

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 Library**

A School Administrative Officer (SAO) Science may be employed to contribute to the effective and efficient delivery of library resources and lessons in primary and high schools.

The SAO library position is commonly known as a library assistant as they assist the teacher librarian to catalogue and cover new books, return books to the shelves, repairing damaged books, complete an annual stocktake and other general administrative duties.

Dependent upon school size, library assistant duties may also be across curriculum areas and may include tasks from the home economics, science and general office areas.

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 6.25 hours as follows:

Descriptor	Percentage of Time	Amount of Time based on 6.25 hours per day
Not present	0%	0
Rare	1% - 7%	<i>From 3 mins to 25 mins</i>
Occasional	8% - 33%	<i>30 mins to 2 hours</i>
Frequent	34% - 66%	<i>2 ¼ hours to 4 hours</i>
Constant	67% - 100%	<i>4 ¼ hours to 6 ¼ 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 31 hours 15 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. Meal breaks are staggered to meet the needs of the school, and are determined in conjunction with the principal.

## Job Profile – Functional Summary For the Position of a SAO Library

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
Lifting boxes of books from floor to bench height; stacking and sorting books; filing books on shelves, some above shoulder height
Using computer and scanner to locate resources and scan books; pens/pencils and books; some emailing, typing and printing
Trolley – push / pull across carpet. Usually loaded with books and / or boxes. Two person lift for heavy items
Setting up of IT equipment, including televisions and data projectors

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		Floor to Waist			
15-20kg		Floor to Waist			
21-25kg+		Floor to Waist			

**Note:** - Loads are a guide of maximum required in a full time work day.

## Job Profile – Functional Summary For the Position of a SAO Library

Common Job Activities (used in conjunction with Workplace Specific Details)		Average Time	Critical Job Demand
1	<b>Set up and operate school library</b> Switching lights and computers on, processing loans and returns, shelving of books, turning on video surveillance, assist teachers and students in the library as requested, Engraving of new assets and maintaining asset register	1-2 hours per day	Yes
2	<b>Library annual stocktake</b> Completion of stocktake involves checking off all books in library by taking books off shelves and placing onto trolley, pushing trolley to office, using handheld scanner to scan into computer, then reshelving	2 weeks per year, once or twice yearly	Yes
3	<b>Processing and accessioning books</b> Unpacking books and resources from box, covering with contact, sticking barcode in, stamping, gluing and handwriting	As required	Yes
4	<b>Whole school administrative duties</b> As negotiated with the principal can include issuing bus and train passes for students, preparation of overdue letters, school finance, school orders, school newsletter, school phone calls	Up to 1-2 hours per day	Yes
<b>In support of the above activities performed during rostered duty time, the activities below are performed by most SAOs</b>			
5	<b>Staff meetings</b> Attendance at 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
6	<b>Committee meetings</b> Library assistants may also be required to, or choose to, participate in certain school based committees. Most committee based tasks are voluntary in nature and level and type of participation will vary depending on the committee in question.	Varies according to school	No
7	<b>Extra curricula activities</b> Library assistants may also participate in extra-curricular activities most of which are of a voluntary nature. These include assistance at sports carnivals/school swimming carnivals, recording television shows etc		No

## Job Profile – Functional Summary For the Position of a SAO Library

### 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.

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.

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

Work is conducted predominately in indoor environments which may have climate controls such as fans and air conditioning systems. There may also be background noise from the server.

### 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 SAO library assists the librarian to create and maintain safe environments. The maintenance of a safe working and learning environment includes application of WHS procedures, student welfare procedures, administrative and environmental management.

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 Library

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	
<b>LIFTING</b>	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).
<b>CARRYING</b>	Transporting an object, usually holding in the hands, arms or on the shoulder.
<b>PUSHING</b>	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).
<b>PULLING</b>	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).
<b>SITTING</b>	Remaining in a seated position.
<b>STANDING</b>	Remaining on one’s feet in an upright position without moving greater than three steps.
<b>WALKING</b>	Moving about on foot greater than 3 steps.
<b>CLIMBING</b>	Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs, or hands and arms.
<b>BALANCING</b>	Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on either elevated and unguarded, narrow, slippery or erratically moving surfaces.
<b>STOOPING</b>	Bending the body forward and downward by bending spine at waist, requiring full use of lower extremities and back muscles.
<b>KNEELING</b>	Bending legs at knees to come to rest on knees.
<b>CROUCHING</b>	Bending body forward and downward by bending legs and spine.
<b>CRAWLING</b>	Moving about on the hands and knees.
<b>REACHING</b>	Extending arms(s) in any direction.
<b>HANDLING</b>	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.
<b>FINE MOTOR</b>	Picking, pinching, or otherwise working with the fingers, other than with the whole hand or arm as in handling.
<b>TACTILITY</b>	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*