

Functional job requirements for the position of business service manager

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 business service manager

School business service managers report to the principal and are primarily responsible for the management of non-teaching staff in the school, as well as the management of the school's budget and facilities. Business service managers may also provide assistance in contributing to the development and implementation of school objectives, planning, establishment and maintenance of a supportive school environment. Business service managers contribute to and assist with the management and further development of personnel, finance, information technology, assets, facilities and resources of the school to ensure optimal use.

Hours of work and scheduled breaks

Hours of work: the ordinary work hours for a business service manager 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.

Meal breaks: business service managers 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.

Rest pauses: business service managers 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: business service managers 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).



	Job activity	Average time	Critical job demand
1	Management of non-teaching staff including cleaners, administration officers and schools officers. This may involve assisting in the recruitment of new staff, training and supervision of existing staff, developing rosters and overseeing pay and sick leave entitlements.	Up to 23 hrs 56 mins per week	Yes
2	Management of school finances including development of the school budget and implementation of budget/expenditures for day-to-day purchases of equipment and services. Occasional over the term, however this may increase to frequent at times (e.g. at the end of financial year when a new budget is being developed)	Up to 23 hrs 56 mins per week	Yes
3	Continuing maintenance and management of school facilities including liaison with non-teaching staff and daily checks of facilities and grounds. The business service manager may also be required to engage external contractors and oversee maintenance projects.	Up to 11 hrs 58 mins per week	Yes
4	Administrative duties and computer work including phone and email correspondence.	Up to 23 hrs 56 mins per week	Yes
5	Liaison with persons external to the school: such as business service managers from other schools, representatives from the Department of Education and external contractors.	Up to 11 hrs 58 mins per week	Yes
6	Staff meetings/liaison with teaching and administrative 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 be required to attend P&C/school council meetings on a monthly basis, usually out of school hours	Up to 11 hrs 58 mins per week	Yes
7	Assist cleaners and schools officers and undertake requests from teaching staff as required e.g. moving school furniture, maintenance tasks etc.	Up to 2 hrs 33 mins per week	Yes



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

Students' chairs and desks – up to approximately 3kg and 8kg respectively.
Computers and data projectors – for use during information technology-based learning activities with students and administrative tasks.
Pens/pencils/chalk/whiteboard markers and books.
Phone and email – planning and liaison with internal staff, external persons/parties and parents.
Training materials e.g. data projector, white board markers.

Loads lifted and carried

	Not present	Rare (0-7%)	Occasional (8-33%)	Frequent (34-66%)	Constant (67-100%)
0-5kg					
6-10kg					
11-15kg		Between floor and shoulder height			
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.)
- There may be limited lighting and ventilation in some facilities.
- The work area floor may be slippery or wet.
- Some work may be performed outdoors or in an area exposed to the elements.
- 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
<p>Time pressure/high workload – while deadlines exist for many tasks, the level of demand is dependent upon school environment and staffing level. Business Service Managers may also be required to address multiple demands and a large number of unplanned interruptions may occur throughout the day.</p>	<ul style="list-style-type: none"> • Performing for or working directly with the public. • Staffing organisational units. • Establishing and maintaining interpersonal relationships. • Resolving conflicts and negotiating with others. • Communicating and building effective relationships with supervisors, peers or subordinates. • Communicating with persons outside the organisation e.g. business service managers at other schools. • Developing and building teams e.g. within cleaning staff. • Coordinating or leading others e.g. cleaning staff and schools officers. • Interpreting the meaning of information for others e.g. students. • Dealing with unpleasant, angry or aggressive people e.g. parents (potentially).
<p>Poor worker/team leader relationships – may exist in some environments.</p>	
<p>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.</p>	
<p>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</p>	
<p>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.</p>	
<p>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 and others under their supervision or direction.</p>	

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.
- Symmetry, range and discomfort with movements of the spinal and peripheral joints, including hips, knees, ankles, shoulders and wrists.
- Sufficient flexibility to allow adoption of awkward postures when working with students, particularly on floor level.
- Able to ascend and descend 2 x flights of stairs.
- Ability to lift and carry heavy and/or awkward loads with some assistance (up to 15 kg).
- Ability to sustain constant dynamic standing throughout the day with minimal sitting breaks.
- Sufficient visual and auditory function to enable interaction and response to students.
- A moderate level of cardiovascular fitness to allow participation in maintenance/grounds checks and assistance of non-teaching staff.

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/ability to learn.
- Knowledge of correct manual handling techniques i.e. ability to bend at hips, bend knees and squat with a straight back.
- Knowledge of vocal health and techniques to enable safe projection of voice.

