

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 Primary School Administrative Manager (SAM) – Rural and Remote Locations:

The School Administrative Manager provides support to the principal and the school through the efficient management of the school’s financial and administration functions. Their role also requires them to supervise other school administrative officers and promote training opportunities.

PP5 and PP6 Schools are small and often include classes of mixed ages and grades. The classification of a PP5 and PP6 primary school, is based on whole school enrolments, including regular class enrolments, pre-school enrolments and student support enrolments. The number of enrolments ranges from 1 to 25 for PP6, or from 26 to 150 students for PP5. PP5 and PP6 schools can be located in rural and remote locations.

The role of the School Administrative Manager in smaller communities may be part-time and can often extend to broader administration and support tasks to including in some instances, e.g. first aid, and canteen duties.

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 hours 40 minutes as follows:

Descriptor	Percentage of Time	Amount of Time based on 6 hours 40 minutes per day
Not present	0%	0
Rare	1% - 7%	<i>From 4 mins to 25 mins</i>
Occasional	8% - 33%	<i>30 mins to 2 ¼ hours</i>
Frequent	34% - 66%	<i>2 ½ hours to 4 ½ hours</i>
Constant	67% - 100%	<i>4 ¾ hours to 6 hours 40 minutes</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 33 hours 20 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.

Job Profile – Functional Summary For the Position of a Primary School Administrative Manager - Rural and Remote Locations

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
Writing materials e.g. pens, paper
Paperwork, folders (2 – 3kg)
Photocopier, laminator
Telephone

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	x				
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 email, reconciliations, cheques, orders, reports, budgeting, school notes, excursions, sick leave etc.	90% of day	Yes
2	Answering telephone enquiries, writing down and passing on messages as required. In some school locations the transfer of messages to the principal may require that the School Administrative Manager (SAM) walk to the classroom from the office area.	Intermittently throughout day	Yes
3	Managing enrolments, leavers and school populations and dealing with other confidential information	As required	Yes
4	Handling counter enquiries and communicating with parents, may assist in responding to specific needs of students eg. Heating food, first aid.	Up to 1 hour per day, if required	Yes
5	Co-ordinating administrative activities with external providers and contractors	As required	Yes
6	Informal meeting in school with other employees, and attend meetings as required	1 - 2 hours per week	Yes
7	Filing and organisation of tasks.	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.) occasionally requiring moderate voice projection to be heard.

Worker/ team relationships – the work environment may require the School Administrative Manager to adjust to and manage different working styles, and demonstrate an ability to work cooperatively.

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

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

Location in regional area may require additional participation with local community to build and sustain relationships.

Role in a small school requires flexibility and willingness to undertake a range of duties

Small school size often requires that this position work alone and manages own time to meet priorities and timeframes.

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 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 Manager assists the Principal in managing administrative employees to create and maintain safe and challenging learning 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.

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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