

# Functional job requirements for the position of administration officer

## Department of Education

This document was developed for the following purposes: assisting in the development of rehabilitation programs for injured or ill employees, and providing detailed information about job demands to medical practitioners and allied health professionals undertaking medical reviews of departmental employees.

This report identifies those activities which are essential to successful performance in this role. In determining whether a work activity is a 'critical activity', the following questions are considered:

- Does the worker spend greater than 33% of designated work time performing this activity?
- Is specialised training/experience required to complete this activity? Has this been completed by only a small proportion of staff in this geographical region?
- Is this activity performed in an environment where no other workers are readily available to assist with its completion?
- Does this activity occur without prior notice and require immediate attention leaving no time to seek assistance to complete it?
- Is this activity core to the development of stakeholder relationships, which are essential to achieving successful outcomes?
- Would an inability to perform this activity result in an increased health and safety risk to co-workers, students, and/or members of the public?

The development process included: site observation of work environments, staff interviews, staff feedback on draft documents and consideration of benchmark publications for the analysis and description of work activities and job demands specific to particular positions (the *Revised Handbook for Analysing Jobs*, the *Occupational Information Network* and the *Australian Job Guide, 2006*).

This report indicates the average time spent across a working week on each work activity, and also on each physical demand of work. In order to make this information meaningful to the various users of this report, in some instances the time spent is expressed as a single word, as a percentage of total time, or as an actual amount of time (i.e. hours and minutes). The timeframes used are based on the benchmark descriptions (from the publications above) for expressing frequency of performance of work tasks.

Descriptor	Percentage of time	Amount of time based on 36.25 hours per week
Not present	0%	0 minutes
Rare	1% – 7%	21 mins – 2 hrs 33 mins
Occasional	8% – 33%	2hrs 54 mins – 11 hrs 58 mins
Frequent	34% – 66%	12 hrs 20 mins – 23 hrs 56 mins
Constant	67% - 100%	24 hrs 17 mins – 36 hrs 15 mins



## Description of administration officer

An administration officer contributes to the effective and efficient management of the school by providing administrative support to the principal, deputy principal and registrar. School administration officers develop and maintain the school's financial and administrative systems and procedures to ensure the efficiency and effectiveness of the school. School administration officers often act as the first contact point for parents and visitors to the school.

## Hours of work and scheduled breaks

**Hours of work:** the ordinary work hours for an administration officer are 36.25 hours per week. These hours are to be worked between 6.00am and 6.00pm, Monday to Friday. The ordinary hours shall be worked continuously excluding an unpaid meal break of at least 30 minutes.

Smaller schools may employ part-time administration officers. Part-time officers hours must also be completed between 6.00am and 6.00pm. The minimum number of consecutive hours that may be worked is determined by the Chief Executive or delegate in consultation with the employee.

**Meal breaks:** all employees (including part-time and casual employees) are entitled to an unpaid meal break of 30 minutes if in excess of 5 hours is worked on any day, to be taken between the third and sixth hour from the commencement of duty.

Part-time administration officers are entitled to rest pause(s) as follows (a) a total of 10 minutes for an employee who works for more than 3 hours but less than 6 ordinary hours in any day, or (b) a total of 20 minutes for an employee who worked for at least 6 ordinary hours in any day.

**Rest pauses:** administration officers are entitled to a rest pause of 10 minutes duration in the first and second half of the day. These rest pauses may be combined into one 20 minute rest pause to be taken in the first part of the day.

**ADO:** administration officers are required to accumulate ADO time to cover the closure of schools at the defined school vacation periods without debit to annual leave, on the following basis: April vacation period – 2 days (maximum), June vacation period – 5 days (maximum), September vacation period – 5 days (maximum).

The Activity Frequencies below have been calculated based on a week of 5 days comprising 5 hours per day. Rare = 21 mins - 2 hrs 33 mins, per week Occasional = 2 hrs 54 mins - 11 hrs 58 mins per week, Frequent = 12 hrs 20 mins - 23 hrs 56 mins per week, Constant = 24 hrs 17 mins - 36 hrs 15 mins per week (times are exclusive of scheduled).



	<b>Job activity</b>	<b>Average time</b>	<b>Critical job demand</b>
<b>1</b>	Answering telephone enquiries (from parents, Education Queensland staff and the greater school community), passing on messages to other staff and organising relief teachers (via telephone liaison). Delivering messages to staff and escorting late students to their classrooms	Up to 23 hrs 56 mins per week	Yes
<b>2</b>	Completing data entry duties for purposes of accounts and ordering of stock.	Up to 23 hrs 56 mins per week	Yes
<b>3</b>	Resource preparation for own job requirements and for teaching staff as necessary e.g. photocopying, typing documents and newsletters.	Up to 2 hrs 33 mins per week	Yes
<b>4</b>	Greeting parents and visitors in school reception, establishing priority of concerns and following up enquiries. Monitoring children's behaviour around reception area and sick bay to ensure they remain safe.	Up to 23 hrs 56 mins per week	Yes
<b>5</b>	Organising student enrolments including paperwork, liaising with staff, arranging interviews, answering parent enquiries, etc.	Up to 2 hrs 33 mins per week	Yes
<b>6</b>	Entering student absences from classroom rolls, including pushing light trolley up to approximately 10 metres.	Up to 2 hrs 33 mins per week	Yes
<b>7</b>	Filing duties.	Up to 23 hrs 56 mins per week	Yes
<b>8</b>	First aid officer duties.	Up to 23 hrs 56 mins per week	No



Frequency of physical job demands (average % of shift)

Demands	Not present	Rare (0-7%)	Occasional (8-33%)	Frequent (34-66%)	Constant (67-100%)	Demands	Not present	Rare (0-7%)	Occasional (8-33%)	Frequent (34-66%)	Constant (67-100%)
Sitting					✓	Reaching			✓		
Standing – static		✓				Handling		✓			
Standing – dynamic			✓			Pushing		✓			
Walking – flat terrain			✓			Pulling		✓			
Walking – slippery/gravel terrain		✓				Lifting		✓			
Climbing – step stools/ladders		✓				Carrying		✓			
Climbing – stairs		✓				Balancing – above ground		✓			
Stooping		✓				Fine motor					✓
Kneeling		✓				Control operation					✓
Crouching – one off		✓				Arm – hand steadiness			✓		
Crawling		✓				Driving		✓			
Auditory function					✓	Visual function					✓

Tools/equipment handled

- Computer, including keyboard and mouse.
- Writing materials e.g. pens, paper.
- Stationary e.g. reams of paper, scissors, staples.
- Files and filing cabinet.
- Trolley.

Loads lifted and carried

	Not present	Rare (0-7%)	Occasional (8-33%)	Frequent (34-66%)	Constant (67-100%)
0-5kg					
6-10kg					
11-15kg		Above knee to shoulder			
16-20kg					
21-25kg					

## Risk based physical environmental considerations

- There may be clutter in the work area, increasing the risk of trip hazards, awkward bending and lifting, and poor storage practices.
- Items, furniture and fixtures may be poorly positioned or designed by staff members, requiring the adoption of awkward postures.
- There may be limited/confined space for movement during performance of some activities.
- There may be constant low-level ambient noise (from students, traffic, school activities e.g. music practice, etc.)
- Fine motor work may be performed in temperatures of 16 degrees or lower and above 24 degrees, due to local environmental conditions and capacity to school facilities to control ambient air temperatures.

Psychosocial risks to be considered	Social/interpersonal demands
Time pressure/high workload – while deadlines exist for many tasks, the level of demand is dependent upon school environment and staffing level.	<ul style="list-style-type: none"> <li>• Performing for or working directly with the public.</li> <li>• Communicating with persons outside organisation e.g. community visitors, Education Queensland staff, etc.</li> <li>• Establishing and maintaining interpersonal relationships with other staff.</li> <li>• Resolving conflicts and negotiating with others – often the first person when parents are phoning or presenting at school to complain.</li> <li>• Communicating with supervisors, peers or subordinates.</li> <li>• Assisting and caring for others as first aid officer.</li> <li>• Taking responsibility for others' health and safety e.g. children around the administration area and as first aid officer.</li> <li>• Dealing with unpleasant or angry people e.g. unhappy parents.</li> </ul>
High workload – workload may be high due to multiple demands on time and a large number of interruptions occurring throughout the day.	
Environmental stress – constant low-level ambient noise from students, PA announcements, school bells etc requiring considerable projection of voice to be heard. Some temperature variation during winter and summer.	
Insufficient work breaks – shortened breaks may be taken on a voluntary basis due to high workload and time constraints. Breaks may be limited by meal and playground supervision duties, particularly if there is insufficient planning e.g. unplanned wet weather duties. Although break times are stipulated, teachers do not always receive an uninterrupted break	
Policies – comply with departmental policies, procedures, guidelines and the code of conduct, including undertaking risk management processes to ensure the health and safety of students.	

## Considerations for assessment of physical job fitness

- Assessment of sustained sitting capacity of 50 minutes (acknowledging ability to regularly vary posture).
- Assessment of fine motor dexterity or actual keyboard operation for typing activities.
- Absence of positive signs for brachial plexus neural compromise (for keying and mouse operation recognising capacity to break regularly and vary posture).
- Symmetry, range and discomfort with movements of the neck.
- Ability to climb and descend stairs and walk over variable terrain to visit classrooms if required.

## Other considerations

- History of neck/shoulder discomfort associated with static and sustained repetitive neck flexion postures.
- History of upper limb, lower limb or spinal pain with repetitious or static tasks.
- History of lower back pain with sustained sitting.
- Knowledge of ergonomic principles for clerical workstations and knowledge/ability to learn safe crouching/stooping posture (with flexion occurring at the hips rather than in the lumbar spine).
- Knowledge of correct manual handling techniques i.e. ability to bend at hips, bend knees and squat with maintenance of neutral curves.





## Photographs of selected work activities and work environments

