

Job Task Analysis

Department of Education
Deputy Principal, Principal

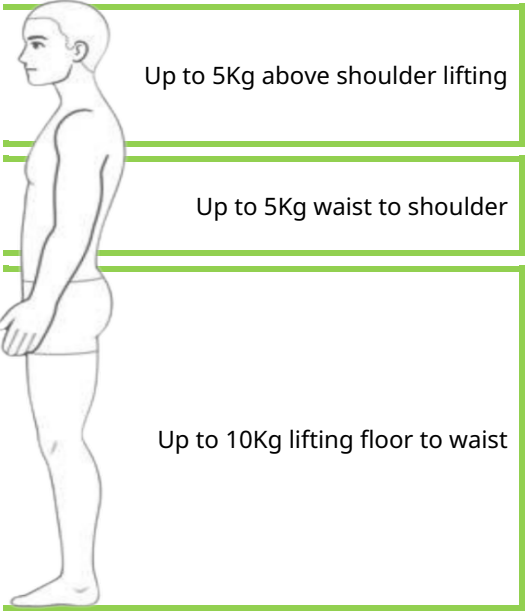
General Role Description	Working Hours
<ul style="list-style-type: none"> The Principal is responsible for the overall leadership, management, and strategic direction of the school, ensuring delivery of high-quality education in line with department policies, procedures and EBA requirements. The role includes staff management, resource and financial oversight, student outcomes, and community engagement, while maintaining a safe, inclusive, and compliant school environment. The Deputy Principal (DP) supports the Principal in leading daily school operations, including curriculum, student wellbeing and behaviour, staff coordination, and key programs, while ensuring compliance with departmental policies, procedures, and EBA requirements. 	<ul style="list-style-type: none"> Standard 1.0 Full-Time Equivalent (FTE): 25 hours per week (5 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. School operations are structured across 4 terms per year, with each term running for approximately 10 weeks. May vary between schools and operational demands.

Work Activities Summary (Refer to the task descriptions section for detailed information)		
1	Strategic leadership and school management	Sedentary work
2	Staff leadership and supervision	Sedentary work
3	Student management and wellbeing	Sedentary work
4	Operational and administrative management	Sedentary work
5	Stakeholder communication and engagement	Light work
6	Incident response and risk management (including lockdowns/fire evacuations (planned drills and unplanned occurrences)	Medium work

Work Environment	Employees
<ul style="list-style-type: none"> Physical environment - Predominantly office-based with frequent movement across school grounds (stairs, ramps, slopes, grassed areas) Offsite environments - Attendance at excursions, camps, school events, and community meetings (variable environments and travel) Outdoor exposure - Intermittent exposure to heat, UV, and weather conditions during supervision and events Indoor conditions - Primarily climate-controlled office (air conditioning/fans) and meeting environments, with time spent in classrooms and shared spaces. Varies between schools. Noise exposure - Variable exposure to school noise (student activity, assemblies, bells/alarms, occasional machinery/music in specialist areas) Chemical/biological exposure - Low-level exposure to dust, airborne particles, cleaning products, and potential environmental contaminants (e.g. mould, asbestos in older settings) 	<p>Principal:</p> <ul style="list-style-type: none"> At least one per school (mandatory position responsible for overall leadership) Allocated based on school enrolment size and complexity <p>Deputy Principal:</p> <ul style="list-style-type: none"> Allocated based on school enrolment size and complexity Typically ranges from: <ul style="list-style-type: none"> 1 to 2 Deputies in smaller schools 3 to 5+ Deputies in larger schools In some schools, the Principal or DP may have a teaching load in addition to leadership duties. See the Teacher JTA for details.
	Tools and Equipment
	<ul style="list-style-type: none"> Desktop computer or laptop, monitors, keyboard, mouse Desk (fixed/sit to stand), chair Telephone system (desk phone/mobile and/or headset)
	Manual Handling Devices
	<ul style="list-style-type: none"> General – Trolley
	Personal Protective Equipment (PPE)
	<ul style="list-style-type: none"> Sunscreen, wide brimmed hat, high-visibility vest, loud hailer if required

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 – 15 min	16 min – 1.7 hrs	1.8 – 3.3 hrs	3.4 – 5 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/ resources/ materials <5kg Resources/ equipment / chairs <10kg Doors/ tables/ concertina partition sliders <10Kg 
Waist to shoulder		Up to 5			✓	
Floor to waist	Up to 10	Up to 5				
Carrying – unilateral/ bilateral	Up to 10	Up to 5				
Push/Pull (Kg-force)	Up to 10	Up to 5-10				
General and Trunk	R	O	F	C	Rep	Comments
Sit				✓	✓	Office work, meetings
Stand		✓				Meetings, supervision, assemblies
Walk – even and uneven surfaces		✓				Within classroom and on school grounds. Agility required to quickly respond to situations involving student safety
Kneel/squat		✓				When supporting students or reaching low levels. Ability to change as needed
Bend forwards/stoop		✓				Working with and interacting with students/teachers
Bend backwards	✓					When reaching up/ stretching
Trunk twist/side bend		✓				Accessing resources, materials. Can be unpredictable when in response to student movements
Neck flexion – look down				✓	✓	Computer admin work, scanning environment
Neck extension – look up		✓				Scanning and supervision
Neck rotation				✓	✓	Computer admin work
Upper Limb	R	O	F	C	Rep	Comments
Forward reach			✓			Typing/ mouse use
Side reach		✓				Guiding/reaching for materials. Can be unpredictable in response to student movements.
Overhead reach	✓					High resources
Wrist movement		✓				Assisting with pack up or set up
Finger/thumb manipulation				✓	✓	Typing/mouse work, documentation, signatures
Grip/grasp		✓				Carrying materials, laptop

Other	R	O	F	C	Rep	Comments
Climb - steps/stairs/ ladder		✓				Ladder use is rare. Access may involve internal or external stairs, with ramps/lifts used where available but not always accessible
Balance		✓				Balance required on uneven surfaces
Vibration – whole body or upper limb	✓					
Voice projection			✓		✓	Meetings, assemblies, classrooms

Psychosocial Demands Summary

High job demands	Constant	Duty of care to students and others in the workplace. Sustained workload, competing priorities and time pressure associated with delivering curriculum and managing school operations in line with standards, policies, and procedures. Principal role carries significant legal accountability, including potential consequences for non-compliance (e.g. financial, student protection, WHS)
Emotional demands	Constant	Ongoing management of staff, students, conflict and complaints
Low job demands	Rare	Role is complex, varied and non-routine
Low job control	Constant	Frequent need to respond to emergent issues, incidents, and emergencies
Low support	Rare	Access to leadership, regional and team-based support structures
Remote or isolated work	Rare	Primarily team-based with occasional after-hours or incident response
Traumatic events, including vicarious trauma	Frequent	Student protection matters, critical incidents and welfare concerns
Violence/aggression – student behaviour	Rare	Could range from disruption, non-compliance to verbal and physical intimidation or aggression
Violence/aggression – parent interactions	Occasional to Frequent	High-conflict situations, disputes, mediation
Poor role clarity	Rare	Clearly defined leadership structure and responsibilities
Communication/team work/interaction with colleagues	Constant	Continuous, high-level stakeholder engagement across multiple settings

Cognitive Demands Summary

Attention	Constant	Continuous oversight of school operations, reporting, meetings and assemblies requiring sustained focus
Memory	Constant	Ongoing recall of policies, staff/students, schedules, incidents, and reporting requirements
Concentration	Constant	High level with frequent interruptions, multitasking, and response to emergent issues
Vision	Constant	Sustained screen use, documentation, and large-group environments (e.g. assemblies)
Hearing	Frequent	Meetings and communication in variable and often noisy environments
Decision making	Constant	High-level, complex, and time-critical decision-making responsibilities
Situational awareness	Constant	Constant monitoring of a dynamic environment requiring ongoing risk assessment and response

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 – Strategic leadership and school management

Total time/shift: Up to 2 hours per day

Task duration: 30 minutes 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">Set school vision, strategic planning, improvement agendasMonitor student outcomes (ATAR, VET, NAPLAN, engagement)Policy implementation (DoE, WHS, compliance)HR/ IT approvals	<ul style="list-style-type: none">Sitting (C)Standing (O)Walking (O)Manual handling ≤5kg (R–O)

Task 2 – Staff leadership and supervision

Total time/shift: Variable – Up to 2 hours per day

Task duration: Variable – Up to 30 minutes at a time

Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">Supervise Heads of Department and teaching staffPerformance development, coaching, conflict resolutionWorkforce planning, recruitment, allocation of dutiesEnterprise bargaining compliance	<ul style="list-style-type: none">Sitting (F)Standing (O)Walking (O–F)Neck flexion/rotation (F)Wrist and hand movement, manipulation (F)Voice projection (F)Manual handling ≤5kgs (R)

Task 3 – Student management and wellbeing

Total time/shift: Variable – Up to 2 hours per day

Task duration: Variable – Up to 30 minutes at a time

Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">Oversight of behaviour management and discipline processesIncident investigations and registerOne school reporting and managementManage complex student cases (suspensions, exclusions, wellbeing)Liaise with parents, carers, and external agencies	<ul style="list-style-type: none">Sitting (F)Standing (F)Walking (F)Stairs (O)Bend/stoop (O)Neck movement (F)Voice use (F–C)Manual handling ≤5–10kg (R)

Task 4 – Operational and administrative management

Total time/shift: Variable – Up to 3 hours per day

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">Timetabling (Deputy), staffing allocationsBudgeting, resource allocation, infrastructure oversightReporting, compliance documentation, auditsMy HR – leave approvals, senior teacher progression	<ul style="list-style-type: none">Sitting (C)Standing (O)Walking (O)Neck flexion (F)Wrist and hand movement, manipulation (C)Voice use (O)Manual handling ≤5kgs (R)

Task 5 – Stakeholder communication and engagement

Total time/shift: Variable – up to 1.5 hours

Task duration: 10 to 30 minutes at a time, with occasional longer meetings (30 – 60 mins)

Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> Parent meetings (including complex/high-conflict situations) Union meetings, Local Consultative Committee (LCC) Regional office, professional development/conferences, director general Liaison with regional office, external providers, community Liaison with bus companies/transport providers, local community stakeholders (e.g. Shopping centres), local police Lead staff meetings, assemblies, school events QSPA – QLD state principals association meetings 	<ul style="list-style-type: none"> Sitting (O–F) Standing (O) Walking (O) Neck movement (F) Wrist and hand movement, manipulation (O–F) Manual handling ≤5–10kg (R–O)

Task 6 – Incident response and risk management

Total time/shift: Variable/unpredictable – can be 15 minutes to 1 hour

Task duration: Variable - 30 minutes at a time, with occasional longer events that can extend beyond 60 minutes

Physical demand level – Medium work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> Respond to critical incidents (behavioural, safety, emergency) Responding or co-ordinating response to fire/ flood/ cyclone/ lockdown emergencies WHS oversight, risk assessments, lockdown/ fire drills Manage complaints, investigations and escalations 	<ul style="list-style-type: none"> Sitting (R–O) Standing (F) Walking (F) Stairs (O) Bend/stoop (O) Neck movement (F) Voice use (C) Manual handling ≤5–10kg (R–O)

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
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% time	1 - 5	6 - 33	34 - 66	67 - 100	<i>> 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.</i>
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.