

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 Teacher – Rural and Remote Locations:

Teacher means a person or officer employed permanently, temporarily or casually in a teaching position under the provisions of the Teaching Service Act 1980.

Primary school teachers in NSW public schools are trained to teach across six key learning areas: English; mathematics; science and technology; human society and its environment; creative and practical arts; and personal development, health and physical education. They also play an important role in the development of their students. With specialist training a teacher can work in areas such as special education, English as a second language, teacher librarianship and school counselling.

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.

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%	<i>From 4 mins to 30 mins</i>
Occasional	8% - 33%	<i>35 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 7 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: 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.

Release from Face to Face Teaching: Teachers receive up to 2 hours of release from face to face teaching duties per week. This time is spent on planning, completion of administrative paperwork, correction of students’ work, reports, class preparation e.g. photocopying/ resource preparation and other professional responsibilities.

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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					X

Tools/ Equipment Handled
Students' chairs and desks – up to approximately 3kg and 8 kg respectively, classroom furniture and soft furnishings e.g. cushions/ rugs
Computers and data projectors – For use during information technology based learning activities with students and administrative tasks.
Pens/pencils/chalk/whiteboard markers and books
Sports equipment – including various balls and bats
Training materials - for example data projector, whiteboard markers
Computer workstation
Art equipment – paints, paint brushes, cardboard and collage equipment
Learning Aids – charts, models, posters, overhead projectors and screens, electronic whiteboards, smart screens

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 above shoulder level		
6-10kg		Chest to chest level			
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	<p>Room/activity set-up Including moving chairs, furniture and equipment for learning activities, as well as packing up previous activities. <u>Stage 3 only:</u> Due to age group of students in Stage 3 of primary school some activities such as handing out books and packing away chairs may be undertaken by students.</p>	0.5 – 1 hour per day	Yes
2	<p>Parent liaison Involving telephone contact and face to face contact with parents, requiring recollection or sourcing of specific information related to current students (when conducting scheduled, formal parent-teacher sessions)</p>	Formally 2 days per term, plus as required	Yes
3	<p>Teaching of students Classroom based teaching of students - involving standing or seated presentation of information to students, monitoring verbal and non verbal responses of students to information, providing answers to questions, supervision of group and individual learning activities and encouraging participation by students.</p>	Approximately 4 - 5 hours per day	Yes
4	<p>Student supervision Supervision during student breaks (including playground, library and bus duty): involving active supervision in a predetermined area and completing visual and auditory monitoring of students' activities and school premises, providing assistance to students as required.</p>	Up to 2 hours per day	Yes
5	<p>School excursions Excursion based teaching of students - involving supervision of small or large groups of students outside the school premises, conducting site tours of destinations, monitoring student completion of excursion-related learning activities, constant surveillance of surroundings to ensure student safety.</p>	2-4 days per year	Yes
6	<p>Release from face to face teaching Involving planning, completion of administrative paperwork, correction of students' work, reports, class preparation e.g. photocopying/ resource preparation and other professional responsibilities. In small schools the ability to utilise this time may be decreased where relief teaching and other support is unavailable.</p>	Full-time teachers receive 2 hours per week, part-time teachers receive pro-rata this entitlement.	Yes
In support of the above activities performed during rostered duty time, the activities below are performed by most teachers.			
7	<p>Staff meetings Staff meetings/ liaison with teaching employees: involving face to face or (depending upon distance) teleconferenced meetings at which day to day operational issues, short term and long term strategic planning for the school occur.</p>	1.5 hours per week	Yes
8	<p>Committee meetings Involving a variety of activities dependent upon the nature of the committee and the number of committees the employees is a part of. For rural schools teachers may drive to regional networks to engage in peer support and professional development opportunities.</p>	0.5 – 1 hour per week	No
9	<p>Extra curricula activities Teachers also participate in extra-curricular activities most of which are of a voluntary nature. These include:</p> <ul style="list-style-type: none"> • Overnight camps; • Intra-school sport; and/or • After school student elective activities. 		No

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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 employee to adjust to and manage different working styles, and demonstrate an ability to work cooperatively.

Breaks may also be limited by meal and playground supervision duties, e.g. unplanned wet weather duties or by meetings. Although meal breaks are stipulated, teachers do 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. Teachers may also be required to address multiple demands and a large number of unplanned interruptions may occur throughout the working day.

Challenges may be experienced due to adverse social or economic factors in the local community

Small school size and remote area location require balancing responsibilities for teaching across multiple class stages and ability levels within the one classroom environment.

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

Important aspects of being a Teacher 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 Teacher 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.

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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
- Teachers create and maintain safe and challenging learning environments through the use of classroom management skills. 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.
- Extracurricular activities may include: coaching and tutoring, attendance and /or supervision at sports, performances, debating/ public speaking, parent evenings, fundraising activities, school camps or other community events.
- Supervision of school activities across class groups and age ranges, with the expectation that curriculum be delivered to all age requirements within a shared classroom setting.
- Extracurricular activities may include: coaching and tutoring, attendance and /or supervision at sports, performances, debating/ public speaking, parent evenings, fundraising activities, school camps or other community events.
Due to size and location of PP5/PP6 primary schools involvement in these activities can include additional travel requirements.
- Engagement in opportunities for professional development in regional areas can require travel to network meetings and training.

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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