

# Functional job requirements for the position of principal

## 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 principal

The principal is responsible for running a school. They are primarily involved in educational leadership and the overall management of all school staff as well as contributing to the establishment and maintenance of a supportive school environment and learning culture. The 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 principal plays a key role in representing the school in the broader community and working with parents, community and business. In addition, the principal has a duty of care to ensure the safety and wellbeing of all students within their care.

## Hours of work and scheduled breaks

**Hours of work:** the ordinary work hours for a principal 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:** principals 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. Meal breaks may be altered to 30 minutes through consultation with the Local Consultative Committee. Total period for meal breaks for principals per week is no less than 225 minutes.

**Rest pauses:** principals 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. Principals may still be required to undertake some part of bus and playground duties. Principals shall not be required to undertake bus supervision for more than 30 minutes after completion of the daily program.

**Non-contact time:** teaching principals are entitled to no less 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).



	<b>Job activity</b>	<b>Average time</b>	<b>Critical job demand</b>
1	Management of the administrative team, and direct/indirect management of all school staff including: liaison, development of individual targets, monitoring and supervision of staff, development and implementation of duty rosters, monitoring of curriculum implementation, and organisation of student teachers.	Up to 16 hrs 30 mins per week.	Yes
2	Overseeing school management in conjunction with other members of the administrative team e.g. financial management of the school in conjunction with the registrar, curriculum development in conjunction with the HOC.	Up to 16 hrs 30 mins per week.	Yes
3	Teaching/classroom duties: principals are not required to maintain a teaching load, unless they are a teaching principal, however they may assist where necessary e.g. if a teacher is ill. See demands as per Teacher Activity Analysis Summary	Up to 1 hr 15 mins per week.	Yes
4	Computer based work for email, planning and administrative tasks.	Up to 25 hrs per week.	Yes
5	Handling new enrolments, including meeting with new families for approximately one hour and providing information and a tour of the school.	Up to 8 hrs 15 mins per week	Yes
6	Student support including 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 ESP plans for children in foster care. Daily direct liaison with students, especially those with special requirements.	Up to 8 hrs 15 mins per week	Yes
7	Parent liaison involving telephone and face-to-face contact with parents, requiring recollection or sourcing of specific information related to current students.	Up to 8 hrs 15 mins per week	Yes
8	Accessing resources for the school including writing submissions to assist with funding and projects.	Up to 16 hrs 30 mins per week	Yes
9	Coordinating professional development opportunities and first aid services including supervision, leading reference groups and dissemination of information to school staff.	Up to 8 hrs 15 mins per week	Yes
10	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, assisting students as required. Average time spent performing this activity will vary between schools, however principals are required to be visible around the school to assist with behaviour management of students.	Up to 3 hrs per week	Dependent on the school
11	Liaison with visitors and persons external to the school e.g. other schools, department heads, the wider community, etc. to promote the school, access further funding, etc.	Up to 16 hrs 30 mins per week	Yes
<b>In support of the above activities performed during rostered duty time, the activities below are performed by most principals.</b>			



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. May also include internal daily meetings with administrative staff, appraisal meetings, etc.	Up to 16 hrs 30 mins per week	Yes
13	P&C Meetings/School Councils involving face-to-face meetings, usually once per month (depending on the school). These meetings occur out of school hours and the principal is required to attend and provide advice as necessary.	Up to 1 hr 15 mins per week	Yes
<p>The principal may also participate in extra-curricular activities most of which are of a voluntary nature. The principal is primarily responsible for promoting the school and building its profile, and as such as may be required to attend a number of events such as:</p> <ul style="list-style-type: none"> <li>• day visits to camps</li> <li>• intra-school sport</li> <li>• after school student elective activities.</li> </ul>			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

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				Between floor and waist height.	
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.

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. Principals 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"> <li>• Performing for or working directly with the public.</li> <li>• Communicating with persons outside organisation.</li> <li>• Establishing and maintaining interpersonal relationships.</li> <li>• Resolving conflicts and negotiating with others.</li> <li>• Communicating with supervisors, peers or subordinates.</li> <li>• Providing consultation and advice to others.</li> <li>• Guiding, directing and motivating subordinates.</li> <li>• Training and teaching others.</li> <li>• Assisting and caring for others.</li> <li>• Coordinate or lead others.</li> <li>• Selling or influencing others.</li> <li>• Developing and building teams.</li> <li>• Staffing organisational units.</li> <li>• Coaching and developing others.</li> <li>• Coordinating the work of others.</li> <li>• Responsible for others' health and safety.</li> <li>• Interpreting the meaning of information for others.</li> <li>• Deal with physically aggressive people.</li> <li>• Deal with unpleasant or angry people.</li> </ul>
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.
- 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.

## 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.



## Photographs of selected work activities and work environments

\*\*\*Education Queensland to insert further photographs as necessary\*\*\*

