

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

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 Principal – Rural and Remote Locations:

The Principal is responsible for all areas of educational leadership. This includes the education and welfare of all students, all educational programs, learning outcomes, the management of employees and employee welfare development, financial management of the school, the management of the school property and developing partnerships between the school and the school community.

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 Principal in smaller communities often extends to active participation in local community events, and providing support and referral services for the wider community e.g. such as psychological and social welfare issues.

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 7 hours as follows:

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. Generally teaching employees are required to be present half an hour before school starts and may be required half an hour after the dismissal in the afternoon. Where special circumstances arise which, in the interests of the school necessitate attendance beyond these hours, the attendance of the employees may be required.

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

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
Students' chairs and desks – up to approximately 3kg and 8 kg respectively
Computers and data projectors – For use during information technology based learning activities with students and administrative tasks.
Pens/pencils/chalk/whiteboard markers and books
Phone and email for planning and liaison with internal employees, external persons/parties and parents
Training materials - for example data projector, whiteboard markers
Computer workstation

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			Between floor and waist height		
6-10kg		Between floor and shoulder height			
11-15kg		Between floor and shoulder height			
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	<p>Management of employees Management of the administrative team, and direct management of all school employees. Overseeing school management in conjunction with other members of the administrative team e.g.; financial management of the school in conjunction with the School Administrative Manager. For small schools this management can include liaison with Region contacts regarding staffing and other matters</p>	Varies	Yes
2	<p>Teaching/classroom duties PP5/6 principals are often teaching principals and are required to maintain a teaching load, or they may assist where necessary e.g. if a teacher is ill. In PP6 school the teaching principal can be required to teach children across a range of age and class levels.</p>	Varies according to school. Refer to Workplace Specific Details.	Yes
3	<p>Administration Computer based work for email, planning and administrative tasks. In classrooms the computer can also be used to deliver lessons and monitor childrens allocated work.</p>	As required	Yes
4	<p>Enrolments Involves handling new enrolments: including meeting with new families for approximately one hour and providing information and a tour of the school. Due to small school and community size this requirement may be occasional only.</p>	Up to 1 hour per week	Yes
5	<p>Student support Includes behavioural management and monitoring of student achievement. The teaching principal has an active role in the development, implementation and supervision of school based plans and programs. Daily direct liaison with students, especially those with special requirements.</p>	Ongoing	Yes
6	<p>Parent liaison Involves telephone and face to face contact with parents, requiring recollection or sourcing of specific information related to current students.</p>	As required	Yes
7	<p>Accessing resources for the school Including writing submissions to assist with funding and projects</p>	As required	Yes
8	<p>Coordinating professional development opportunities Includes supervision, leading reference groups and dissemination of information to school employees. Limited time required due to smaller employee size.</p>	As required	Yes
9	<p>Student supervision Supervision during student breaks (including playground, library and after school): involving active supervision of a pre-determined area and completing visual and auditory monitoring of students' activities and school premises, providing assistance to students as required. In small schools there is a greater expectation that the principal undertake this supervision, and that they be visible around the school, to assist with behaviour management of students.</p>	Refer to Workplace Specific Details	Dependent upon the school size and staffing

Common Job Activities (used in conjunction with Workplace Specific Details)		Average Time	Critical Job Demand
10	<p>Visitor liaison Liaison with visitors and persons external to the school, to promote the school, access further funding etc e.g. other schools, Departmental heads, the wider community etc.</p>	As required	Yes
<p>In support of the above activities performed during rostered duty time, the activities below are performed by most Principals</p>			
11	<p>Staff meetings Attendance at staff meetings/liason with other teaching employees: the opportunity to meet with other employees may be limited in small schools however relief from teaching duties may be secured to attend regional and School Education group meetings off site. May also include internal daily meetings with administrative employees, appraisal meetings etc. Note: in smaller schools these meetings may take place informally, or the teaching principal may travel to engage in meetings with peers.</p>	Up to 5 hours per week (including travel)	Yes
12	<p>P&C meetings/school councils meetings Involves face to face meetings, usually once per month (depending on the school). These meetings occur out of school hours and the principal is required to attend and provide advice as necessary.</p>	As required	Yes
13	<p>Extra curricula activities The principal may also participate in extra-curricular activities most of which are of a voluntary nature. The principal is primarily responsible for promoting the school and building it's profile, and as such as may be required to attend a number of community and professional events such as service club meetings, Chamber of commerce meetings and local council meetings. In some cases may be the only employees able to attend a number of events such as:</p> <ul style="list-style-type: none"> • Day visits to camps • Intra-school sport; and/or • After school student elective activities. 	As required	Yes
14	<p>Conflict resolution Involves negotiation, consensus building and delegation of tasks involving all teaching and support staff, students and parents. Principals may be required to convene and manage meetings that involve conflict, disagreement and tension and to bring all parties towards agreement and consensus.</p>	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 considerable voice projection to be heard.
	Some work will be performed outdoors or exposed to the elements.
	Worker/ team relationships – the work environment may require the principal to adjust to and manage different working styles, and demonstrate an ability to work cooperatively.
	Although meal breaks are stipulated, principals may not always receive an uninterrupted break.
	While deadlines exist for many tasks, the level of demand is dependent upon the school environment and staffing level. Principals may also be required to address multiple demands and a large number of un planned interruptions may occur throughout the working day.
	Small school size and remote area location require balancing responsibilities for teaching and maintain the school’s physical environment to support safe learning.
	Combined classroom teaching and administrative roles can mean that activities are interrupted by urgent meetings and phone calls to ensure the critical services to the school environment are maintained.
	Location in regional area may require additional participation with local community to build and sustain relationships.
	Important aspects of being a Principal in this setting are to build rapport and gain the respect of both the students in the school as well as the community as a whole. This means taking any opportunity presented to spend time and get involved with community events.
	In remote areas the Principal can at times become the professional that families and community turn to for help.
	Location of the school/community may mean that when specialist assistance is sought by either the school or the family, it usually entails travelling long distances.
	Challenges may be experienced due to adverse social or economic factors in the local community

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

The following major workplace expectations have been identified with reference to DEC 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 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.

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

Principals support and manage employees in creating and maintaining safe and challenging learning environments. Effective strategies for the management of student behaviour and the maintenance of a safe working and learning environment include WHS procedures, student welfare procedures, curriculum 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.

The ability to manage the dual role of a Teaching Principal

Small schools require that teaching principals be able to deliver learning across multiple grades, and seize available learning opportunities as they present to the needs of individual students and small groups.

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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