It is agreed that:
 - (a) pay increases shall be calculated on the basis of:–
 - Phase 1 – 5½% of basic pay for the first 12 months of this Agreement;
 - Phase 2 – 5½% of basic pay for the next 12 months; and
 - Phase 3 – 4% of basic pay for the next 9 months.
 - (b) Where the application of this formula would result in increases in basic pay for full-time adult employees of less than:
 - £12 per week in the first phase;

£11 per week in the second phase; and

£9 per week in the third phase

the appropriate percentage increase for these particular phases will be adjusted to these levels.

These minima will apply on a pro-rata basis to part-time employees unless existing agreements apply more favourable terms.

- (c) the third phase increase of 4% will be paid not earlier than 1 October 2002 and will be dependent on the specific performance indicators as outlined at paragraph 3 above having been established by 1 April 2001, and these sectoral targets having been achieved by 1 April 2002, with progress in this regard having been assessed at organisational level, by 1 October 2002.
5. A mechanism providing for independent quality assurance of the agreed performance indicators and the achievement of these targets has been agreed between the parties.
 6. It is accepted in the context of the agreement between the parties on the establishment of the Public Service Benchmarking Body, that any outstanding claims or commitments in relation to pay, analogue or other reviews, in whatever form, by or in respect of any grade, group or category will be subsumed within the benchmarking exercise and will be dealt with solely in that context.

Relationship between Pay in the Public Service and in the Private Sector

Relating Public Service Pay to the Market

7. The need to find an appropriate way of benchmarking Public Service pay to the market is accepted by the parties to this Agreement. This is necessary to ensure, particularly in the context of the current rapidly changing labour market situation, that the public service is in a position to attract and retain the staff needed to deliver the quantum and quality of services that the public are entitled to expect. Such an approach would also provide a basis for ensuring equity between employees in the public service and the private sector.
8. The traditional approach to pay reviews in the Public Service, based on analogues and relativities, has given rise to serious difficulties in the past. The parties are committed, therefore, to making arrangements for an alternative approach which will be grounded in a coherent and broadly-based comparison with jobs and pay rates across the economy, which can be dealt with within the overall context of programmes agreed between the social partners at national level.
9. A Public Service Benchmarking Body will be established within three months of the commencement of this Agreement to examine Public Service pay and jobs in the manner outlined below and to make recommendations thereon.
10. The benchmarking exercise will cover both pay and jobs, i.e. it will examine existing roles, duties, responsibilities, etc. in the public service and across the economy, and not just the pay rates applicable in the private sector to jobs with similar titles to, and superficially similar roles as, jobs in the public service.

11. It would be impractical to examine every single grade across the entire Public Service within the agreed time frame. Instead, the Body will be asked to examine all the major groups and categories within each sector. A list of such groups will be agreed between the parties, together with details of how the remaining grades will be dealt with in the light of the outcome of the benchmarking exercise; a copy of this agreement will be supplied to the Benchmarking Body.
12. The Benchmarking Body will be asked to arrange in-depth and comprehensive research, examination and analysis of pay levels across the private sector. This will include an examination of overall public service and private sector pay levels as well as an examination of the pay rates of particular occupational groups (such as clerical/administrative staff, engineers and technicians) and other identifiable groupings (such as graduate recruits).
13. This examination will cover the overall pattern of pay rates in the private sector and employments across a range of type, size or sector. It will also take account of the way reward systems are structured in the private sector.
14. It is accepted by both sides that cross-sectoral relativities are incompatible with the operation of benchmarking; in practice, wide variations would be unlikely to emerge between the various sectors in the pay of common groups such as clerical/administrative staff, engineers and technicians.
15. Within each sector, it is accepted that internal relativities would be a relevant criterion but it will be made clear in the terms of reference that traditional or historical relativities between groups in a sector would not prevent the Benchmarking Body from recommending what it considers are appropriate pay rates on the basis of existing circumstances.
16. The Benchmarking Body will be asked to produce its report and recommendations by the end of 2002 so that the parties will be in a position to discuss the implementation of its recommendations within the context of any successor to this Programme which might be agreed between the social partners, or whatever other arrangements may be in place on the expiry of this Programme. It is agreed that any additional increases (i.e. over and above those agreed as part of this Agreement) which might emerge from the exercise would not take effect during the period of this Agreement.
17. The composition of the Benchmarking Body will be discussed and agreed between the parties. While the procedures which might be adopted by the Body are issues which will need to be considered at a later date, it is envisaged that the process will involve (i) an initial input by employers and trade unions followed by (ii) the necessary research being arranged by the Body with (iii) a further input from employers and unions in advance of (iv) the Body coming to conclusions and forming recommendations.
18. Terms of Reference to give effect to the foregoing will be agreed between the parties.

APPENDIX

C

Numbers of jobholders who completed job evaluation questionnaires and participated in one-to-one interviews

Note

The information in this Appendix sets out the number of jobholders who completed job evaluation questionnaires and participated in one-to-one interviews. The numbers in the following tables are as provided in the factual information supplied to the Body in February 2001. The information is set out in the following format:

- (i) Civil Service
- (ii) Local Authorities
- (iii) Health Service
- (iv) Permanent Defence Forces, An Garda Síochána and Prison Service
- (v) Education Sector

Civil Service: General Service Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Principal Officer	338	32	3
Assistant Principal Officer	929	49	4
Administrative Officer	132	18	2
Higher Executive Officer	2,500	57	5
Executive Officer	3,432	71	5
Clerical Officer	9,618	120	15
Services Officer	526	25	3
Total	17,475	372	37

Civil Service: Taxes Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Senior Inspector of Taxes	59	8	2
Higher Inspector of Taxes	207	20	3
Inspector of Taxes	390	26	3
Higher Tax Officer	566	35	3
Tax Officer	917	31	3
Total	2,139	120	14

Civil Service: Engineering Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Engineer Grade 1	22	9	2
Engineer Grade 2	21	10	2
Engineer Grade 3	27	10	2
Total	70	29	6

Civil Service: Technician Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Chief Technologist II	2	2	1
Senior Lab Technician II	14	10	2
Senior Lab Technician I	32	13	2
Laboratory Technician	77	18	2
Total	125	43	7

Local Authority: Clerical/Administrative Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Senior Executive Officer*	76	12	2
Grade 7 Administrative Officer	248	30	3
Grade 6 Senior Staff Officer	366	37	3
Grade 5 Staff Officer	512	41	4
Grade 4 Assistant Staff Officer	983	60	4
Grade 3 Clerical Officer	3,653	100	8
Total	5,838	280	24

* At the time of the research, the number of SEOs (which is a relatively new grade) was expanding as a result of the Better Local Government process. The current number in the grade is over 250.

Local Authority: Fire-fighter Grade

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Full-time Firefighter	854	45	3

Local Authority: Engineer Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Senior Engineer	37	11	2
Senior Executive Engineer	231	29	3
Executive Engineer	645	45	4
Assistant Engineer	253	34	3
Graduate Engineer	173	13	3
Total	1,339	132	15

Local Authority: Technician Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Chief Technician	4	3	1
Snr Executive Technician	17	8	1
Executive Technician	87	22	2
Technician Grade I	252	37	4
Technician Grade II	204	30	4
Total	564	100	12

Local Authority: General Operatives in Dublin City Council Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
General Operative 4	165	23	1
General Operative 3	156	18	1
General Operative 2	512	25	2
General Operative 1	201	16	4
General Operative 0	499	21	4
Total	1,833	103	12

Health Service Sector: Clerical/Administrative Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
General Manager	51	13	2
Grade VIII	100	23	2
Grade VII	383	31	3
Grade VI	496	33	3
Grade V	699	41	4
Grade IV	1,605	61	5
Grade III	6,133	92	3
Total	9,467	294	22

Health Service Sector: Speech & Language/Physiotherapist Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Physiotherapist-in-Charge III	5	3	0
Principal Speech & Language Therapist	32	28	1
Senior Speech & Language Therapist	95	30	2
Speech & Language Therapist	217	35	3
Total	349	96	6

Health Service Sector: Social Worker Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Principal Social Worker	151	25	2
Team Leader / Senior / Single-Handed Social Worker	251	31	3
Professionally Qualified Medical/ Psychiatric Social Worker	704	53	3
Total	1,106	109	8

Health Service Sector: House Parent Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
House Parent	432	25	2
Assistant House Parent	894	29	2
Total	1,326	54	4

Health Service Sector: Radiographer Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Supt. Radiographer III	6	5	1
Supt. Radiographer II	12	6	2
Supt. Radiographer I	54	12	2
Senior Radiographer	155	24	2
Radiographer	525	26	1
Total	752	73	8

Health Service Sector: Medical Scientist Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Chief Medical Scientist	73	11	2
Senior Medical Scientist	334	54	6
Medical Scientist	913	47	4
Total	1,320	112	12

Health Service Sector: Ambulance Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Emergency Medical Controller	16	10	1
Emergency Medical Technician	682	47	2
Total	698	57	3

Health Service Sector: Public Health Doctor Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Director of Public Health Medicine	7	7	1
Specialist in Public Health Medicine	24	12	1
Senior Area Medical Officer	45	15	1
Area Medical Officer	189	29	2
Total	265	63	5

Health Service Sector: Non-Consultant Hospital Doctor Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Senior / Specialist Registrar	503	21	1
Registrar	1,113	34	2
House Officer	1,285	40	2
Intern	384	31	2
Total	3,285	126	7

Health Service Sector: Nursing Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Principal Nurse Tutor	36	16	1
Nurse Tutor	201	45	2
Director of Nursing	239	19	2
Assistant Director of Nursing	309	15	2
Clinical Nurse Manager III	219	36	3
Clinical Nurse Manager II	2,134	65	3
Clinical Nurse Manager I	651	43	2
Public Health Nurse	1,412	56	2
Staff Nurse	19,127	125	7
Total	24,328	420	24

Health Service Sector: Dental Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Principal Dental Surgeon – Planning & Evaluation	20	8	1
Senior Administrative Dental Surgeon	10	10	1
Senior Dental Surgeon	32	12	1
General Dental Surgeon	300	34	1
Total	362	64	4

Security Sector: Permanent Defence Forces Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Lieutenant Colonel	118	22	2
Commandant Engineer	40	10	2
Commandant	388	37	2
Captain	290	35	3
Sergeant Major	54	10	1
Sergeant	1,237	32	3
Technician 5	54	8	2
Private Three Star	4,806	71	8
Total	6,987	215	23

Security Sector: An Garda Síochána Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Chief Superintendent	46	10	2
Superintendent	169	25	3
Inspector	293	30	3
Garda Sergeant	1,897	60	4
Garda	9,222	115	6
Total	11,627	240	18

Security Sector: Prison Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Governor	22	11	2
Deputy Governor	15	10	1
Assistant Governor	19	10	1
Chief Officer Class I	11	10	1
Chief Officer Class II	52	10	1
Assistant Chief Officer	201	34	3
Nurse Officer	59	5	2
Prison Officer	2,675	66	4
Total	3,042	156	15

Education Sector: Primary-Level Teaching Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Principal	3,295	34	3
Deputy Principal	2,119	35	2
Assistant Principal	674	12	2
Special Duties Teacher	4,622	58	5
Teacher	11,440	85	7
Total	22,150	224	19

Education Sector: Second-Level Teaching Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Principal	188	20	2
Deputy Principal	188	17	2
Assistant Principal	1,191	25	2
Special Duties Teacher	1,880	26	2
Teacher	2,820	46	4
Total	6,267*	134	12

* This figure is for TUI members only

Education Sector: Third-Level (Higher Education Authority) Academic Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Associate Professor	302	21	1
Senior/Statutory Lecturer	609	30	3
College Lecturer	1,328*	40	3
Assistant Lecturer	302	13	1
Total	2,541	104	8

* Some Universities operate an above and below the Bar system for Assistant and College Lecturers. In all instances the Bar was not clearly defined.

Education Sector: Third-Level (Institute of Technology) Academic Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Senior Lecturer III	69	18	3
Senior Lecturer II	134	26	3
Lecturer	2,495	41	2
Assistant Lecturer	489	33	2
Total	3,187	118	10

Education Sector: Technician Grades

GRADE	Numbers in grade (WTE)	Number of jobs evaluated	Number of one-to-one interviews
Chief Technician Grade I	22	2	1
Senior Experimental Officer	14	2	1
Principal Technician (UCD)	23	2	1
Section Head Technician (UCD)	48	2	1
Senior Technician (HEA)	298	28	3
Technician (HEA)	196	18	2
Technician (IoT)	461	32	3
Total	1,062	86	12

APPENDIX

D

Groups who made submissions and attended oral hearings

Amalgamated Transport and General Workers Union (ATGWU)
Association of Garda Chief Superintendents (AGCS)
Association of Garda Sergeants and Inspectors (AGSI)
Association of Garda Superintendents (AGS)
Association of Higher Civil and Public Servants (AHCPS)
Civil and Public Service Union (CPSU)
Department of Defence
Department of Education and Science
Department of Finance
Department of Justice
Federated Union of Government Employees (FUGE)
Garda Representative Association (GRA)
Health Service Employers Agency (HSEA)
Institution of Engineers of Ireland (IEI)
Irish Dental Association (IDA)
Irish Federation of University Teachers (IFUT)
Irish Medical Organisation (IMO)
Irish Municipal, Public and Civil Trade Union (IMPACT)
Irish National Teachers Organisation (INTO)
Irish Nurses Organisation (INO)
Irish Prison Service
Local Government Management Services Board (LGMSB)
Manufacturing Science Finance (MSF)
Public Service Executive Union (PSEU)
Permanent Defence Forces Other Ranks Representative Association (PDFORRA)
Prison Officers' Association (POA)
Psychiatric Nurses Association (PNA)
Representative Association of Commissioned Officers (RACO)
Services Industrial Professional Technical Union (SIPTU)
Teachers Union of Ireland (TUI)

Background to Generic Job Profiles**Introduction**

The Body agreed with the parties that it would provide an update on the research into each benchmarked grade prior to the oral hearing for that grade. The parties had an opportunity to comment on, and raise issues in relation to, the research updates in written submissions as well as at the hearings themselves.

The research updates consisted of four parts:

- (i) the results of the Body's comparative overview research project;
- (ii) a general treatment of the Body's job evaluation scheme and research methodology for the public service, covered by Chapter 3 to this Report;
- (iii) generic observations on each grade; and
- (iv) an emerging picture of the roles and responsibilities of each grade.

This part of the Report is concerned with the generic observations on the benchmarked grades.

Nature of the generic job profile material

The generic job profiles for each grade contain exactly the same material which was released to the parties prior to the oral hearings as the generic observations element to the research updates. They constitute an initial analysis by the Body's consultants of the responses made by jobholders in their completed job evaluation questionnaires. This information has been reinforced and supplemented by other material such as the one-to-one interviews conducted by the consultants with jobholders, factual information available for the grades and submissions made by the parties in relation to the grades.

The parties commented on the research updates in written submissions made to the Body prior to the hearings as well as at the hearings themselves. Issues raised by the parties were revisited by the Body's consultants who undertook the research into the public service and they were taken into account by the Body when considering each grade.

Most public service grades encompass a very wide range of duties and functions. The generic job profile for each grade does not constitute a job description which purports to describe all of the functions, duties and responsibilities of the grades. Rather, it consists of a distillation of such wide ranges of duties and functions into a generic form suitable for discussion with the parties prior to its final evaluation by the Body's consultants.

Structure of the material

The material in this Part of the Report is organised on a sectoral basis where the different areas of the public service are dealt with in sequence as follows:

- (i) Civil Service
- (ii) Local Authorities
- (iii) Health Service
- (iv) Permanent Defence Forces, An Garda Síochána and Prison Service
- (v) Education Sector

The material is presented in a similar format with a brief introductory paragraph preceding the generic observations for each grade.

Generic Job Profiles of Civil Service Grades

Introduction

The job profiles for the nineteen civil service grades, which were benchmarked by the Body, are dealt with in the following sequence:

- (i) seven general service grades;
 - Principal Officer
 - Assistant Principal Officer
 - Higher Executive Officer
 - Administrative Officer
 - Executive Officer
 - Clerical Officer
 - Services Officer
- (ii) five taxes grades;
 - Senior Inspector of Taxes
 - Higher Grade Inspector of Taxes
 - Inspector of Taxes
 - Higher Tax Officer
 - Tax Officer
- (iii) three engineering grades;
 - Engineer Grade I
 - Engineer Grade II
 - Engineer Grade III
- (iv) four technician grades;
 - Chief Technologist II
 - Senior Laboratory Technician II
 - Senior Laboratory Technician I
 - Laboratory Technician

General Service Grades – Principal Officer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the

research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Principal Officer

- Jobholders should be educated to primary degree or equivalent level.
- Experience required ranges from 7 years to over 15 years depending on the nature of the job.
- The job often requires the application of specialist or expert knowledge and skills depending on the nature of the actual posts.
- Work is highly diverse with jobs involved in the development of strategy or complex casework.
- Leadership role over a number of teams with full management responsibility for a number of supervisors/team leaders with key responsibilities specifically ascribed under Departmental/Office business plans and the Public Service Management legislation.
- The jobs involve the need to communicate in a lead role with, and respond to, people inside and outside the Department/Office, including interest groups, senior members of Departments/Offices and Ministers.

Some respondents reported work pressures and long working hours as a major element in their jobs.

General Service Grades – Assistant Principal Officer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Assistant Principal Officer

- Jobholders should be educated to primary degree or equivalent level.
- Experience required ranges from 3 to 10 years depending on the nature of the job.
- The job often requires the application of specialist knowledge and skills depending on the nature of the actual posts.
- Work is very diverse with jobs involved in the development of policy or complex casework.
- Leadership role over one or more teams, responsible for work allocation, quality and reporting with specific responsibilities delegated from more senior levels under Departmental/Office business plans and the Public Service Management legislation.
- The jobs involve the need to communicate at a high level with, and respond to, people

inside and outside the Department/Office, including interest groups and senior members of Departments/Offices.

General Service Grades – Higher Executive Officer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Higher Executive Officer

- Jobholders should be educated to Leaving Certificate or equivalent level.
- Experience required ranges from 1 to 7 years depending on the nature of the job.
- A sound understanding of a variety of techniques or practices at a level enabling HEOs to provide guidance on matters affecting their immediate work area with some jobs requiring the application of specialised knowledge and skills.
- The roles and responsibilities of HEOs are varied with a degree of diversity that requires individual initiative to resolve problems and casework that may need innovative solutions.
- HEOs have a leadership role over one or more teams, agreeing and communicating team targets and standards with responsibility for co-ordinating team members and performance, including quality of outputs.
- Interpersonal and communication skills are necessary for HEOs to regularly exchange information up to, and including, senior levels within Departments/Offices and externally with understanding, tact and diplomacy.

General Service Grades – Administrative Officer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Administrative Officer

- As a graduate entry grade, jobholders must be educated to honours primary degree or professional equivalent level.
- Experience required ranges from 1 to 3 years depending on the nature of the job that is essentially a training position for more senior posts.
- A sound understanding of a variety of techniques or practices is required for the job that

assists the development of specialist knowledge and skills necessary for advancement to more senior positions.

- AOs have a variety of roles and responsibilities characterised by diversity and problems requiring individual initiative in policy development and analytical work where innovative solutions may be required.
- Jobholders contribute to team targets, standards and the management of workloads. Depending on the job, there can be a leadership role over a single team with agreement and communication of team targets and standards.
- Interpersonal and communication skills are necessary for AOs to regularly exchange information up to, and including, senior levels within Departments/Offices and externally with an understanding of the relevant issues combined with tact and diplomacy.

General Service Grades – Executive Officer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Executive Officer

- Jobholders should be educated to Leaving Certificate or equivalent level although it is recognised that graduate recruitment occurs at this grade.
- Experience required ranges from 6 months to 6 years depending on the nature of the job.
- EOs must understand and apply clearly defined procedures, processes and techniques to issues arising from their workloads with some jobs requiring a sound understanding of a variety of techniques or practices to a level enabling the provision of guidance on matters affecting their immediate work area.
- The nature of work undertaken by EOs is largely routine, but with a significant degree of variety which requires application of previous experience or precedent in problem solving within clearly identifiable parameters that are set by standard procedures.
- Jobholders contribute to team targets, standards and the management of workloads. Depending on the job, there can be a leadership role over a single team with agreement and communication of team targets and standards.
- EOs need interpersonal and communication skills to ensure the regular exchange of information up to senior levels of the organisation, including a requirement for external contacts to meet routine needs.

General Service Grades – Clerical Officer

The generic observations which comprise the job profile for this grade do not constitute any form

of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Clerical Officer

- Although there are no specific educational requirements for entry into the grade,¹ jobholders should be educated to Leaving Certificate standard or equivalent with a knowledge of IT systems and word processing desirable in some areas.
- Experience required generally ranges from around 6 months to 1 year, depending on the nature of a particular job but it should be noted that the nature of the grade is extremely diverse.
- Jobs require the application of clearly defined procedures, processes and techniques in a work area necessitating an understanding of underlying theory and principles with a greater breadth of knowledge needed for roles providing advice to the public or work involving complex calculations or statistical information. A number of posts may require technical knowledge or skills, including the interpretation and application of complex regulations/procedures to individual instances.
- Parameters for the work of individual jobholders, which can be varied in nature, are clearly identified and problems are largely similar in nature. Judgement in such cases involves the resolution of problems by applying previous experience or precedent, but initiative may be needed for individual cases or in certain posts that may use technical knowledge or skills.
- Jobholders contribute to team targets, standards and the management of workloads, including the provision of support and coaching to new members.
- While decision-making is largely routine, the consequences of jobholders' actions impact upon the immediate work area and they can strongly affect members of the public whose initial contact point with a particular Department/Office is at CO level on whom they are reliant for accurate and timely information.
- The degree of responsibility varies with the nature of individual jobs with some dealing with confidential information, working with personal details of individuals or processing of money.
- Good interpersonal and communication skills are required given that jobs frequently involve dealing with members of the public, resolving queries and provision of guidance, on matters that can be complex or of a sensitive nature. There are regular exchanges of information within organisations and with other Departments/Offices.
- As front-line staff, jobholders may occasionally experience abusive customers when working in areas with a large degree of public contact or those dealing with sensitive issues such as social welfare benefits, taxation or refugee status.

¹ As set out in the Factual Information provided by the Department of Finance on behalf of the civil service employers in February of 2001.

General Service Grades – Services Officer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Services Officer

While there are no specific educational requirements for the job,² a standard education would be desirable for the duties of the position and many jobholders have a Junior Certificate standard of education.

- As the role carries a degree of responsibility, some general experience would be required prior to appointment particularly experience of working with people for duties relating to receptions/monitoring access. A period of up to six months in the job may be required to acquire knowledge of an organisation's operations, especially in order to respond to the general queries that may typically arise.
- Although the work tends to be varied and responsibilities can differ between Departments/Offices, Service Officers generally help to facilitate the smooth running of reception areas as well as support activities in many organisations such as distribution of post, basic security duties, maintenance of office machinery, staffing of receptions, dealing with deliveries, responding to general requests, moving equipment and helping to set up meeting rooms.
- Judgement can be required when responding to varied queries in reception areas/telephone switches, dealing with difficult situations where the course of action can be unclear or helping to resolve problems that may occasionally arise in relation to office machinery, deliveries and urgent receipt/transmission of correspondence.
- Some Service Officers are required to hold the keys of official premises on an on-going basis (24 hour, 7 days a week) with responsibility for opening/closing the premises and arranging after-hours access. Ensuring the accurate and timely receipt and transmission of internal and external correspondence is another important responsibility.
- Service Officers come into frequent contact with internal staff of all grades during the course of their work and often with members of the public from a variety of backgrounds (including senior levels).
- As part of their messenger duties, Service Officers need a good knowledge of an organisation to facilitate the accurate and timely receipt and transmission of internal and external correspondence. This requirement is particularly important in regard to switchboard duties and staffing of receptions where client queries are received and directed to the appropriate part of the organisation in a courteous manner.
- Given the nature of messenger duties, Service Officers require a certain standard of

² As set out in the Factual Information provided by the Department of Finance on behalf of the civil service employers in February of 2001.

physical fitness for collection/delivery of correspondence internally and externally, which may require outdoor work. Physical demands are also relevant in relation to the operation and maintenance office machinery as well as meeting other demands such as setting-up meeting rooms, etc.

- Service Officers may occasionally experience abusive or threatening members of the public, particularly in reception areas or when undertaking security duties. Although this can occur in certain Departments/Offices that have large amounts of public contact or deal with sensitive issues, it has to be recognised that many organisations can also experience various forms of protest from time to time and, given human nature, abusive or awkward members of the public can turn-up at any location, either face-to-face or by telephone.

Taxes Grades – Senior Inspector of Taxes

The generic observations and emerging picture that comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties as research updates prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Inspector of Taxes

- Jobholders should be educated to primary degree level plus practicing certificate or equivalent professional qualification.
- Experience required ranges from 7 years to over 15 years depending on the nature of the job.
- Application of specialist knowledge and skills at a level involving guidance to persons beyond the immediate work area, both internally and externally.
- A diversity of work where precedent is not always available requiring innovation and creativity to resolve problems and make decisions capable of significantly impacting on organisational service to customers.
- Leadership role over a number of teams across a variety of functions with full management responsibility for a number of supervisors/team leaders with key responsibilities and related accountability under legislation for specific areas of tax collection, depending on the nature of the job.
- A strong degree of interactive ability and highly developed interpersonal skills are required in applying their expertise and in negotiations with customers, particularly in contacts with outside advisers and experts.

Taxes Grades – Inspector of Taxes (Higher Grade)

The generic observations and emerging picture that comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material

which was released by the Body to the parties as research updates prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Inspector of Taxes (Higher Grade)

- Jobholders should be educated to primary degree level or equivalent plus practicing certificate or equivalent professional qualification.
- Experience required ranges from 5 to 10 years depending on the nature of the job.
- Application of specialist knowledge and skills with a sound understanding of underlying theory and principles to a level, which permits guidance to others.
- Work is diverse and precedent is not always available, necessitating regular exercise of judgement in problem analysis where innovative solutions may be required for complex issues.
- Depending on the nature of individual jobs, there is a leadership role over a team or small number of teams with responsibility for work allocation, quality and reporting.
- Strong interactive abilities and interpersonal skills are necessary to persuade and influence others through developed skills of communication and diplomacy with, depending on the nature of individual jobs, the application of expertise in negotiations with others, primarily customers and their advisers.

Taxes Grades – Inspector of Taxes

The generic observations and emerging picture that comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties as research updates prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Inspector of Taxes

- As a graduate entry grade, jobholders must be educated to honours primary degree or professional equivalent level.
- Experience required ranges from 3 to 7 years depending on the nature of the job.
- The job requires the application of specialist knowledge and skills with a sound understanding of underlying theory and principles to a level, which permits guidance to others.
- Work is diverse and while policy and procedural guidelines are generally available, precedent may not always cover some cases where innovative solutions may be required.
- There is a leadership role over a team or small number of teams with responsibility for work allocation, quality and reporting depending on the nature of individual jobs.

- Interpersonal and communication skills are required for the regular exchange of information up to senior levels of the organisation combined with a need to persuade and influence others, including external contacts, in some jobs.

Tax Grades – Higher Tax Officer

The generic observations and emerging picture that comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties as research updates prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Higher Tax Officer

- Education to Leaving Certificate or equivalent level, although it is recognised that a degree of graduate recruitment can occur – promotion into the grade is dependent upon successful completion of the Higher Tax Officers' Qualifying Exam (the Barrier Exam).
- Experience required ranges from 3 to 5 years depending on the nature of the job.
- The job requires a sound understanding of underlying theory and principles to a level permitting guidance to others with some application of specialist knowledge and skills.
- Work is varied and while procedural guidelines are generally available, precedent may not always cover some instances where innovation is needed to resolve issues.
- Leadership role over a team or small number of teams with responsibility for work allocation, quality and reporting depending on the nature of individual jobs.
- Interpersonal and communication skills are required for the regular exchange of information up to more senior levels of the organisation combined with a need to persuade and influence others, including external contacts, in some jobs.

Taxes Grades – Tax Officer

The generic observations and emerging picture that comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties as research updates prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Tax Officer

- Jobholders should be educated to a Leaving Certificate or equivalent level.
- Experience required ranges from 3 to 5 years, depending on the nature of the job.

- Jobs require the application of clearly defined procedures, processes and techniques in a work area necessitating an understanding of underlying theory and principles.
- Parameters for the work, which can be varied, are clearly identified and problems are largely similar in nature, resolved by applying previous experience or precedent although initiative may be needed for individual cases.
- Jobholders contribute to team targets, standards and the management of workloads, including the provision of support and coaching to new members.
- There is a necessity to communicate complex information to members of the public in a clear and concise, but sensitive manner – jobholders are also required to exchange information with tax practitioners and advisers.

Engineering Grades – Engineer I

The generic observations and emerging picture that comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties as research updates prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body’s consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Engineer I

- Education to degree level in a relevant engineering discipline and, although not a requirement for the job, Chartered Engineer status (Institution of Engineers in Ireland) may be of benefit for some posts.
- Experience required ranges from 7 to 15 years depending on the nature of the job.
- Jobholders apply specialised engineering knowledge and skills to a level permitting specialist guidance to others beyond the immediate work area, internally as well as externally, that can include expert knowledge used by a range of other organisations.
- Work is very diverse where decision-making, for which precedent is not always available, requires regular exercise of judgement, particularly in new or complex situations necessitating innovation and creativity.
- Leadership role over a number of multi-disciplinary teams across a variety of functions, including full management responsibility for a number of supervisors/team leaders who may be spread over a geographically disparate area, depending on the nature of the job.
- High level of interpersonal and communication skills required in senior-level contacts, both internally and externally, including other professionals and consultants that may involve negotiations and acting as a lead authority, depending on the nature of the job.

Engineering Grades – Engineer II

The generic observations and emerging picture that comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material

which was released by the Body to the parties as research updates prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Engineer II

- Education to degree level in a relevant engineering discipline and, although not a requirement for the job, Chartered Engineer status (Institution of Engineers of Ireland) may be of some benefit for certain posts.
- Experience required ranges from 5 to 7 years depending on the nature of the job.
- A sound understanding of underlying engineering theory and principles is required for jobholders to apply specialised knowledge and skills at a level permitting guidance to others, internally and externally, beyond the immediate work area that may include a range of other organisations.
- Work is diverse and regular exercise of judgement is needed for decision-making, where precedent is not always available, particularly in new or complex situations requiring innovation and a degree of creativity.
- Jobholders exert a leadership role over a number of teams across a variety of functions, involving management responsibility for supervisors/team leaders, depending on the nature of the job.
- The job requires a high level of interpersonal skills to communicate with, and respond to, internal and external contacts including Departments/Offices, consultants, interest groups and the public.

Engineering Grades – Engineer III

The generic observations and emerging picture that comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties as research updates prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Engineer III

- Education to degree level in a relevant engineering discipline.
- Experience required ranges from 3 to 5 years depending on the nature of the job.
- Jobholders need a sound understanding of a variety of engineering techniques and practices in order to apply their knowledge and skills at a level permitting guidance, both internally and externally, on matters affecting the immediate work area.
- Work is varied in nature with some diversity where policy or procedural guidelines are generally available for decision-making and there can be a need to research and interpret information for the resolution of problems that may require a degree of initiative.

- Jobholders contribute to team targets, standards and the management of workloads. Depending on the job, there can be a leadership role over a single multi-disciplinary team with agreement and communication of team targets and standards.
- Interpersonal and communication skills are necessary for jobholders to regularly exchange information up to, and including, senior levels within Departments/Offices with an understanding of the relevant issues combined with tact and diplomacy, particularly with regard to dealing with external contacts.

Technician Grades – Chief Technologist II

The generic observations and emerging picture that comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties as research updates prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Chief Technologist II

- Education to degree level in a relevant discipline or an equivalent qualification is necessary and, while not a requirement,³ membership (Associate level as a minimum) as of the Academy of Medical Laboratory Sciences would be desirable.
- Experience required ranges from 10 to 15 years depending on the nature of the job.
- Jobholders apply specialised scientific knowledge and skills to a level permitting specialist guidance to others beyond the immediate work area, internally as well as externally, that can include expert knowledge used by a range of other organisations.
- Work is very diverse where decision-making, for which precedent is not always available, requires regular exercise of judgement, particularly in new or complex situations necessitating innovation and creativity.
- Leadership role over a number of teams with full management responsibility for supervisors/team leaders involving work allocation, quality, reporting and training.
- High level of interpersonal and communication skills required in senior-level contacts, both internally and externally, including professional staff that may involve a need to persuade and influence others, depending on the nature of the job.

Technician Grades – Senior Laboratory Technician II

The generic observations and emerging picture that comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties as research updates prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

³ As set out in the Factual Information provided by the Department of Finance on behalf of the civil service employers in February of 2001.

Generic Observations – Senior Laboratory Technician II

- Although not a strict requirement,⁴ jobholders should be educated to degree level in a relevant discipline or an equivalent qualification and, while not a necessity, membership (Associate level as a minimum) as of the Academy of Medical Laboratory Sciences would be of benefit in certain posts.
- Experience required ranges from 8 to 10 years depending on the nature of the job.
- Jobholders apply specialised scientific knowledge and skills, based on a sound understanding of underlying theory and principles, to a level permitting specialist guidance, internally as well as externally, to others beyond the immediate work area that may include expert knowledge in a number of posts.
- Work is diverse and regular exercise of judgement is needed for decision-making, where precedent is not always available, particularly in new or complex situations requiring innovation and a degree of creativity.
- Leadership role over a small number of teams with responsibility for work allocation, quality, reporting and training.
- High level of interpersonal and communication skills required for contacts, internal and external, that may be at senior levels including professional staff which involves understanding, tact and diplomacy.

Technician Grades – Senior Laboratory Technician I

The generic observations and emerging picture that comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties as research updates prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Laboratory Technician I

- Although the entry requirement⁵ is a NCEA awarded Certificate in Science (or equivalent qualification), it is considered that a NCEA awarded Diploma in Science (including equivalent) may be generally necessary for the job given that it is needed for promotion from the entry grade into this grade. Education to degree level in a relevant discipline (or equivalent qualification) or Associate membership of the Academy of Medical Laboratory Sciences may be of benefit in some posts, depending on the nature of the job.
- Experience required ranges from 4 to 6 years depending on the nature of the job.
- Jobholders are involved in the application and sound understanding of underlying theory and principles to a level permitting guidance to be given on matters affecting the immediate work area including, for some posts, the application of specialised scientific knowledge and skills, depending on the nature of the job.

⁴ As set out in the Factual Information provided by the Department of Finance on behalf of the civil service employers in February of 2001.

⁵ As set out in the Factual Information provided by the Department of Finance on behalf of the civil service employers in February of 2001.

- Work is varied in nature with some diversity where policy or procedural guidelines are generally available for decision-making, but there can be a need to research and interpret information for the resolution of problems that may require a degree of initiative and innovation, particularly in regard to new or complex situations.
- Supervisory role over a team, agreeing and communicating team targets and standards with responsibility for the co-ordination of the team and its performance and outputs, but some jobs have no supervisory role and jobholders are team members contributing to targets, standards and the management of workloads.
- Good interpersonal and communication skills required for contacts that involve the regular exchange of information up to relatively high levels, internally and externally, involving understanding, tact and diplomacy.

Technician Grades – Laboratory Technician

The generic observations and emerging picture that comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties as research updates prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Laboratory Technician

- Although the entry requirement⁶ is a NCEA awarded Certificate in Science (or equivalent qualification), it is considered that a NCEA awarded Diploma in Science (or equivalent qualification) may be generally necessary for the job given that it is needed for progression beyond the 7th point on the salary scale.
- Experience required ranges from 2 to 4 years depending on the nature of the job.
- The jobs require the application and sound understanding of underlying theory and principles to a level permitting guidance to be given on matters affecting the immediate work area.
- Although the work is largely varied in nature, there is a degree of diversity and policy or procedural guidelines are generally available for decision-making with a necessity to research and interpret information for the resolution of problems that may require some level of initiative.
- Jobholders are team members contributing to targets, standards and the management of workloads while providing support and coaching to new members.
- Well developed interpersonal and communication skills required for contacts that involve the regular exchange of information with others in the organisation and externally to meet routine needs.

⁶ As set out in the Factual Information provided by the Department of Finance on behalf of the civil service employers in February of 2001.

**Generic Job Profiles of
Local Authority Grades**

The Generic Observations for the 22 grades in this category, which were benchmarked by the Body, are dealt with in the following sequence:

- (i) six clerical/administrative grades;
 - Senior Executive Officer
 - Administrative Officer (Grade 7)
 - Senior Staff Officer (Grade 6)
 - Staff Officer (Grade 5)
 - Assistant Staff Officer (Grade 4)
 - Clerical Officer (Grade 3)

- (ii) five engineering grades;
 - Senior Engineer
 - Senior Executive Engineer
 - Executive Engineer
 - Assistant Engineer
 - Graduate Engineer

- (iii) five technician grades;
 - Chief Technician
 - Senior Executive Technician
 - Executive Technician
 - Technician Grade I
 - Technician Grade II

- (iv) five general operative in Dublin City Council grades;
 - General Operative 4
 - General Operative 3
 - General Operative 2
 - General Operative 1
 - General Operative 0

- (v) and fire-fighter grade;
 - Fire-fighter

Clerical Administrative Grades – Senior Executive Officer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Executive Officer

- Jobholders should be educated to primary degree or equivalent level.
- Experience required ranges from 7 years to over 15 years depending on the nature of the job.
- The job often requires the application of specialist or expert knowledge and skills depending on the nature of the actual posts.
- Work is diverse with jobs involved in policy development, analysis of problems and complex casework.
- Leadership role over a number of teams, responsible for work allocation, quality and reporting with management responsibility for a number of supervisors/team leaders in most cases.
- The jobs involve communication skills necessary to persuade and influence at all levels internal to the organisation and externally with individual members of the public, interest groups and other parts of the public service, including contact with elected representatives.

Clerical Administrative Grades – Administrative Officer (Grade 7)

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Administrative Officer (Grade 7)

- Jobholders should be educated to Leaving Certificate or equivalent level, but the demands of the job may require a higher educational standard and it is recognised that some jobholders may have been recruited as graduates into the more junior level of Assistant Staff Officer although Degree level education is not a requirement¹ for the job.
- Experience required ranges from 5 to 7 years depending on the nature of the job.

¹ As set out in information provided by the Local Government Management Services Board in February of 2001.

- The job involves the application and sound understanding of a variety of techniques or practices at a level permitting guidance to be given on matters affecting the immediate work area with some posts involving specialist knowledge or skills and the provision of guidance to external contacts.
- Work is largely diverse with jobs involved in issues such as analysis of problems and relatively complex casework that may require a degree of individual initiative for situations where precedent may not always be available.
- Leadership role varies with the nature of the job held, but it primarily involves responsibilities for work allocation, quality and reporting over a number of teams.
- Well-developed interpersonal and communications skills are necessary for situations where there may be a requirement to persuade and influence others, internally and externally, which may involve negotiations and acting in a lead role, depending on the nature of individual jobs.

Clerical Administrative Grades – Senior Staff Officer (Grade 6)

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Staff Officer (Grade 6)

- Jobholders should be educated to Leaving Certificate or equivalent level, but the demands of the job may require a higher educational standard and it is recognised that some jobholders may have been recruited as graduates into the more junior level of Assistant Staff Officer although Degree level education is not a requirement² for the job.
- Experience required is approximately 5 years, depending on the nature of the job.
- The job involves the application and sound understanding of a variety of techniques or practices at a level permitting guidance to be given on matters affecting the immediate work area.
- Work is quite varied with some diversity where, although policy or procedural guidelines are generally available and the course of action is usually clear, some individual initiative may be required for problem analysis that can be characterised by a need to research and interpret information.
- Leadership role over a small number of teams with responsibilities for work allocation, quality and reporting that depend upon the nature of the job held.
- Well-developed interpersonal and communications skills are necessary for situations where there may be a requirement to persuade and influence others, internally and externally.

² As set out in information provided by the Local Government Management Services Board in February of 2001.

Clerical Administrative Grades – Staff Officer (Grade 5)

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Staff Officer (Grade 5)

- Jobholders should be educated to Leaving Certificate or equivalent level, but it is recognised that some jobholders may have been recruited as graduates into the more junior level of Assistant Staff Officer although Degree level education is not a requirement³ for the job.
- Experience required ranges from 3 to 5 years, depending on the nature of the job.
- Jobholders must understand and apply clearly defined procedures, processes and techniques to issues arising from their workloads with some jobs requiring a sound understanding of a variety of techniques or practices to a level enabling the provision of guidance on matters affecting their immediate work area.
- Work is largely varied with elements of diversity where some individual initiative may be required for problem analysis involving a need to research and interpret information, although policy or procedural guidelines are generally available and the course of action is usually clear.
- Supervisory role over a team, agreeing and communicating team targets and standards with responsibility for co-ordination of the team coupled with its performance and quality of outputs.
- Good interpersonal and communications skills are necessary for situations where there is a regular exchange up to senior levels of an organisation and externally as necessary requiring understanding, tact and diplomacy.

Clerical Administrative Grades – Assistant Staff Officer (Grade 4)

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Assistant Staff Officer (Grade 4)

- Jobholders should be educated to Leaving Certificate or equivalent level, but it is

³ As set out in information provided by the Local Government Management Services Board in February of 2001.

recognised that some jobholders may have been recruited as graduates into the grade although Degree level education is not a requirement⁴ for the job.

- Experience required ranges from 1 to 3 years, depending on the nature of the job and whether or not the jobholder was a direct recruit or promoted into the grade.
- Jobs require the application of clearly defined procedures, processes and techniques in a work area, necessitating an understanding of underlying theory and principles with a greater breadth of knowledge needed for roles dealing directly with the public or work involving complex calculations, statistical information or medical records. A number of posts may require technical knowledge or skills but this depends on the nature of individual jobs.
- Work is largely routine, but with some variety, where parameters are clearly identified and problems are largely similar in nature that are resolved by the application of previous experience or precedent, although initiative may be needed for individual cases of a complex nature or in certain posts that may use technical knowledge or skills.
- Jobholders contribute to team targets, standards and the management of workloads, including the provision of support and coaching to new members. This is particularly true of some work locations where the overall staffing numbers may be relatively small and a large degree of team working is required.
- Good interpersonal and communications skills are required given that jobs may involve dealing with the public, resolving queries and providing guidance on matters that can be complex or of a sensitive nature. There are also regular exchanges of information within different parts of local authorities and, sometimes, other State agencies such as Government Departments/Offices.

Clerical Administrative Grades – Clerical Officer (Grade 3)

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Clerical Officer (Grade 3)

- The educational requirement for entry into the grade⁵ is Leaving Certificate standard, or equivalent level of education, with a knowledge of IT systems and word processing desirable in some areas.
- Experience required generally ranges from around 6 months to 1 year, depending on the nature of a particular job, but it should be noted that the nature of the grade is extremely diverse.
- Jobs require the application of clearly defined procedures, processes and techniques in

⁴ As set out in information provided by the Local Government Management Services Board in February of 2001.

⁵ As set out in information provided by the Local Government Management Services Board in February of 2001.

a work area, necessitating an understanding of underlying theory and principles with a greater breadth of knowledge needed for roles dealing directly with the public or work involving complex calculations, statistical information or loans. A number of posts may require technical knowledge or skills, including the interpretation and application of complex regulations or procedures to individual cases or large amounts of data.

- Parameters for the work of individual jobholders, which can be varied in nature, are clearly identified and problems are largely similar in nature. Judgement in such situations involves the resolution of problems by applying previous experience or precedent, but initiative may be needed for individual cases or in certain posts that may use technical knowledge or skills.
- Jobholders contribute to team targets, standards and the management of workloads, including the provision of support and coaching to new members. This is particularly true of some work locations where the overall staffing numbers may be relatively small and a large degree of team working is required.
- While decision-making is largely routine, the consequences of jobholders' actions impact upon the immediate work area and they can strongly effect members of the public whose initial contact point with a particular part of a local authority is at Clerical Officer on whom they may be reliant for accurate and timely information.
- Good interpersonal and communication skills are required given that jobs frequently involve dealing with members of the public, resolving queries and providing guidance, on matters that can be complex or of a sensitive nature. There are regular exchanges of information within different parts of organisations, other local authorities and, occasionally, other State agencies such as Government Departments/Offices.
- As front-line staff, jobholders may occasionally experience abusive customers when working in areas with a large degree of public contact or those dealing with sensitive issues such as payments, housing waiting lists and the provision of various services.

Engineering Grades – Senior Engineer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Engineer

- Education in engineering to degree level or equivalent professional qualification and, although not a requirement for the job, Chartered Engineer status (Institution of Engineers of Ireland) may be of benefit for some posts.
- Experience required ranges from 8 to 15 years depending on the nature of the job.
- Jobholders apply specialised engineering knowledge and skills to a level permitting specialist guidance to others beyond the immediate work area, internally as well as externally, that may include a degree of expert knowledge used by other organisations.

- Work is very diverse where decision-making, for which precedent is not always available, requires regular exercise of judgement, particularly in new or complex situations necessitating innovation and creativity.
- Leadership role over a number of teams, sometimes multi-disciplinary and across a variety of functions, with full management responsibility for a number of supervisors/team leaders, depending on the nature of the job.
- High level of interpersonal and communication skills required for senior-level contacts, both internally and externally, including other professionals and consultants that may involve negotiations and acting as a lead authority, depending on the nature of the job.

Engineering Grades – Senior Executive Engineer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Executive Engineer

- Education in engineering to degree level or equivalent professional qualification and, while not a job requirement, Chartered Engineer status (Institution of Engineers in Ireland) may be of some benefit for certain posts.
- Experience required ranges from 7 to 10 years depending on the nature of the job.
- Specialised engineering knowledge and skills are applied by jobholders to a level allowing specialist guidance to others beyond the immediate work area, both internally and externally.
- Wide diversity of work ensuring that decision-making, for which precedent is not always available, requires regular exercise of judgement, necessitating a degree of innovation and creativity for technically complex issues or situations not previously encountered.
- There is a leadership role over a team or small number of teams, either directly or through supervisors/team leaders, which may be across a variety of functions with responsibility for work allocation, quality and reporting depending on the nature of individual jobs.
- A strong degree of interpersonal and communication skills are required for contacts, up to high levels in organisations, involving a need to persuade and influence others in negotiations, internally and externally.

Engineering Grades – Executive Engineer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the

Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Executive Engineer

- Education in engineering to degree level or equivalent professional qualification and, while not a requirement of the job, progress toward Chartered Engineer status (Institution of Engineers of Ireland) may be of some benefit for certain posts.
- Experience required ranges from 5 to 7 years depending on the nature of the job.
- The job requires specialised engineering knowledge and skills, based on a sound understanding of underlying theory and principles, which permit guidance to others beyond the immediate work area, both internally and externally.
- Work is quite varied with some diversity where policy or procedural guidelines are generally available for decision-making, but there can be a need to research and interpret information for the resolution of problems of a complex nature or situations not previously encountered that may require a degree of initiative.
- Leadership role over a team or small number of teams with responsibility for work allocation, quality, training and reporting but a number of jobs can have very limited managerial roles and, instead, jobholders act as part of a team with responsibility for their co-ordination and performance.
- Strongly developed interpersonal and communication skills are necessary to regularly exchange information up to, and including, senior levels within their authority with an understanding of the relevant issues combined with tact and diplomacy, particularly with regard to dealing with external contacts which may involve a requirement to persuade and influence.

Engineering Grades – Assistant Engineer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Assistant Engineer

- Education in engineering to degree level or equivalent professional qualification.
- Experience required ranges from 2 to 5 years depending on the nature of the job.
- Jobholders need a sound understanding of a variety of engineering techniques and practices in order to apply their knowledge and skills at a level permitting guidance, both internally and externally, on matters affecting the immediate work area.
- Work is varied in nature with some diversity and problems may require a degree of initiative where there is a need to research and interpret information but policy or procedural guidelines are generally available and the course of action is usually clear.

- Jobholders may operate as a team member, contributing to the achievement of team targets and management of workloads, while some roles have supervisory duties over a single or small number of teams with responsibility for work allocation and reporting, depending on the job.
- Well developed interpersonal and communication skills are necessary to regularly exchange information up to, and including, senior levels within their authority with an understanding of the relevant issues, particularly with regard to external contacts.

Engineering Grades – Graduate Engineer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Graduate Engineer

- Education in engineering to degree level or equivalent professional qualification.
- Experience required ranges from 1 to 3 years depending on the nature of the job.
- A solid understanding of a variety of engineering techniques and practices are required for jobholders to apply their knowledge and skills on matters affecting the immediate work area which may involve external contacts.
- Work is varied in nature with some diversity where policy or procedural guidelines are available for decision-making in situations that the course of action is usually clear, but there may be a need to research resolutions in certain cases.
- Jobholders contribute to team targets, standards and the management of workloads. Depending on the job, there may be an element of occasional supervision of external contractors.
- A good level of interpersonal and communication skills are required to regularly exchange information of a technical, but routine nature, internally and externally.

Technician Grades – Chief Technician

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Chief Technician

- Although the qualifications of office⁶ do not prescribe specific educational attainments (apart from a requirement to have a thorough knowledge of all the technical aspects of local authority work and also deeper knowledge of at least one relevant section of the work) the qualifications do require jobholders to have served as a Technician Grade II (the entry qualification for which is an NCEA Certificate in a relevant discipline), but the demands of the job may require a higher educational standard.
- Experience required is approximately 10 years depending on the nature of the job.
- Jobholders apply specialised knowledge and skills, based on a sound understanding of underlying theory and principles, to a level permitting guidance to others beyond the immediate work area, internally as well as externally.
- Work is very diverse where decision-making, for which precedent is not always available, requires regular exercise of judgement, particularly in new or complex situations necessitating innovation and creativity.
- Leadership role over a team, sometimes several teams, with management responsibility for a number of supervisors/team leaders, depending on the nature of the job.
- High level of interpersonal and communication skills required for senior-level contacts, both internally and externally, including technical or professional staff as well as consultants that may involve negotiations where there may be a need to influence or persuade others, depending on the nature of the job.

Technician Grades – Senior Executive Technician

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Executive Technician

- Although the qualifications of office⁷ do not prescribe specific educational attainments (apart from a requirement to have a thorough knowledge of all the technical aspects of local authority work and also deeper knowledge of at least one relevant section of the work) the qualifications do require jobholders to have served as a Technician Grade II (the entry qualification for which is an NCEA Certificate in a relevant discipline), but the demands of the job may require a higher educational standard.
- Experience required ranges from 7 to 10 years depending on the nature of the job.
- Jobholders apply specialised knowledge and skills to a level permitting guidance to others beyond the immediate work area, internally as well as externally.

⁶ Based on factual information provided by the Department of the Environment and Local Government in February of 2001.

⁷ Based on factual information provided by the Department of the Environment and Local Government in February of 2001.

- Work is largely diverse and decision-making requires regular exercise of judgement for which precedent is not always available, particularly in new or complex situations where a degree of innovation may be needed.
- Supervisory role over a team, agreeing and communicating team targets and standards with responsibility for the co-ordination of the team and its performance and outputs.
- Some posts may have management responsibility for a number of supervisors/team leaders, depending on the nature of the job.
- Well developed interpersonal and communication skills required for senior to high-level contacts, both internally and externally, which may involve technical or professional staff as well as consultants where there may be a need to influence or persuade others, depending on the nature of the job.

Technician Grades – Executive Technician

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Executive Technician

- Jobholders should be educated⁸ to NCEA Diploma level.
- Experience required ranges from 5 to 7 years depending on the nature of the job.
- The jobs require the application and sound understanding of a variety of techniques or practices to a level permitting guidance to be given on matters affecting the immediate work area which may sometimes involve external contacts.
- Work is varied with some diversity with problems requiring some individual initiative to arrive at solutions and there may be a requirement to research and interpret information although policy or procedural guidelines are generally available and the course of action is usually clear.
- Supervisory role over a team, agreeing and communicating team targets and standards with responsibility for the co-ordination of the team and its performance and outputs.
- Well developed interpersonal and communication skills required for contacts which may involve technical or professional staff, including external contacts, depending on the nature of the job.

Technician Grades – Technician Grade I

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of

⁸ Based on factual information provided by the Department of the Environment and Local Government in February of 2001.

the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations -Technician Grade I

- Jobholders should be educated⁹ to NCEA Certificate level in a relevant discipline.
- Experience required ranges from 3 to 5 years depending on the nature of the job.
- Jobholders apply a variety of techniques or practices to a level permitting guidance to be given on matters affecting the immediate work area.
- Work is generally varied with occasional diversity and an element of individual initiative is required to resolve problems which may necessitate researching and interpreting information even though policy or procedural guidelines are available and the course of action is clear.
- As team members, jobholders contribute to team targets, standards and the management of workloads while some jobs may have an element of supervisory duties with the jobholder agreeing and communicating team targets and standards while taking responsibility for the co-ordination of the team, its performance and outputs.
- Good interpersonal and communication skills required for contacts that involve the regular exchange of information with others in the organisation to meet routine needs, including contacts involving technical or professional staff which may be external, depending on the nature of the job.

Technician Grades – Technician Grade II

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Technician Grade II

- Jobholders should be educated¹⁰ to NCEA Certificate level in a relevant discipline.
- Experience required ranges from 1 to 3 years depending on the nature of the job.
- Jobholders apply clearly defined procedures, processes or techniques in the immediate work area.
- Work is largely routine, but with some variety, with clearly identified parameters for

⁹ Based on factual information provided by the Department of the Environment and Local Government in February of 2001.

¹⁰ Based on factual information provided by the Department of the Environment and Local Government in February of 2001.

problems which are generally similar in nature and typically resolved by applying previous experience or precedent.

- As team members, jobholders contribute to team targets, standards and the management of workloads while providing support and coaching to new team members.
- Interpersonal and communication skills required for contacts that involve the regular exchange of information with others in the organisation to meet routine needs.

General Grades – General Operative 4

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – General Operative 4

- Jobholders are not generally required to have any particular academic qualifications to be appointed to the grade. However there are a number of work related qualifications that may apply depending on the particular post, such as a specialised driving licences, training in the use of computers etc. Other occupational training would typically be carried out “on the job” under the coaching and direction of another work colleague e.g. use and reading of water leakage equipment.
- Experience required ranges from a few days to a few months depending on the type of job (refuse collector and leakage control respectively). Supervisors would require longer experience in their particular work discipline.
- Most but not all of the posts involve higher responsibility with the range going from community warden to operations database updating (public lighting). As with other grades however, there are posts where the baseline level of service provision is delivered e.g. gardener, refuse collector. This range of jobs is similar to those of the lower GO groups. Higher levels of posts include those of park warden, estate supervisor etc. where there is responsibility for the running and maintenance of a particular set of resources. There is still a requirement with some posts to work in unfavourable conditions or with hazardous materials e.g. exposed to weather, working at heights and wearing protective clothing.
- Again the work responsibilities relate to a specific Corporation service such as housing maintenance, park maintenance, provision of clean water and removal of refuse. The range of tasks within most posts is more varied and accuracy is required in the delivery of the services.
- Some jobs still require the application of high physical demands on individuals and often involves them working in unfavourable conditions or with hazardous or smelly materials e.g. exposed to weather, handling refuse and wearing protective clothing. There are a significant numbers of jobs that are more office based at this level.
- Work tends to be focussed on a specific activity range such as timekeeping for lighting

paving repairs, updating the lighting database, tax office porter and waterworks caretaker. Within any specific role there are typically a range of straightforward tasks to be undertaken, albeit with some level of accuracy e.g. opening and closing valves to change the flow of water and testing and adding chemicals to ensure water quality.

- Many of these posts are supervisory or involve the post holder taking responsibility for the accurate unsupervised performance of higher level responsibilities. However there are still a significant number where the work is assigned by a supervisor or foreman on a daily basis and all instructions are conveyed by them. Very frequently the post holders work as part of a team and there may also be an informal team leader who will usually be a general operative at a higher grade or more likely one with longer experience.
- The more responsible of the posts would not be assigned to newly appointed GOs as they would typically be placed to work in lower GO groups.
- Jobholders at this level are frequently responsible for management of other resources such as other GOs or waterworks plant, computer records, and machinery that their teams use on jobs. Overall responsibility for resources will fall on the supervisors. The jobs involve the need to communicate with, and respond to, other team members explaining progress, giving and obtaining instructions around the work in hand. Any problems are referred to more senior staff for consideration and decisions. There is more frequent communication with members of the public and it will typically involve responding to basic queries and being on the receiving end of general abuse in relation to the Corporation's services.
- The work may involve a mix of internal or external duties. Where the work is external it will involve inclement weather on occasions and the handling of dirty materials including refuse, sewage etc. Some jobs are however indoors and these sorts of issues are not confronted.

General Grades – General Operative 3

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – General Operative 3

- Jobholders are not generally required to have any particular academic qualifications to be appointed to the grade. However there are a number of work related qualifications that may apply depending on the particular post, such as a driving licence or a training certificate for the competent use of a chainsaw. Other occupational training would typically be carried out "on the job" under the coaching and direction of another work colleague.
- Experience required ranges from a few weeks to a few months depending on the type of job. The supervisors would require more experience in their specific areas of specialism.

- Most but not all of the posts involve higher responsibility with the range going from community warden to street sweeper. The latter range of jobs are similar to those of the lower GO groups. Higher levels of posts include those of storeman where there is responsibility for the accurate receipt and despatch of stores. Other posts such as tidegate staff within the drainage section would have responsibility for the management of water levels. There is still a requirement with some posts to work in unfavourable conditions e.g. exposed to weather, working at heights and wearing protective clothing.
- Again the work is focused on a specific specialism such as housing warden, driving specialised lorries such as street sweepers, pipe laying or street lamp maintenance. The range of tasks is more varied and accuracy is required in the delivery of the services.
- Some of the post holders will be supervisors and will direct other GOs on a daily basis and all instructions are conveyed by them. They will make some decisions but more critical issues will be referred up. Very frequently the post holders work as part of a team and may head it up based on longer experience.
- Typically individuals appointed to this grade would not be new to the GO role as they would be required to understand the full range of activities within the specific roles and would arrange the training of new entrants to lower graded GO posts within their work area.
- Jobholders may be responsible for the supervision of individuals and management of other resources e.g. ordering tarmac or cement loads, materials for repairs, or Corporation vehicles.
- The jobs involve the need to communicate with, and direct other team members explaining progress and giving instructions around the work in hand. Any problems are referred to more senior staff for consideration and decisions. Any queries from members of the public will be passed to them to resolve with more complex issues being referred to more senior staff. Again the communication will involve responding to basic queries and being on the receiving end of general abuse in relation to the Corporation's services.
- Typically most of the work is external and involves inclement weather on occasions. There are fewer positions exposed to the handling of dirty materials including refuse, sewage, etc. Some jobs are however indoors and these sorts of issues are therefore not confronted.

General Grades – General Operative 2

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – General Operative 2

- Jobholders are not generally required to have any particular academic qualifications to be appointed to the grade. However there are a number of work related qualifications

that may apply depending on the particular post, such as lifeguard training, driving licence for vehicles up to 10 tonnes or a training certificate for the competent use of a chainsaw. Other occupational training would typically be carried out “on the job” under the coaching and direction of another work colleague e.g. use of basic survey equipment to take levels.

- Experience required ranges from a day to a few months depending on the type of job.
- The job normally requires the application of high physical demands on individuals and often involves them working in unfavourable conditions e.g. exposed to weather, working with unpleasant materials that could constitute a risk to health and wearing protective clothing.
- As with other GO groups work tends to be focussed on a specific activity range such as paving repairs, road sweeping, refuse collection, porters, lifeguards, housing attendant, pollution control, housing maintenance or library assistant. Within any specific role there are typically a range of straightforward tasks to be undertaken, albeit with some level of accuracy.
- Typically the work is assigned by a supervisor or foreman on a daily basis and all instructions are conveyed by them. Decisions are also left to the foreman. Very frequently the post holders work as part of a team and there may also be an informal team leader who will usually be a general operative at a higher grade or more likely one with longer experience.
- Newly appointed GOs would typically be placed to work with someone more experienced in the role to train the new entrant in the aspects of the job. Appointment to this level would frequently be as a result of a promotion from a lower GO Group but most individuals have been assigned their current grade as a result of the 1997 restructuring.
- Jobholders are not responsible for management of other resources other than the machinery that they use on each job. Other forms of responsibility start to arise at this level for example the lifeguards and leisure attendants will be responsible for the safety of others. Some posts at this level are supervisory but the post holders would still be involved in “hands on” work. The majority of posts are core operatives with some measure of responsibility.
- The jobs involve the need to communicate with, and respond to, other team members explaining progress and obtaining instructions around the work in hand. Any problems are referred to more senior staff for consideration and decisions. Some posts such as porter and library assistant involve more regular communication with members of the public and it will typically involve responding to basic queries. In some instances it will involve being on the receiving end of general abuse in relation to the Corporation’s services.
- Typically there is a greater mix of internal and external work. The latter involves inclement weather on occasions and the handling of dirty materials including refuse, garden refuse, discarded hypodermic syringes etc.

General Grades – General Operative 1

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of

the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – General Operative 1

- Jobholders are not generally required to have any particular academic qualifications to be appointed to the grade. However there are a number of work related qualifications that may apply depending on the particular post, such as a training certificate for the competent use of a chainsaw, driving licences etc. Other occupational training would typically be carried out “on the job” under the coaching and direction of another work colleague.
- Experience required ranges from a day to a few months depending on the type of job.
- The job normally requires the application of high physical demands on individuals and often involves them working in unfavourable conditions e.g. exposed to weather, working at heights and wearing protective clothing.
- Work tends to be focused on a specific activity range such as paving repairs, road sweeping, refuse collection, yardman, waterworks repairman or caretaker. Within any specific role there are typically a range of straightforward tasks to be undertaken, albeit with some level of accuracy.
- The work is assigned by a supervisor or foreman on a daily basis and all instructions are conveyed by them. Decisions are also left to the foreman. Very frequently the post holders work as part of a team and there may also be an informal team leader who will usually be a general operative at a higher grade or more likely one with longer experience.
- Newly appointed GOs would typically be placed to work with someone more experienced in the role to train the new entrant in the aspects of the job.
- Jobholders are not responsible for management of other resources other than the machinery that they use on each job. They may be responsible for the accuracy of measurements or information e.g. traffic census or water leakage monitoring. Some activities may involve the use of specialised equipment. Overall responsibility for resources will fall on the supervisors.
- The jobs involve the need to communicate with, and respond to, other team members explaining progress and obtaining instructions around the work in hand. Any problems are referred to more senior staff for consideration and decisions. There is limited communication with members of the public and it will typically involve responding to basic queries and being on the receiving end of general abuse in relation to the Corporation's services.
- Typically the work is external and involves inclement weather on occasions and the handling of dirty materials including refuse, sewage, discarded hypodermic syringes etc. Some jobs are however indoors and these sorts of issues are not confronted.

General Grades – General Operative 0

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – General Operative 0

- Jobholders are not generally required to have any particular academic qualifications to be appointed to the grade. However there are a number of work related qualifications that may apply depending on the particular post, such as a driving licence for vehicles up to 10 tonnes or a training certificate for the competent use of a chainsaw. Other occupational training would typically be carried out “on the job” under the coaching and direction of another work colleague.
- Experience required ranges from a day to a few months depending on the type of job.
- The job normally requires the application of high physical demands on individuals and often involves them working in unfavourable conditions e.g. exposed to weather, working at heights and wearing protective clothing.
- Work tends to be focussed on a specific activity range such as paving repairs, road sweeping, refuse collection, yardman, waterworks repairman or caretaker. Within any specific role there are typically a range of straightforward tasks to be undertaken, albeit with some level of accuracy.
- The work is assigned by a supervisor or foreman on a daily basis and all instructions are conveyed by them. Decisions are also left to the foreman. Very frequently the post holders work as part of a team and there may also be an informal team leader who will usually be a general operative at a higher grade or more likely one with longer experience.
- Newly appointed GOs would typically be placed to work with someone more experienced in the role to train the new entrant in the aspects of the job.
- Jobholders are not responsible for management of other resources other than the machinery that they use on each job. This can be simply a shovel and bin or may involve more expensive equipment such as vans, generators (typically on hire) etc. Overall responsibility for resources will fall on the supervisors.
- The jobs involve the need to communicate with, and respond to, other team members explaining progress and obtaining instructions around the work in hand. Any problems are referred to more senior staff for consideration and decisions. There is limited communication with members of the public and it will typically involve responding to basic queries and being on the receiving end of general abuse in relation to the Corporation's services.
- Typically the work is external and involves inclement weather on occasions and the handling of dirty materials including refuse, sewage, discarded hypodermic syringes etc. Some jobs are however indoors and these sorts of issues are not confronted.

Fire-fighter Grades – Fire-fighters

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Firefighters

- The minimum entry requirements for a Firefighter are that they must be aged over 18, have good eyesight without contact lenses or spectacles, have a good level of all-round fitness and must take general written and practical tests.
- The physical aspects of the role are necessary because any incident can demand considerable amounts of physical exertion, often in a very focused and concentrated burst. Any failure/inability in this aspect can put the Firefighter, their colleagues and the public at severe risk (including the loss of life).
- The work of a Firefighter requires a considerable amount of experience, under-pinned with a wide range of practical and regular training. The appropriate selection and use of the equipment (type of extinguishing media, hose reels, ladders and extensions) for example, can make a major difference to the outcome of an incident. The experience required ranges from one year to three years.
- Incidents may involve one or more appliance in attendance and there will be a senior officer present on each vehicle. The number of appliances that may attend an incident will depend on the nature of the incident and it can be common for two to attend all but the most trivial of events. An assessment of the incident will be made when the appliance arrives on the scene and additional resources can be summoned appropriate to the nature and scale of the incident. Decisions on how an incident is resolved will typically fall to more senior officers rather than to the individual Firefighters.
- In any such incident the Firefighters are required to work closely as a team and good communication on the facts around the incident are essential for the efficient management of events.
- Some Firefighters also carry the main responsibility for driving to and from incidents as well as functioning within the main aspects of the role.
- In addition to the operational requirement to attend fires, the Firefighter also has a number of other duties to fulfill. These include maintaining their appliances in good order, learning the locations of various water supplies, understanding the locations and layouts of public buildings, researching the operation of automatic alarms/sprinkler systems and helping to spread the message of fire prevention.
- The Firefighters must also be trained in the use of heavy duty cutting equipment, winches etc. when in attendance at road traffic accidents etc.
- Some Firefighters (i.e. those operating in Dublin City) have attended medical training courses and are now qualified to provide emergency medical care in a range of situations e.g. resuscitation, spinal immobilisation and the provision of oxygen. This is particularly significant and relevant during any period when the Fire Service is the first on scene.

Generic Job Profiles of Health Service Grades

Introduction

The Generic Observations for the grades in this category, which were benchmarked by the Body, are dealt with in the following sequence:

- (i) seven clerical/administrative grades;
 - General Manager
 - Grade VIII
 - Grade VII
 - Grade VI
 - Grade V
 - Grade IV
 - Grade III
- (ii) four Public Health Doctor grades;
 - Director of Public Health Medicine
 - Specialist in Public Health Medicine
 - Senior Area Medical Officer
 - Area Medical Officer
- (iii) eleven Nursing grades;
 - Director of Nursing Band I
 - Director of Nursing Band II
 - Director of Nursing Band V
 - Assistant Director of Nursing
 - Principal Nurse Tutor
 - Nurse Tutor
 - Clinical Nurse Manager III
 - Clinical Nurse Manager II
 - Clinician Nurse Manager I
 - Public Health Nurse
 - Staff Nurse
- (iv) four Non-Consultant Doctor grades;
 - Senior Registrar
 - Registrar
 - House Officer
 - Intern

- (v) four Dental grades;
 - Principal Dental Surgeon
 - Senior Administrative Dental Surgeon
 - Senior Clinical Dental Surgeon
 - General Dental Surgeon
- (vi) two House Parent grades;
 - House Parent/Child Care Leader
 - Assistant House Parent/Child Care Worker
- (vii) five Radiographer grades;
 - Superintendent Radiographer III
 - Superintendent Radiographer II
 - Superintendent Radiographer I
 - Senior Radiographer
 - Radiographer
- (viii) one Physiotherapist grade;
 - Physiotherapist-in-Charge III
- (ix) three Speech and Language Therapist grades;
 - Principal Speech and Language Therapist
 - Senior Speech and Language Therapist
 - Speech and Language Therapist
- (x) three Social Worker grades;
 - Principal Social Worker
 - Team Leader/Senior Medical/Single-Handed Social Worker
 - Professionally Qualified/Medical/Psychiatric Social Worker
- (xi) and three Medical Scientist grades
 - Chief Medical Scientist
 - Senior Medical Laboratory Scientist
 - Medical Laboratory Scientist
- (xii) two Ambulance grades
 - Emergency Medical Controller
 - Emergency Medical Technician

Clerical/Administrative Grades – General Manager

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations -General Manager

- Jobholders should be educated to primary degree or equivalent level.
- Experience required ranges from 7 to 10 years depending on the nature of the job.
- The job often requires the application of specialist or expert knowledge and skills depending on the nature of the actual posts.
- Work is highly diverse with jobs involved in the development of strategy, analysis of problems and complex casework.
- Leadership role across a diverse range of functions with responsibility for a substantial multi-disciplinary management and staff team spread over a geographically disparate area of a Health Board.
- The jobs involve the need to communicate in a lead role with, and respond to, people inside and outside the Health Board, including health service providers, interest groups, senior members of other parts of the public service and elected representatives.
- Some respondents reported work pressures and long working hours as a major element in their jobs, issues compounded by manpower shortages and inflexible working arrangements that affected the staff reporting to them.

Clerical/Administrative Grades – Grade VIII

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Grade VIII

- Jobholders should be educated to primary degree or equivalent level.
- Experience required ranges from 5 to 10 years depending on the nature of the job.
- The job often requires the application of specialist or expert knowledge and skills depending on the nature of the actual posts.
- Work is diverse with jobs involved in policy development, analysis of problems and complex casework relating to specific functional posts.
- Leadership role varies with the nature of the job held, but primarily involves responsibilities for work allocation, quality and reporting over a number of teams some of which cover a diverse range of functions.
- The jobs involve the need to communicate in a lead role with, and respond to, people inside and outside the Health Board, including health service providers, interest groups, senior members of other parts of the public service and elected representatives.

Clerical/Administrative Grades – Grade VII

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Grade VII

- Jobholders should be educated to Leaving Certificate or equivalent level, but the demands of the job may require a higher educational standard and it is recognised that some jobholders may have been recruited as graduates into the more junior level of Grade IV although Degree level education is not a requirement¹ for the job.
- Experience required ranges from 5 to 7 years depending on the nature of the job.
- The job involves the application and sound understanding of a variety of techniques or practices at a level permitting guidance to be given on matters affecting the immediate work area with some posts involving specialist knowledge or skills and the provision of guidance to external contacts.
- Work is largely diverse with jobs involved in issues such as analysis of problems and relatively complex casework that may require a degree of individual initiative for situations where precedent may not always be available.
- Leadership role varies with the nature of the job held, but it primarily involves responsibilities for work allocation, quality and reporting over a number of teams.
- Well-developed interpersonal and communications skills are necessary for situations where there may be a requirement to persuade and influence others, internally and externally, which may involve negotiations and acting in a lead role, depending on the nature of individual jobs.

Clerical/Administrative Grades – Grade VI

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Grade VI

- Jobholders should be educated to Leaving Certificate or equivalent level, but the

¹ As set out in the Factual Information provided by the Health Service Employers Agency in February of 2001.

demands of the job may require a higher educational standard and it is recognised that some jobholders may have been recruited as graduates into the more junior level of Grade IV although Degree level education is not a requirement² for the job.

- Experience required is approximately 5 years, depending on the nature of the job.
- The job involves the application and sound understanding of a variety of techniques or practices at a level permitting guidance to be given on matters affecting the immediate work area.
- Work is quite varied with some diversity where, although policy or procedural guidelines are generally available and the course of action is usually clear, some individual initiative may be required for problem analysis that can be characterised by a need to research and interpret information.
- Leadership role over a small number of teams with responsibilities for work allocation, quality and reporting that depend upon the nature of the job held.
- Well-developed interpersonal and communications skills are necessary for situations where there may be a requirement to persuade and influence others, internally and externally.

Clerical/Administrative Grades – Grade V

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Grade V

- Jobholders should be educated to Leaving Certificate or equivalent level, but it is recognised that some jobholders may have been recruited as graduates into the more junior level of Grade IV although Degree level education is not a requirement³ for the job.
- Experience required ranges from 3 to 5 years, depending on the nature of the job.
- Jobholders must understand and apply clearly defined procedures, processes and techniques to issues arising from their workloads with some jobs requiring a sound understanding of a variety of techniques or practices to a level enabling the provision of guidance on matters affecting their immediate work area.
- Work is largely varied with elements of diversity where some individual initiative may be required for problem analysis involving a need to research and interpret information, although policy or procedural guidelines are generally available and the course of action is usually clear.

² As set out in the Factual Information provided by the Health Service Employers Agency in February of 2001.

³ As set out in the Factual Information provided by the Health Service Employers Agency in February of 2001.

- Supervisory role over a team, agreeing and communicating team targets and standards with responsibility for co-ordination of the team coupled with its performance and quality of outputs.
- Good interpersonal and communications skills are necessary for situations where there is a regular exchange up to senior levels of an organisation and externally as necessary requiring understanding, tact and diplomacy.

Clerical/Administrative Grades – Grade IV

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Grade IV

- Jobholders should be educated to Leaving Certificate or equivalent level, but it is recognised that some jobholders may have been recruited as graduates into the grade although Degree level education is not a requirement⁴ for the job.
- Experience required ranges from 1 to 3 years, depending on the nature of the job and whether or not the jobholder was a direct recruit or promoted into the grade.
- Jobs require the application of clearly defined procedures, processes and techniques in a work area, necessitating an understanding of underlying theory and principles with a greater breadth of knowledge needed for roles dealing directly with the public or work involving complex calculations, statistical information or medical records. A number of posts may require technical knowledge or skills but this depends on the nature of individual jobs.
- Work is largely routine, but with some variety, where parameters are clearly identified and problems are largely similar in nature that are resolved by the application of previous experience or precedent, although initiative may be needed for individual cases of a complex nature or in certain posts that may use technical knowledge or skills.
- Jobholders contribute to team targets, standards and the management of workloads, including the provision of support and coaching to new members. This is particularly true of some work locations where the overall staffing numbers may be relatively small and a large degree of team working is required.
- Good interpersonal and communications skills are required given that jobs may involve dealing with the public, resolving queries and providing guidance on matters that can be complex or of a sensitive nature. There are also regular exchanges of information within different parts of health service organisations and, sometimes, other State agencies such as Government Departments/Offices.

⁴ As set out in the Factual Information provided by the Health Service Employers Agency in February of 2001.

Clerical/Administrative Grades – Clerical Officer Grade III

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Clerical Officer Grade III

- Although the educational requirement for entry into the grade⁵ is Junior Certificate, it is recognised that most jobholders hold a Leaving Certificate standard or equivalent level of education with a knowledge of IT systems and word processing desirable in some areas.
- Experience required generally ranges from around 6 months to 1 year, depending on the nature of a particular job, but it should be noted that the nature of the grade is extremely diverse.
- Jobs require the application of clearly defined procedures, processes and techniques in a work area, necessitating an understanding of underlying theory and principles with a greater breadth of knowledge needed for roles dealing directly with the public or work involving complex calculations, statistical information or medical records. A number of posts may require technical knowledge or skills, including the interpretation and application of complex regulations or procedures to individual cases or large amounts of data.
- Parameters for the work of individual jobholders, which can be varied in nature, are clearly identified and problems are largely similar in nature. Judgement in such situations involves the resolution of problems by applying previous experience or precedent, but initiative may be needed for individual cases or in certain posts that may use technical knowledge or skills.
- Jobholders contribute to team targets, standards and the management of workloads, including the provision of support and coaching to new members. This is particularly true of some work locations where the overall staffing numbers may be relatively small and a large degree of team working is required.
- While decision-making is largely routine, the consequences of jobholders' actions impact upon the immediate work area and they can strongly effect members of the public whose initial contact point with a particular part of the health service is at Grade III level on whom they may be reliant for accurate and timely information.
- Good interpersonal and communication skills are required given that jobs frequently involve dealing with members of the public, resolving queries and providing guidance, on matters that can be complex or of a sensitive nature. There are regular exchanges of information within different parts of health service organisations and, occasionally, other State agencies such as Government Departments/Offices.

⁵ As set out in the Factual Information provided by the Health Service Employers Agency in February of 2001.

- As front-line staff, jobholders may occasionally experience abusive customers when working in areas with a large degree of public contact, those dealing with sensitive issues (payments, waiting lists or the provision of service) or emotional situations (accident and emergency areas, social work or victims of abuse).

Public Health Doctor Grades – Director of Public Health Medicine

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Director of Public Health Medicine

- Jobholders should be registered medical practitioners on the General Register of Medical Practitioners and hold a Membership of Public Health Medicine of the Royal College of Physicians of Ireland or equivalent qualification.
- Experience required to achieve a satisfactory standard in the job is around 15 years.
- The jobholder is a source of high level professional and technical expertise.
- A combination of strategic management and specialist skills are required to deal with the complexity and diversity of the issues the jobholder has to address.
- The jobholder is required to manage the Department and to lead various multidisciplinary groups at regional and some times at national level.
- The Director of Public Health reports directly to the Chief Executive Officer. As part of top management the contribution of the jobholder has a significant impact on the health services provided in the region.
- The post requires high levels of influencing skills both internally within the organisation and externally in the public environment.
- Jobholders indicated that by its very nature public health is sometimes the focus of sensitive emotionally charged issues.
- In some instances the role requires extensive travel.

Public Health Doctor Grades – Specialist in Public Health Medicine

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Specialist in Public Health Medicine

- Jobholders should be registered medical practitioners on the General Register of Medical Practitioners.
- Experience ranging from 7 to 10 years.
- The Public Health Specialist is a recognised expert in Public Health Medicine.
- Problems encountered are diverse and may be without precedent.
- The Specialist in Public Health is responsible for the co-ordination and leadership of a variety of project teams.
- The jobholder is required to provide advice to a senior level and decisions have an impact on the performance of the Public Health function.
- Strong interpersonal and communication skills required to negotiate with others and to translate concepts or strategies.
- A significant number of respondents reported that representing their Organisation to the Media can be unpleasant and pressured.

Public Health Doctor Grades – Senior Area Medical Officer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Area Medical Officer

- Jobholders should be registered medical practitioners on the General Register of Medical Practitioners with at least 3 years satisfactory experience in the medical profession.
- In addition the jobholder is required to hold a degree or diploma in any of the following Public Health, Child Health, Paediatrics or diseases of children.

OR

Have at least six months satisfactory experience as house surgeon or house physician or resident medical officer in a children's hospital or in a children's department of a general medical and/or surgical hospital or an aggregate of at least 6 months such experience.

OR

Have had adequate experience of training in one of the following; diseases of infants and children, a child welfare service, or adequate experience in public health.⁶

⁶ Factual data supplied to PSBB

- Experience required to achieve a satisfactory standard in the job is between 7 to 10 years.
- The Senior Area Medical Officer is required to provide training and guidance to members of the area medical team and to provide advice to other health and associated professionals in the community.
- Regular exercise of judgement is required to co-ordinate and implement a broad range and variety of activities and to deal with problems escalated from subordinates that may be without precedent.
- The Senior Area Medical Officer reports to the General Manager, Community Care and leads a team(s) of Area Medical Officers.
- The jobholder is responsible to make decisions that impact directly on the community medical services provided in the area.
- Requirement to persuade and influence others through developed skills of communication and diplomacy at all levels and externally.
- There may be occasional exposure to unpleasant surroundings or hazardous conditions, these can include exposure to environmental hazards such as pollution, and clinical hazards such as infectious diseases.

Public Health Doctor Grades – Area Medical Officer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Area Medical Officer

- Jobholders should be registered medical practitioners on the General Register of Medical Practitioners with at least 3 years satisfactory experience in the medical profession.
- In addition the jobholder is required to hold a degree or diploma in any of the following Public Health, Child Health, Paediatrics or diseases of children.

OR

Have at least six months satisfactory experience as house surgeon or house physician or resident medical officer in a children's hospital or in a children's department of a general medical and/or surgical hospital or an aggregate of at least 6 months such experience.

OR

Have had adequate experience of training in one of the following; diseases of infants and children, a child welfare service, or adequate experience in public health.⁷

⁷ Factual data supplied to PSBB

- Experience required to achieve a satisfactory standard in the job is between 5 to 7 years.
- The Area Medical Officer is required to apply specialised knowledge and skills to the conduct of community care and public health services on a group and/or individual patient basis.
- Flexibility and co-ordination required to work across a number of care groups in a the effective implementation of a wide variety of community care and public health initiatives.
- The Area Medical Officer Reports to the Senior Area Medical Officer and contributes to a variety of multi-disciplinary teams.
- Decisions have a direct impact on the quality of service and the experience of individual or groups of patients included in community care and public health programmes.
- Strong communications and interpersonal skills required including understanding, tact and diplomacy.
- There may be occasional exposure to unpleasant surroundings or hazardous conditions.
- A significant number of Area Medical Officers reported exposure to verbal and occasional physical abuse from frustrated patients.

Nursing Grades – Director of Nursing Band I, II & V

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Director of Nursing Bands I, II & V

- Job Holders should be educated to post-graduate Masters degree level and hold a Nursing Degree and Practising Certificate from An Bord Altranais.
- Experience required ranges from 10 to 15 years.
- The job requires the application of expert knowledge and skills at a strategic level in terms of Project Management, Policy Development, Planning and Auditing, Patient Care and Human Resources Management issues such as Manpower Planning and Staff Development.
- Work is highly diverse requiring the job holder to deal with a range of complex operational issues such as Industrial Relations, Policy Development, Patient Care, Employee Relations and Resource Management.
- The Director of Nursing plays a strategic leadership role for the nursing profession within their hospital by directing and developing nursing services.
- The Director of Nursing role requires the ability to communicate in a lead role with the Hospital Board and CEO/Programme Manager. The job holder will be required to

influence and negotiate with Nursing Staff, Medical Staff, and other Health Professionals, Clerical Staff, Patients and Relatives.

- The Director of Nursing participates in the setting of objectives and the development of service plans. In this capacity the job holder is responsible for the recruitment and retention of appropriate staff, the development of new nursing services and discontinuation of old services, the development of hospital strategies and the improvement of facilities within budgets.
- Some respondents reported constant work pressures and long working hours as a major element in their jobs.

Nursing Grades – Assistant Director of Nursing

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Assistant Director of Nursing

- Jobholders are educated to post-graduate Masters degree level and are required to hold a Nursing Degree and Practising Certificate from An Bord Altranais.
- Experience required ranges from 7 to 10 years.
- Specialist knowledge of specific nursing area(s) and highly developed skills in people management and development, financial planning and service development and delivery are required.
- The Assistant Director of Nursing needs to fully comprehend the strategic influence of their respective area of operation, within the overall organisational context.
- Problems are usually diverse as job holders are required to deal with day to day operational issues as well as more complex interpersonal, resource and service issues.
- The jobholder is to required play a 'leadership' role over several nursing teams.
- On occasion the jobholder is required to deputise for the Director of Nursing.
- The jobholder is responsible for an allocated area in terms of service and financial planning, resource management, standards of care and service delivery, and personnel management.
- High levels of influencing and negotiating skills are required by job holders in communications with ward staff, personnel, security, support services, other medical and health professionals, patients, relatives and higher management.
- Some respondents reported constant work pressures and long working hours as a major element in their jobs.

Nursing Grades – Principal Nurse Tutor

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Principal Nurse Tutor

- Principal Nurse Tutors are required to be registered nurses with varied nursing experience and further professional studies. Principal Nurse Tutors are required to have a post-graduate masters degree as specified by An Bord Altranais, and to be registered on the register of Nurse Tutors maintained by An Bord Altranais.
- 7-10 years is required in order to gain sufficient experience to develop teaching strategies and to have gained experience in management skills.
- Principal Nurse Tutors require specialist knowledge of clinical and teaching skills, as an expert providing advice on nursing education and practice at local and national level.
- The role of the Principal Nurse Tutor involves a diverse range of potentially complex issues including developing appropriate policies, updating curriculum with research and evidence based practice, securing resources for the programmes and managing the human resource issues and administrative requirements of the programme.
- The Principal Nurse Tutor is responsible for the allocation and utilisation of resources for nursing programmes which impact upon the quality of learning for students and the development of the nursing profession.
- The Principal Nurse Tutor liaises with a large number of different bodies, including students, in an advisory, teaching and guidance capacity, with nurse tutors and other principal nurse tutors in the planning and evaluating of services, with clinical staff in co-ordinating and assessing clinical placements, with third level institutions in planning and co-ordinating programmes, with An Bord Altranais in terms of the regulation of the profession and with the Director of Nursing in relation to the overall management of the School of Nursing.
- The Principal Nurse Tutor requires normal levels of co-ordination and physical skills as they are not involved with clinical practice.
- The Principal Nurse Tutor works in an office and classroom environment with little exposure to hazards, but with occasional exposure to emotional situations such as dealing with students' personal problems.

Nursing Grades – Nurse Tutor

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the

research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Nurse Tutor

- Nurse tutors are required to be registered nurses with varied nursing experience and further professional studies. An Bord Altranais have specified that all Nurse Tutors will require a Masters Degree in order to become a Registered Nurse Tutor.
- Job holders stated that 5-7 years is required in order to gain sufficient experience to develop teaching strategies and to have gained experience in nursing practices and in the supervision of junior staff which is a requirement of the role.
- Nurse Tutors requires specialist knowledge of best practice clinical and teaching skills to impart knowledge to both undergraduate students and qualified nurses.
- Nurse Tutors are required to devise teaching strategies to accommodate to the learning needs of a diverse range of students. There is also a requirement to adapt to the unprecedented demands arising from the changing environment of nursing, particularly nurse education, and Nurse Tutors are also required to deliver on a constantly updated nursing curriculum in line with the requirements stipulated by An Bord Altranais.
- The Nurse Tutor works in partnership with third level institutions and with clinical teams within hospitals.
- The Nurse Tutor is responsible for ensuring the quality of the educational programme and clinical practice and play an integral role in terms of identifying, planning, developing and assessing modules and courses for nursing programmes.
- The Nurse Tutor liaises with a large number of different bodies including students in an advisory, teaching and guidance capacity, with other nurse tutors and principals nurse tutors in the planning and evaluating of services, with clinical staff in co-ordinating and assessing clinical placements, with third level institutions in planning and co-ordinating programmes and with An Bord Altranais in terms of the regulation of the profession.
- The Nurse Tutor requires normal levels of co-ordination and physical skills as they are not involved with clinical practice.
- The Nurse Tutor works in an office and classroom environment with little exposure to hazards but with occasional exposure to emotional situations such as dealing with student's personal problems.

Nursing Grades – Clinical Nurse Manager III

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Clinical Nurse Manager III

- Jobholders require a Nursing Degree and Practising Certificate from An Bord Altranais. In practice, most Clinical Nurse Managers III will have a post-graduate qualification in a specialist area of nursing and a management qualification.
- Experience required ranges from 7 to 10 years.
- There is a requirement for specialist knowledge and high level skills particularly in terms of team management, clinical practice, leadership, planning and evaluating.
- Problems are usually diverse as job holders are required to deal with a variety of day-to-day operational issues such as resource allocation, staff management and patient management.
- The CNM III leads a number of nursing teams, which may be comprised of CNM II's and CNM I's, Staff Nurses and Care Attendants.
- The Out-of-Hours Nursing Managers and Night Superintendents have sole management responsibility for the hospital nursing staff at night and 'out of hours'.
- The CNM III is responsible for planning and managing the resources within their allocated area and for co-ordinating resources to ensure that they are utilised effectively.
- Negotiation and influencing skills are required in communications with multidisciplinary teams from across the hospital and in communicating with patients and their relatives.
- The CNM III is occasionally exposed to hazardous conditions such as exposure to disease, to injury from sharp objects and to occasional instances of violence.
- High levels of dexterity are required for some clinical procedures.
- Job holders reported spending long hours on their feet, often lifting patients and equipment and working in potentially hazardous conditions.

Nursing Grades – Clinical Nurse Manager II

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Clinical Nurse Manager II

- Jobholders require a Nursing Degree and Practising Certificate from An Bord Altranais. The Commission on Nursing report states that all first line Clinical Nursing Managers should have management training⁸
- Experience required ranges from 5 to 7 years.

⁸ Report of the Commission on Nursing – *A Blueprint for the Future* Dublin (1998)

- Clinical experience and associated analytical skills are required for patient care and to deal with problems referred from subordinates that may be without precedent.
- The CNM II leads a number of teams comprising of CNM I's, Staff Nurses and Care Attendants.
- The CNM II is responsible for managing the resources within the ward/unit and for advising senior management regarding skill mix and staffing level requirements while also co-ordinating patient care.
- The CNM II plays a central role is drawing together the multi-disciplinary input, that is a feature of patient care.
- Negotiation and influencing skills are required in communications with multi-disciplinary teams from across a number of specialities. The CNM II is required to provide precise, detailed and analytical reports on patients' state of health, as required.
- The CNM II is occasionally exposed to hazardous conditions such as exposure to disease, to injury from sharp objects and to occasional instances of violence.
- High levels of dexterity are required for some clinical procedures.
- Job holders reported spending long hours on their feet, often lifting patients and equipment and working in potentially hazardous conditions.

Nursing Grades – Clinical Nurse Manager I

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Clinical Nurse Manager I

- Jobholders require a Nursing Degree and Practising Certificate from An Bord Altranais. The Report of the Commission on Nursing states that all first line Clinical Nursing Managers should have management training⁹.
- Experience required ranges from 3 to 5 years.
- A wide variety of skills such as communication, supervision, research, management and co-ordination are required to meet the clinical, supervisory and administrative aspects of the role.

⁹ Report of the Commission on Nursing– *A Blueprint for the Future* Dublin (1998)

- Standards and precedent will exist in most situations but the job holder must be able to trouble shoot and minimise conflict and disruptions.
- The CNM I will supervise a team of staff nurses and care attendants, they will take full responsibility for the ward in the absence of the CNM II.
- The CNM I is responsible for the provision and use of services within their team on a day to day basis.
- The CNM I requires good communication skills in order to lead and influence a team of staff nurses and care attendants and to coach and mentor junior and student staff. The focus of CNM I communication will be on co-ordinating patient care and liaising with other members of the multi-disciplinary care team.
- The CNM I is frequently exposed to hazardous conditions such as exposure to disease, to injury from sharp objects and to occasional instances of violence.
- High levels of dexterity are required for some clinical procedures.
- Job holders reported spending long hours on their feet, often lifting patients and equipment and working in potentially hazardous conditions.

Nursing Grades – Public Health Nurse

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Public Health Nurse

- Jobholders require a Nursing Degree and Practising Certificate from An Bord Altranais, a post-graduate qualification in midwifery, a Higher Diploma in Public Health Nursing and registration on the Public Health Nurses register of An Bord Altranais.
- Job holders stated that 5-7 years is required in order to gain experience in the full range of areas within the Public Health remit.
- Public Health Nurses require high levels of academic achievement combined with clinical experience in general nursing and midwifery. In addition job holders require knowledge of epidemiology, infectious diseases, child development, care of the elderly and health promotion as well as having administrative, management and interpersonal skills.
- As the Public Health Nurse practices on a day-to-day basis largely in isolation, clinical experience and associated analytical skills are required for patient care and to deal with emergencies that may be without precedent. The Public Health Nurse practices in a multidisciplinary environment, liaising with and advising a number of different professionals including; palliative care nurses, home helps, community general nurses, occupational therapists, speech therapists, psychiatric services, voluntary agencies, social workers and a number of others including the Gardai, Social Services, Clergy members, GP's and Youth Organisations.

- The Public Health Nurse is responsible for assessing the level of nursing care need and prioritising resources accordingly, within their designated area.
- The Public Health Nurse requires high levels of communication and influencing skills in order to empower clients to cope with difficult physical and emotional health needs, to liaise with professionals from a variety of disciplines and to counsel and support vulnerable people from every part of society.
- The Public Health Nurses work in isolation often in remote areas, this can involve a lot of travelling and working in potentially stressful or dangerous conditions without the support of colleagues.

Nursing Grades – Staff Nurse

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Staff Nurse

- Jobholders require a Nursing Degree and Practising Certificate from An Bord Altranais. In the case of Midwives and Sick Children's Nursing a further post registration qualification would be required.
- Job holders stated that 1 to 3 years would be required to reach proficiency in the role.
- Staff nurses and midwives require excellent clinical skills in the management of patient care and excellent communication skills in dealing with patients, relatives, other disciplines and coaching junior staff.
- Standards and precedent usually exist but the job holder must be able to trouble shoot and minimise conflict and disruptions.
- The decisions made by the staff nurse are largely clinically based, in line with the patient-care plan and in accordance with set codes of practice. These decisions impact upon the safety, comfort, health and well being of patients.
- The Staff Nurse requires excellent communication skills in order to coach junior staff, to communicate difficult news to patients and relatives and to participate in a multi-disciplinary team.
- The Staff Nurse is frequently exposed to hazardous conditions such as exposure to disease, to injury from sharp objects and to occasional instances of violence.
- High levels of dexterity are required for some clinical procedures.
- Job holders reported spending long hours on their feet, often lifting patients and equipment and working in potentially hazardous conditions.

Non-Consultant Hospital Doctor Grades – Senior Registrar

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Registrar

- Jobholders should be registered medical practitioners on the General Register of Medical Practitioners and hold a 'designated post in a scheme of higher professional training approved by Comhairle na nOspideal'¹⁰.
- Experience required ranges from 5 years to over 15 years depending on the nature of the job.
- The Senior/Specialist Registrar is required to apply specialised knowledge and skills and to provide a high level of patient care.
- The Senior/Specialist Registrar is involved in the teaching of postgraduate doctors, nurses and other health professionals.
- Management skills are required where there is a role in the planning of services, the allocation of resources and the management of teams.
- Clinical experience and associated analytical skills are required for complex patient care and to deal with problems referred by subordinates that may be without precedent.
- The jobholder may conduct advanced research in a specialised area of medicine.
- The Senior/Specialist Registrar reports directly to a Consultant and supervises the work of a team(s) of Registrar(s), House Officers and Interns.
- The Senior/Specialist Registrar is required to provide specialist advice to a higher level.
- The Registrar liaises with multidisciplinary teams, general practitioners, allied professional and senior medical personnel. The job requires strong interpersonal skills to deal with patients and relatives.
- A significant number of respondents reported exposure to unpleasant surroundings, hazardous conditions and to verbal abuse/emotionally charged situations.
- A significant number of respondents cited long working hours as a major element in their jobs.

Non-Consultant Hospital Doctor Grades – Registrar

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released

¹⁰ Factual data supplied to PSBB.

by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Registrar

- Jobholders should be registered medical practitioners on the General Register of Medical Practitioners.¹¹
- The experience required to perform the job to a satisfactory standard ranges from 5 to 7 years.
- The Registrar is required to apply specialised knowledge and skills to the conduct of patient care and the guidance of others on the medical team and other multidisciplinary groups.
- Organisational skills are required to work across and balance a range and variety of activities.
- Clinical experience and associated analytical skills are required for patient care and to deal with problems referred from subordinates that may be without precedent.
- The Registrar reports directly to a Consultant and/or a Senior Registrar (depending on the size of hospital) and supervises the work of a team of House Officers and Interns.
- Day-to-day decisions have a direct impact on the performance of the medical team and the implementation and quality of patient care for patients treated by the medical team.
- The Registrar liaises with multidisciplinary teams, general practitioners, allied professional and senior medical personnel. The job requires strong interpersonal skills to deal with patients and relatives.
- A significant number of respondents reported exposure to unpleasant surroundings, hazardous conditions and to verbal abuse/emotionally charged situations. A significant number of respondents cited long working hours as a major element in their jobs.

Non-Consultant Hospital Doctor Grades – House Officer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

¹¹ Factual data supplied to PSBB.

Generic Observations – House Officer

- Jobholders should be registered medical practitioners on the General Register of Medical Practitioners.¹²
- The grade facilitates further general professional and initial specialist training which are required in order for a doctor to practice in Ireland. Experience required ranges from 1 to 3 years to perform the job to a satisfactory standard.
- The jobholder is required to apply general professional knowledge and experience to the diagnosis and treatment of patients under the direction of senior medical staff and to provide guidance to Interns and nursing staff.
- Flexibility and co-ordination skills are required to work across and balance a range of activities.
- Clinical experience and associated analytical skills are required.
- The House Officer is a member of a medical team working under the direction of a Consultant.
- Reporting to the Registrar, and/or to a Consultant as appropriate, the House Officer is required to provide leadership to the Interns and medical undergraduates.
- Day-to-day decisions have a direct impact on the implementation and quality of patient care.
- A significant number of respondents reported exposure to unpleasant surroundings, hazardous conditions and to verbal abuse/emotionally charged situations.
- A significant number of respondents cited long working hours as a major element in their jobs.

Non-Consultant Hospital Doctor Grades – Intern

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Intern

- Jobholders should be educated to primary degree level with a recognised medical qualification and provisionally registered with the General Registrar of Medical Practitioners.¹³
- An Intern spends one year gaining experience in both surgical and medical environments.
- The jobholder is undertaking training and the knowledge acquired during the internship

¹² Factual data supplied to PSBB.

¹³ Factual data supplied to PSBB.

is applied to routine medical and service support duties with clear guidance and procedures available.

- Problems are generally routine and part of a learning process where precedent, procedures and guidance are available.
- The Intern is the junior member of a medical team and required to carry out the instructions of House Officer or other Senior medical personnel.
- Decisions are largely related to routine medical care of assigned ward patients. A House Officer, other medical personnel or nursing staff are available to provide guidance.
- The Intern requires communication skills to interact with patients and in passing of patient or service support information to others on the medical team.
- A significant number of respondents reported long working hours as a major element in their jobs.

Dental Grades – Principal Dental Surgeon

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Principal Dental Surgeon

- As a minimum job holders should be qualified dentists, with either a BDS/B Dent Sc or equivalent and be registered to practice in Ireland with the Statutory Body (the Dental Council).¹⁴ Job Holders identified a requirement for a Post Graduate qualification in any of the following areas: Business Administration, Management, Information Technology or Public Administration.¹⁵
- The Dental Council state that at least 5 years experience in the practice of community or hospital dentistry is required. Analysts consider that up to 10 years experience would be required.
- The job requires the application of expert knowledge and skills at a strategic level in order to plan, develop and evaluate the dental services at regional level.
- Problems are varied in nature and highly diverse ranging from strategic issues such as service planning and dental health promotion to more operational matters such as personnel issues and patient complaints.
- The Principal Dental Surgeon – P&E leads a number of dental teams within their region comprising of Senior Administrative Dental Surgeons, Senior Clinical Dental Surgeons, General Dental Surgeons, Dental Hygienists , Dental Surgery Assistants and Dental Nurses.

¹⁴ Factual data presented to PSBB.

¹⁵ An analysis of the aggregate sample of job evaluation questionnaires submitted to the Consultants

- The Principal Dental Surgeon-P&E reports to the Assistant Chief Executive Officer and is responsible for the evaluation and development of dental services within their region. This involves prioritising and targeting user groups, preparing budgetary requirements and formulating strategies and policies at both regional and national level.
- Communications are at a high level and extremely developed interpersonal skills are required in order to influence and negotiate with a number of bodies including the Irish Dental Council, government departments, medical insurers, individual patients, solicitors, senior management of the health board, trade unions and public representatives.
- The job holder is occasionally required to practice highly intricate clinical procedures.
- The job holder may occasionally be exposed to a number of occupational hazards such as sharp objects, needles, exposure to blood, mercury, difficult patients and also high risk patients e.g. Hepatitis B, HIV positive.

Dental Grades – Senior Administrative Dental Surgeon

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Administrative Dental Surgeon

- Job Holders require a BDS/B Dent Sc or equivalent and registration to practice in Ireland with the Statutory Body (the Dental Council).¹⁶ In practice most job holders will have a post graduate qualification in any of the following; Management, Dental Public Health, Health Care Management or Information Technology.¹⁷
- The requirement as set out by the Dental Council is for 3 years satisfactory experience in community or hospital practice. Analysts consider that 5 years experience is required to conduct the role in a proficient manner.
- The Senior Administrative Dental Surgeon is required to have excellent clinical skills in order to advise other dental and medical practitioners. The job holder is also required to have administrative and management skills and a knowledge of Personnel, Health Promotion and Public Health.
- Problems vary widely and are often complex for example health and safety issues (e.g. radiation), the administration of personnel issues and information queries (e.g. parliamentary questions).
- The Senior Administrative Dental Surgeon manages a team of General Dental Surgeons, Dental Nurses, Dental Hygienists and auxiliary staff.
- The Senior Administrative Dental Surgeon is required to have highly developed

¹⁶ Factual Data presented to the PSBB.

¹⁷ An analysis of the aggregate sample of job evaluation questionnaires submitted to the Consultants.

communication skills to educate, motivate, influence and persuade a wide variety of bodies including; the Irish Dental Council, health board management, the Department of Health & Children, other health professionals, trade unions, the media, teaching hospitals, other staff and patients.

- The Job Holder has full responsibility for the day to day management of Dental Services within a defined Community Care/Dental area and in the absence of the Principal Dental Surgeon will act as deputy.
- The job is physically challenging, as there is a requirement to stand or sit in an awkward position while tending to some clients. Some patients may require help getting in and out of the chair. Procedures such as tooth extractions often require physical strength.
- Very high levels of dexterity are required for procedures such as fillings, root canal work, removing lesions on lips or tongue, extractions and giving injections.
- There is occasional exposure to occupational hazards such as sharp objects, needles, exposure to blood, mercury, difficult patients and high risk patients e.g. Hepatitis B, HIV positive.

Dental Grades – Senior Clinical Dental Surgeon

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Clinical Dental Surgeon

- Job Holders require a BDS/B Dent Sc or equivalent and registration to practice in Ireland with the Statutory Body (the Dental Council).¹⁸ In practice most job holders will have a post graduate qualification in a specialist area In practice most job holders will have a post graduate qualification in any of the following; Management, Public Health, Health Care Management or Paediatric Dentistry.¹⁹
- The requirement as set out by the Dental Council is for 3 years satisfactory experience in community or hospital practice. Analysts consider that 5 years experience is required to conduct the role in a proficient manner.
- The Senior Clinical Dental Surgeon is required to apply specialist clinical skills and knowledge to the treatment of patients with special needs and to guide and advice others on the dental team and other multidisciplinary groups.
- Clinical experience and associated analytical skills are required for complex patient care and to deal with problems such as emergency trauma, patients with multiple injuries involving other disciplines or patients with rare medical conditions.

¹⁸ Factual Data presented to the PSBB.

¹⁹ An analysis of the aggregate sample of job evaluation questionnaires submitted to the Consultants.

- The Senior Administrative Dental Surgeon supervises the General Dental Surgeons, Dental Nurses, Dental Hygienists, Dental Surgery Assistants and Dental Students.
- The Senior Clinical Dental Surgeon is responsible for the planning, auditing and setting of goals within their own area such as the prioritisation of groups of patients, the development of treatment plans and also for developing strategies for targeting special needs groups.
- As the Senior Clinical Dental Surgeon works with children and special needs adults, highly skilled communications are required in order to influence, negotiate, reassure and relate to clients.
- The Senior Clinical Dental Surgeon requires excellent communication skills in liaising with other disciplines and supervising the dental team.
- The job is physically challenging, as there is a requirement to stand or sit in an awkward position while tending to some clients. Some patients may require help getting in and out of the chair. Procedures such as tooth extractions require physical strength.
- Very high levels of dexterity are required for procedures such as fillings, root canal work, removing lesions on lips or tongue, extractions and giving injections.
- There is frequent exposure to occupational hazards such as sharp objects, needles, exposure to blood, mercury, difficult patients and also high risk patients e.g. Hepatitis B, HIV positive.

Dental Grades – General Dental Surgeon

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – General Dental Surgeon

- The basic requirements are a BDS/B Dent Sc or equivalent and registration to practice in Ireland with the Statutory Body (the Dental Council).²⁰
- The Dental Council of Ireland specify that 1 years experience is required to reach competency in the role. Analysts consider that 3 years experience would be required.
- General Dental Surgeons require excellent clinical skills in order to deliver best practice patient care to a user group largely made up of children and special needs clients.
- Clinical experience and associated analytical skills are required for patient care and to deal with problems where no precedent exists such as dealing with medically compromised patients, dealing with rare disorders or difficult patients.

²⁰ Health Board Dental Surgeons Submission to the Public Service Benchmarking Body, The Irish Dental Association in consultation with IMPACT (March 2001).

- The General Dental Surgeon supervises a team comprising of the following; Dental Surgery Assistants, Dental Hygienists and Dental Students.
- The decisions made by the General Dental Surgeon are in line with set procedures and codes of practice. These decisions impact upon the safety, comfort, health and well being of patients.
- The General Dental Surgeon is required to communicate complex clinical issues directly to patients in a perceptive and sensitive manner. The General Dental Surgeon is also required to consult, advise and educate colleagues in a variety of settings. There is also a requirement to deliver and communicate oral hygiene instructions to groups within the community.
- The job is physically challenging as there is a requirement to stand or sit in an awkward position while tending to some clients. Some patients may require help getting in and out of the chair.
- Very high levels of dexterity are required for procedures such as filings, root canal work, removing lesions on lips or tongue, extractions and giving injections.
- There are many occupational hazards such as sharp objects, needles, exposure to blood, mercury, difficult patients and also high risk patients e.g. Hepatitis B, HIV positive.

House Parent/Child Care Worker Grades – House Parent/Child Care Leader

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – House Parent/Child Care Leader

- Jobholders must possess a National Diploma in Child Care awarded by the National Council for Educational Awards or possess the National Diploma in Applied Social Studies in Social Care (with appropriate practice placements) awarded by the National Council for Educational Awards.²¹ In the Learning Disabilities Services a Leaving Certificate is required.
- Experience required ranges from 3 years to 5 years based on the fact that House Parent must have at least three years post qualification relevant experience in child care for entry to the House Parent grade.
- The job normally requires the application of parenting skills in responding to the resident and client situations. Residents may often be 16 years of age or older and require appropriate 'parenting' or 'aftercare' for their age group.
- Work has some level of diversity, especially with regard to resident/client challenges and ensuring aftercare needs. In addition pertaining to child care services, individual staff

²¹ Factual Information provided by the PSBB – *Health Service Sector Grade: House Parents*, pages 63 and 64.

members are assigned some special responsibilities for the house, such as petty cash or Health and Safety. Some jobholders report that as much as 60% of their time is spent in direct work with clients in care.²² Other jobholders report spending up to 40% of their time coordinating shifts and/or related activities.²³

- Leadership is focused on the grade of Assistant House Parents, to ensure the provision of appropriate service to the house residents and/or children under care. For example, a review of questionnaire data indicates that House Parents supervise new team members, work out specific tasks and routines for them, are responsible for report writing and accountable for the quality of the work in the team.²⁴
- Jobholders are responsible for management of team members, the finances of the unit, the premises (e.g., decoration and food), and the children/clients. The manager of the unit, principal social worker, and general manager of the area share responsibility for these people, physical and other resources.²⁵
- The jobs involve the need to communicate with, and respond to, people inside and outside the residential setting. For example, the House Parent liaises with other professionals including Social Workers and Teachers as well as parents and other relations.²⁶ Unit or Resident Managers usually have ultimate responsibility for managing the unit(s).
- Some respondents reported long hours and challenging clients (i.e., clients suffering from long-standing issues such as social/physical challenges, intellectual disabilities or mental handicaps, poverty and abuse) as major elements dealt with in carrying out their jobs. On average the houses accommodate 3 to 4 clients, include some type of programme (e.g., life skills), and some support for outreach clients/cases.

House Parent/Child Care Worker Grades – Assistant House Parent/Child Care Worker

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Assistant House Parent/Child Care Worker

- Jobholders must possess a National Diploma in child care awarded by the National Council for Educational Awards or possess the National Diploma in Applied Social Studies in Social Care (with appropriate practice placements) awarded by the National Council for Educational Awards. In the Learning Disabilities service jobholders must possess a Leaving Certificate.

²² Taken from job evaluation questionnaires and one-to-one interviews, 2001.

²³ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

²⁴ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

²⁵ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

²⁶ Human Resource Management in the Health Services, Submission to Public Service Benchmarking Body prepared by HSEA, 20th March 2001, Chapter 7 House Parents, page 66 of 127.

- Desirable levels of experience range from 3 months to one-year relevant experience in child care for entry to the Assistant House Parent grade.
- The job normally requires the application of parenting skills in responding to resident and client needs. Residents are children, up to 18 years of age and require 'parenting' and, where appropriate, 'aftercare' across all age groups. Jobholders indicate that they spend 80% to 90% of their time addressing client-related needs. Five percent of their time is spent facilitating family contact. However, when facilitating family contacts involves visits between children in care and their parents and family, the time spent may increase to 30%.²⁷
- Work has some level of diversity, especially with regard to residents/clients' challenges and ensuring aftercare needs. In addition, individual staff members are assigned some special responsibilities for the house, such as petty cash or Health and Safety.²⁸
- Leadership role of Assistant House Parents focuses on working together with the House Parent and other child care staff to provide the appropriate service to the house residents and/or children under care.
- The jobs involve the need to communicate with, and respond to, people inside and outside the residential setting. For example, the Assistant House Parent in co-ordination with the House Parent, liaises with other professionals including Social Workers and Teachers as well as parents and other relations. Unit or Resident Managers usually have ultimate responsibility for managing the unit(s).
- Jobholders reported long hours and challenging clients (i.e., clients suffering from long-standing issues such as social/physical challenges, intellectual disabilities (mental handicaps), as the important factors to consider in carrying out their jobs. Jobholders make decisions daily concerning the children's health, education, safety and individual development.²⁹

Radiographer Grades – Superintendent Radiographer III, II & I

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

The generic nature of these observations mean that they draw on all the information gathered from participants in the evaluation process, rather than from any particular job. The observations also take account of the factual data available for the grade and submissions made in relation to the grade. The following main points are considered relevant to the Superintendent Radiographer grades I, II and III (as distinct from the individuals evaluated):

²⁷ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

²⁸ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

²⁹ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

Generic Observations – Superintendent Radiographer III, II & I

- The Superintendent Radiographer III has the overall responsibility for the smooth and efficient organisation of radiographic resources, including staff, equipment and consumables, and the delivery of a quality imaging service to clinicians and patients and numerous General Practitioners in the local community. Jobholders at this grade emphasise the importance of a timely and integrated service delivery and that the service is patient-focused.³⁰
- Superintendent Radiographer II has the responsibility to ensure the provision of a professional, cost effective and efficient radiographic service on a 24-hour basis and to advise on radiographic matters and related services. Jobholders co-ordinate and organise the daily management of the X-Ray Department. Jobholders naturally supervise, advise and support more junior staff and liaise with all grades within the hospital regarding radiographic service.³¹
- Superintendent I Radiographers primarily assist the management and production of a quality radiology service, and assist the Radiology Service Manager (Grade III) and the Superintendent Radiographer II in running the X-Ray Department on a daily basis.³² Superintendent Radiographer I may also take part in on-call services. This covers Casualty Department, CT Scanning, Angiography and Operating Department on-call. Often, these clinicians work single-handedly and are expected to implement services according to professional standards.
- Superintendent Radiographers I, II and III interact with Consultant Radiologists, Consultant Medical Staff, Non-Consultant Doctors, Nurses, Attendants, Physicists, Dark Room Technicians and Clerical support staff.³³
- Jobholders must possess the Diploma of the College of Radiographers,³⁴ or an equivalent Bachelor's degree.
- Superintendent Radiographers I, II and III are required to have not less than 6 years satisfactory post-qualification experience.³⁵
- Some Radiographer Services Managers (Grade III) report spending roughly 30 percent of their time on human resource management activities, including recruitment, selection and appointment of appropriate staff and developing, motivating and retaining staff. Other key activities involve strategic leadership of team, policy formulation, strategic planning to deal with new demands for service, making provisions for a safe working environment and ensuring the application of quality practice standards.³⁶
- Some Superintendent II Radiographers report spending 50 percent of their time on staff issues. Others report spending 20 to 30 percent of their time advising and liaising with all grades of staff and about 30 percent of their time co-ordinating a quality patient service. Deputising for the Radiographic Services Manager is estimated at roughly 30

³⁰ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

³¹ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

³² Taken from job questionnaires and one-to-one interviews, 2001.

³³ Human Resource Management in the Health Services, Submission to Public Service Benchmarking Body prepared by HSEA, 20th March 2001, Chapter 8 Radiographers, page 72.

³⁴ Factual Information provided by the PSBB – *Health Service Sector Grade: Superintendent Radiographer*, page 78

³⁵ Factual Information provided by the PSBB – *Health Service Sector Grade: Superintendent Radiographer*, page 78

³⁶ Taken from job questionnaires and one-to-one interviews, 2001.

percent of the time. Similarly human resource management and development task may require approximately 30 percent of the jobholders time.³⁷

- Some Superintendent I Radiographers report spending the majority of their time on daily operational work flows or organising workflow (25 to 40 percent) and spending their time assisting in managing and maximising use of staff and equipment for a 24-hour service (e.g., approximately 30 percent of their time).³⁸
- Work is challenging as jobholders (Superintendents I, II, and III) carry direct and supportive responsibility for 24-hour radiography service and on calls. Some Superintendent III Radiographers report involvement in problems related to equipment breakdowns, safety issues, staffing needs, and resolving client and consultant complaints. Others report having to deal with work situations that span human resource management issues (workplace conflicts, teambuilding, HR planning), communication difficulties (with patients and staff members), financial issues (allocating resources on limited budgets), and environmental issues (chemical spills and radiation incidents).³⁹
- Some Superintendent II Radiographers report that their work situations involve facilitating the quality assurance programmes, dealing with individual patients and their problems, handling emergency situations, communicating to resolve ongoing problems (e.g., equipment breakdowns), motivating staff, and dealing with staff shortages. Some Superintendent I Radiographers cite work situations, such as dealing with inquisitive relatives of patients, making judgement calls on the priority of patients to be X-rayed, and deciding whether a requested exam is necessary, as job-related complexities.⁴⁰
- The job of Superintendent I Radiographer requires the application of specialised knowledge and skills in radiography along with the appropriate techniques in order to achieve the best possible image and optimal views of the patient for diagnostic and treatment purposes. Moreover, specialised skills are applied in establishing appropriate protocols for new modalities and existing protocol review.
- The job of Superintendent II Radiographer requires the application of specialised knowledge and skills in radiography to be able to train radiographers and radiology registrars, advise other medical staff about protocols, and implement new, innovative technology. Moreover, Superintendent II Radiographers at specialised hospitals (e.g., a paediatric hospital) may advise staff at general hospitals who are presented with specialised requests.⁴¹
- The job of Superintendent III Radiographer requires the application of specialised knowledge and skills in the management and development of radiography. Jobholders report involvement in promoting radiation protection safety measures hospital wide; giving lectures; advising on risk management issues; liaising with top management concerning service planning; and providing input into professional standards.⁴²
- The leadership role of Superintendent III Radiographers involves leading and overseeing a number of staffs with management responsibility for the service and staff. The leadership role of Superintendent II Radiographers includes deputising for the

³⁷ Taken from job questionnaires and one-to-one interviews, 2001.

³⁸ Taken from job questionnaires and one-to-one interviews, 2001.

³⁹ Taken from job questionnaires and one-to-one interviews, 2001.

⁴⁰ Taken from job questionnaires and one-to-one interviews, 2001.

⁴¹ Taken from job questionnaires and one-to-one interviews, 2001.

⁴² Taken from job questionnaires and one-to-one interviews, 2001.

Superintendent III Radiographer and providing leadership for Superintendent I Radiographers and other staff. The leadership role of Superintendent I Radiographers involves supervising a few staff and responsibilities for tasks such as organising workflows and quality assurance.

- Some respondents reported acute staff shortages, increasing demands for services, rapidly changing technology, increasing patient demands, and scarcity of resources (funding and supplies) as present pressures on radiographic services.

Radiographer Grades – Senior Radiographer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Radiographer

- The Senior Radiographer has the overall responsibility to assist and confirm diagnosis of patient's condition using X-Ray techniques. In broad terms, this entails facilitating radiological diagnosis and diagnostic images, while caring for and minimising all risks to the patient as a result of the examination. Other tasks involve supporting and liaising with radiology management, promoting a high level of professional and technical standards, ensuring implementation of department policy, participating in the education/training of staff and students, and assisting the daily running of the department.⁴³
- Senior Radiographers interact with General Practitioners, Consultants, Non-Consultant Doctors, Nurses, Physicists, Dark Room Technicians and Clerical and Attendant support staff.⁴⁴
- Jobholders must possess the Diploma of the College of Radiographers,⁴⁵ or an equivalent Bachelor's degree.
- Senior Radiographers are required to have not less than 3 years satisfactory post-qualification experience.⁴⁶
- Some Senior Radiographers report spending roughly 50 to 60 percent of their time on patient care, interaction, and imaging. When patients need more physical and emotional support, the Senior Radiographer has to dedicate more time to securing the appropriate images. Some Senior Radiographers report spending 5 to 10 percent of their time on each of the following: Care and operation of equipment; Professional development and continuous training of staff; and Developing and implementing protocols/procedures (e.g., injection control procedures) within the Department.⁴⁷

⁴³ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

⁴⁴ *Human Resource Management in the Health Services*, Submission to Public Service Benchmarking Body prepared by HSEA, 20th March 2001, Chapter 8 Radiographers, page 72.

⁴⁵ Factual Information provided to the PSBB – *Health Service Sector Grade: Senior Radiographer*, page 72.

⁴⁶ Factual Information provided to the PSBB – *Health Service Sector Grade: Senior Radiographer*, page 72.

⁴⁷ Taken from job questionnaires and one-to-one interviews, 2001.

- Work challenges may include dangerous equipment, inappropriate procedures, prioritising patients during equipment failures, on-calls and securing the appropriate images from unco-operative patients.⁴⁸
- The job of Senior Radiographer requires the application of specialised knowledge and skills in radiography in order to produce diagnostic reports, to administer contrast agents intravenously, manage patient lists/appointments, advise doctors and other teams on appropriate procedures/modalities, provide input on equipment needs, and to deal with patient/staff problems.⁴⁹
- The leadership role of Senior Radiographers involves their responsibility for the service on the floor. Services to areas such as Accident and Emergency, Theatre, Ward Radiography, General Clinics, Intensive Care, and Fluoroscopy Screening Exams are provided by Senior Radiographers. Senior Radiographers work in each of the areas mentioned, on a rotational basis, to provide staffing and to help co-ordinate service to these areas. Some Senior Radiographers may lead 6 to 7 people.⁵⁰
- Some respondents reported juggling staffing issues along with equipment breakdowns while attending to patient care, maintaining efficient throughput and supervising students as on-going work pressures. In addition, communication and patient care in a room full of parents and relations can be challenging as is simultaneously dealing with accident victims and other work (e.g., clearing up backlogs).⁵¹

Radiographer Grades – Radiographer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Radiographer

- The Radiographer has the overall responsibility to provide images of a diagnostic nature using minimum radiation, whilst caring properly for the patient. This involves undertaking a wide range of imaging techniques while keeping radiation exposure to a minimum level and providing the best possible patient care and allowing the department to run efficiently.⁵²
- Radiographers at the basic grade may interact with medical, health care, technicians, and support staff including General Practitioners, Consultants, Non Consultant Doctors, Nurses, Physicists, Dark Room Technicians and Clerical and Attendant support staff.⁵³

⁴⁸ Taken from job questionnaires and one-to-one interviews, 2001.

⁴⁹ Taken from job questionnaires and one-to-one interviews, 2001.

⁵⁰ Taken from job questionnaires and one-to-one interviews, 2001.

⁵¹ Taken from job questionnaires and one-to-one interviews, 2001.

⁵² Taken from job evaluation questionnaires and one-to-one interviews, 2001.

⁵³ *Human Resource Management in the Health Services*, Submission to Public Service Benchmarking Body prepared by HSEA, 20th March 2001, Chapter 8 Radiographers, page 72.

- Jobholders must possess the Diploma of the College of Radiographers,⁵⁴ or an equivalent Bachelor's degree.
- A minimum number of year's radiography experience is not prescribed.⁵⁵
- Some Radiographers report spending approximately 50 to 80 percent of their time providing diagnostic images. Other tasks of equal time commitment underly the ability to provide the appropriate images. They include quality assurance, optimisation of radiation doses in the production of diagnostic images, and knowledge of various imaging techniques to consistently produce diagnostic images. Radiographers also cited that ensuring adequate explanation of procedures given to both patients and relatives is one of their key tasks. On qualification, a basic grade Radiographer will generally spend the first year working in general X-Ray, Accident and Emergency and some specialised areas (e.g., Barium studies). After competence is gained in these areas, the manager and Radiographer decide which other area the Radiographer is to engage further training in (e.g., MRI, CT, ultrasound, nuclear medicine, or angiography studies).⁵⁶
- Work challenges involve meeting patients needs for X-Rays in a timely manner under the constraints of resources and other demands, communicating with patients and relatives to explain procedures, unco-operative patients, dealing with misinformation and improper exam requests and in turn following up on discrepancies.⁵⁷
- The job of Radiographer requires the application of specialised knowledge and skills in radiography in order to formulate optimal dose-rates, to educate others on effects of radiation and protection required, to carry out X-Ray examinations, and to properly utilise highly specialised equipment.⁵⁸ The leadership role of Radiographers involves helping to achieve the objectives and goals of the Radiology or X-Ray Departments and support the work of other Radiology staff, as necessary.⁵⁹
- Some jobholders report constant exposure to stressful situations generated by events outside their control, which leave them in an emotionally drained condition as a key work-related pressure. Other pressures cited by the Radiographers include dealing with requests for unsuitable examinations.⁶⁰

Physiotherapist Grade – Physiotherapist in Charge III

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

⁵⁴ Factual Information provided to the PSBB – *Health Service Sector Grade: Radiographer*, page 69.

⁵⁵ Factual Information provided to the PSBB – *Health Service Sector Grade: Radiographer*, page 69.

⁵⁶ Taken from job questionnaires and one-to-one interviews, 2001.

⁵⁷ Taken from job questionnaires and one-to-one interviews, 2001.

⁵⁸ Taken from job questionnaires and one-to-one interviews, 2001.

⁵⁹ Taken from job questionnaires and one-to-one interviews, 2001.

⁶⁰ Taken from job questionnaires and one-to-one interviews, 2001.

Generic Observations – Physiotherapist in Charge III

- The Physiotherapist in Charge III has overall responsibility for the management of a Physiotherapy Department that provides a service to outpatients five days a week and a service to inpatients seven days a week, and 24 hours a day. The Physiotherapist in Charge III ensures the effective delivery of the Physiotherapy Services throughout the hospital and to local general practitioners within an allocated budget. The Physiotherapy Department may be comprised of several teams (Haematology, Oncology, Rheumatology, Orthopaedics, Burns and Plastics, Out-Patients, Respiratory, Cardiac Surgery, Cardiac Rehabilitation, Neurology and Care of the Elderly) and physiotherapy staff (physiotherapy manager, senior physiotherapists, staff physiotherapists, and physiotherapy attendants)⁶¹ who examine, assess, plan and implement treatment programmes; monitor and evaluate patient responses; and counsel and advise patients and carers.⁶²
- Jobholders must be educated to Bachelor degree or equivalent professional qualification. Jobholders must possess one of the following qualifications (or equivalent):⁶³
 - (a) The B.Sc (Hons) degree in Physiotherapy from the University of Dublin.
 - (b) The Bachelor in Physiotherapy (Hons) degree from the National University of Ireland.
 - (c) The Diploma in Physiotherapy of the University of Dublin or the National University of Ireland.
 - (d) A qualification in Physiotherapy at least equivalent to (a) (b) or (c) above.
 - (e) Be a member of, or be eligible for membership of, the Irish Society of Chartered Physiotherapists.
- Jobholders must have a minimum of five years post qualification experience.⁶⁴
- Some Physiotherapists in Charge III report spending approximately 40% of their time in human resource management activities and 20% to 35% of their time in service planning and development and strategic management.⁶⁵ Generally, jobholders indicated that the Physiotherapist In-Charge III has the role of managing the service in a hospital setting and ensuring a quality service with recognised standards of practice that keeps in line with all hospital developments and changes.⁶⁶ While physiotherapy was traditionally a hospital-based service, its many areas of specialisation extend the service to other settings. Recently, physiotherapists have been employed in community areas by health boards to provide a service for the elderly and the very young.⁶⁷ Moreover, the treatment of neurological conditions, both developmental and acquired, forms an important part of physiotherapy in the hospital, clinic and community setting.⁶⁸
- Work is usually diverse and involves dealing with multiple stakeholders who are concerned about:
 - the level of service;
 - personnel issues around sick leave, recruitment, retention, staff performance and student placements;
 - medico-legal issues in the practice of physiotherapy;

⁶¹ Taken from job evaluation questionnaires, 2001.

⁶² Report of the Expert Group on Various Health Professions, April 2000, page 18.

⁶³ Factual Information provided to the PSBB – Health Sector Grade: Physiotherapist In-Charge III, pages 50.

⁶⁴ Factual Information provided to the PSBB – Health Sector Grade: Physiotherapist In-Charge III, page 50.

⁶⁵ Taken from job evaluation questionnaires, 2001.

⁶⁶ Taken from job evaluation questionnaires, 2001.

⁶⁷ Report of the Expert Group on Various Health Professions, April 2000, page 18.

⁶⁸ Report of the Expert Group on Various Health Professions, April 2000, page 18.

- health, safety and risk management issues pertaining to accommodations and patient care;
- management issues related to organisational, departmental and work pattern changes;
- service planning.⁶⁹
- The job normally requires the application of specialised knowledge and skills in developing and maintaining the Physiotherapy Service and in sharing information and giving guidance to other Physiotherapists regarding standards, practices and procedures (e.g., optimum recording standards and management of musculo-skeletal injuries);
- Liasing with:
 - nursing and medical staff in establishing the role of physiotherapy within the multidisciplinary team structure;
 - colleagues, medical schools (academia) and external agencies concerning work issues, physiotherapy curricula, continuing professional development, accreditation, discharge planning and other policies.⁷⁰
- The leadership role involves leading and overseeing a number of teams with full management responsibility for the Physiotherapy Service and its impact and contribution to the organisation's results and clients. The Physiotherapist in Charge III leads and co-ordinates the work of the Physiotherapy team, allocating staff according to patient needs. Jobholders lead changes in work practices, procedures, techniques or technologies having regard to developments in the field of Physiotherapy and in accordance with agreed core standards, best practice and Quality Assurance Programmes.⁷¹
- The job involves the need to communicate in a lead role with and respond to people inside and outside the Physiotherapy Department. These include communications with senior management and direct reports to other medical and health care staff and multidisciplinary team members. In addition, communications with people outside the organisation involve other Physiotherapists, professional organisations, academia and interest groups.
- Work pressures were identified as ensuring delivery of a quality Physiotherapy Service to a large proportion of all patients coming into the hospital, and to a cross section of other specialities at the hospital. Jobholders report that 45% of all patients coming through the hospital as in-patients and outpatients are seen by physiotherapists. Jobholders also report that 90% of all orthopaedic patients are referred to the Physiotherapy Department. This Department provides services to most of the specialities in the hospital.

Speech and Language Therapist Grades – Principal Speech and Language Therapist

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released

⁶⁹ Taken from job evaluation questionnaires, 2001.

⁷⁰ Taken from job evaluation questionnaires, 2001.

⁷¹ Taken from job evaluation questionnaires, 2001.

by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Principal Speech and Language Therapist

- Principal Speech & Language Therapists interact internally with senior management team members: the General Manager, Human Resource Manager and Chief Executive level managers, to advise on services, negotiate for resources and advise on manpower issues. These job holders interact externally with the Department of Health & Children, voluntary bodies, school principals, senior psychologists, trade unions and professional bodies to act as advocate for people with communication disorders, to share information, to shape regional and national policies, and to inform public representatives.⁷²
- Jobholders should be educated to Bachelor degree or equivalent professional qualification in Speech & Language Therapy.⁷³ Jobholders should possess one of the following qualifications:
 - (a) the BSc degree (Clinical Speech and Language Studies) from the University of Dublin.
 - (b) the BSc degree (Remedial Linguistics) from the University of Dublin.
 - (c) the Licentiate of the College of Speech Therapists.
 - (d) a qualification in speech therapy at least equivalent to (a), (b) or (c).
- Job experience qualifications specifically prescribe a minimum of five years Speech & Language Therapy experience.⁷⁴
- The job normally requires the application of specialised knowledge and skills in the provision and monitoring of varied Speech & Language Therapy services to a cross section of groups. Management skills, multidisciplinary care group service planning and delivery skills and clinical skills were cited as important skills for Principal Speech & Language Therapists.⁷⁵
- Work is diverse with regard to the range of problems Principal Speech & Language Therapists typically encounter and can require the Speech & Language Therapist to respond to demands from external bodies; establish standards with or without sufficient resources; address litigation anxiety amongst staff; handle public accountability issues; secure and retain competent staff.⁷⁶
- Some Principal Speech & Language Therapists may spend 20% to 30% of their time in strategic planning and management; 20% to 30% of their time on recruitment and human resources management issues; 15% to 20% on maintaining and improving

⁷² Taken from job evaluation questionnaires and one-to-one interviews, 2001.

⁷³ Factual Information provided to the PSBB – Health Sector Grade: Principal Speech & Language Therapist, page 48.

⁷⁴ Factual Information provided to the PSBB – Health Sector Grade: Principal Speech & Language Therapist, page 48.

⁷⁵ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

⁷⁶ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

standards; 10% to 15% of their time on budget management; 15% to 40% of their time on provision of therapy to clients; and 10% to 15% of their time on resource control.⁷⁷

- The leadership role involves motivating team members, developing a culture where people are open to new ideas and how to successfully achieve targets, monitoring progress, giving developmental feedback to team members, being accountable for staff performance and providing input into policy and strategy at hospital-wide or organisation-wide level.⁷⁸
- The jobs involve the need to communicate internally and externally. Internal communications require dialogue with the Speech & Language Therapy team, management team, wider community care team, personnel department, care group managers and directors, heads of disciplines and senior management and other Principal Speech & Language Therapists for policy making and planning purposes. External interactions are with voluntary agencies, hospitals and voluntary organisations to negotiate joint service contracts; with the Department of Education to develop joint special units (Language Units, Autism Units, etc.) and classes; with psychologists to forge links with a view to service developments; and with public representatives to share information and accountability for decisions. The Principal Speech & Language Therapist constantly acts as an advocate for clients with communication disorders.⁷⁹
- Some respondents cited concerns over the European Court of Justice judgement of 1993 [in the Enderby Case] not being fully applied in Ireland. Underdevelopment of services and facilities in Ireland also caused concern for Speech & Language Therapy professionals.⁸⁰

Speech and Language Therapist Grades – Senior Speech and Language Therapist

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Speech and Language Therapist

- The Senior Speech & Language Therapist is responsible for the assessment, treatment, diagnosis, advice and counselling of people of all ages with communication and/or feeding/swallowing disorders. In consultation with the Principal Speech & Language Therapist, the Senior Speech & Language Therapist co-ordinates and plans the service delivery and supervises Basic Speech & Language Therapists.⁸¹

⁷⁷ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

⁷⁸ IMPACT-Submission to the Public Service Benchmarking Body on behalf of Speech & Language Therapists, March 2001, page 38.

⁷⁹ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

⁸⁰ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

⁸¹ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

- Jobholders should be educated to Bachelor degree or equivalent professional qualification in Speech & Language Therapy. Jobholders should possess one of the following qualifications:⁸²
 - (a) the BSc degree (Clinical Speech and Language Studies) from the University of Dublin.
 - (b) the BSc degree (Remedial Linguistics) from the University of Dublin.
 - (c) the Licentiatehip of the College of Speech Therapists.
 - (d) a qualification in speech therapy at least equivalent to (a), (b) or (c).
- Job experience qualifications specifically prescribe a minimum of 3 years Speech & Language Therapy experience.⁸³ Job holders most often focus on assessing, diagnosing and treating communication disorders in the community or Health Board clinics, and specialised services;⁸⁴ other key tasks may include liaising with other Speech & Language Therapists, and organising and co-ordinating the Speech and Language Service within a designated region and ensuring long-term follow-up.⁸⁵
- Senior Speech & Language Therapists may spend as much as 30% to 70% (*most responses were 60%*) of their time in assessment, diagnoses and treatment of communication disorders; 15% to 30% in service development; 10% to 20% in staff supervision; 5% to 10% in monitoring standards; 5% to 10% in statistical and other information collation; and approximately 10% in organising and co-ordinating general provision of service in designated area.
- Work situations and problems are usually diverse and include a lack of resources (particularly therapeutic and clerical staff); an increased demand for services; an increase in the severity and complexity of caseloads; inappropriate accommodation; ethical issues (e.g., non-oral feeding), frustrated parents; threats of litigation; and time constraints on administration and on-going training and development.⁸⁶ Leadership role involves deputising for the Principal Speech & Language Therapist and consulting with the Principal pertaining to staffing, training, budgets, equipment, accommodation, and service development prioritisation. Some Senior Speech & Language Therapists are responsible for specialised services (e.g., learning disability service) that involve supervising specialist basic grade posts, liaising with children/therapists in community care services and presenting the needs to Principal Speech & Language Therapists.
- Jobholders are involved in communication to influence the assessment and appropriate treatment/management for patients/clients. In particular, the Senior Speech & Language Therapist interacts with clients, to explain their communication disorders; with client groups (e.g., Down Syndrome Association) to respond to group demands for service; with students to provide clinical education; and with professional associations in Ireland and abroad to seek and give advice on professional matters.
- Some jobholders reported that recruitment and retention issues are concerns for Speech & Language Therapy because the profession has lost a significant proportion of its experienced staff. The assessment process has become more complex and so have

⁸² Factual Information provided to the PSBB – Health Sector Grade: Principal Speech & Language Therapist, page 48.

⁸³ Factual Information provided to the PSBB – Health Sector Grade: Principal Speech & Language Therapist, page 48.

⁸⁴ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

⁸⁵ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

⁸⁶ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

the cases presented. The increased demand for Speech & Language Therapy and the shortage of staff have resulted in higher caseloads and stress levels⁸⁷ for remaining staff and waiting list times for existing and potential clients.

Speech and Language Therapist Grades – Speech and Language Therapist

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Speech and Language Therapist

- Basic Speech & Language Therapists assess, diagnose, train, and provide treatment to adults and children with communication disorders and feeding/swallowing disorders⁸⁸ and give feedback to patients and their caregivers.⁸⁹ Jobholders should be educated to Bachelor degree or equivalent professional qualification in Speech & Language Therapy. Jobholders should possess one of the following qualifications:⁹⁰
 - (a) the BSc degree (Clinical Speech and Language Studies) from the University of Dublin.
 - (b) the BSc degree (Remedial Linguistics) from the University of Dublin.
 - (c) the Licentiatehip of the College of Speech Therapists.
 - (d) a qualification in speech therapy at least equivalent to (a), (b) or (c).
- A minimum number of years Speech & Language Therapy experience is not prescribed.
- Basic Speech & Language Therapist may spend as much as 80% of their time in assessment, diagnoses and treatment of communication disorders or voice and fluency problems; approximately 10% in administrative duties (report writing and caseload management); and about 5% in training and advising others. 5% to 10% of their time may be spent on clinical auditing (therapy outcome measures, service evaluation, and measurement of treatment efficacy) and 5% to 10% may be spent in meetings with other Speech & Language Therapists or in multidisciplinary teams.⁹¹ (Note: These percentages may vary widely among Basic Speech & Language Therapists during the year and according to tenure in grade, job context, and organisation setting [community or hospital].)
- Some jobholders find that in the first year they require high levels of supervision and monitoring to achieve an acceptable level of competency to work independently. Issues

⁸⁷ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

⁸⁸ Comments on Initial Trade Unions Submissions to the Public Service Benchmarking Body by Health Service Management, 12th April 2001, page 36.

⁸⁹ Report of the Expert Group on Various Health Professions (April 2000), page 17 & taken from job evaluation questionnaires and one-to-one interviews, 2001.

⁹⁰ Factual Information provided to the PSBB – Health Sector Grade: Senior Speech & Language Therapist, page 45.

⁹¹ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

covered include: general caseload management, personal goal setting, guidance on individual case management, and practical application of theories on specific disorders, e.g., approach to speech difficulties. During the second year, supervision is required for guidance on dealing with more complex cases. By the third year, the Basic Speech & Language Therapist is ready to oversee the work of a student therapist and advise them as well as train new therapists, and attend meetings on behalf of senior therapists.⁹²

- Basic Speech & Language Therapists use specialised knowledge and skills in identifying speech, language and communications difficulties.⁹³ Furthermore, specialised knowledge and skills are applied in the assessments, diagnosis, and treatment of patients/clients.
- Work is usually diverse and requires management and prioritisation of clients based on needs, level of intervention required and decisions on the suitability of interventions. The jobholders work primarily includes interactions with individuals or groups; various committees in different locations; providing treatment through parents, teachers, or directly with clients/children; and provision of speech and language services in clinics, nurseries and schools.⁹⁴
- Jobholders liaise with other team members at all levels (occupational therapists, physiotherapists, doctors, nurses, school teachers, etc.) on a daily basis.
- Jobholders cite parents, teachers, nurses, psychologists, social workers, other Speech & Language Therapists, ENT consultants, doctors, physiotherapists, occupational therapists, and paediatricians as the typical people whom they communicate with. Typical organisations that they communicate with include the Irish Association of Speech & Language Therapists, academia, Colleges of Speech & Language Therapy, and other such professional and specialty organisations. Communications with the former are for the purpose of providing holistic client care, exchanging information about the client, making referrals, and informing other about the client's diagnosis and management plan. Communications with the latter are for the purposes of building professional relationships, information/skill sharing, and clinical/professional development.⁹⁵
- Some respondents reported backlogs of queries and problems to be dealt with due to staff rotation and the challenge of balancing clinical caseload and administrative work. In addition staff shortages result in less guidance to the Basic Speech & Language Therapists and, in turn, more independent decisions being made by them. Given the diversity of client groups, problems often occur in delivering optimum treatment as specialised resources are not available (e.g., equipment may not be available for clients with cleft palate or voice difficulties).⁹⁶

Social Worker Grades – Principal Social Worker

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the

⁹² Taken from job evaluation questionnaires and one-to-one interviews, 2001.

⁹³ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

⁹⁴ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

⁹⁵ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

⁹⁶ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Principal Social Worker

- The Principal Social Worker interacts with voluntary and statutory agencies and with other members of the management team to prepare service plans and to negotiate and control budgets. The overall responsibility of the post is to manage the service (e.g., to plan, direct and co-ordinate the resources available) in order to provide a high standard of care to clients.⁹⁷
- Jobholders should be educated to Bachelor degree or equivalent professional qualification in social work (NQSW).
- Experience required is a minimum of 6 year's social work experience with proven management ability.⁹⁸
- Some jobholders report spending 30% to 55% of their time managing a department of social workers and administrative staff, including activities such as staff recruitment, selection and induction, supervision and allocation of work, and service planning. Significantly less time (5% or less) is spent in direct client work. Generally, jobholders indicated that the head of department has the role of ensuring that the department has the specialist knowledge needed to provide the service required. This entails paying attention to training needs and seeking resources for same.⁹⁹
- Work is usually diverse with jobholders involved in the development of a holistic service for clients to successfully cope with illness.
- The job normally requires the application of specialised knowledge and skills in developing the service and giving guidance to other social work staff, medical staff, colleagues and external agencies concerning cases and social work issues.
- The leadership role involves leading and overseeing a number of teams with full management responsibility for the service and its impact/contribution on the entire organisation's results and clients. The job involves the need to communicate in a lead role with, and respond to, people inside and outside the Social Work Department, including very senior management and outside interest groups.
- Some respondents reported that expanding the department to meet clients needs and negotiating with senior management concerning social work department needs and future planning were major elements of their jobs.

Social Worker Grades – Team Leader/Senior Medical/Single Handed Social Worker

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of

⁹⁷ *Human Resource Management in the Health Services*, Submission to Public Service Benchmarking Body prepared by HSEA, 20th March 2001, Chapter 6 Social Worker Grades, page 64 of 127.

⁹⁸ Factual Information provided to the PSBB – *Health Service Sector Grade: Principal Social Worker*, page 58.

⁹⁹ Taken from job questionnaires and one-to-one interviews, 2001.

the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – TL/SM/SH SW

- Jobholders should be educated to Bachelor degree or equivalent professional qualification in social work (NQSWS).
- Post-qualification experience specifically prescribes a minimum of 4 years social work experience.¹⁰⁰
- The job normally requires the application of specialised knowledge and skills in responding to casework and giving guidance to others outside immediate work area.
- Work is usually diverse, involving determining and resourcing the best service for patients/clients in a complex casework environment, with varying caseloads.
- Team Leaders report spending 40% to 50% of their time in case management and supervision and support of team members.¹⁰¹ Job holders indicated spending as much as 50% of their time in multidisciplinary case meetings (e.g., case conferences, case discussions, and strategy meetings) and in multidisciplinary management meetings where the team and wider community care agencies are identified (e.g., child care forums, regional groups on particular issues, planning groups, child protection management meetings). The leadership role is over a relatively small team or small number of teams with regard to work allocation, quality of service and training. In most cases membership was held in multidisciplinary teams. Key responsibilities specifically impact the service to clients and on the successful delivery of the service to the overall organisation.
- Communication involves the need to influence the assessment and appropriate treatment of patients/clients. Key tasks involve casework with patients and outpatients and supervision of other professional social work staff.
- Some respondents reported challenges regarding the managerial aspects of the job, poor physical working conditions and exposure to risks in emotionally charged environments.

Social Worker Grades – Professionally Qualified/Medical/Psychiatric Social Worker

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

¹⁰⁰ Factual Information provided to the PSBB – *Health Service Sector Grade: Principal Social Worker*, page 58.

¹⁰¹ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

Generic Observations Primary – PQ/M/P SW

- Jobholders should be educated to Bachelor degree or equivalent professional qualification in social work (NQSW).
- A minimum number of year's social work experience is not prescribed.
- Responsible for an assigned workload and access to regular supervision as needed.¹⁰²
- The job normally requires the application of specialised knowledge and skills in responding to casework and giving guidance to others within and outside the social work department.
- Professionally Qualified/Medical/Psychiatric Social Workers may spend as much as 50% to 60% of their time on:
 - direct client contact, telephone consultations, and practical arrangements,
 - direct work with children and their families at home,
 - multidisciplinary care and case management work and administration,
 - 'provision of counselling, support and practical information in bereavement and other situations'.¹⁰³

Generally, Psychiatric Social Workers indicate that 45% to 50% of their time may be spent carrying out home visits, assessing their impact on patient welfare, and engaging the individual and family in possible interventions and treatment.¹⁰⁴ Likewise some Medical Social Workers indicate that they may spend about 30% of their time on comprehensive assessments of patients' needs and up to 55% of their time on client and family contact.¹⁰⁵

- Work is usually diverse, involving multidisciplinary conferencing and interagency resourcing to meet patient/client needs.
- Teamwork entails multidisciplinary case conferences with opportunities to support colleagues on the team and to contribute to team targets and decisions. Key responsibilities have immediate impact on the service to clients and/or level of comprehensive social work service provided by the organisation. Generally, Psychiatric Social Workers indicate that 45% to 50% of their time may be spent carrying out home visits, assessing their impact on patient welfare, and engaging the individual and family in possible interventions and treatment.¹⁰⁶ Likewise some Medical Social Workers indicate that they may spend about 30% of their time on comprehensive assessments of patients' needs and up to 55% of their time on client and family contact.¹⁰⁷
- Work is usually diverse, involving multidisciplinary conferencing and interagency resourcing to meet patient/client needs.
- Teamwork entails multidisciplinary case conferences with opportunities to support colleagues on the team and to contribute to team targets and decisions. Key responsibilities have immediate impact on the service to clients and/or level of comprehensive social work service provided by the organisation.

¹⁰² Report of the Expert Group on Various Health Professions (April 2000), page 28.

¹⁰³ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

¹⁰⁴ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

¹⁰⁵ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

¹⁰⁶ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

¹⁰⁷ Taken from job evaluation questionnaires and one-to-one interviews, 2001.

- Communication involves the need to influence the assessment and appropriate treatment management for patients/clients.
- Key tasks involve handling assigned casework, which includes assessment, counselling, therapeutic intervention, and emotional support.
- Some respondents reported a lack of preparation or training for the type of counselling needed to manage caseloads and in dealing with cases that are intense and characterised by a lack of support systems.

Medical Scientist Grades – Chief Medical Scientist

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Chief Medical Scientist

- Educational requirements for the job are three-fold¹⁰⁸: (i) honours degree in biomedical science (or an equivalent qualification, including a pre-1994 Diploma in Medical Laboratory Sciences DIT and CIT), (ii) a post-graduate degree in Medical Laboratory Science (or attainment of the fellowship examination of the Institute of Biomedical Science) and (iii) fellowship of the Academy of Medical Laboratory Sciences (FAMLS).
- Experience required is approximately 10 years, depending on the nature of the job.
- Jobholders apply specialised scientific knowledge and skills to a level permitting specialist guidance to others beyond the immediate work area, internally as well as externally, that can include expert knowledge used by a range of other organisations.
- Work is very diverse where decision-making, for which precedent is not always available, requires regular exercise of judgement in analysing problems, particularly in new or complex situations necessitating innovation and creativity.
- Leadership role over a number of teams, sometimes across the various disciplines of clinical pathology, with full management responsibility and accountability for resources and supervisors/team leaders involving work allocation, quality, reporting and training.
- Decisions taken by jobholders may involve the application of broader practices with a potentially significant impact on organisational resources, performance and service.
- High level of interpersonal and communication skills required in senior-level contacts, both internally and externally, including professional staff which may involve a need to persuade and influence others, depending on the nature of the job which may sometimes require acting as a lead authority in an 'expert' role.
- Although normal physical demands are required for the job, high levels of dexterity are also necessary that involve precise and rapid movement. Given the laboratory

¹⁰⁸ As set out in the factual information provided by the Health Service Employers Agency in February of 2001.

environment, there may be occasional exposure to unpleasant surroundings and hazardous conditions.

Medical Scientist Grades – Senior Medical Laboratory Scientist

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Medical Laboratory Scientist

- Educational requirements for the job are three-fold¹⁰⁹: (i) honours degree in biomedical science (or and equivalent qualification, including a pre-1994 Diploma in Medical Laboratory Sciences DIT and CIT), (ii) a post-graduate degree in Medical Laboratory Science (or attainment of the fellowship examination of the Institute of Biomedical Science) and (iii) fellowship of the Academy of Medical Laboratory Sciences (FAMLS).
- Experience required ranges from 8 to 10 years, depending on the nature of the job.
- Specialised scientific knowledge and skills are applied by jobholders to a level permitting specialist guidance to others beyond the immediate work area, internally as well as externally, that may sometimes include expert knowledge depending on the nature of the job.
- Work is diverse and regular exercise of judgement is needed for decision-making, where precedent is not always available, particularly in new or complex situations requiring innovation and a degree of creativity.
- Supervisory role over a team, agreeing and communicating team targets and standards with responsibility for the co-ordination of the team and its performance and outputs, but some jobs have no supervisory role and jobholders are team members contributing to targets, standards and the management of workloads.
- Decisions taken by jobholders may be based around standard procedures and the consequences of actions by the jobholder can have a short-term impact on organisational performance and service.
- High level of interpersonal and communication skills required for contacts, internal and external, that may be at senior levels including professional staff which involves understanding, tact and diplomacy.
- Although normal physical demands are required for the job, high levels of dexterity are also necessary that involve precise and rapid movement. Given the laboratory environment, there may be occasional exposure to unpleasant surroundings and hazardous conditions.

¹⁰⁹ As set out in the factual information provided by the Health Service Employers Agency in February of 2001.

Medical Scientist Grades – Medical Laboratory Scientist

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Medical Laboratory Scientist

- Although the entry requirement¹¹⁰ embraces five different types of qualifications, it is considered that a honours degree in biomedical science (or an equivalent qualification, including a pre-1994 Diploma in Medical Laboratory Sciences DIT and CIT) is necessary for the job and, while not a necessity, progress toward Associate membership of the Academy of Medical Laboratory Sciences may be of some benefit in certain posts.
- Experience required ranges from 1 to 3 years, depending on the nature of the job.
- The jobs require the application and sound understanding of underlying theory and principles to a level permitting guidance can be given on matters affecting the immediate work area.
- Although the work is largely varied in nature, there is a degree of diversity and policy or procedural guidelines are generally available for decision-making with a necessity to research and interpret information for the resolution of problems that may require some level of initiative.
- Jobholders are team members contributing to targets, standards and the management of workloads while providing support and coaching to new members.
- Decisions taken by jobholders may be largely routine and the consequence of actions by the jobholder can impact on the immediate work area in terms of performance and service.
- Well developed interpersonal and communication skills required for the contacts that involve the regular exchange of information with others in the organisation and externally to meet routine needs.
- Although normal physical demands are required for the job, high levels of dexterity are also necessary that involve precise and rapid movement. Given the laboratory environment, there may be occasional exposure to unpleasant surroundings and hazardous conditions.

Ambulance Grades – Emergency Medical Controllers

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the

¹¹⁰ As set out in the factual information provided by the Health Service Employers Agency in February of 2001.

research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Emergency Medical Controllers

- This is a promotional grade, with jobholders having to have successfully completed a period of service as an EMT. They must therefore hold a Leaving Certificate and have completed the training that was required of the EMT grade and have accrued a reasonable amount of practical experience.
- EMCs are now operating the Medical Priority Despatch Systems (MPDS). The MPDS is a protocol driven system, which contributes, to improved participation and quality assurance in emergency medical despatch.
- The job requires the jobholder to follow the control centre operating procedures and the jobholder must have a good knowledge of computers and patient transmission systems.
- The jobholder may be required to operate patient transport vehicles (in addition to the ambulance) and must have a clean D1 Driving Licence.
- The work contains less diversity than the EMT role, as the EMC would spend a major proportion of their time in the control centre organising and co-ordinating the work of others e.g. the non-routine and emergency transportation of patients and liaising with the EMT personnel.
- The management and supervision role of the EMC exists in relation to EMTs, but is not a major part of the task.
- The jobholder will be responsible for ensuring the deployment of ambulances to incidents and the transportation of casualties and patients to available hospital beds.
- The jobholder will also be responsible for the compilation of statistical and clinical audit information relating to their particular area Ambulance Service.
- The jobs involve the need to communicate with people inside and outside the Ambulance Service. Internally EMCs will need to communicate with more senior personnel, with their equivalents at other stations and with the EMTs. External communication involves a wide range of people, including emergency calls from members of the public and the other emergency services.
- Some respondents reported that the work involved a considerable amount of stress as the jobholders had to balance and prioritise the needs of several different requests and were also subjected to some distressing incidents e.g. requests from distressed callers seeking emergency assistance for relatives, etc. The work can also involve long periods of waiting, as the flow of work is often irregular.

Emergency Grades – Emergency Medical Technicians

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the

Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Emergency Medical Technician

- Jobholders entering training as an Ambulance Attendant (EMT) are required to hold a Leaving Certificate.
- New recruits into the EMT grade with each Health Board are required to have successfully completed a 35-week training course run by the National Ambulance Training School. This intensive training course includes 26 weeks of experiential training in hospitals and ambulance services, 7 weeks training at the National Ambulance Training School, 1 week of training in pre-hospital trauma life support and 1 week of examinations and assessments. It provides the jobholder with the skills to use a range of emergency life saving equipment ranging from oxygen to defibrillators.
- There is an accelerated move towards the staffing of emergency ambulances by two trained EMTs, both holding current class D1 Driving Licences.
- Within three years of joining the Ambulance Service, the majority of new entrants will have completed the following sample courses – Paediatric Advanced Life Support, Neonatal Resuscitation, Advanced Coronary Life Support, Patient Care Handling and Breakaway Techniques.
- The work involves the driving of vehicles, often at speed and in difficult circumstances (narrow roads, city centres heavy traffic, poor driving conditions, etc).
- Jobholders should have basic knowledge of control centre operating procedures, a basic knowledge of computers and a knowledge of patient transmission systems.
- The implementation of the new grading structure within the Ambulance Service has produced much greater flexibility in the day to day working arrangements, as it empowers each employee to cover a wider range of activities i.e. they are working beyond the boundaries of their original grade and job description. The effect is that it makes the jobs more similar – meaning that most EMTs tend to cover the same range of functions, even though the balance between specific activities may vary between individuals.
- The work has a reasonable level of diversity and is typically made up of a mixture of emergency calls and routine work. The balance between emergency and routine work is hard to determine, partly because it can vary so much with the emergency work being almost wholly reactive.
- The jobholders need to communicate with a wide range of people, with the circumstances varying from the emotional/traumatic to the routine. EMTs need to be able to understand, empathise and care for individuals – whilst maintaining a professional, detached manner.
- Some respondents reported that the work involved a considerable amount of stress as the jobholders were subjected to some horrific sights e.g. road traffic accidents. The work can also involve periods of waiting – either to be called out to an emergency incident or whilst waiting for patients for onward transportation.

Generic Job Profiles of Defence Forces, Garda Síochána and Prison Service Grades

Introduction

The Generic Observations for the 22 grades in this category, which were benchmarked by the Body, are dealt with in the following sequence:

- (i) eight Permanent Defence Forces grades;
 - Lieutenant-Colonel
 - Commandant-Engineer
 - Commandant
 - Captain
 - Sergeant-Major
 - Sergeant
 - Technician 5
 - Private 3 Star
- (ii) five Garda Síochána grades;
 - Chief Superintendent
 - Superintendent
 - Inspector
 - Sergeant
 - Garda
- (iii) and seven Prison Service grades;
 - Prison Governor (includes Governor I, II and III)
 - Deputy Prison Governor
 - Assistant Prison Governor
 - Chief Officer I
 - Chief Officer II
 - Assistant Chief Officer
 - Nurse Officer
 - Prison Officer

Permanent Defence Forces – Lieutenant-Colonel

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the

Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Lieutenant-Colonel

- Jobholders should be educated to Degree level¹ (or equivalent professional qualification) and they will have participated on on-going professional development courses (career, general and specialist) during their career. On successful completion of the Cadet course, an NCEA Diploma in Military Studies is awarded.
- Experience required ranges from 15 to 20 years, depending on the nature of the job.
- Application of specialised knowledge and skills, with a sound understanding of underlying theories and principles, to an extent enabling provision of guidance to others beyond the immediate work area, both internally and externally, that can include expert knowledge used by a wide range of other organisations, depending on the nature of the job.
- Work is diverse with regular exercise of judgement needed in analysing problems for which precedent is not always available in situations where jobholders encounter new or complex situations that may require innovative solutions.
- Leadership role over a significant number of teams across a variety of functions, including full management responsibility for a number of supervisors/team leaders, with key responsibilities and related accountability for specific duties, depending on the nature of the job.
- Although decision-making is largely guided by policies and precedent, there is wide operational discretion, which may have a significant and long-term impact on the achievement of organisational objectives.
- A strong degree of interactive ability and highly developed interpersonal capabilities are required to persuade and influence others through developed skills at all levels and externally.
- Depending on the nature of individual jobs, a high degree of physical activity, fitness and stamina are required in combination with levels of dexterity ranging from normal to high which involves precise or rapid movements.
- There is exposure to unpleasant surroundings or hazardous conditions with a potential risk of physical violence and emotionally charged situations.

Permanent Defence Forces – Commandant (Engineer)

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the

¹ Attainment of a full-time Degree (Arts, Commerce, Science or Engineering) 15 months after commissioning as an officer (Second Lieutenant) was introduced as a requirement in 1969.

Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Commandant (Engineer)

- Jobholders should be educated to Degree level² (or equivalent professional qualification) in a relevant discipline and they will have participated on on-going professional development courses (career, general and specialist) during their career. On successful completion of the Cadet course, an NCEA Diploma in Military Studies is awarded.
- Experience required is around 15 years, depending on the nature of the job.
- Jobholders apply specialised knowledge and skills, based on a sound understanding of underlying theories and principles, to a degree permitting provision of guidance to others beyond the immediate work area, both internally and externally, that may include knowledge used by other organisations, depending on the nature of the job.
- Diversity of work with regular exercise of judgement required for analysing problems where precedent is not always available in situations where jobholders encounter new or complex situations that may necessitate innovative solutions.
- There is a leadership role over a number of teams, including full management responsibility for a number of supervisors/team leaders, with key responsibilities and related accountability for specific duties, depending on the nature of the job.
- Decision-making may involve the application of broader practices with a potential significant impact on organisational resources and performance.
- Well-developed interpersonal and communication abilities and skills are required to regularly exchange information within the organisation and externally as necessary with a need to persuade and influence others in some situations, depending on the nature of the job.
- A high degree of physical activity, fitness and stamina are required in addition to high levels of dexterity involving precise or rapid movements.
- There is exposure to unpleasant surroundings or hazardous conditions with a potential risk of physical violence and emotionally charged situations.

Permanent Defence Forces – Commandant

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

² Attainment of a full-time Degree (Arts, Commerce, Science or Engineering) 15 months after commissioning as an officer (Second Lieutenant) was introduced as a requirement in 1969.

Generic Observations – Commandant

- Jobholders should be educated to Degree level³ (or equivalent professional qualification) and they will have participated on on-going professional development courses (career, general and specialist) during their career. On successful completion of the Cadet course, an NCEA Diploma in Military Studies is awarded.
- Experience required is around 15 years, depending on the nature of the job.
- Jobholders apply specialised knowledge and skills, based on a sound understanding of underlying theories and principles, to a degree permitting provision of guidance to others beyond the immediate work area, both internally and externally, that can include expert knowledge used by a wide range of other organisations, depending on the nature of the job.
- Work is diverse with regular exercise of judgement needed in analysing problems for which precedent is not always available in situations where jobholders encounter new or complex situations that may require innovative solutions.
- There is a leadership role over a number of teams, including full management responsibility for a number of supervisors/team leaders, with key responsibilities and related accountability for specific duties, depending on the nature of the job.
- Decision-making may involve the application of broader practices with a potential significant impact on organisational resources and performance.
- Well-developed interpersonal and communication abilities and skills are required to regularly exchange information within the organisation and externally as necessary with a need to persuade and influence others in some situations, depending on the nature of the job.
- A high degree of physical activity, fitness and stamina are required in addition to high levels of dexterity involving precise or rapid movements.
- There is exposure to unpleasant surroundings or hazardous conditions with a potential risk of physical violence and emotionally charged situations.

Permanent Defence Forces – Captain

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

³ Attainment of a full-time Degree (Arts, Commerce, Science or Engineering) 15 months after commissioning as an officer (Second Lieutenant) was introduced as a requirement in 1969.

Generic Observations – Captain

- Jobholders should be educated to Degree level⁴ (or equivalent professional qualification) and they will have participated on on-going professional development courses (career, general and specialist) during their career. On successful completion of the Cadet course, an NCEA Diploma in Military Studies is awarded.
- Experience required ranges from 7 to 10 years, depending on the nature of the job.
- On the basis of a sound understanding of underlying theories and principles, jobholders apply specialised knowledge and skills to levels enabling provision of guidance to others beyond the immediate work area, both internally and externally.
- Diversity of work characterised by regular exercise of judgement for problem analysis where precedent is not always available in situations that jobholders encounter new or complex situations requiring innovative solutions.
- Leadership role over a small number of teams with responsibility for work allocation, quality, training and reporting.
- Decision-making is based around standard procedures and the consequence of actions may have a short-term impact on organisational resources and performance.
- Good interpersonal and communication abilities and skills are required to regularly exchange information up to senior levels of the organisation and externally as necessary requiring understanding, tact and diplomacy.
- A high degree of physical activity, fitness and stamina are required in addition to high levels of dexterity involving precise or rapid movements.
- There is exposure to unpleasant surroundings or hazardous conditions with a potential risk of physical violence and emotionally charged situations.

Permanent Defence Forces – Sergeant-Major

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Sergeant-Major

- This is the highest non-commissioned rank and is a promotional rank/grade and therefore direct entry to it is not possible. The formal academic qualifications required for this level are therefore the same as those required at the feeder level/rank, although potential candidates for promotion must have completed a range of training/development courses e.g. the Senior Non-Commissioned Officer course. Individuals will be selected for this

⁴ Attainment of a full-time Degree (Arts, Commerce, Science or Engineering) 15 months after commissioning as an officer (Second Lieutenant) was introduced as a requirement in 1969.

rank by virtue of their exemplary competence, leadership skills and experience and will have substantial experience in training, operations, administration and logistics.

- Experience is a significant factor in this role, with jobholders generally requiring around 10 years. The Sergeant Major will have had vast experience as a Corporal, Sergeant and Company Sergeant before achieving the pinnacle of the NCO Rank.
- This rank/grade holds a senior position of leadership within the Non-Commissioned ranks and typically commands a considerable number of people. This will include the establishment of clear boundaries for acceptable behaviour by subordinates and taking action when these boundaries are crossed. Because of the high level of discipline and training that all military employees have, a jobholder of this rank is seen as an authoritative figure and generally instils a high level of respect and compliance from those who are junior to him/her.
- The Sergeant Major is the role model for all NCOs and by his/her presence; bearing and personality must command respect and loyalty. He/she will set examples for all enlisted personnel by their deportment, behaviour, experience and knowledge.
- The Sergeant Major must maintain physical health and well-being. He/she must be actively involved in fitness programmes and must work to develop personal health and fitness. The nature of the job entails movement whilst carrying weapons, ammunition and equipment.

Permanent Defence Forces – Sergeant

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Sergeant

- This is a promotional rank/grade and direct entry to it is not possible. The formal academic qualifications required for this level are therefore the same as those required at the feeder level/rank, although potential candidates for promotion must have completed a range of training/development courses e.g. the Potential Non-Commissioned Officer and the Standard Non-Commissioned Officer course. Experience is a significant factor in this role, with jobholders generally requiring between 5 and 7 years and to have spent significant periods in the rank of Private and Corporal before being promoted. These individuals will be selected for promotion by virtue of their competence, leadership skills and experience, will have received the additional formal training mentioned above and may have completed several overseas postings. He/she will have significant experience in training, operations, administration and logistics.
- This rank/grade holds a supervisory position within the Military and is typically responsible for a reasonably large number of people e.g. a platoon. Because of the high level of discipline and training that all military employees have, a jobholder of this rank is seen as an authoritative figure and generally demands a high level of respect and

compliance from those who are junior to him/her. Much of the required discipline is enforced from this rank level.

- At this rank/grade level there is more diversity of role than at Sergeant Major level, with some incumbents having specific functional responsibility e.g. Gunner and Signaller. The most common role is that of controlling a unit of military personnel.
- The Sergeant must maintain physical health and well being. He/she must be actively involved in fitness programmes and must work to develop personal health and fitness. The nature of the job entails movement whilst carrying weapons, ammunition and equipment.

Permanent Defence Forces – Technician 5

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Technician 5

- As with Private (3 star), this is the main entry-level rank/grade for most personnel wishing to join the Military Services. It provides a career route, offering promotion to more senior ranks/grades. The difference from Private (3 star) is that those in this group have chosen to follow particular technical specialisms and have therefore undergone more training.
- No formal standard of education is required for this level, although candidates must satisfy an interview board that they have a sufficient standard of education for service in the Permanent Defence Force
- Experience is a significant factor in this role, with jobholders requiring between 3 and 5 years in order to become competent in their work (but this may be offset by their joining with a higher educational or professional qualification).
- This rank/grade holds no managerial/supervisory responsibility within the Military and is typically directly instructed in the appropriate duties.
- At this rank/grade level there is less diversity in the specific activities that jobholders undertake than those in the Private (3 star) rank/grade. Examples include Draughtsman, Radio Technician, Analyst/Programmer and Database Administrator.

Permanent Defence Forces – Private (3 star)

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the

Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Private (3 star)

- This is the main entry-level rank/grade for most personnel wishing to join the Military Services. It provides a career route, offering promotion to more senior ranks/grades.
- No formal standard of education is required for this level, although candidates must satisfy an interview board that they have a sufficient standard of education for service in the Permanent Defence Force.
- Experience is a significant factor in this role, with jobholders generally requiring between 1 and 3 years in order to become competent in their work.
- This rank/grade holds no managerial/supervisory responsibility within the Military and is typically directly instructed in the appropriate duties.
- At this rank/grade level there is an increasing amount of diversity in the specific activities that jobholders undertake. Examples include Gunner, Trooper, Rifleman, Clerk, Despatch Rider and Storeman.
- The Private must maintain physical health and well being. He/she must be actively involved in fitness programmes and must work to develop personal health and fitness. The nature of the job entails movement whilst carrying heavy weapons, ammunition and equipment.
- This rank co-operates and works with others in pursuit of team goals. He/she shares information and develops supportive relationships with colleagues and contributes to the creation of a sense of team spirit, for example, the nature of peacekeeping in hostile situations demands a team response to complete the task.
- The individual must be able to follow instruction and comply with military policies and procedures. Individuals must be able to follow written and verbal instructions consistently. When operating outside the area of the immediate superior, individuals must know when to depart from procedure and must not feel constrained from using their initiative.

An Garda Síochána – Chief Superintendent

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Chief Superintendent

- Although not an entry requirement, the demands of the grade would require education to bachelor's degree level or equivalent professional qualification.
- Experience required is around 15 years, depending on the nature of the job.

- Specialised knowledge and skills are applied by jobholders enabling the provision of guidance, internally as well as externally, that can include expert knowledge used by a wide range of other organisations.
- Highly diverse work where decision-making, while guided by policies and precedent, requires innovation and creativity in relation to complex casework and strategy issues with a potentially significant impact on delivery and achievement of organisational objectives.
- Leadership role over a significant number of teams across a variety of functions, including full management responsibility for a number of supervisors/team leaders, with key responsibilities and related accountability under legislation for specific duties, depending on the nature of the job.
- A strong degree of interactive ability and highly developed interpersonal skills are required in applying their expertise and in negotiations with others which can include acting as a lead authority, depending on the job.

An Garda Síochána – Superintendent

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Superintendent

- Although not an entry requirement, the demands of the grade would require education to bachelor's degree level or equivalent professional qualification.
- Experience required ranges from 10 to 15 years, depending on the nature of the job.
- Application of specialised knowledge and skills, with a sound understanding of underlying theories and principles, to an extent enabling provision of guidance to others beyond the immediate work area, both internally and externally.
- Very diverse work where decision-making, while guided by policies and precedent, requires innovation and creativity in relation to complex casework and implementation of strategy with a potentially significant impact on delivery and achievement of organisational objectives.
- Leadership role over a substantial number of teams across a variety of functions, including management responsibility for a number of supervisors/team leaders, with key responsibilities and related accountability under legislation for specific duties, depending on the nature of the job.
- A high level of interactive ability and highly developed interpersonal skills are required in situations that may necessitate negotiations with others, can include acting as a lead authority, depending on the job.

An Garda Síochána – Inspector

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Inspector

- Educated to Leaving Certificate level in addition to a qualification at least equivalent to the Garda College Diploma in Policing Studies.
- The experience required to perform the job at a satisfactory level ranges from 5 to 10 years, depending on the nature of the job.
- The job requires application of specialised knowledge and skills, with a sound understanding of underlying theories and principles, that allows guidance to others beyond the immediate work area.
- Work is diverse and while decisions are based on general policy or procedural guidelines, precedent may not be always be available and some innovation may be required to resolve problems or make decisions.
- Leadership role over a number of teams, including supervisors/team leaders, with responsibility for the management, supervision and guidance of subordinate ranks, covering work allocation, quality and reporting depending on the nature of individual jobs.
- Strong interactive abilities and interpersonal skills are necessary to persuade and influence others through developed skills of communication and diplomacy, including situations that may necessitate negotiations with others.

An Garda Síochána – Sergeant

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Sergeant

- Educated to Leaving Certificate level in addition to a qualification at least equivalent to the Garda College Diploma in Policing Studies.
- The experience required to perform the job at a satisfactory level ranges from 3 to 7 years, depending on the nature of the job.

- The job requires the application and sound understanding of a variety of techniques or practices that may necessitate the provision of guidance, based on specialist knowledge or skills, to work colleagues and others outside of the immediate work area, depending on the nature of the actual post.
- Work is varied and although precedent is not always available thus necessitating innovation to make decisions or resolve problems, standard procedures or broader practices are generally applicable to most situations.
- There is a leadership role over a team or small number of teams with responsibility for work allocation, quality and reporting depending on the nature of individual jobs.
- Well developed interpersonal and communication skills are required for internal and external use which necessitates high levels of persuasive skills and the ability to dealing with members of the public at all levels in a variety of situations.

An Garda Síochána – Garda

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Garda

- Educated to Leaving Certificate level in addition to a qualification at least equivalent to the Garda College Diploma in Policing Studies.
- The experience required ranges from 1 to 3 years, depending on the nature of the job.
- The job requires the application and sound understanding of a variety of techniques or practices to a level such that guidance can be given on matters affecting the immediate work area with some posts (detectives, National Bureaus/Units and technical areas) involving specialised knowledge and skills, based on a sound understanding of underlying theories and principles, that allow guidance to others beyond the immediate work area.
- Work is varied in nature with some diversity characterised by problems requiring some individual initiative to arrive at solutions based on a need to research and interpret information while recognising that policy or procedural guidelines are generally available and the course of action is usually clear.
- Apart from Garda Tutors involved in coaching students, jobholders do not have supervisory or team-leading responsibilities, but they are team members contributing to the setting of targets and standards while helping to manage workloads and provide support/coaching to new team members.
- Well-developed interactive abilities and interpersonal skills are necessary to persuade and influence others through developed skills of communication and diplomacy, including situations that may necessitate negotiations with others.

- Most jobholders' roles can be quite demanding physically. Gardaí need to be physically fit to cope with the demands required for the job when dealing with situations such as foot patrol, chasing suspects and restraining people, etc.
- The potential exposure to verbal abuse and physical assault are inherent elements of the job with regular exposure to verbal abuse and the prospect of frequent exposure to risk of assault which, at an extreme level, may involve the possibility of serious injury or death.
- For most Gardaí, there is a regular need to deal with issues and situations which most people would find emotionally disturbing such as domestic disputes, incidents involving children and serious road traffic accidents. Less frequently, Gardaí may have to deal with extremely distressing situations, ranging from informing families of serious accidents or the sudden deaths of loved ones to extremes such as cases dealing with suicide, sexual abuse or murder. Involvement with members of the public in confrontational circumstances that can involve arrests and detentions would be distressing to most people, but are part of the duties of the post.

Prison Service – Prison Governor

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Prison Governor

- Although not an entry requirement for the grade, jobholders should attain an educational standard equivalent to bachelor's degree level or corresponding professional qualification.
- Experience required is around 15 years depending on the nature of the job.
- Jobholders apply specialised knowledge and skills enabling the provision of guidance, internally as well as externally, that can include expert knowledge used by a range of other organisations depending on the nature of the actual posts.
- Work is very diverse where decision-making and analysis of problems require a significant degree of managerial discretion and innovation in situations where precedent may not always be available.
- Leadership role over a significant number of teams across a variety of functions, including full management responsibility for a number of supervisors/team leaders, with key responsibilities and related accountability under legislation for specific duties.
- A strong degree of interactive ability and highly developed interpersonal skills are required in applying their expertise and in negotiations with others that can include acting as a lead authority.

- Respondents reported the anti-social aspect of the job (long working hours and a stressful environment) and they also noted the important leadership role of the post within prisons and places of detention.

Prison Service – Deputy Governor

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Deputy Governor

- Although the educational entry requirement for the Prison Service is a good general standard of education,⁵ the demands of the job may require a higher educational attainment equivalent to degree level or equivalent qualification.
- The experience required is typically around 10 to 15 years, depending on the nature of the job.
- The job typically requires the application of specialised knowledge and skills, with a sound understanding of the background and principles behind them, permitting the provision of guidance, internally as well as externally.
- Work can be quite diverse with jobs involved requiring decisions that are guided by policies and precedent, but the jobholder has discretion regarding their interpretation. There is a regular need to exercise their own judgement on problems that could be diverse in nature, with the point of reference of the Prison Governor on more difficult or complex issues.
- Jobholders lead a number of teams, with managerial responsibility for a number of supervisors/ team leaders, such as Chief Officer I/ II, Chief Trades Officer I, Admin Staff Clerk I, and their respective team members.
- Jobholders need to have a very good degree of interactive interpersonal/communication skills to be able to negotiate with others, and to apply these skills across a number of situations when dealing with heads of function, staff representatives, external agencies within the Justice system and voluntary groups.
- Although much of their work is office-based, jobholders have daily direct dealings with prisoners, and they visit wings, recreation areas, etc. every day, and thus have considerable exposure to the unpleasant and hazardous aspects of working in a prison environment.
- Because of their role in disciplining prisoners, and also having sometimes to reject prisoners' special requests, jobholders may be exposed to potential verbal abuse and threats.

⁵ As set out in the Factual Information provided by the Department of Justice, Equality and Law Reform in February of 2001.

Prison Service – Assistant Governor

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Assistant Governor

- Although the educational entry requirement for the Prison Service is a good general standard of education,⁶ the demands of the job may require a higher educational attainment equivalent to training of a vocation nature (or equivalent) normally secured after Leaving Certificate.
- The experience typically required is around 10 years, depending on the nature of the job.
- Jobholders typically apply specialised knowledge and skills, based on a sound understanding of the background and principles behind them, which enable the provision of guidance, internally as well as externally.
- Work is quite diverse requiring decisions that are guided by policies and precedent, but the jobholder has discretion regarding their interpretation with a regular need to exercise their own judgement on problems that could be diverse in nature, with reference to the Prison Governor on more difficult or complex issues.
- Jobholders have managerial responsibility for both a substantial section of a prison and also for some specialised functions or activities such as training programmes for prisoners, Personnel, IT, General Stores. AGs, therefore, are responsible for managing several staff teams, covering a number of functions.
- AGs require well-developed interpersonal/communications skills. Report-writing, drafting proposals, making presentations, and dealing with correspondence feature significantly in their work, in addition to important face-to-face communications with individuals and groups, both internally and externally.
- AGs regularly represent the prison management in dealings with prisoners' families, with solicitors, with the courts, and with other individuals and agencies providing services to the prison and to prisoners.
- Although much of their work is office-based, jobholders have daily and direct dealings with prisoners during which they visit prison wings, recreation areas, etc. and therefore have considerable exposure to the unpleasant and hazardous aspects of working in a prison environment.
- Due to their role in disciplining prisoners and also having sometimes to reject prisoners' special requests, AGs may be exposed to potential verbal abuse and threats.

⁶ As set out in the Factual Information provided by the Department of Justice, Equality and Law Reform in February of 2001.

Prison Service – Chief Officer I

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Chief Officer I

- Although the educational entry requirement for the Prison Service is a good general standard of education,⁷ the demands of the job may require a higher educational attainment equivalent to training of a vocation nature (or equivalent) normally secured after Leaving Certificate.
- The experience required typically ranges from 7 to 10 years, depending on the nature of the job.
- Application and sound understanding of a variety of techniques or practices to a level such that guidance can be given on matters affecting the immediate work area with a some degree of guidance externally, depending on the nature of specific jobs.
- Jobholders are directly responsible for all aspects of security in a prison. They have to ensure that proper security systems are in place in relation to the movement of prisoners, the movement of goods into and out of the prison, and within the prison itself such as cells, gates, the control of keys, etc.
- Chief Officers are key decision-makers in the event of a disturbance or other serious incident occurring in a prison. Together with the Governor and Deputy Governor (and sometimes Assistant Governor), they would typically constitute the prison's team for managing in an emergency.
- Jobholders are typically required to lead a very substantial management and staff team covering a range of functions.
- Jobholders must ensure that there is proper rotation of duties among all prison officers, in the interests of fairness, and also to ensure that the staff overall are sufficiently versatile to provide adequate coverage for all areas and activities in the prison. They are responsible for the in-house training of both Prison Officers and prisoners.
- The grade of Chief Officer I has a central role in the efficient running of the prison, and they deal continually therefore with individuals and agencies providing services to prisoners and to the prison.
- Moderate levels of physical activity are required. Some work is office-based, but Chief Officers must also spend considerable time each day visiting and inspecting cells, recreation areas, workshops, etc.

⁷ As set out in the Factual Information provided by the Department of Justice, Equality and Law Reform in February of 2001.

- These roles involve constant, close dealings with prisoners, and are exposed therefore to the full range of unpleasant, disturbing, hazardous and potentially violent situations that are experienced by other prison staff.

Prison Service – Chief Officer II

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Chief Officer II

- Although the educational entry requirement for the Prison Service is a good general standard of education,⁸ the demands of the job may require a higher educational attainment equivalent to third level sub-Degree qualifications (or equivalent) normally secured after Leaving Certificate.
- The experience required typically is approximately 7 years, depending on the nature of the job.
- Application and sound understanding of a variety of techniques or practices to a level such that guidance can be given on matters affecting the immediate work area with external guidance a possibility in some posts, depending on the nature of specific jobs.
- Jobholders are responsible for all aspects of security in a prison (or part of a prison), ensuring that proper security systems are in place in relation to the movement of prisoners, the movement of goods in to and out of the prison, and within the prison itself such as cells, gates, the control of keys, etc.
- Jobholders are important decision-makers in the event of a disturbance or other serious incident in a prison. Together with the Governor and Deputy Governor (and sometimes the Assistant Governor), they would typically constitute the prison's team for managing in an emergency where there is no appointment at Chief Officer II level in a particular prison.
- Jobholders typically lead several teams of prison officers, with full managerial responsibility for a number of supervisors. They must ensure that there is proper rotation of duties among all prison officers, in the interests of fairness, and also to ensure that the staff overall are sufficiently versatile to provide adequate coverage for all areas and activities in the prison. They are responsible for the in-house training of both Prison Officers and prisoners.
- Members of the grade have a central role in the efficient running of the prison, and they deal continually therefore with individuals and agencies providing services to prisoners and to the prison.

⁸ As set out in the Factual Information provided by the Department of Justice, Equality and Law Reform in February of 2001.

- Moderate levels of physical activity are required. Some work is office-based, but Chief Officers must also spend considerable time each day visiting and inspecting cells, recreation areas, workshops, etc.
- These roles involve constant, close dealings with prisoners, and are exposed therefore to the full range of unpleasant, disturbing, hazardous and potentially violent situations that are experienced by other prison staff.

Prison Service – Assistant Chief Officer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Assistant Chief Officer

- Although the educational entry requirement for the Prison Service is a good general standard of education,⁹ the demands of the job may require a higher educational attainment with a qualification equivalent to Leaving Certificate of benefit in some posts.
- The experience required typically is approximately 7 years, depending on the nature of the job.
- Jobholders require a sound understanding of the policies and practices prescribed for a wide range of areas and activities within a prison such that guidance can be given on matters affecting the immediate work area.
- The role is a formal supervisory one, usually with responsibility for leading a substantial staff team.
- As a supervisor, dealing with staff and prisoner issues presents considerable diversity. While policies and procedures are generally clearly defined, judgement is needed in addressing each individual situation or issue, e.g. a prisoner may become depressed or even suicidal after receiving bad news, and the ACO must use his/her judgement on whether special remedial or preventative action is needed.
- Jobholders' liase with professionals/outside agencies (for example, chaplain, welfare officer, educationalists) regarding the needs of inmates.
- Members of the grade have constant, close dealings with prisoners, and are exposed, therefore, to the full range of unpleasant, disturbing, hazardous, and potentially violent situations that are experienced by staff at the basic grade.
- Jobholders require reasonable levels of physical activity because they are on their feet for much of the time supervising and inspecting cells, landings, and recreation areas, and they are involved in using Control and Restraint procedures.
- Jobholders take charge of prisoner escorts when the assistance is required of Gardaí and

⁹ As set out in the Factual Information provided by the Department of Justice, Equality and Law Reform in February of 2001.

Army personnel thus exposing themselves to the full range of unpleasant, disturbing, hazardous and potentially violent situations that are experienced by other prison staff.

Prison Service – Nurse Officer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Nurse Officer

- Applicants for these positions must be registered, or eligible to be registered, on the General and/or Psychiatric Register of Nurses kept by An Bord Altranais (this is at degree level) and, while not a requirement, other qualifications such as an Addiction Counsellor for example, would be useful for the job.
- Given that Nurse Officers are required to have 3 years post-registration nursing experience with some additional experience working in a prison environment of benefit, the overall experience level would be approximately 4 years in total.
- According to their conditions of service, jobholders have a security role in addition to nursing, and their induction training is a slightly modified version of that provided for Prison Officers. In practice, however, they work full time as nurses, but in an environment where security is a constant consideration.
- Nurse Officers must ensure that they keep abreast of developments in relation to professional practice generally, and also in relation to issues which are a special feature of their unique working environment, e.g. Hepatitis, HIV, AIDS, methadone maintenance, detoxification, needle stick injuries.
- Nurse Officers are required to use their professional judgement, and their knowledge of prisoners, when making such decisions as whether to send a prisoner to hospital, or at committal/reception stage, whether to recommend padded cell, special observation, association cell, etc. They do not have a professionally qualified supervisor immediately available to them for guidance.
- Jobholders need considerable communications skills because they need to liaise constantly with other members of the multi-disciplinary team (e.g. doctors, dentist, physiotherapists, dietician, etc.) and with Prison Officers in relation to individual prisoners plus they need to deal effectively, and sympathetically, with inmates who may be potentially hostile.
- In some prisons, jobholders take turns in a team-leading role by acting as Nursing Officer in charge.
- These staff work in the prison environment, and they visit landings to administer medication. They have to deal therefore with all the constraints of the security regime, and they encounter much of the unpleasant side of prison life.

- Their role in attending to injuries, dressing wounds, etc. exposes Nurse Officers to the risk of infection with diseases such as Hepatitis, HIV/AIDS and TB.

Prison Service – Prison Officer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Prison Officer

- Although the educational entry requirement for the Prison Service is a good general standard of education,¹⁰ the demands of the job may require a higher educational attainment for some posts.
- The experience required typically ranges from 1 to 3 years, depending on the nature of the job.
- Officers need to understand, and be able to apply, the procedures which are prescribed for particular areas or activities such as visits, main gate, reception, escorting prisoners to hospital or to court. They also need to be capable of applying techniques, such as use of approved control and restraint, use of breathing apparatus.
- Effective teamwork (that is, support for, and from, colleagues) is particularly important features of these roles as jobholders do not, and could not work alone.
- Staff in this grade may be engaged in designing, planning, and implementing training programmes for fellow officers in techniques such as Control and Restraint, Use of Breathing Apparatus, and Use of Control Room equipment (CCTV, radios).
- Jobholders require particular interpersonal skills. Officers need to be able to persuade inmates to comply willingly with prescribed procedures. They need to be assertive, but also to show tact and understanding, as they may cause angry or violent outbursts if they act in a heavy-handed way. An ability to read non-verbal signals can be crucial in forestalling problems before they develop. An inmate may be upset by bad news in a letter or at a visit, and officers need to watch for this, and the consequent possibility of the inmate harming him/herself in some way.
- Prison inmates are frequently disturbed, abusive, and aggressive to staff and to other inmates. Threats to staff and their families are quite common, and the risk of physical assaults on officers is a constant reality.

¹⁰As set out in the Factual Information provided by the Department of Justice, Equality and Law Reform in February of 2001.

**Generic Job Profiles of
Education Sector Grades****Introduction**

The Generic Observations for the 24 grades in this category, which were benchmarked by the Body, are dealt with in the following sequence:

- (i) five primary level grades;
 - Principal
 - Deputy Principal
 - Assistant Principal
 - Special Duties Teacher
 - Teacher
- (ii) five second level grades;
 - Principal
 - Deputy Principal
 - Assistant Principal
 - Special Duties Teacher
 - Teacher
- (iii) four Institutes of Technology academic grades;
 - Senior Lecturer III
 - Senior Lecturer II
 - Lecturer
 - Assistant Lecturer
- (iv) four Higher Education Authority academic grades;
 - Associate Professor
 - Senior/Statutory Lecturer
 - College Lecturer
 - Assistant Lecturer
- (v) and six Higher Education Authority Technician grades;
 - Chief Technician I (TCD)
 - Senior Experimental Officer (TCD)
 - Principal Technican (UCD)
 - Section Head Technician (UCD)
 - Senior Techncian
 - Technician

Primary level – Principal

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations Primary – Principal

- Jobholders require a primary degree (Bachelor of Education) plus a Department of Education and Science diploma in teaching practice.
- Experience of between five and seven years is needed to carry out the job competently. A minimum of five years experience is required to apply for a Principal grade position.
- Principals are required to provide specialist guidance in teaching theory and principles to the team of teachers that they lead.
- There is often little precedent for the complexity and variety of problems faced by jobholders. Experience and judgement is required by the jobholder to arrive at creative solutions.
- Principals hold prime responsibility for the successful running of the school and management of its resources, including budgets. To this end they must motivate, lead by example and guide staff to ensure that pupils are educated to the best of their abilities. Teaching Principals must balance the teaching requirements of their particular class with the responsibility of managing the whole school.
- Principals lead a team of staff, which includes teachers, secretaries, caretakers, substitute teachers, special needs teachers and student teachers. The jobholder is key in setting the long-term strategy of the school and ensuring its future success.
- High levels of communication/interpersonal skills to influence and persuade both within and outside the classroom are crucial. Principals must ensure the school has a team of motivated and valued staff. Principals need to work with and influence, on behalf of the school, the Board of Management, Parent Committees and the Department of Education and Science. Principals are often required to intervene fairly in disputes between teachers, parents and pupils.

Primary level – Deputy Principal

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations Primary – Deputy Principal

- Jobholders require a primary degree (Bachelor of Education) plus a diploma in teaching practice.
- Experience of between three and five years is needed to carry out the job competently, reflecting the added complexity of the Deputy Principal responsibilities.
- Additional experience and responsibilities mean that Deputy Principals are required to apply and understand a variety of pedagogical techniques and practices to carry out the role.
- Jobholders face a wide variety of issues/problems, requiring an ability to act on own initiative. Problems are often encountered alone, in the absence of the Principal, and in classroom situations that require solutions instantaneously.
- Deputy Principals, along with the Principal, share responsibility for the efficient running of the school. Jobholders are required to contribute to the setting of school targets and standards and may be required to attend and contribute to the Board of Management. Often they are fully accountable for particular areas of the whole school plan and certain resources.
- As with Teachers, Deputy Principals are primarily responsible for the planning, organisation and running of their own class and also the coaching of other teachers, substitutes or ancillary staff.
- Communication/interpersonal skills to influence and persuade both within and outside the classroom are crucial. Deputy Principals need to be able to communicate effectively with pupils, colleagues, parents, the Department of Education & Science, the Board of Management, psychologists, social workers and others.
- The job requires a level of physical activity: extended standing, teaching physical education, lifting children and yard supervision.

Primary level – Assistant Principal

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations Primary – Assistant Principal

- As with Teachers and Special Duties Teachers jobholders require a primary degree (Bachelor of Education) plus a diploma in teaching practice.
- One would expect to see experience of between three and five years to carry out the job competently, reflecting the added complexity of the Assistant Principal responsibilities.
- Additional experience and responsibilities mean that Assistant Principals are required to apply and understand a variety of pedagogical techniques and practices to carry out the role.

- Jobholders face a wide variety of issues/problems, requiring an ability to act on own initiative. Problems are often encountered alone (without colleagues) in a classroom situation and require solutions instantaneously.
- Assistant Principals are required to contribute to the setting of school targets and standards. They may be required to sit on the Board of Management and with this jointly hold responsibility for decision making effecting all children, teachers parents etc. connected with the school. As with Teachers, Assistant Principals are primarily responsible for the planning, organisation and running of their own class and also the coaching of other teachers.
- Communication/interpersonal skills to influence and persuade both within and outside the classroom are crucial. Assistant Principals need to be able to communicate effectively with pupils, colleagues, parents, the Department of Education & Science, the Board of Management, psychologists, social workers and others.
- The job requires a level of physical activity: extended standing, teaching physical education, lifting children, voice projection and yard supervision.

Primary level – Special Duties Teacher

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations Primary – Special Duties Teacher

- As with the Teacher grade jobholders require a primary degree (Bachelor of Education) plus a diploma in teaching practice.
- Experience to perform the job competently would be gathered over two to three years teaching.
- Jobholders are required to apply and understand a variety of teaching techniques and practices.
- Jobholders face a wide variety of issues/problems, requiring an ability to act on own initiative. Problems are often encountered alone (without colleagues) in a classroom situation and require instantaneous solutions.
- Special Duties Teachers are part of a larger team, which includes the Principal, Assistant and Deputy Principals, Special Needs Teachers, Board of Management and other colleagues. Jobholders have responsibility for the planning, organisation and running of their class in order to meet the overriding purpose of the job to educate children. Jobholders are also accountable for their particular area/s of special duties.
- Communication/interpersonal skills to influence and persuade both within and outside the classroom are crucial. Teachers have to be able to communicate effectively with pupils, colleagues, parents, the Department of Education & Science, the Board of Management, psychologists, social workers and others. Some Special Duties Teachers

hold responsibility for Parent/Teacher relations and in this area communication/interpersonal skills would be very important.

- The job requires a level of physical activity: extended standing, teaching physical education, lifting children, voice projection and yard supervision. Some Special Duties Teachers with special duties for example of physical education or music may require an even greater level of physical co-ordination or manual dexterity.

Primary level – Teacher

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations Primary – Teacher

- Jobholders require a primary degree (Bachelor of Education) plus a diploma in teaching practice.
- Experience to perform the job competently would be gathered over two to three years teaching.
- Teachers are required to apply and understand a variety of teaching techniques and practices.
- Jobholders face a wide variety of issues/problems, requiring an ability to act on own initiative. Problems are often encountered alone (without colleagues) in a classroom situation and require solutions instantaneously.
- Teachers are part of a larger team, which includes the Principal, Assistant and Deputy Principals, Special Needs Teachers, Board of Management and other colleagues.
- Jobholders have responsibility for the planning, organisation and running of their class in order to meet the overriding purpose of the job to educate children. Supporting and coaching other teachers, substitute teachers, student teachers, is also a requisite of the job.
- Communication/interpersonal skills to influence and persuade both within and outside the classroom are crucial. Teachers have to be able to communicate effectively with pupils, colleagues, parents, the Department of Education & Science, the Board of Management, psychologists, social workers, clergy and others.
- The job requires a level of physical activity: extended standing, teaching physical education, lifting children, voice projection and yard supervision.

Second level – Principal

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of

the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations Post Primary – Principal

- The Post Primary Principal has the overall responsibility for the educational and administrative leadership of the school.
- Jobholders should be educated to a minimum of Bachelor's degree level, together with the Higher Diploma in Education.
- The experience needed for appointment as Principal varies depending on the nature, size and complexity of the school and is generally between 10 – 15 years.
- The jobholder is required to have a high degree of interaction with a wide range of groupings including pupils, staff, parents, local bodies and community groups, Department of Education and Science and suppliers.
- The job holder has overall responsibility for the financial management and accounting within his/her school.
- In bigger schools, the emphasis is primarily on management and deployment of resources and day to day problem solving. In smaller schools, these issues are present in a proportionate way, with the jobholder also having some teaching responsibilities.
- While some of the managerial aspects of the role (e.g. pay and conditions) are determined centrally, there is a significant management and leadership element to the role, particularly in leading a staff of teachers who are professionally independent insofar as their individual roles are concerned.
- The role has a significant impact on the overall performance of the school and on its reputation and standing within local and educational circles.
- There is potential for the jobholder to be exposed to abuse or emotionally charged situations, sometimes on a regular basis.

Second level – Deputy Principal

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations Post Primary – Deputy Principal

- Jobholders should be educated to a minimum of Bachelor's degree level, together with the Higher Diploma in Education.

- Experience needed for appointment to the grade will vary depending on the nature and size of the school, but is generally within the 7 – 10 year category.
- The role normally involves responsibility for particular aspects of the administration of the school such as, time tabling, disciplinary procedures, home school links, pastoral care, acquisition and management of teaching/learning resources.
- In the case of schools with more than one Deputy Principal, there is normally a division of accountabilities between jobholders with varying aspects of the administration of the school being devolved by the Principal.
- Depending on the size of the school, the Deputy Principal will have a greater or lesser amount of personal teaching time in addition to his / her administrative duties.
- There is potential for the jobholder to be exposed to abuse or emotionally charged situations.
- In the absence of the Principal the Deputy Principal will assume the duties of the principal and generally assist the principal in the fulfilment of his/her duties.

Second level – Assistant Principal

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations Post Primary – Assistant Principal

- In addition to the primary teaching functions, which the grade carries, the post of Assistant Principal normally involves responsibility for aspects of specific circumscribed areas of the school's activity such as; pupil management, school equipment, curriculum planning and support, extra curricular activities, health and safety, state examinations.
- Jobholders should be educated to a minimum of Bachelor's degree level, together with the Higher Diploma in Education.
- The experience needed for appointment to the grade varies depending on the nature and size of the school but in general would be expected to be not less than 5 years.
- One of the challenges in the role is to co-ordinate and lead other teaching colleagues effectively in particular areas of responsibility in which there is usually no traditionally understood management relationship between "standard" Teachers and an Assistant Principal.
- The grade will frequently have responsibility for communications with various external parties to the school (e.g. parents or suppliers of services) and this demands the requisite levels of diplomacy, understanding and knowledge.
- The jobholder will be a member of the management team.

- There may be potential exposure for jobholders to abuse from pupils or even from parents.

Second level – Special Duties Teacher

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations Post Primary – Special Duties Teacher

- As with other grades in the sector, jobholders should be educated to a minimum of Bachelor's degree level, together with the Higher Diploma in Education.
- A minimum of 3 – 5 years experience would be normal for appointment to the role.
- Jobholders will need to apply a variety of specialised knowledge, skills and techniques, and sometimes needs to offer guidance to colleagues.
- The principal challenges include keeping abreast of curriculum developments, communicating effectively with pupils of widely differing abilities and helping pupils achieve their potential within both academic and more holistic contexts of development.
- The jobholder will have responsibility for specific tasks such as; school news letter, educational tours, school library, co-ordinating of school plan etc.
- The jobholder is a member of the school management team.
- The principal areas of skill which derive from the Special Duties role relates mainly to accountability for resources and for the judgement needed in solving problems which are not bounded by the parameters of particular subject areas.
- Jobholders will need developed skills of communication e.g. as a consequence of accountability for a particular form or year as the jobholder may be the primary point of contact for parents in problem situations.

Second level – Teacher

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations Post Primary – Teacher

- The Post Primary Principal has the overall responsibility for the educational and administrative leadership of the school.
- Jobholders should be educated to a minimum of Bachelor's degree level, together with the Higher Diploma in Education.
- The experience needed for appointment as Principal varies depending on the nature, size and complexity of the school and is generally between 10 – 15 years.
- The jobholder is required to have a high degree of interaction with a wide range of groupings including pupils, staff, parents, local bodies and community groups, Department of Education and Science and suppliers.
- The job holder has overall responsibility for the financial management and accounting within his/her school.
- In bigger schools, the emphasis is primarily on management and deployment of resources and day to day problem solving. In smaller schools, these issues are present in a proportionate way, with the jobholder also having some teaching responsibilities.
- While some of the managerial aspects of the role (e.g. pay and conditions) are determined centrally, there is a significant management and leadership element to the role, particularly in leading a staff of teachers who are professionally independent insofar as their individual roles are concerned.
- The role has a significant impact on the overall performance of the school and on its reputation and standing within local and educational circles.
- There is potential for the jobholder to be exposed to abuse or emotionally charged situations, sometimes on a regular basis.

Institute of Technology Academic Grades – Senior Lecturer III

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Lecturer III

- Jobholders should be educated to at least Masters degree level and / or will have achieved a chartered professional qualification. Jobholders often hold doctorates, particularly those who specialise in the natural sciences.
- Educational qualifications need to be supplemented by experience, ranging from 7 years to over 15 years depending on the nature of the job. This experience will have been acquired by extensive professional work in their discipline and within the education sector.

- The job requires a level of expertise that can be drawn upon by a wide range of outside bodies and other experts, e.g. professional institutes, journals, employers and government advisory bodies.
- Work is highly diverse with jobholders involved in the development of strategy and plans for a School as well as the Institute as a whole.
- The job complexity results from the specialist nature of disciplines and the need to customise courses to market requirements.
- The jobholder has a leadership role over a School or Faculty with full management responsibility for a number of department heads.
- The jobholder typically is responsible for the management of budgets and resources across a School or Faculty with potential to impact significantly on organisational resources of an Institute and its performance.
- The jobholder has to utilise highly developed interpersonal skills to negotiate with Directors and outside agencies as a recognised expert in their field, as well as motivating teams of academics, technical and administrative staff.

Institute of Technology Academic Grades – Senior Lecturer II

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Lecturer II

- Jobholders should be educated to at least Masters degree level and / or will have achieved a chartered professional qualification. Jobholders commonly hold doctorates, particularly those who specialise in the natural sciences.
- Educational qualifications need to be supplemented by experience, ranging from 7 years to over 10 years depending on the nature of the job. This experience will have been acquired by extensive professional work in their discipline and within the education sector.
- The jobholder requires a level of expertise that can be drawn upon by a range of outside bodies, e.g. professional institutes and journals, employers, government advisory bodies.
- The work is diverse with jobholders involved in the development of courses for a Department and for a wide range of educational levels.
- The jobholder has a leadership role over a Department and a team of academics with responsibility for work allocation, quality assurance processes and reporting.
- The jobholder typically is responsible and accountable for the management of staff and equipment within a department which has significant impact on the performance of the School.

- The jobholder has to persuade, motivate, influence and negotiate with others using developed skills of communication and diplomacy. Communications would be both internal and external.

Institute of Technology Academic Grades – Lecturer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Lecturer

- Jobholders should be educated to at least Masters degree level and / or will have achieved a chartered professional qualification. Jobholders commonly hold doctorates, particularly those who specialise in the natural sciences.
- Educational qualifications need to be supplemented by at least 5 years experience depending on the nature of the job. This experience will have been acquired by extensive professional work in their discipline and / or within the education sector.
- The job requires the expert application in teaching, and increasingly in research, of a range of specialised knowledge and skills to a level, which permits guidance to students and other less experienced lecturers.
- The coursework – design, delivery, assessment – and research aspects of the job requires the regular exercise of judgement in analysing problems and issues which are diverse and for which precedent is not always available.
- The jobholder may lead a small team at this level e.g. a course or laboratory team and be responsible for co-ordination, performance and quality of outputs.
- Many decisions will be based on standard procedures accepted within a department or Institute, but some will require the considered application of broader practices. The jobholders work has both an immediate and longer-term impact on the quality of teaching to students, and on the value of those skills in the economy.
- The jobholder needs to persuade and influence students at various levels using developed skills of communication and diplomacy.
- Work in laboratory situations may occasionally be hazardous.
- Many jobholders in teaching positions referred to certain levels of stress in dealing with students.

Institute of Technology Academic Grades – Assistant Lecturer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released

by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Assistant Lecturer

- Jobholders should usually be educated to Masters degree level or equivalent with 3 years relevant post graduate experience.
- The job requires the expert application in teaching and research, of a range of specialised knowledge and skills, with a sound understanding of underlying theory and principles.
- The coursework – design, delivery, assessment – and research aspects of the job requires the regular exercise of judgement in analysing problems and issues which are diverse and for which precedent is not always available.
- The jobholder will work as a member of a departmental team, contributing to the setting of standards, and helping to balance workloads. He/she may have to lead a small team in some institutes or within very specialised disciplines.
- Many decisions will be based on standard procedures accepted within a department or Institute, but some will require the considered application of broader practices.
- The jobholder will need to persuade and influence students at various levels using developed skills of communication and diplomacy.
- Work in laboratory situations may occasionally be hazardous.
- Many jobholders in teaching positions referred to certain levels of stress in dealing with students.

Higher Education Authority Academic Grades – Associate Professor

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Associate Professor

- Jobholders should be educated to at least Doctoral degree level.
- Educational qualifications need to be supplemented by experience, ranging from 10 to 15 years allowing them to build up a research and publication record in their specialist field.
- The job requires a level of professional and technical expertise such that other experts in the field would routinely consult the jobholder.
- The jobholder's work may include requirements for creativity in dealing with complex concepts, models and research casework. Little precedent is available, particularly in

research. Complexity is usually due, not to the diversity of problems, but to the high degree of specialism involved.

- The jobholder may have a leadership role over a small number of teams engaged in different research projects; membership of such teams will comprise in-house colleagues but may also involve experts and researchers in other locations, national and international.
- The jobholder will be responsible for management of resources across a discipline, including a number of teams or working groups; decisions may have a significant and long term effect on the performance, reputation and future funding of the institution.
- The jobholder will have developed the communication skills required to persuade and influence others, particularly in relation to research work carried out or supervised.

Higher Education Authority Academic Grades – Senior/Statutory Lecturer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior/Statutory Lecturer

- Jobholders should be educated to at least Doctoral degree level.
- Educational qualifications need to be supplemented by substantial experience at post doctoral level, allowing them to build up an extensive research and publication record in their specialist field.
- Jobholders are typically recognised experts, and a wide range of bodies would tend to draw on their knowledge.
- In their work they will encounter new or complex situations, which may require innovative solutions.
- The jobholder may have a leadership role, particularly in the natural sciences area, over research and laboratory teams.
- The jobholder will have the capacity through teaching, research and publication to impact significantly on standards achieved by undergraduates and post-graduates.
- The jobholder will have developed the communication skills required to persuade and influence others, particularly in relation to research work carried out or supervised.

Higher Education Authority Academic Grades – College Lecturer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released

by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – College Lecturer

- Jobholders should be educated to Doctoral degree level.
- Educational qualifications need to be supplemented by experience ranging from 3 to 5 years, depending on the position, allowing them to build up teaching expertise and a publication record in their specialist field.
- Jobholders typically have a sound base of knowledge of the theory and applications in their field that they can offer guidance to other lecturers, and are in a position to supervise the work of graduate students.
- Jobholders will regularly have to exercise judgement in their analysis of a diverse range of problems for which precedent may not always be available.
- Jobholders will work as a member of a departmental team and may have a role in co-ordinating course teams.
- Jobholders will have the capacity through their teaching, research and publication to impact significantly on standards achieved by undergraduates and post-graduates, but will also have advice from senior academics and departmental procedures to rely upon.
- Jobholders will have developed the communication skills required to persuade and influence others, particularly in relation to research work carried out or supervised.

Higher Education Authority Academic Grades – Assistant Lecturer

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Assistant Lecturer

- Jobholders are educated to at least Masters level and, if not already achieved, would be expected to be in the process of gaining a PhD.
- Educational qualifications need to be supplemented by experience of up to three years to build up teaching expertise and develop research interests.
- Jobholders typically have a sound understanding of the theory and principles in their field so that they can guide students in coursework and tutorial situations.
- Jobholders will regularly have to exercise judgement in their analysis of problems which are diverse and for which precedent may not always be available.

- Jobholders will work as a member of a departmental team and contribute to the achievement of team objectives.
- The jobholders decisions and actions will have an immediate impact on students and their academic development;
- The jobholder would rely on established practices and procedures, particularly in relation to lecturing and assessment.
- The jobholder will have developed the communication skills required to persuade and influence students in the lecture hall.

Higher Education Authority Technician Grades – Chief Technician 1 (TCD)

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Chief Technician 1

- Although the educational qualifications are ambiguous, it is considered that they are higher than for more junior technical grades which require a NCEA Certificate or Diploma and, as a result, should be pitched at least Degree (or equivalent) level in a relevant discipline with progress toward membership of a professional body or a post-graduate Degree of some benefit for certain jobs¹, depending on their nature.
- Experience required ranges from 7 to 10 years depending on the nature of the job.
- Specialised scientific knowledge and skills, based on a sound understanding of underlying theory and principles, are applied by jobholders to a level permitting specialist guidance to others beyond the immediate work area, internally as well as externally.
- Work is diverse and regular exercise of judgement is needed for decision-making, where precedent is not always available, particularly in new or complex situations requiring innovation and a degree of creativity.
- Leadership role over a number of teams, including supervisors/team leaders, with management responsibility and accountability for resources in the immediate work area involving work allocation, quality, reporting and training.
- Decisions taken by jobholders may be based around standard procedures and the consequence of actions by the jobholder can have a short-term impact on organisational performance and service.
- Well developed interpersonal and communication skills required for contacts that involve the regular exchange of information with others in the organisation and externally to meet routine needs.

- Jobholders require a moderate level of physical activity or stamina but the work may necessitate high levels of dexterity requiring precise or rapid movement.
- Given the largely laboratory-based nature of the work, there may be occasional exposure to unpleasant surroundings or hazardous conditions.

Higher Education Authority Technician Grades – Senior Experimental Officer (TCD)

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Experimental Officer (TCD)

- Although the educational qualifications are ambiguous, and given the research nature of the job, it is considered that jobholders should at least hold a Degree (or equivalent) with progress toward at least a post-graduate Degree (at least Masters, but preferably a Doctorate) or membership of a professional body (including equivalents) of benefit in most posts.
- Experience required ranges from 3 to 5 years depending on the nature of the job.
- Jobholders apply very specialised scientific knowledge and skills to a level permitting specialist guidance, internally as well as externally, as a recognised expert whose knowledge is drawn upon from a wide range of bodies.
- Work is very diverse and may require creativity or dealing with complex issues where there is little precedent available for decision-making which is based on a high degree of specialism.
- Work is diverse and regular exercise of judgement is needed for decision-making, where precedent is not always available, particularly in new or complex situations requiring innovation and a degree of creativity.
- Supervisory role over a team, agreeing and communicating team targets and standards with responsibility for the co-ordination of the team and its performance and outputs.
- The consequences of decisions or actions taken by jobholders can have a relatively significant impact on organisational performance and service.
- High level of interpersonal and communication skills required which involve senior-level contacts, both internally and externally, including a need to persuade and influence others, which can require acting as a lead authority in an 'expert' role.
- Jobholders require a normal level of physical activity or stamina, but the work may necessitate high levels of dexterity requiring precise or rapid movement.
- Given the largely laboratory-based nature of the work, there may be occasional exposure to unpleasant surroundings or hazardous conditions.

Higher Education Authority Technician Grades – Principal Technician (UCD)

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Principal Technician (UCD)

- Although the educational qualifications are ambiguous, it is considered that they are higher than for more junior technical grades which require a NCEA Certificate or Diploma and, as a result, should be pitched at least Degree (or equivalent) level in a relevant discipline with progress toward membership of a professional body or a post-graduate Degree of some benefit for certain jobs, depending on their nature.
- Experience required ranges from 7 to 10 years depending on the nature of the job.
- Specialised scientific knowledge and skills, based on a sound understanding of underlying theory and principles, are applied by jobholders to a level permitting specialist guidance to others beyond the immediate work area, internally as well as externally.
- Work is diverse and regular exercise of judgement is needed for decision-making, where precedent is not always available, particularly in new or complex situations requiring innovation and a degree of creativity.
- Leadership role over a number of teams, including supervisors/team leaders, with management responsibility and accountability for resources in the immediate work area involving work allocation, quality, reporting and training.
- Decisions taken by jobholders may be based around standard procedures and the consequence of actions by the jobholder can have a short-term impact on organisational performance and service.
- Well developed interpersonal and communication skills required for contacts that involve the regular exchange of information with others in the organisation and externally to meet routine needs.
- Jobholders require a moderate level of physical activity or stamina but the work may necessitate high levels of dexterity requiring precise or rapid movement.
- Given the largely laboratory-based nature of the work, there may be occasional exposure to unpleasant surroundings or hazardous conditions.

Higher Education Authority Technician Grades – Section Head Technician (UCD)

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released

by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations -Section Head Technician (UCD)

- Although the educational qualifications are ambiguous, it is considered that they are higher than for more junior technical grades which require a NCEA Certificate or Diploma and, as a result, should be pitched at a higher level of a Degree (or equivalent) level education in a relevant discipline.
- Experience required ranges from 5 to 7 years depending on the nature of the job.
- Jobholders apply scientific knowledge and skills to a level permitting guidance to others beyond the immediate work area, internally as well as externally.
- Work is largely diverse and decision-making requires regular exercise of judgement for which precedent is not always available, particularly in new or complex situations where a degree of innovation may be needed.
- Supervisory role over a team, agreeing and communicating team targets and standards with responsibility for the co-ordination of the team and its performance and outputs.
- Largely based around standard procedures, the consequences of decisions and actions taken by jobholders can have a short-term impact on organisational performance and service.
- Good interpersonal and communication skills required for contacts that involve the regular exchange of information with others in the organisation and externally to meet routine needs.
- Jobholders require a moderate level of physical activity or stamina but the work may necessitate high levels of dexterity requiring precise or rapid movement, depending on the nature of individual jobs.
- Given the largely laboratory-based nature of the work, there may be occasional exposure to unpleasant surroundings or hazardous conditions.

Higher Education Authority Technician Grades – Senior Technician

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

Generic Observations – Senior Technician

- Jobholders should be educated to NCEA Diploma¹ (or equivalent) level in a relevant discipline although it is recognised that some Colleges (notably NUIG) provide for a greater salary progression for additional qualifications, which are not specified.
- Experience required ranges from 3 to 5 years depending on the nature of the job.
- The jobs require the application and sound understanding of underlying theory and principles to a level permitting guidance can be given on matters affecting the immediate work area.
- Work is varied with some diversity with problems requiring some individual initiative to arrive at solutions and there may be a requirement to research and interpret information although policy or procedural guidelines are generally available and the course of action is usually clear.
- As team members, jobholders contribute to team targets, standards and the management of workloads while some jobs may have an element of supervisory duties with the jobholder agreeing and communicating team targets and standards while taking responsibility for the co-ordination of the team, its performance and outputs.
- Based around standard procedures, the consequences of decisions and actions taken by jobholders can have a short-term impact on organisational performance and service.
- Good interpersonal and communication skills required for contacts that involve the regular exchange of information with others in the organisation to meet routine needs.
- Jobholders require a normal level of physical activity or stamina, but the work may necessitate high levels of dexterity requiring precise or rapid movement, depending on the nature of individual jobs.
- Given the largely laboratory-based nature of the work, there may be occasional exposure to unpleasant surroundings or hazardous conditions.

Higher Education Authority Technician Grades – Technician

The generic observations which comprise the job profile for this grade do not constitute any form of a job description which purports to describe all of the duties, functions and responsibilities of the grade. The information set out in this profile is exactly the same material which was released by the Body to the parties prior to the oral hearings as the generic observations element to the research updates. Issues raised by the parties in relation to the updates were revisited by the Body's consultants and they were taken into account when considering the recommendations for the grade.

¹As set out in the Factual Information provided by the Department of Education and Science on behalf of the education employers (February, 2001) and the Submission to the PSBB from the HEA sector (April, 2001).

Generic Observations – Technician

- Jobholders should be educated to NCEA Certificate² (or equivalent) level in a relevant discipline although it is noted that entrants in some Colleges (notably TCD) with Diploma or Degrees can enter the salary scale at a higher point and progress faster on those scales.
- Experience required ranges from 1 to 3 years depending on the nature of the job.
- The jobs require the application and sound understanding a variety of techniques or practices to a level permitting guidance to be given on matters affecting the immediate work area.
- Work is generally varied with occasional diversity and an element of individual initiative is required to resolve problems which may necessitate researching and interpreting information even though policy or procedural guidelines are available and the course of action is clear.
- As team members, jobholders contribute to team targets, standards and the management of workloads.
- Decisions taken by jobholders may be largely routine and the consequence of actions by the jobholder can impact on the immediate work area in terms of performance and service.
- Interpersonal and communication skills required for contacts that involve the regular exchange of information with others in the organisation to meet routine needs.
- Jobholders require a normal level of physical activity or stamina with normal levels of co-ordination and dexterity which may be at high levels for certain, specialised jobs.
- Given the largely laboratory-based nature of the work, there may be occasional exposure to unpleasant surroundings or hazardous conditions.

²As set out in the Factual Information provided by the Department of Education and Science on behalf of the education employers (February, 2001) and in the Submissions from the various HEA Universities (April, 2001).

