

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 of a School for Specific Purposes (SSPs):

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 staff and staff welfare development, financial management of the school, the management of the school property and developing partnerships between the school and the school community.

Schools for Specific Purposes

SSPs are for students from pre-school to Year 12 who require intensive levels of support. These schools provide a specialised educational setting in which learning support plans are collaboratively developed, implemented and monitored.

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 may be required to be present half an hour before school starts and 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.

Job Profile – Functional Summary For the Position of a Principal – School for Specific Purposes

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

Phone and computer for planning and liaison with internal staff, external persons/parties and parents
PDA's and data projectors, learning aids– screens, computers, interactive whiteboards and televisions
Wheelchairs, hoists, walkers, positioning equipment, toileting equipment, foot supports, seat covers
Students with physical disabilities – may require two staff members for manual handling. Handling can be awkward due to body stiffness, or other impediments
Students' chairs and desks- up to approximately 3kg and 8kg respectively, classroom furniture and soft furnishings

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 Principal – School for Specific Purposes

Common Job Activities (used in conjunction with Workplace Specific Details)		Average Time	Critical Job Demand
1	Management of employees Management of the administrative and teaching team, and direct/indirect management of all school employees; monitoring and supervision of all employees on site; development and implementation of duty rosters; monitoring of curriculum implementation.	Varies according to cycle of school	Yes
2	Overseeing school management This is performed in conjunction with other members of the administrative team (e.g.; financial management of the school in conjunction with the school administrative manager (SAM), curriculum development in conjunction with the executive).	Works with deputy principals and other members of administration team	Yes
3	Teaching/classroom duties Principals are not required to maintain a teaching load, unless they are a teaching principal, however they may assist where necessary e.g. if a teacher is ill. See demands as per specific school teacher Return to Work Profile – Functional Summary	As required to cover sick leave	No
4	Administration Involves computer based work for email, planning and administrative tasks.	Up to 3 – 4 hours per day	Yes
5	Enrolments Handling new enrolments: including meeting with new families for approximately one hour and providing information and a tour of the school. Schools for Specific Purposes will require that the specific needs of each student be documented, and liaison with other professionals involved in the student’s care and support occur in preparation for enrolment and throughout the student’s time at the school.	As required	No
6	Student support Includes behavioural management and monitoring of student achievement. May also have a role in the development, implementation and supervision of school based plans and programs such as Partnership Plans and individual education plans for children in foster care. Daily direct liaison with students, especially those with special requirements.	As required	Yes
7	Parent liaison Involves telephone and face to face contact with parents, requiring recollection or sourcing of specific information related to current students. Liaison may also be required with other professionals involved in the care or management of specific students.	Ongoing	Yes
8	Accessing resources for the school Includes writing submissions to assist with funding and projects. Principal may delegate aspects of this task to head teachers.	Up to 6 – 7 hours per day for two weeks at a time, completed twice yearly	Yes
9	Coordinating professional development opportunities Includes supervision, leading reference groups and dissemination of information to school employees.	1 hour per week	Yes
10	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.	Varies according to school	Yes

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Common Job Activities (used in conjunction with Workplace Specific Details)		Average Time	Critical Job Demand
11	<p>Student supervision Supervision during student breaks (including playground, library and bus duty) involves 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. Average time spent performing this activity will vary between schools, however principals are required to be visible around the school, to assist with behaviour management of students.</p>	Refer to Workplace Specific Details	Yes
<p>In support of the above activities performed during rostered duty time, the activities below are performed by most principals</p>			
12	<p>Staff meetings Attendance at and facilitating staff meetings/liason with teaching staff: 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. May also include internal daily meetings with administrative staff, appraisal meetings etc.</p>	Varies according to school	Yes
13	<p>P&C meetings/school councils meetings Involves face to face meetings. These meetings occur out of school hours and the principal is required to attend and provide advice as necessary.</p>	As required	Yes
14	<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 its profile, and as such as may be required 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
15	<p>Conflict resolution and issue management Involves negotiation, consensus building and delegation of tasks involving all teaching and support staff, students and parents, external agencies and respite centres. The principal is frequently 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
16	<p>Attending to medical emergencies: The principal may be called upon to attend to students who are injured/ ill or having medical emergencies. In all cases, the student’s specific medical requirements would be documented and procedures put in place specific to the needs of the student.</p>	As required	Yes

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Environmental Factors

The following environmental factors exist in the workplace.

- Low/medium- level ambient noise (from students, traffic, school activities e.g. music practice etc) requiring considerable voice projection to be heard.
- Some work may 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.
- Shortened work breaks may be taken on a voluntary basis.
- 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.
- Work may be conducted predominately in indoor, classroom environments which may have climate controls such as fans and air conditioning systems

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/carers 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.
- Negotiating with Others e.g. parents/carers, students and internal and external service providers such as therapists.
- Managing demanding interpersonal situations where health and other complex issues impact on students. These issues need to be understood, interpreted, communicated and managed.
- Challenges experienced due to adverse social or economic factors in the local community

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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