

This resource has been developed for the purposes of assisting in the identification and development of rehabilitation programs for injured or ill employees, and to provide detailed information about **common** job demands. When supporting an injured employee in their return to work this document is used in conjunction with Workplace Specific Details to ensure information is customised.

Description of the role of the High School Teacher Librarian

Teacher means a person employed permanently, temporarily or casually in a teaching position under the provisions of the Teaching Service Act 1980.

Teachers require a capacity to integrate technology in teaching and learning programs. Highly developed communication and interpersonal skills and the capacity to work collaboratively with students, staff and parents. Ability to translate the understanding of the Quality Teaching Framework in outstanding classroom practice. Knowledge of and commitment to the policies and approaches applicable to the individual school community, e.g. Aboriginal community, collaborative learning partnerships, gifted and talented, student welfare, girls and boys' education, the performing arts and vocational education.

The teacher librarian is a member of the school's teaching staff. The librarian manages a library of relevant resources (books, videos, tapes, computer programs, internet access and other resources) for students and teachers, and supports their school's educational programs.

This document indicates the average time spent across a working day on common work activities/physical work demands that have been identified as essential to the successful performance of the role. The frequency of performance of work tasks is described by either the Descriptor, Percentage of Time, or Amount of Time based on the average working day of 7 hours as follows:

Descriptor	Percentage of Time	Amount of Time based on 7 hours per day
Not present	0%	0
Rare	1% - 7%	From 4 mins to 30 mins
Occasional	8% - 33%	35 mins to 2 ¼ hours
Frequent	34% - 66%	2 ½ hours to 4 ½ hours
Constant	67% - 100%	4 ¾ hours to 7 hours

This table is derived from the US Department of Labor Physical Demand Characteristics of Work, 1996

Hours of Work and Scheduled Breaks

Hours of Work: Employees work during the normal daily hours of operation of the school during which classes are conducted; this is commonly Monday to Friday. Generally teaching employees may be required to be present half an hour before school starts and half an hour after the dismissal in the afternoon. Where special circumstances arise which, in the interests of the school necessitate attendance beyond these hours, the attendance of the employees may be required.

Meal Breaks Employees are entitled to a lunch break of not less than a 30 minute. During breaks, teachers may also spend time setting up rooms, attending to roll books and computer tasks.

Non- Teaching Time: High school teachers weekly timetable includes both face to face teaching periods and non teaching periods. During the non teaching periods, time is spent on session planning, completion of administrative paperwork, correction of students' work, reports, class preparation (e.g. photocopying, resource preparation) review of resources, purchasing of supplies, checking and responding to messages etc. It should be noted that teachers may also undertake these and other related tasks outside of the school's operating hours.

Job Profile – Functional Summary For the Position of a High School Teacher Librarian

Frequency of Physical Job demands (Average % of Full Time Work Day)											
Demands	Not Present	Rare (1% - 7%)	Occasional (8% - 33%)	Frequent (34% - 66%)	Constant (67% - 100%)	Demands	Not Present	Rare (1% - 7%)	Occasional (8% - 33%)	Frequent (34% - 66%)	Constant (67% - 100%)
Sitting				X		Reaching				X	
Standing - Static			X			Handling				X	
Standing - Dynamic				X		Pushing			X		
Walking - Flat Terrain				X		Pulling			X		
Walking – Slippery/ Gravel Terrain	X					Lifting			X		
Climbing – Step Stools/ Ladders			X			Carrying			X		
Climbing – Stairs		X				Fine Motor			X		
Stooping			X			Tactility			X		
Kneeling		X				Driving		X			
Crouching – One Off		X				Visual Function					X
Crawling	X					Speech					X
Balancing – Above Ground		X				Auditory Function					X

Tools/ Equipment Handled
Boxes of books
Pens/pencils and books
Trolley – push / pull across carpet. Usually loaded with books and / or boxes. Two person lift for heavy items
Setting up of IT equipment, including televisions and data projectors

Loads Lifted & Carried (Average % of Full Time Work Day)					
Weight range	Not present	Rare (1-7%)	Occasional (8-33%)	Frequent (34 -66%)	Constant (67 – 100%)
0-5 kg				Floor to Waist to Shoulder	
6-10kg			Floor to Waist		
11-15kg		Floor to Waist			
15-20kg		Floor to Waist			
21-25kg+		Floor to Waist			

Note: - Loads are a guide of maximum required in a full time work day.

Job Profile – Functional Summary For the Position of a High School Teacher Librarian

Common Job Activities (used in conjunction with Workplace Specific Details)		Average Time	Critical Job Demand
1	Set up of library Involves switching computers on/ off, setting up IT e.g. data projectors, design and construction of new displays (to promote new books or certain learning themes), promotion of library and/or school based competitions, as well as packing up previous activities and rearranging desks and chairs.	Daily	Yes
2	Stocktake Completion of stocktake, which involves checking off all books in library.	2 weeks, twice yearly	Yes
3	Computer based tasks: Researching and ordering resources, printing materials for student use,	Up to 4 – 5 hours per day	Yes
4	Supervision Generally high school teachers are required to participate in playground supervision sessions each week. This may include supervising students' morning recess and lunch breaks. Supervision can include the playground, gym, library and bus areas (depending on the school) and involves active supervision of a pre-determined area and completing visual and auditory monitoring of students' activities and school premises, providing assistance to students as needed.	Refer to Workplace Specific Details	Yes
5	Specified non-teaching time Planning lessons, completion of administrative paperwork, correction of students' work, reports, class preparation (e.g. photocopying, resource preparation) review of resources, purchasing of supplies, checking and responding to messages etc. It should be noted that teachers may also undertake these and other related tasks outside of the school's operating hours.	Refer to Workplace Specific Details	Yes
6	Parent liaison Involves telephone or face to face contact with the parents of students or via written correspondence.	As required	No
In support of the above activities performed during rostered duty time, the activities below are performed by most teacher librarians.			
7	Staff meetings Staff meetings/liaison with teaching employees: involving face to face meetings at which day to day operational issues, short term and long term strategic planning for the school occur.	Varies according to school	Yes
8	Committee meetings Involving a variety of activities dependent upon the nature of the committee and the number of committees the employees is a part of.	Varies according to school	No
9	Purchasing The teacher librarian may be required to meet with suppliers to purchase books and other resources for the school library. This will involve liaison with teaching employees and the wider community, as well as scheduling via internet, email and phone. Teacher librarians may also visit bookshops in own time.	As required	Yes
10	Extra curricula activities Teacher librarians may also participate in extra-curricular activities most of which are of a voluntary nature. These include: - Study skills workshops - Sports carnivals / school picnic, full days		No

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Environmental Factors

The following environmental factors exist in the workplace.

- Low- level ambient noise (from students, traffic, school activities e.g. music practice etc.) requiring moderate voice projection to be heard.
- Some work may be performed outdoors or exposed to the elements (rare).
- Worker/ team relationships – the work environment may require the employee to adjust to and manage different working styles, and demonstrate an ability to work cooperatively.
- While deadlines exist for many tasks, the level of demand is dependent upon the school environment and staffing level.
- Work is conducted predominately in indoor environments which may have climate controls such as fans and air conditioning systems. There may also be background noise from the server.

Core Workplace Expectations (Organisational, Interpersonal, and Psychosocial).

The following major workplace expectations have been identified with reference to DEC Policies and Guidelines and O*NET (the Occupational Information Network, a comprehensive database of worker attributes and job characteristics).

- All employees have a responsibility to comply with legislation, departmental policy, procedures and the DEC Code of Conduct, perform their duties effectively, provide impartial and accurate advice and act in a manner that promotes a productive and harmonious working environment.
- Negotiating with others - In dealing with other people, employees should be able to accommodate and tolerate different opinions and perspectives, and sort out their disagreements by rational discussion.
- Departmental employees have a duty to take reasonable care for the safety and welfare of the students in their charge.
- Establishing and maintaining effective communication – includes appropriate communication with supervisors, peers, subordinates, students, parents and community members
- Employees who work with students have a special responsibility in presenting themselves as appropriate role models for those students.
- The high school teacher librarian creates and maintains safe environments. The maintenance of a safe working and learning environment includes application of WHS procedures, student welfare procedures, administrative and environmental management.
- 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.
- Workplace demands require that employees work in a collegiate relationship to ensure appropriate support is given to students and each other
- Have the capacity to be flexible, adaptable and willing to learn in a work environment where the day-to-day priorities and tasks may vary considerably

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The use of this terminology, referred to in Frequency of Physical Job demands table on page 2, helps to establish a common language for key stakeholders when describing job demands in terms of frequency of activity performance, type of posture or movement and the level of strength/ lifting required.

Definition of Physical Job Demands	
LIFTING	Raising or lowering an object from one level to another (includes upward pulling and/or exerting upward force to hold an object in static position).
CARRYING	Transporting an object, usually holding in the hands, arms or on the shoulder.
PUSHING	Exerting force upon an object so that the object moves away from the force (including stooping, striking, kicking, treading and exerting force to hold an object in static position).
PULLING	Exerting force upon an object so that the object moves toward the force (including jerking and exerting force to hold an object in static position).
SITTING	Remaining in a seated position.
STANDING	Remaining on one's feet in an upright position without moving greater than three steps.
WALKING	Moving about on foot greater than 3 steps.
CLIMBING	Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs, or hands and arms.
BALANCING	Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on either elevated and unguarded, narrow, slippery or erratically moving surfaces.
STOOPING	Bending the body forward and downward by bending spine at waist, requiring full use of lower extremities and back muscles.
KNEELING	Bending legs at knees to come to rest on knees.
CROUCHING	Bending body forward and downward by bending legs and spine.
CRAWLING	Moving about on the hands and knees.
REACHING	Extending arms(s) in any direction.
HANDLING	Seizing or grasping, holding, turning or otherwise working with the hands. Fingers are only involved to the extent that they are extensions of the hand.
FINE MOTOR	Picking, pinching, or otherwise working with the fingers, other than with the whole hand or arm as in handling.
TACTILITY	Perceiving attributes of objects, such as: size, shape, temperature, or texture by touching with skin; particularly that of finger tips.

This table is derived from the Queensland Department of Education and Training Job Dictionary