Job Profile – Functional Summary For the Position of a SAO Science

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

It is the role of the SAO to provide assistance to teacher by setting up equipment, preparing classrooms for lessons, perform laboratory maintenance and general cleaning tasks, monitor and order stock, equipment and supplies. SAOs prepare equipment and materials for use in practical science classes.

A traineeship may be undertaken to ensure SAOs have the requisite knowledge of WHS and chemical safety for laboratory related tasks. 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 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%	*From 3 mins to 25 mins*
Occasional	8% - 33%	*30 mins to 2 hours*
Frequent	34% - 66%	*2 ¼ hours to 4 hours*
Constant	67% - 100%	*4 ¼ hours to 6 ¼ hours*

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.

Education

Job Profile – Functional Summary For the Position of a High SAO Science

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

Scientific equipment and materials; microscopes, Bunsen burners, chemical bottles (13- 15 kg), tongs, magnets, volt meters, test tubes, Petri dishes, glass ware including rods, bottles, test tubes and beakers
Pens, pencils, books, whiteboard markers and activity equipment
Computer, data projector, television, screens data projectors.
Phone and email – for planning and liaison with staff and suppliers
Trolley for transporting stores/ equipment from laboratory to storage rooms force required approx 6kg.

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 e.g. glassware and chemicals	
6-10kg			Floor to waist to shoulder e.g. microscopes		
11-15kg		Floor to waist			
15-20kg		Floor to waist			
21-25kg+		With assistance /or use of trolley			

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

	Common Job Activities (used in conjuction with Workplace Specific Details)	Average Time	Critical Job Demand
1	**Activity set-up/material preparation** SAOs are required to perform preparation tasks for teachers prior to lessons. This usually occurs by a teacher requesting what they require and a timeframe to ensure all materials are prepared prior to the lesson including mixing chemical solutions, preparing experiments/activities, or moving learning equipment between classrooms. Dependent upon the school setting the SAO may need to prepare laboratory workstations (shared between multiple students) or multiple laboratory kits (one kit per student with all solutions decanted and equipment for the practical exercises).	Frequent – up to 20 hours per week	Yes
2	**Assisting classes** SAOs may be required to assist teachers in the classroom and with practical demonstrations. Generally the teacher will only request the SAOs presence to assist in classes that are large in size or that are doing a complicated practical experiment.	Occasionally - as requested by teacher	Yes
3	**Stock control** SAOs are required to monitor the quantities of equipment, materials and supplies in the science department and to arrange purchase of materials and chemicals as required. The SAO conducts a stocktake once per year of equipment, materials and chemicals and is required to enter this data into computer software. SAOs may also be required to unpack deliveries of equipment and materials into appropriate storage facilities requiring repetitive lifting/carrying of items. The SAO must ensure all supplies are managed according to “Chemical Safety in Schools” requirments including chemical labelling, storage, quantity restrictions and use levels.	Frequent – 5 or more hours per week.	Yes
4	**Administration** SAOs usually work solely in the science faculty and are required to perform administrative tasks to assist science teachers with lessons and data entry. Administrative tasks are predominantly computer based and may involve researching scientific information and experiments, entering data, ordering supplies via the internet, photocopying work sheets and lesson plans. The SAO may also be engaged in reviewing planned programs and practicals submitted by teaching staff, and undertake risk assessments for all student activities involving chemicals, biological exposures or foreseen risk. In some schools this activity is simplified by the use of online/ computer based software e.g. “eco-solve”.	Occasionally - up to 5 hours per week	Yes
5	**Loan of books and equipment** The SAO may have the role of coordinating and tracking student loans of books and equipment in the science faculty	Peak periods occurring at commencmeent and end of of school year/ term.	

	Common Job Activities (used in conjuction with Workplace Specific Details)	Average Time	Critical Job Demand
6	**Basic cleaning/tidying** SAOs are required to complete basic cleaning tasks in their department locations, including selected areas in classrooms, laboratories, storage areas and staffrooms. This may involve emptying bins, collecting unused materials, putting away equipment, washing out glassware i.e. test tubes/beakers and disposing of chemicals. Dependent upon the laboratory/prep area sink size, the SAO may use a plastic tub or a dish washer to clean glassware and other components. Please note: cleaners are employed by the school to complete regular cleaning tasks including mopping of floors and other major daily cleaning.	Intermittently throughout day	Yes
7	**Staff meetings** SAOs may be required to participate in both general and department meetings as per school requirements.	Varies according to school	No

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 SAO to adjust to and manage different working styles, and demonstrate an ability to work cooperatively.
	Deadlines exist for most tasks and many schools have a system that provides written notification of all requirements and due dates.
	The employee is required to wear Common Protective or Safety Equipment such as Safety Shoes, Glasses, Gloves, Hearing Protection
	The employee will handle substances, including contaminants and chemicals which require training in and the implementation of safe work methods for hazardous and chemical substances
	The employee will handle hot/cold materials in the course of duties and sharp instruments / tools in the course of duties
	The employee may experience limited or confined spaces during the performance of some duties (access to storage areas)
	Odour from food or other substances

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 assists the Science faculty in managing laboratory and storage areas to create and maintain safe and challenging learning environments. The maintenance of a safe working and learning environment includes application of WHS procedures, student welfare procedures, administrative 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.

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