

Job Task Analysis

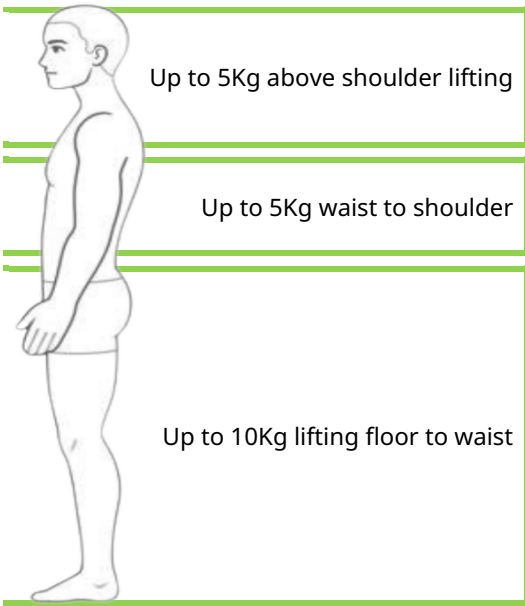
Department of Education

Administration Officer (AO2 to AO6) School-based

General Role Description		Working Hours
<ul style="list-style-type: none"> Provision of administrative support for staff, students and families within a school environment. Roles across a range of Administrative Officer (AO) levels including more senior roles that may have additional responsibilities. AO roles can vary depending on the size of school and structure of administrative team. 		<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.
Work Activities Summary (Refer to the task descriptions section for detailed information)		
1	Administrative support – desk based	Sedentary work
2	Meetings (professional development/staff meetings/performance reviews)	Sedentary work
3	First aid support and medication management for students	Light work
4	Management of stock and resources	Light work
5	Reception desk support	Sedentary work
6	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 Community environment – paths, grass, slopes, stairs, uneven ground Outdoor work – (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 AO role works directly with a small school-based team (size of team varies depending on school size). However, the AO's role collaborates and supports a broader stakeholder group including school leadership, teaching staff, students, families and external stakeholders to the school. The roles vary depending on banding level, team structure, school size and leadership priorities.
		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) Office equipment (printer/scanner/copier, shredder, laminator etc) Stationery (pens, paper, folders, staples, 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	Up to 5			
Push/Pull (Kg-force)		Up to 10				
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. 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		✓				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			✓			Supporting students at reception counter
Neck extension – look up	✓					
Neck rotation			✓		✓	Reception desk and computer work, observing frequent visitors and people within reception environment
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 (constant talking)

Psychosocial Demands Summary		
High job demands	Occasional - 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
Emotional demands	Frequent	Students are often distressed when requiring first aid. Parent enquiries can be heightened depending on situation. First point of contact with school can lead to increased exposure to heightened individuals
Low job demands	Rare	Work is generally varied and cognitively engaging
Low job control	Occasional	Process requirements, policies and procedures, scheduling constraints, limited control over pace at times and engagement with stakeholders at reception is mostly unplanned
Low support	Rare	Regular support from direct supervisor and school leadership. Can vary between schools
Remote or isolated work	Rare	Dependant on school size. School-based, collaborative environment
Traumatic events, including vicarious trauma	Occasional	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 forward facing nature of role and accessible location of office AO roles can be exposed to parent aggression or violence
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 medication management and first aid 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	Constant	Managing reception and busy working spaces 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 support – desk based

Total time/shift: Variable - Depending on role 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">• Manage school enquiries email inbox, respond to enquiries• Enrolment enquiry management and response• Finance invoicing, requisitions, ordering tasks and other finance activities• Consent management for all students, following up teachers, uploading and tracking consent via QParents• Supporting preparation, coordination and running of events, excursions and camps• Enter student attendance and role data and other required student data into relevant systems	<ul style="list-style-type: none">• Sitting (C)• Wrist/hand movement (C)• Neck rotation (F)• Grip/grasp (F)• Standing (O)• Visual system use (C)• Forward bend/reach (O)• Push/pull (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 required• Taking of minutes during meeting as required• Attend required meetings as directed by school leadership• Prepare 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 - First aid support and medication management for students

Total time/shift: Variable – Can be unpredictable (first aid) and variable depending on student numbers (medication)

Task duration: Variable

Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">• Provision of first aid support for students throughout day including managing and triaging injury, provision of first aid materials, referral to further medical care or emergency services• Management of medication for students including reviewing required medication, providing medication to student, observing student take medication, documentation of medication provided	<ul style="list-style-type: none">• Sitting (F)• Walking (F)• Standing (F)• Kneeling/crouching (O)• Forward bend (F)• Wrist/hand movement (F)• Neck rotation (F)• Visual system use (C)• Lifting/carrying (F)

Task 4 – Management of stock and resources

Total time/shift: Variable – Up to 45 minutes, depending on delivery size and size of school

Task duration: Variable

Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
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<ul style="list-style-type: none"> • Stock management and ordering of stock and resources for school such as office supplies, administrative supplies, toilet paper etc • Unpacking deliveries of stock upon arrival to school 	<ul style="list-style-type: none"> • Sitting (F) • Wrist/hand movement/grip/grasp (F) • Neck rotation (F) • Standing (F) • Forward reach/bend/twist (O) • Lifting/carrying (O) • Visual system use (C)
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Task 5 – Reception desk 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"> • Answering and responding to phone calls to school • Greeting and responding to all guests to reception • Contacting and coordinating communication to and from parents regarding pick up and drop off of students outside usual hours (e.g. going home sick, picked up early) • Signing in any visitor or contractor on school premises • Responding to students who come to administration throughout the day 	<ul style="list-style-type: none"> • Sitting (C) • Wrist/hand movement (C) • Neck rotation (F) • Grip/grasp (F) • Standing (O) – ability to change position as needed • Visual system use (C) • Forward bend/reach (O)

Task 6 – 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 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.