

This resource has been developed for the purposes of assisting in the identification and development of rehabilitation programs for injured or ill employees, and to provide detailed information about **common** job demands. When supporting an injured employee in their return to work this document is used in conjunction with Workplace Specific Details to ensure information is customised.

Description of the role of the High School Administrative Officer (SAO):

A high school administrative officer contributes to the effective and efficient management of the school by providing administrative support to the principal, deputy principal and School Administrative Manager (SAM).

High school administrative officers assist in maintaining the school’s financial and administrative systems and procedures to ensure the efficiency and effectiveness of the school. School administrative officers often act as the first contact point for parents and visitors to the school.

This document indicates the average time spent across a working day on common work activities/physical work demands that have been identified as essential to the successful performance of the role. The frequency of performance of work tasks is described by either the Descriptor, Percentage of Time, or Amount of Time based on the average working day of 6.25 hours as follows:

Descriptor	Percentage of Time	Amount of Time based on 6.25 hours per day
Not present	0%	0
Rare	1% - 7%	<i>From 3 mins to 25 mins</i>
Occasional	8% - 33%	<i>30 mins to 2 hours</i>
Frequent	34% - 66%	<i>2 ¼ hours to 4 hours</i>
Constant	67% - 100%	<i>4 ¼ hours to 6 ¼ hours</i>

This table is derived from the US Department of Labor Physical Demand Characteristics of Work, 1996

Hours of Work and Scheduled Breaks

Hours of Work: The normal hours of work for full-time employees shall not exceed 31 hours 15 minutes per week between 8.00 am and 4.30 pm on school days. The actual hours worked by an employee in any week may, by agreement between the principal and the employee, be averaged over periods of up to 10 weeks between the hours of 7.30 am and 6.00 pm. The pattern of hours worked by an employee under such an arrangement must be approved by the principal taking into account the needs of the school.

Meal Breaks: Employees who work not less than four hours per day shall be entitled to an unpaid lunch break of not less than 30 minutes each day. Employees who work more than two hours from the commencement of the school day shall be entitled to a paid morning tea break of 10 minutes each day. Meal breaks are staggered to meet the needs of the school, and are determined in conjunction with the principal.

Job Profile – Functional Summary For the Position of a High School Administrative Officer (SAO)

Frequency of Physical Job demands (Average % of Full Time Work Day)											
Demands	Not Present	Rare (1% - 7%)	Occasional (8% - 33%)	Frequent (34% - 66%)	Constant (67% - 100%)	Demands	Not Present	Rare (1% - 7%)	Occasional (8% - 33%)	Frequent (34% - 66%)	Constant (67% - 100%)
Sitting					x	Reaching				x	
Standing - Static		x				Handling				x	
Standing - Dynamic				x		Pushing		x			
Walking - Flat Terrain				x		Pulling		x			
Walking – Slippery/ Gravel Terrain			x			Lifting		x			
Climbing – Step Stools/ Ladders		x				Carrying		x			
Climbing – Stairs			x			Fine Motor				x	
Stooping			x			Tactility				x	
Kneeling	x					Driving		x			
Crouching – One Off	x					Visual Function					x
Crawling	x					Speech					x
Balancing – Above Ground	x					Auditory Function					x

Tools/ Equipment Handled
Computer, including keyboard and mouse, plus telephone
Writing materials e.g. pens, paper
Stationary e.g. reams of A4 paper (almost daily), A3 paper, scissors, stapler
Files, archive boxes
Photocopier, laminator
Trays of food, drinks (using trolley), may be required to carry items up stairs for functions
Paperwork and some cash handling

Loads Lifted & Carried (Average % of Full Time Work Day)					
Weight range	Not present	Rare (1-7%)	Occasional (8-33%)	Frequent (34 -66%)	Constant (67 – 100%)
0-5 kg				Floor to Waist to Shoulder	
6-10kg		Floor to Waist			
11-15kg	x				
15-20kg	x				
21-25kg+	x				

Note: - Loads are a guide of maximum required in a full time work day.

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Common Job Activities (used in conjunction with Workplace Specific Details)		Average Time	Critical Job Demand
1	Computer based tasks, including typing documents, entering data from paperwork such as new student information, exam results and assessment results, reading and responding to emails. Use of mouse and keyboard	Up to 4 hours per day	Yes
2	Answering telephone enquiries, forwarding calls or writing down and passing on messages as required	Constantly –throughout day	Yes
3	Photocopying / laminating / binding	Up to 2 hours per week, variable	Yes
4	Filing	Up to 1 hour per week	Yes
5	Receipting – money for school fees etc.	Intermittently throughout the day	Yes
6	Answering and dealing with enquiries at reception from parents, visitors to the school and members of the public, receiving and forwarding all deliveries to the school, dealing with difficult parents and members of the public	Intermittently throughout the day	Yes
7	Archiving boxes - pushing trolley to archive room, shredding documents	Varies according to school	No
8	Liaising with teachers and students, assisting students in the sick bay, liaising with parents if student sick, injured etc.	Intermittently	Yes
9	Organising mail outs, school newsletter and folder preparation	Varies according to school	Yes
10	Printing school reports for students (based on number of students at school), and putting in envelopes	Approximately 1 day per semester	Yes
11	Assist teachers with organising excursions, taking payments etc.	As required	Yes
12	Providing support at school activities/functions, including organising and preparing food and drinks, serving, cleaning up	As required	Yes
13	Assisting with enrolments throughout year, including preparing book packs for new students	As required	Yes

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Environmental Factors

The following environmental factors exist in the workplace.

Low- level ambient noise (from students, traffic, school activities e.g. music practice etc.) requiring moderate voice projection to be heard.

Some work may be performed outdoors or exposed to the elements (rare). Some workplaces experience a variation in temperature and humidity relating to the seasons.

Worker/ team relationships – the work environment may require the employee to adjust to and manage different working styles, and demonstrate an ability to work cooperatively with people from different backgrounds.

While deadlines exist for many tasks, the level of demand is dependent upon the school environment and staffing level. Deadlines are usually negotiated.

The School Administrative Officer may also be required to address multiple demands and a large number of unplanned interruptions may occur throughout the working day.

Core Workplace Expectations (Organisational, Interpersonal, and Psychosocial).

The following major workplace expectations have been identified with reference to DEC Policies and Guidelines and O*NET (the Occupational Information Network, a comprehensive database of worker attributes and job characteristics).

All employees have a responsibility to comply with legislation, departmental policy, procedures and the DEC Code of Conduct, perform their duties effectively, provide impartial and accurate advice and act in a manner that promotes a productive and harmonious working environment.

Negotiating with others - In dealing with other people, employees should be able to accommodate and tolerate different opinions and perspectives, and sort out their disagreements by rational discussion.

Departmental employees have a duty to take reasonable care for the safety and welfare of the students in their charge.

Establishing and maintaining effective communication – includes appropriate written and verbal communication with supervisors, peers, subordinates, students, parents and community members

Employees who work with students have a special responsibility in presenting themselves as appropriate role models for those students.

The School Administrative Officer assists the Administrative Manager to create and maintain safe environments. The maintenance of a safe working and learning environment includes application of WHS procedures, student welfare procedures, administrative and environmental management.

Investigations – participate in reporting investigation and resolution processes, including mandatory reporting of suspected child abuse or neglect, and participation as a witness or party to performance, discipline, grievance, WorkCover or other processes.

Requires ability to maintain accurate documentation and detailed records to effectively provide information and administrative support to school including, management of financial records and other reporting requirements.

Job Profile – Functional Summary For the Position of a High School Administrative Officer (SAO)

The use of this terminology, referred to in Frequency of Physical Job demands table on page 2, helps to establish a common language for key stakeholders when describing job demands in terms of frequency of activity performance, type of posture or movement and the level of strength/ lifting required.

Definition of Physical Job Demands	
LIFTING	Raising or lowering an object from one level to another (includes upward pulling and/or exerting upward force to hold an object in static position).
CARRYING	Transporting an object, usually holding in the hands, arms or on the shoulder.
PUSHING	Exerting force upon an object so that the object moves away from the force (including stooping, striking, kicking, treading and exerting force to hold an object in static position).
PULLING	Exerting force upon an object so that the object moves toward the force (including jerking and exerting force to hold an object in static position).
SITTING	Remaining in a seated position.
STANDING	Remaining on one’s feet in an upright position without moving greater than three steps.
WALKING	Moving about on foot greater than 3 steps.
CLIMBING	Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs, or hands and arms.
BALANCING	Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on either elevated and unguarded, narrow, slippery or erratically moving surfaces.
STOOPING	Bending the body forward and downward by bending spine at waist, requiring full use of lower extremities and back muscles.
KNEELING	Bending legs at knees to come to rest on knees.
CROUCHING	Bending body forward and downward by bending legs and spine.
CRAWLING	Moving about on the hands and knees.
REACHING	Extending arms(s) in any direction.
HANDLING	Seizing or grasping, holding, turning or otherwise working with the hands. Fingers are only involved to the extent that they are extensions of the hand.
FINE MOTOR	Picking, pinching, or otherwise working with the fingers, other than with the whole hand or arm as in handling.
TACTILITY	Perceiving attributes of objects, such as: size, shape, temperature, or texture by touching with skin; particularly that of finger tips.

This table is derived from the Queensland Department of Education and Training Job Dictionary