

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.

DISCLAIMER - This job profile explains the common work activities and physical demands of a Leader Psychology Practice. Due to the different settings and circumstances where this role may be undertaken, there may be differences to times and activities as outlined in the job profile.

Description of the role of the Leader Psychology Practice:

The Leader Psychology Practice (LPP) has post-graduate qualifications in psychology. The LPP coordinates and professionally supervises a team of Senior Psychologist Education (SPEs) to deliver high quality psychological services to schools. They work alongside families, school staff, and other professionals to support the learning, mental health and wellbeing needs of students to create safe, healthy and supportive learning environments.

It is the role of the LPP to support whole school response and coordination of psychological support to schools experiencing serious incidents. LPP's also assist SPEs in their work with the counselling service teams they are responsible for in responding to students requiring additional wellbeing and psychological support.

This document indicates the average time spent during a working day on common work activities and physical work demands that have been identified as essential to the successful performance of the role. The frequency of these work tasks is described using one of the following measures: Descriptor, Percentage of Time, or Amount of Time, based on an average 7-hour working day.

| Descriptor | Percentage of Time | Amount of Time based on 7 hours per day |
|-------------|--------------------|---|
| Not present | 0% | 0 |
| Rare | 1% - 7% | From 4 mins to 30 mins |
| Occasional | 8% - 33% | 35 mins to 2 ¼ hours |
| Frequent | 34% - 66% | 2 ½ hours to 4 ½ hours |
| Constant | 67% - 100% | 4 ¾ hours to 7 hours |

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: Employees work during the normal daily hours of operation of the school, during which classes are conducted; this is commonly Monday to Friday. There may be a need to be present half an hour before school starts and half an hour after dismissal in the afternoon. Where special circumstances arise which, in the interests of the school, necessitate attendance beyond these hours, the attendance of employees may be required.

Meal Breaks: Employees are entitled to a lunch break of not less than 30 minutes.

Job Profile – Functional Summary For the Position of a Leader Psychology Practice

Frequency of Physical Job demands (Average % of Full Time Work Day)

| Note: If absent then assume it is rare (1-7%) or not present | | | |
|--|--------------------|----------------------|---------------------|
| | Occasional (8-33%) | Frequent (34% - 66%) | Constant (67%-100%) |
| Sitting | | | |
| Standing -Static | | | |
| Standing – Dynamic | | | |
| Walking – Flat Terrain | | | |
| Walking – Slippery/Gravel | | | |
| Climbing – Step stools/Ladders | | | |
| Climbing – Stairs | | | |
| Stooping | | | |
| Kneeling | | | |
| Couching – One off | | | |
| Crawling | | | |
| Balancing – above ground | | | |
| Reaching | | | |
| Handling | | | |
| Pushing | | | |
| Pulling | | | |
| Lifting | | | |
| Carrying | | | |
| Fine Motor | | | |
| Tactility | | | |
| Driving | | | |
| Visual Function | | | |
| LPPech | | | |
| Auditory | | | |

Job Profile – Functional Summary For the Position of a Leader Psychology Practice

| Tools/ Equipment Handled |
|--|
| Pens/pencils/whiteboard markers and books |
| Computer workstation/telephone |
| Test resources – approximately 5 – 8kg. Use of trolley bag when travelling to complete testing |

| 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.

| Common Job Activities (used in conjunction with Workplace LPP Details) | | Average Time | Critical Job Demand |
|--|--|---|---------------------|
| 1 | Managing SPE teams The LPP manages a team of SPE's across the state and ensures that they are providing high quality team management and psychological services to schools. They work in collaboration with principals to support professional learning and manage the performance/development process for SPEs. LPPs build the capacity of their staff to support student wellbeing and mental health and manage escalations and high-level issues among the counselling service. The LPP may provide counselling services to students in extenuating circumstances and may refer students to external health professionals for ongoing specific health-based treatment. LPP's take an active role across schools in supporting serious incident responses that impact on students, teachers or the school community. | 4-5 hours per day | Yes |
| 2 | Stakeholder liaison Leader Psychology Practices liaise with a range of stakeholders including internal counselling service teams, parents, teachers, external health professionals and other professionals as required via telephone or in meetings as required to discuss LPP specific issues. | Parent meetings can take 30 – 60 minutes each | Yes |
| 3 | Computer based tasks Includes electronic case notes and records management, emails, test scoring, research, and writing reports. | Average 1-2hours per day | Yes |

Job Profile – Functional Summary For the Position of a Leader Psychology Practice

| Common Job Activities (used in conjunction with Workplace LPP Details) | | Average Time | Critical Job Demand |
|--|---|----------------------------|---------------------|
| 4 | Meetings <ul style="list-style-type: none"> • Leader Psychology Practices are required to have frequent one on one professional practice supervision meetings with their Leader Psychology Practice (LPP) to discuss case matters, issues or management of difficult cases and their own mental health. • Meetings with their counselling team as a group and individually frequently for mandatory professional practice supervision • Staff meetings/liaison with teaching employees: involving face to face meetings at which day to day operational issues, short term and long-term strategic planning for the school occur. | Varies according to school | Yes |
| 5 | Committee meetings <p>Leader Psychology Practices may also be required to, or choose to, participate in certain school-based committees (for example the school's professional learning committee).</p> | Varies according to school | No |
| 6 | Extra-curricular activities <p>Leader Psychology Practices may also participate in extra-curricular activities most of which are of a voluntary nature. This may include:</p> <ul style="list-style-type: none"> • External professional learning | | No |

Job Profile – Functional Summary For the Position of a Leader Psychology Practice

Environmental Factors

The following environmental factors exist in the workplace.

Low - level ambient noise (from students, practical activities e.g. music practice) requiring considerable voice projection to be heard.

Often offices have limited space which makes it difficult to maintain personal space or to hold group sessions.

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.

Shortened work breaks may be taken on a voluntary basis.

While deadlines exist for many tasks, the level of demand is dependent upon the school environment and staffing level. Leader Psychology Practices may also be required to address multiple demands and a large number of unplanned interruptions may occur throughout the working day.

The nature of this roles means that the Leader Psychology Practice may need to deal with people who are undergoing stressful or emotional events.

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

The following major workplace expectations have been identified with reference to Department Policies and Guidelines, the NSW Institute of Teachers website 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 Department's 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 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.

Training and Teaching Others – Includes identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing, and assessing and reporting for effective learning

Leader Psychology Practices create and maintain safe, healthy and supportive learning environments. Effective strategies for the management of staff and the maintenance of a safe working and learning environment include WHS procedures, student welfare procedures, curriculum and environmental management, PDP management and code of conduct.

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, Work Cover or other processes.

Have the capacity to be flexible, adaptable and willing to work in an environment where the day-to-day priorities and tasks may vary considerably. Have the capacity to maintain their own mental health and a balanced approach to life when constantly dealing with challenging situations.

Job Profile – Functional Summary For the Position of a Leader Psychology Practice

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 fingertips. |