

Functional job requirements for the position of head of curriculum

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 25 hours per week |
|-------------|--------------------|---|
| Not present | 0% | 0 minutes |
| Rare | 1% – 7% | 15 minutes – 1 hour 15 minutes |
| Occasional | 8% – 33% | 1 hour 30 minutes – 8 hours 15 minutes |
| Frequent | 34% – 66% | 8 hours 30 minutes – 16 hours 30 minutes |
| Constant | 67% - 100% | 16 hours 45 minutes – 25 hours |



Description of head of curriculum

The Head of Curriculum (HOC) is primarily concerned with planning and overseeing the development and implementation of the school's curriculum. The HOC provides feedback to administration and teaching staff in relation to the effectiveness of current systems, and raising awareness of new learning frameworks through the development of appropriate monitoring systems and the provision of training and professional development. The HOC may be required to liaise with external parties, such as Education Queensland, involving attendance at committees and meetings outside school hours.

Hours of work and scheduled breaks

Hours of work: the ordinary work hours for a HOC teacher is 25 hours per week. The ordinary spread of hours of work exclusive of meal times is between 8.30am and 3.30pm, Monday to Friday. These ordinary hours shall be worked continuously excluding an unpaid meal break of at least 30 minutes. Alternate hours can be worked between 7.00am and 5.00pm, Monday to Friday. The maximum rostered duty shall not exceed 7 hours per day or a minimum rostered duty time not less than 3 hours. These alternate hours must be implemented through the Local Consultative Committee (refer to Teachers Enterprise Bargaining Agreement for details).

Meal breaks: HOC teachers are entitled to an unpaid meal break of 45 minutes if in excess of 5 hours is worked on any day. This meal break is to be taken between 11.30am and 2.00pm or such other times as may be arranged by the principal. Meal breaks may be altered to 30 minutes through consultation with the Local Consultative Committee. Total period for meal breaks for deputy principals per week is no less than 225 minutes.

Rest pauses: HOC teachers are entitled to a rest pause of 10 minutes duration to be taken mid-morning which will be considered as rostered duty time

Bus and playground supervision: teacher aides will relieve teachers of bus and playground duty as far as possible and where appropriate. HOC teachers are still required to undertake some part of bus and playground duties. HOC's shall not be required to undertake bus supervision for more than 30 minutes after completion of the daily program.

Non-contact time: HOC teachers are entitled to at least than 2 hours of rostered preparation and correction time to be allocated in blocks of no less than one-half hour, with the objective being to provide one hour blocks of time.

The activity frequencies below have been calculated based on a week of 5 days comprising 5 hours per day. Rare = 0 -1h 45mins per week, Occasional = 2hrs - 8hrs 20mins per week, Frequent = 8hrs 30mins – 16hrs 36mins, Constant = 16hrs 45mins - 25hrs (times are exclusive of scheduled breaks).



| | Job activity | Average time | Critical job demand |
|--|--|---|----------------------------|
| 1 | Strategic planning regarding development, implementation and maintenance of the school curriculum. This may include perusal of documents (hard copy and computer based), liaising with internal teaching staff, as well as relevant external persons/committees (either face to face or via phone, fax or email), and production of written materials (computer-based and hand written). | Up to 25 hrs per week | Yes |
| 2 | Planning and negotiation with staff related to curriculum issues and changes. This may be undertaken at scheduled staff meetings, during informal liaison with teaching staff, or through visits to classrooms to discuss specific concerns | Up to 16 hrs 30 mins per week | Yes |
| 3 | Training of teaching staff: regarding professional standards and development (for example new curriculum frameworks). | Up to 1 hr 15 mins per week | Yes |
| 4 | Attending and chairing curriculum committees: often off-site. Rare during school hours; however, there is some expectation to attend these after hours | Up to 8 hrs 15 mins per week | Yes |
| 5 | Parent liaison involving telephone and face-to-face contact with parents, requiring recollection or sourcing of specific information related to current students. (When conducting scheduled, formal parent-teacher sessions) | Up to 1 hr 15 mins per week (up to 8 hrs 15 mins per week) | Yes |
| 6 | Computer based work for email, planning and administrative tasks. | Up to 16 hrs 30 mins per week | Yes |
| 7 | Specified non-contact time involving planning, completion of administrative paperwork, correction of students' work, reports, class preparation e.g. photocopying/resource preparation. | 2 hours per week Up to 8 hrs 15 mins per week for reports in final weeks of term | Yes |
| 8 | Administration duties – direction provided by principal or deputy principal due to possible role overlap with other staff when performing these duties. Variation from week to week depending on the number of duties allocated to the HOC | Up to 8 hrs 15 mins per week | Yes |
| 9 | Teaching/classroom duties: all HOC are required to maintain a teaching load. This load will vary between schools, however it will usually be between .1 and .5 FTE. See demands as per the Teacher Activity Analysis Summary. | Up to 8 hrs 15 mins per week | Yes |
| 10 | Assisting registrar and schools officer as required e.g. moving school furniture | Up to 1 hr 15 mins per week | No |
| 11 | Supervision during meal breaks (including playground, library and bus duty) involving mobilising around a pre-determined area and completing visual and auditory monitoring of students' activities and school premises, providing assistance to students as required | Up to 3 hrs per week | Dependent on the school |
| In support of the above activities performed during rostered duty time, the activities below are performed by most teachers. | | | |
| 12 | Staff meetings/liaison with teaching staff involving face-to-face or (depending on the distance) teleconferenced meetings at which day-to-day operational issues, short term and long term strategic planning for the school occur. | Up to 8 hrs 15 mins per week | Yes |
| The HOC teacher may also participate in extra-curricular activities most of which are of a voluntary nature. These include: | | | No |
| <ul style="list-style-type: none"> • overnight camps • intra-school sport • after school student elective activities. | | | |

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.
- 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.
- Other work may be performed in temperatures above 24 degrees (occasionally in summer)

| 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. HOSS's may also be required to address multiple demands and a large number of unplanned interruptions may occur throughout the day. | <ul style="list-style-type: none"> • Performing for or working directly with the public. • Communicating with persons outside organisation. • Establishing and maintaining interpersonal relationships. • Resolving conflicts and negotiating with others. • Communicating with supervisors, peers or subordinates. • Providing consultation and advice to others. • Guiding, directing and motivating subordinates. • Training and teaching others. • Dealing with unpleasant or angry people. • Developing and building teams. • Staffing organisational units. • Coaching and developing others. • Coordinate or lead others. • Responsible for others' health and safety. • Interpreting the meaning of information for others. • Dealing with physically aggressive people. |
| Poor worker/team leader relationships – may exist in some environments. | |
| 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 | |
| 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. | |
| 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. | |



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 descent 2 x flights of stairs.
- 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 strength and cardiovascular fitness to allow participation in exercise based counselling activities.

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 of/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 a straight back.
- Knowledge of vocal health and techniques to enable safe projection of voice.

