

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 SAO Home Economics

A School Administrative Officer (SAO) home economics may be employed to contribute to the effective and efficient delivery of high school home economics lessons by providing support to the home economics teachers.

It is the role of the SAO to provide assistance to the teachers by setting up kitchen equipment, purchasing and preparing food for lessons, maintaining stock in the fridge and the pantry, cleaning food preparation areas and kitchen utensils and assisting the teachers in the delivery of practical cooking lessons.

A traineeship may be undertaken to ensure SAOs have the requisite knowledge of WHS and food handling. Dependent upon school size, SAO duties may be across curriculum areas, and so may include tasks from other SAO roles.

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 7.6 hours as follows:

Descriptor	Percentage of Time	Amount of Time based on 7.6 hours per day
Not present	0%	0
Rare	1% - 7%	<i>From 5 mins to 30 mins</i>
Occasional	8% - 33%	<i>35 mins to 2 ½ ours</i>
Frequent	34% - 66%	<i>2 ¾ hours to 5 hours</i>
Constant	67% - 100%	<i>5 ¼ hours to 7.6 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 38 hours 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.

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

Shopping trolley bag – loads up with bags of groceries and transports from shops to school (<10kg)

Dustpan and broom; other cleaning equipment and cleaning products

Trays set up for classes (<5kg) – can ask students to carry trays, or can distribute ingredients onto more trays to decrease the load or can use a trolley and wheel it to the classroom

Ingredients / small, kitchen cooking equipment / utensils

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.

Job Profile – Functional Summary For the Position of a SAO Home Economics

Common Job Activities (used in conjunction with Workplace Specific Details)		Average Time	Critical Job Demand
1	<p>Food purchase and preparation</p> <p>Includes compiling teacher’s cooking lesson requests into shopping lists, pre-ordering some foods by telephone, driving to and from the shops, walking and pulling along trolley bag in the supermarket, picking item from shelves ranging from ankle to overhead, loading groceries into the car or arranging delivery.</p>	<p>Varies according to school Up to 1 hour on each occasion</p>	Yes
2	<p>Food unpacking and storage</p> <p>Unpacking food into fridge and pantry, separating meats into required quantities, replenishing containers</p>	Up to 15 min after each trip	Yes
3	<p>Food preparation for lessons</p> <p>Setting up trays for teacher demonstration lessons and preparing food and equipment for student practical lessons; carrying or transporting trays into classes.</p>	Up to 1 – 2 hours per day	Yes
4	<p>Washing</p> <p>Washing linen including loading teatowels in top loader washing machine, placing washed linen into front loader dryer, folding and storing linen.</p>	Up to 3 loads per day	Yes
5	<p>Cleaning and washing up</p> <p>Wiping down benches, ovens, microwaves. Clearing out and cleaning fridge. Sweep floors. Keep preparation room clean and tidy. Check and clean all areas of the classroom kitchens during the day. Please note: cleaners are employed by the school to complete regular cleaning tasks including mopping of floors and other major daily cleaning.</p>	Up to 1-3 hours per day	Yes

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 employees to adjust to and manage different working styles, and demonstrate an ability to work cooperatively.
	The employee is required to wear Common Protective or Safety Equipment such as Safety Shoes and Gloves.
	The level of demand varies day to day. The employee may be required to address multiple demands throughout the working day.
	Exposure to water, cleaning fluids and chemicals is minimised via use of gloves and other protective equipment.
	Deadlines exist for most tasks and many schools have a system that provides written notification of all requirements and due dates.

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.
	Workplace demands require that employees work in a collegiate relationship to ensure appropriate support is given to students and each other
	Have the capacity to be flexible, adaptable and willing to learn in a work environment where the day-to-day priorities and tasks may vary considerably
	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.

Job Profile – Functional Summary For the Position of a SAO Home Economics

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