

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 Deputy Principal:
 The deputy principal provides assistance to the principal and is primarily involved in educational leadership and the overall management of the school as well as contributing to the establishment and maintenance of a supportive school environment and learning culture.

The deputy principal is also involved in contributing to the development and implementation of school objectives, planning, establishment and the management and further development of personnel, finance, technology, assets, facilities and resources of the school to ensure their optimum use. The deputy principal plays a role in representing the school in the broader community and working with parents, community and business. In addition, the deputy principal has a duty of care to ensure the safety and wellbeing of all students within their care. The deputy principal may also have a teaching load.

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 Deputy Principals are required to be present well before school starts and well after the dismissal of students in the afternoon. In addition, many Deputy Principals do organisational work for the following day at home at night.

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

Job Profile – Functional Summary For the Position of a High School Deputy Principal

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

* Deputy Principals may drive sick or injured students home if parents unable to assist

Tools/ Equipment Handled
Pens/pencils/folders and books/keys
Phone and email for planning and liaison with internal employees, external persons/parties and parents
Training materials - for example data projector, whiteboard markers for meetings and presentations
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		Floor to Waist to Shoulder			
6-10kg			Floor to Waist to Shoulder		
11-15kg	X				
15-20kg	X				
21-25kg+	X				

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

Common Job Activities (used in conjunction with Workplace Specific Details)		Average Time	Critical Job Demand
1	<p>Overseeing school management and management of employees Undertaking the daily organisation of school, including managing employee sick leave. Timetabling, school rosters, managing the school calendar and events, approving excursions and daily events etc. Addressing WHS maintenance/ issues, working with whole of Department issues. Managing all incidents involving the safety and security of students. Responding to school security alerts after school and on weekends if damage is noted.</p> <p>Setting up and running professional development events. Providing assistance to Head Teachers in relation to performance issues and development plans. Managing the General Assistant/s as required. Managing Employee performance and conduct (EPAC) matters as required.</p>	Up to 4-5 hours per day	Yes
2	<p>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. Management of suspensions, risk assessments, return from suspensions and follow ups, rolls and attendance, enrolments and leavers.</p>	Up to 2 – 4 hours per day	Yes
3	<p>Parent and visitor liaison Involves telephone and face to face contact with parents, requiring recollection or sourcing of specific information related to current students. Often involves dealing with distressed parents. Liaison with visitors and persons external to the school, to promote the school.</p>	Up to 1 hour per day	Yes
4	<p>Meetings Attending meetings including learning support team, Deputy network meetings and formal assembly</p>	Varies according to school	Yes
5	<p>Teaching/classroom duties Involving standing or seated or active 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, providing individual support and guidance to students and encouraging participation by students.</p>	Up to the equivalent of 14 x 40 minute periods per week plus up to 3 periods for sport	Yes
6	<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 deputy principals are required to be visible around the school, to assist with behaviour management of students.</p>	Varies according to school	Yes
In support of the above activities performed during rostered duty time, the activities below are performed by most principals			
7	<p>Staff meetings Attendance at 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

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 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 employee 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. Deputy Principals may also be required to address multiple demands and a large number of unplanned interruptions may occur throughout the working day.

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
- Deputy 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.

Job Profile – Functional Summary For the Position of a High School Deputy Principal

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