

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 Primary School Assistant Principal:

The Assistant Principal is responsible for teaching students within the defined area, e.g. special education or Kindergarten to Year 6. They may undertake a full teaching load, dependent upon local school need. For further detail on the teaching demands of the Assistant Principal's role, this Functional Summary should be read in conjunction with the relevant teacher Functional Summary. E.g. Teacher Stage 1.

The Assistant Principal also undertakes administrative functions in support of the Principal, this can include: liaison with parents, support employees and external stakeholders, management of school support and welfare programs, development and support of teaching employees, review and development of teaching resources, and the planning and implementation of specific learning programs within the school. An Assistant Principal role will generally be established in schools with less than 500 students, not requiring a dedicated Deputy Principal (non-teaching role).

In acknowledgement of the additional administrative duties of the Assistant Principal, this role receives one additional hour release from face to face teaching per week.

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%	<i>From 4 mins to 30 mins</i>
Occasional	8% - 33%	<i>35 mins to 2 ¼ hours</i>
Frequent	34% - 66%	<i>2 ½ hours to 4 ½ hours</i>
Constant	67% - 100%	<i>4 ¾ hours to 7 hours</i>

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 are required to be present half an hour before school starts and may be required 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 30 minutes.

Job Profile – Functional Summary

For the Position of an Primary School Assistant Principal

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

Phone and email for planning and liaison with internal employees, external persons/parties and parents
Training materials - for example data projector, whiteboard markers for meetings, employees development sessions
Computer workstation/ laptop
Teaching resources, books, paper, materials, pens, teaching aids.

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 to Shoulder		
11-15kg	X				
15-20kg	X				
21-25kg+	X				

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

Job Profile – Functional Summary

For the Position of an Primary School Assistant Principal

Common Job Activities (used in conjunction with Workplace Specific Details)		Average Time	Critical Job Demand
1	Management of Employees Assist with the management of school employees including; monitoring and supervision of employees as required; overseeing the development and implementation of duty rosters; monitoring of curriculum implementation; teachers leave and overseeing the organisation of student teachers. Can include the organisation of casual teachers to replace employees on sick or other leave. Undertake supervision/ orientation for employees such as: new scheme teachers, student teachers, casual employees.	As required up to 5 hours per week	Yes
2	Leadership Provide leadership to school responsibility area including: Leading / coordinating committees, staff meetings, stage meetings, specialist committees such as Numeracy/Literacy, Positive Behaviour for Learning	As required	Yes
3	Teaching/Classroom Duties Assistant Principals are required to maintain a teaching load. See demands as per relevant Teacher Return to Work Profile – Functional Summary.	Depending on school requirements	Yes
4	Administrative Duties Including the organisation of excursions and field trips, parent/teacher interviews, review of teacher's reports/ review/programs.	As required	Yes
5	Student support Including behavioural management and monitoring of student achievement. Handling suspensions. Most schools follow a hierarchy of responses, with Principal directly dealing with behaviour management etc. as the final stage.	As required	Yes
6	Parent liaison Involving telephone and face to face contact with parents, requiring recollection or sourcing of specific information related to current students. The school follows a hierarchy for parent interaction. Classroom Teacher first, then Assistant Principal, and then the Principal. This hierarchy varies according to level of significance of situation	As required	Yes
7	Coordinating professional development opportunities Includes supervision, leading reference groups and dissemination of information to school employees.	As required	Yes
8	Student Supervision Involving mobilising around a pre-determined area and completing visual and auditory monitoring of students' activities and school premises, providing assistance to students as required. Average time spent performing this activity will vary between schools, however Assistant Principals are required to be visible around the school, to assist with behaviour management of students.	As required	No

Job Profile – Functional Summary For the Position of an Primary School Assistant Principal

Common Job Activities (used in conjunction with Workplace Specific Details)		Average Time	Critical Job Demand
In support of the above activities performed during rostered duty time, the activities below are performed by most Principals			
9	Staff Meetings Attendance at staff meetings/liaison with teaching staff: involving face to face or (depending upon 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.	As required	Yes
10	Committee meetings Assistant Principals may be involved in certain school based committees (depending on the school). These meetings occur out of school hours and the Principal is required to attend and provide advice as necessary.	As required	Yes
11	Extra Curricula Activities The Assistant Principal may also have a role in organising and participating in extra-curricular activities, such as: • Camps • Intra-school sport; and/or • After school student elective activities.	As required	Yes

Job Profile – Functional Summary For the Position of an Primary School Assistant Principal

Environmental Factors

The following environmental factors exist in the workplace.

- Low - level ambient noise (from students, traffic, school activities e.g. music practice etc) occasionally requiring considerable voice projection to be heard.
- Some work may be performed outdoors or exposed to the elements.
- Worker/ team relationships – the work environment may require the Assistant Principal to adjust to and manage different working styles, and demonstrate an ability to work cooperatively.
- Although meal breaks are stipulated, Assistant Principals may not always receive an uninterrupted break.
- While deadlines exist for many tasks, the level of demand is dependent upon the school environment and staffing level. Assistant Principals may also be required to address multiple demands and a large number of un planned interruptions may occur throughout the working day.
- The Assistant Principal undertakes administration duties while also holding a classroom teaching workload.

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

The following major workplace expectations have been identified with reference to DEC Policies and Guidelines, the NSW Institute of Teachers website 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.
- Training and Teaching Others – Includes identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing, and assessing and reporting for effective learning
- Assistant Principals support and manage employees in creating and maintaining safe and challenging learning environments. Effective strategies for the management of student behaviour and the maintenance of a safe working and learning environment include WHS procedures, student welfare procedures, curriculum 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.

Job Profile – Functional Summary For the Position of an Primary School Assistant Principal

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