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# Training Instruction Series

**GS-1712**

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## SERIES DEFINITION

This series covers positions concerned with administration, supervision, training program development, evaluation, or instruction in a program of training when the paramount requirement of the work is a combination of practical knowledge of the methods and techniques of instruction and practical knowledge of the subject-matter being taught.

Positions in this series do not have either a paramount requirement of professional knowledge and training in the field of education, or mastery of a trade, craft, or laboring occupation.

This supersedes the series coverage standard for the Training Instruction Series, GS-1712, published in February 1980 (TS-40).

## EXCLUSIONS

1. Classify education and training positions that require professional knowledge of the field of education in the appropriate professional series in the [GS-1700 Group](#).
2. Classify education and training positions for which the paramount qualification requirements for the work and the career patterns are primarily in a subject-matter field, including instructors in college or equivalent level programs, in the appropriate subject-matter series.
3. Classify education and training positions that primarily require full professional knowledge of a subject field not covered by an established series in the [General Education and Training Series, GS-1701](#).
4. Classify positions that involve providing staff assistance to agency management in the training and development of employees, when the key requirement is knowledge of personnel management, in the [Employee Development Series, GS-0235](#).
5. Classify positions that primarily involve advising on and promoting apprenticeship training for workers in industry in the [Apprenticeship and Training Series, GS-0243](#).
6. Classify positions that involve aid or technician support to instructional or other professional or specialist staff engaged in education and training work in the [Education and Training Technician Series, GS-1702](#).
7. Classify positions that require a paramount knowledge of the field of recreation to plan, organize, advise on, and administer recreation activities and programs, which may involve some instruction of participants, in the [Recreation Specialist Series, GS-0188](#).
8. Classify positions that require knowledge of one or more of the arts to plan, supervise, administer, or carry out educational or recreational programs in the arts, including

providing instruction, in the [Music Specialist Series, GS-1051](#), the [Theater Specialist Series, GS-1054](#), or the [Art Specialist Series, GS-1056](#), as appropriate.

## OCUPATIONAL INFORMATION

This series covers positions involved in the direct delivery of instruction or training services of a nonprofessional nature. It covers classroom instructors, supervisors, and managers in Government-operated training programs. This series also covers nonprofessional training program staff specialists engaged in course development, test development, or similar staff work. Some positions are involved in training in military or civilian occupational specialties such as radar or communications equipment operation. Other positions may involve instruction in subjects not specifically related to developing occupational skills such as courses in security regulations or freedom-of-information procedures. Some positions in this series may be found in a secondary school setting (e.g., shop training) or in a comparable setting.

### *Distinguishing Positions in This Series from Professional Positions in the Education Group, GS-1700*

Positions in both this series and the professional series in this group involve career patterns that are primarily in the field of education and training. The key difference is that positions in this series require a practical (but less than full professional) knowledge of education and training. A practical knowledge of training enables the employee to apply the principles and techniques of education and to help students acquire specific skills or knowledge. It does not require a mastery of the underlying philosophy and theories of education in relation to the growth and development of the individual. This practical knowledge of instruction techniques can normally be acquired by on-the-job training combined with study and practice.

This series includes a broad range of positions involving instruction, or the administration, management, or development of programs of instruction. A position should be classified in this series if there is clear evidence that persons with training experience and knowledge of the subject being taught could satisfactorily perform the duties of the position.

Generally, teachers and administrators in elementary and secondary schools make professional judgments concerning the educational, cultural, and social development of students. Other kinds of positions are classified in the appropriate professional education series because the incumbents must make other similarly professional judgments to manage, develop, conduct, or evaluate an educational program.

Positions should be classified in one of the professional series, rather than the Training Instruction Series, GS-1712, only if there is a clear evidence, based on a thorough job analysis, that satisfactory performance of the work requires a professional knowledge of education.

### *Distinguishing Positions in This Series from the Federal Wage System (FWS) Job of Training Leader*

Employees who regularly train three or more other workers in the nonsupervisory work of a trade, craft, or laboring occupation are covered by the Federal Wage System Job Grading Standard for Training Leader when the paramount knowledge required to do the training work is knowledge of the trade, craft, or laboring occupation. Employees who regularly train less than three other workers in such occupations are covered by the appropriate Federal Wage System job grading standard for the work performed.

The training work performed by training leaders is designed to enhance the trainees' knowledge and skill in a "blue collar" occupation. The training typically includes demonstration of proper techniques and methods of the work and evaluation of the trainees' progress under a formal training program designed to update, extend, or improve workers' skills.

The training provided by training leaders may also include both on-the-job and classroom training as a part of a formal program to improve the trainees' knowledge and skills to any target level in a recognized trade or line or work, such as an apprenticeship training program. At the higher grade levels training leaders may provide on-the-job and classroom training in trade theory; foundation knowledge required for adjustment to future technological changes; safety practices; characteristics of materials; and the use of machinery, precision instruments, and tools related to the occupation.

Training leaders may participate in the design of course outlines and training aids by drawing upon their personal experiences and study of trade publications. They also adapt and revise daily lesson plans, develop and administer quizzes, evaluate trainees' progress, counsel students, and resolve informal complaints and minor disciplinary problems.

By contrast, instructor positions do not have a paramount qualification requirement of knowledge of a trade, craft, or laboring occupation. Instructors may teach specialized trade related courses such as electricity, surveying, aircraft fundamentals, or similar subjects using textbooks, manuals, and other reference materials in a classroom or laboratory setting. Such courses are typically highly structured, repetitive, and of short duration. The instructor is required neither to provide on-the-job training, nor to demonstrate a broad range of trade skills, nor to possess full knowledge of the trade or laboring occupation being taught to the students. The instructor is required to possess a practical knowledge of the subject area being taught and a practical knowledge of the methods and techniques of instruction.

In borderline cases classification decisions may be based on environmental indicators, such as working relationships with other positions in the organization, normal lines of career progression, equitable pay relationships with other positions in the immediate organization, and management's intent in creating the position.

NOTE: Teacher positions in vocational training programs in secondary or primary schools, in related adult education programs, or in Job Corps centers may involve teaching courses designed to develop trade, craft, or laboring occupational knowledge and skills. These courses may involve shop demonstrations and classroom instruction similar to apprenticeship programs or other industrial training programs. These positions should be classified according to the paramount knowledge and skills required of the teachers. These requirements may vary depending on the educational strategy or emphasis of the vocational training program and the nature of the courses being taught. Therefore, depending on the requirements of the particular position, the appropriate series may be one of the professional education series, the GS-1712 series, a wage grade series, or a specific subject-matter series.

### *Distinguishing Positions in This Series from Positions in Specific Subject-Matter Series*

Positions involving education and training work are normally classified in the appropriate subject-matter series when the paramount qualification requirements for the work and the career patterns for the position are primarily in the subject-matter field rather than in the education and training field.

Positions involving education and training work requiring subject-matter knowledge are classified in this series when the career patterns of the positions are primarily associated with the field of education and training, when instructing is the highest level skill required (e.g., instructors of stenography), or when no appropriate subject-matter series has been established.

As a general rule, you should first consider classifying positions in the appropriate subject-matter series before deciding to classify the position in this series.

Note, however, that it is neither the type of training program nor the subject per se that determines the series. Rather, the qualifications required and the normal career patterns involved are the basic considerations.

## **TITLES**

*Training Instructor* is the title for nonsupervisory positions that primarily involve instruction.

*Training Specialist* is the title for nonsupervisory positions that primarily involve development or evaluation of training materials.

*Supervisory Training Instructor and Supervisory Training Specialist* are the titles for positions that meet the criteria in the appropriate [supervisory evaluation guide](#).

*Training Administrator* is the title for positions that involve the administration of training programs.

## EVALUATING POSITIONS

This is a two-grade interval series.

Evaluate nonsupervisory positions classified in this series by reference to the [Grade Level Guide for Instructional Work](#).

Evaluate supervisory positions by the criteria in the appropriate [supervisory evaluation guide](#).

Evaluate positions in this series that have primary managerial responsibility for planning, developing, directing, and conducting operating education and training programs that provide for the educational development or advancement of the individuals enrolled by reference to the [Grade-Evaluation Guide for Positions of Managers of Operating Education Programs](#).