

Job Task Analysis

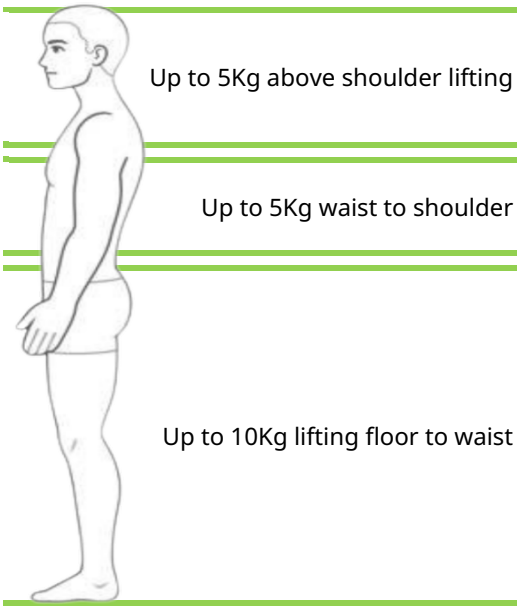
Department of Education Business Manager (AO3 to AO8)

General Role Description		Working Hours
<ul style="list-style-type: none"> Lead and deliver a range of corporate services alongside the Principal to support the effective administrative operations of the school. Including financial, people management, executive and operational support. The role includes budget development and monitoring, procurement, asset and resource management, workforce coordination (non-teaching staff), and oversight of administrative systems, while ensuring compliance with financial governance, WHS, and departmental requirements. The position also involves leading administrative teams, supporting strategic planning, managing school facilities and contracts, and liaising with internal and external stakeholders, with scope and complexity increasing across AO3 – AO8 levels depending on school size and responsibility. 		<ul style="list-style-type: none"> Standard 1.0 Full-Time Equivalent (FTE): 36.25 hours per week (7.25 hours/day, Monday – Friday) Employees are entitled to meal breaks and rest pauses in accordance with the provisions of the applicable industrial award or agreement. Ability to accrue and take Accumulated Days Off (ADO) and overtime in accordance with the provisions of the applicable industrial award or agreement. School operations are structured across 4 terms per year, with each term running for approximately 10 weeks. May vary between schools and operational demands. The Business Manager is often the first point of contact for facilities or school emergency situations which can require contact out of normal hours (e.g. pipe bursting in classroom over holidays)
Work Activities Summary (Refer to the task descriptions section for detailed information)		
1	Administrative/financial management and oversight	Sedentary work
2	Meetings (professional development/staff meetings/performance reviews)	Sedentary work
3	Facilities management and oversight	Sedentary work
4	Staffing management, support and oversight	Sedentary work
5	Administration Officer task support	Sedentary work
6	Workplace Health and Safety Officer and Rehabilitation and Return to Work Coordinator supports	Sedentary work
7	Participate in lockdowns/fire evacuations (planned drills and unplanned occurrences)	Light work
Work Environment		Employees
<ul style="list-style-type: none"> School environment – stairs, ramps, slope, grass, lifts, uneven ground Outdoor – (While mobilising through school) heat, UV exposure, cold, wet, weather conditions Indoor - Generally, climate-controlled (air conditioning/fans) Noise – office reception environment, high peak times include increased noise exposure Chemical/biological exposure - Low-level exposure to dust, aerosols (coughing/sneezing), body fluids (e.g. sweat, vomit, human waste), cleaning products, hand sanitiser, and potential environmental contaminants (e.g. mould, asbestos in older settings) 		<ul style="list-style-type: none"> The Business Manager collaborates with the Principal to oversee the business services within the school. The role has a team of direct reports (Administration Officers, Teacher Aides, Cleaners) which can vary in size depending on school. The role can vary depending on banding level, team structure, school size and leadership priorities. May also act as the Workplace Health and Safety Officer and the Rehabilitation and Return to Work Coordinator.
		Tools and Equipment
		<ul style="list-style-type: none"> Desktop computer or laptop, monitors, keyboard, mouse Desk (fixed/sit to stand) and chair Telephone system (desk phone/mobile and/or headset) Various office equipment and stationary (printer/scanner/copier, shredder, pens, paper etc)
		Manual Handling Devices
		<ul style="list-style-type: none"> General – Trolley
		Personal Protective Equipment (PPE)
		<ul style="list-style-type: none"> Gloves, mask, apron (e.g. First Aid)

FREQUENCY % OF SHIFT	Rare (R)	Occasional (O)	Frequent (F)	Constant (C)	Repetitive (Rep)
	0% - 5%	6% - 33%	34% - 66%	67% - 100%	Performed more than twice per minute for several minutes
TIME EXAMPLE	0 - 22 min	23 min - 2.4 hrs	2.5 - 4.8 hrs	4.9 - 7.25 hrs	

Physical Demands Summary

Weighted (Kg)	R	O	F	C	Rep	Comments
Waist to overhead	Up to 5					<ul style="list-style-type: none"> Laptop/ tablet books/ files/ folders <5kg.
Waist to shoulder	Up to 5					<ul style="list-style-type: none"> Resources/ equipment/ boxes <10kg.
Floor to waist	Up to 10					
Carrying - unilateral/ bilateral	Up to 10					
Push/Pull (Kg-force)	Up to 10					<ul style="list-style-type: none"> Trolley



General and Trunk	R	O	F	C	Rep	Comments
Sit				✓	✓	Desk based work, sitting can be sustained for up to 2 hours (ability to change as required)
Stand		✓				Reception counter work, supporting students in first aid (with ability to change as required) depending on task
Walk - even and uneven surfaces			✓			Moving between desk, reception, first aid room, storage rooms and other environments
Kneel/squat	✓					When supporting students or reaching low levels. Ability to change as needed
Bend forwards/stoop	✓					Position will depend on task and student ability (ability to change as needed) First aid room, over reception, supporting shorter students
Bend backwards	✓					When reaching up/stretching
Trunk twist/side bend	✓					Depends on task (ability to change as needed). Packing and unpacking office supplies, first aid room
Neck flexion - look down		✓				Data collation and reviewing of paper documents
Neck extension - look up	✓					
Neck rotation			✓		✓	Reception desk and computer work, paper based tasks

Upper Limb	R	O	F	C	Rep	Comments
Forward reach	✓					Ability to change as needed. Leaning over reception to support students, first aid room and medication management
Side reach	✓					Ability to change as needed. Reaching for items on desk
Overhead reach	✓					Ability to change as needed, can be sustained. Reaching items that are stored overhead (first aid, office supplies etc)
Wrist movement				✓	✓	Ability to take breaks as needed. (e.g. typing, mouse use)
Finger/thumb manipulation				✓	✓	Ability to take breaks as needed. (e.g. typing, mouse use)
Grip/grasp			✓		✓	Ability to take breaks as needed. (e.g. mouse use)

Other	R	O	F	C	Rep	Comments
Climb - steps/stairs/ ladder	✓					Access may involve internal or external stairs, with ramps/ lifts used where available. Ladder – if required for accessing stored items
Balance	✓					Balance required on uneven surfaces. Agility required to quickly respond to situations involving student safety
Vibration – whole body or upper limb	✓					
Voice projection	✓					Voice projection rarely required, however can be high level of voice use throughout shift (frequent talking)

Psychosocial Demands Summary

High job demands	Constant	Duty of care to students and others in the workplace. Multiple competing demands throughout day and week. Moving between planned/predictable tasks and unplanned/unpredictable tasks Urgent response to matters such as vandalism required regularly. Working within budgetary constraints
Emotional demands	Frequent	Managing distressed parents who may be requiring additional support with fees, managing people performance and return to work processes. Managing facilities within budgets.
Low job demands	Rare	Work is generally varied and cognitively engaging
Low job control	Rare	Role is fairly autonomous in how it gets completed, however clear timeframes and outputs are required
Low support	Rare	Support from regional Business Managers, leadership and others within school environment. Can vary between schools
Remote or isolated work	Rare	Dependant on school size. School-based, collaborative environment
Traumatic events, including vicarious trauma	Rare	Responding to student injuries can result in exposure to traumatic events
Violence/aggression – student behaviour	Rare	Could range from disruption, non-compliance to verbal and physical intimidation or aggression
Violence/aggression – parent interactions	Occasional	Due to interactions with parents when there are concerns or issues with finances or enrolment this can increase exposure to heightened individuals
Poor role clarity	Rare	Generally well-defined role within department structure. Role may vary depending on individual school needs or Principal priorities. This may lead to role clarity concerns if staff are moving between classes or schools
Communication/team work/interaction with colleagues	Frequent	Role requires communication with multiple stakeholders across the day. Communication is vital for higher risk tasks such as WHS or injury management responses

Cognitive Demands Summary

Attention	Constant	When working directly with students, families, staff and external stakeholders, constant attention required
Memory	Constant	Frequently moving through different tasks requires high levels of memory to ensure consistency and efficient completion of tasks
Concentration	Constant	Sustained focus with frequent interruptions and multitasking, constantly moving between planned and unplanned tasks and activities
Vision	Constant	Moving between short and long-distance vision, computer and screen work, as well as visual integration skills required with visual scanning, figure ground discrimination, visual memory
Hearing	Constant	Hearing in variable environments, noise levels can be high
Decision making	Frequent	Real-time instructional safety decisions, and forward planning
Situational awareness	Frequent	Managing projects or tasks where multiple people can be coming and going requires high levels of awareness

This job task analysis is also available online. The QR code provides direct access to the full document and the associated work capabilities checklist.



Work Activities - Task description details

Task 1 – Administrative/financial management and oversight

Total time/shift: Variable - Up to 2.5 hours per day depending on task and school

Task duration: Variable - Up to 2 hours at a time

Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">Developing, maintaining and reviewing annual budgetStakeholder consultation regarding finance processesOversight of administration team and all administration processesManage enquiries and escalations regarding administration and financeWorking with families who need payment plansRevision of documentation and maintenance of records	<ul style="list-style-type: none">Sitting (C)Wrist/hand movement (C)Neck rotation (F)Neck flexion (O)Grip/grasp (F)Standing (O)

Task 2 – Meetings (professional development/staff meetings/performance reviews)

Total time/shift: Variable depending on the time of year/specific needs

Task duration: Variable

Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">Organise catering and set up of environment as requiredTaking of minutes during meeting as requiredAttend required meetings as directed by school leadershipPrepare materials and information for relevant meetings (performance reviews)Respond to any assigned actions from meetings	<ul style="list-style-type: none">Sitting (C)Standing (O)Neck rotation and movement (F)Wrist and hand movement, manipulation (F)Lifting/carrying (O)

Task 3 – Facilities management and oversight

Total time/shift: Variable - Up to 2.5 hours per day depending on time of year and school

Task duration: Variable - Up to 2 hours at a time

Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">Coordination and management of all contractors on site for facilities maintenanceCoordination and project management of small to large scale building worksOversight and management of cleaning team and maintaining clean and hygienic environmentsOversight and management of all assets within schoolResponse to unplanned or emergent situations (e.g. pipes bursting)	<ul style="list-style-type: none">Sitting (C)Walking (F)Standing (F)Wrist/hand movement (C)Neck rotation (F)Neck flexion (O)Grip/grasp (F)Standing (O)

Task 4 – Staffing management, support and oversight

Total time/shift: Variable - Up to 2.5 hours per day depending on time of year and school

Task duration: Variable - Up to 1 hour

Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">Coordination of staffing coverage for teaching and non-teaching staff dailyLead and manage team of teacher aides, cleaners and administration officers including day to day support, performance management, mentoring and career developmentCoordinate and support recruitment processes	<ul style="list-style-type: none">Sitting (C)Wrist/hand movement (C)Neck rotation (F)Neck flexion (O)Grip/grasp (F)Standing (O)

Task 5 – Administration Officer task support

Total time/shift: Variable - can be whole shift (depending on school)

Task duration: Variable – Up to 3 hours at a time (depending on school)

Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> Performing reception desk duties as required to support administration officer team Performing administration support tasks including deliveries, enrolment support, inbox oversight, finance tasks etc as required 	<ul style="list-style-type: none"> Sitting (C) Wrist/hand movement (C) Neck rotation (F) Grip/grasp (F) Standing (O) Forward bend/reach (O)

Task 6 – Workplace Health and Safety Officer and Rehabilitation and Return to Work Coordinator supports

Total time/shift: Variable depending on situation and school

Task duration: Variable depending on situation – up to 1 hour at a time

Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> Responding to Workplace, Health and Safety (WHS) queries including hazards, near misses or incidents as required Completing WHS processes such as risk assessments, consultation, updating documentation Support injured and ill employees with workplace rehabilitation, coordinating a safe, timely and sustainable return to work (RTW) following work-related or non-work-related injury or illness Coordinate the development and implementation of RTW plans Identify, monitor, and address barriers to return to work, including arranging suitable duties that support recovery while maintaining meaningful work connection. Facilitate communication and collaboration between key stakeholders (employees, supervisors, medical providers, and insurers where applicable) to support positive RTW outcomes Maintain clear, accurate, and up-to-date record keeping and documentation to ensure effective continuity of case management 	<ul style="list-style-type: none"> Sitting (C) Walking (F) Standing (F) Wrist/hand movement (C) Neck rotation (F) Neck flexion (O) Grip/grasp (F) Standing (O)

Task 7 – Participate in lockdowns/ fire evacuations (planned drills and unplanned occurrences)

Total time/shift: One per term total planned – can be additional unplanned in response to emergent situations

Task duration: 30 - 60 minutes, variable when unplanned

Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> Coordinate communication with all key stakeholders regarding evacuation or lockdown (may be internal and external) Communicate with fire wardens and school leaders as required Communication with lockdown team and school leaders as required Provide reassurance and emotional support to staff and students if present in administration building 	<ul style="list-style-type: none"> Standing (F) Walking (F) Kneeling, crouching, forward bending (O) Neck rotation and movement (F)

Appendix

- U.S Department of Labour (1991) Dictionary of Occupational Titles, Fourth Edition Appendix C, Components of the definition trailer, section IV. Physical Demands – Strength Rating / O*NET online
- Hazardous Manual Task Code of Practice, Safe Work Australia 2018
- Model Code of Practice: Managing psychosocial hazards at work, SWA 2022

PHYSICAL DEMANDS	Definition: Strength rating represents the strength requirements which are considered to be important for average, successful work performance
Sedentary work	Manual handling <4.5kg of force occasionally and/or <1kg frequently . Sedentary work involves sitting most of the time but may involve walking or standing briefly occasionally.
Light work	Manual handling <9kg of force occasionally, and/or <4.5kg frequently, and/or <1kg constantly to move objects. A job should be rated Light Work: (1) walking or standing to a significant degree; or (2) sitting most of the time but entails using arm or leg controls; and/or (3) constant pushing and/or pulling of materials
Medium work	Manual handling 9-22kg of force occasionally, and/or 4.5-9kg frequently, and/or <4.5kg constantly to move objects.
Heavy work	Manual handling 22-44kg of force occasionally, and/or 9-22kg of force frequently, and/or 4.5-9kg constantly to move objects.
Very heavy work	Exerting >44kg of force occasionally, and/or >22kg of force frequently, and/or >9kg of force constantly to move objects.

FREQUENCY CLASSIFICATIONS	Rare (R)	Occasional (O)	Frequent (F)	Constant (C)	Definitions: Sustained > 30 secs at a time Long duration > 30 mins at a time Repetition > 2 per minute Static - body area remains in stationary, fixed position Exposure - time spent completing task over whole shift Intermittent - when there is a repeated physical demand but with significant intervals between cycles.
% time	1 - 5	6 - 33	34 - 66	67 - 100	
Reps per day	1	2 - 100	101 - 500	500+	
Reps per hour		0 - 12	12 - 63	>63	
Reps per minute		1 every 5 - 15	1 every 1 - 5	1 or more	

This Job Task Analysis (JTA) was co-designed and developed by AXIS Rehabilitation in partnership with the Department of Education. This collaboration ensures the JTA is evidence-based, practical and aligned with workplace and organisational requirements, supporting informed decision-making in workplace rehabilitation, employment and safe work practices.

The JTA is a tool to be used in workplace rehabilitation and does not capture every intricate duty or responsibility for each individual role within the department. Rather, it is intended to provide medical practitioners and providers with a clearer understanding of the role and its expectations in greater detail.