

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.

**DISCLAIMER** - This job profile explains the common work activities and physical demands of a Student Support Officer. Due to the different settings and circumstances where this role may be undertaken, there may be differences to times and activities as outlined in the job profile.

## Description of the role of the Student Support Officer (SSO):

Student Support Officers (SSO) work within the school community to enhance student wellbeing and learning outcomes in partnership with the wellbeing team and the school counselling service. Student Support Officers provide individual and targeted wellbeing support and whole of school wellbeing initiatives and programs that are evidence-based. They have a pivotal role in working collaboratively with external agencies and creating referral pathways for students and families to child and family support agencies.

The SSO aims to improve the wellbeing, resilience and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.

This document indicates the average time spent during a working day on common work activities and physical work demands that have been identified as essential to the successful performance of the role. The frequency of these work tasks is described using one of the following measures: Descriptor, Percentage of Time, or Amount of Time, based on an average 7-hour working day.

| 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:** Full-time SSOs are contracted and paid to work a 35-hour week, 5 days a week for 7 hours per day, excluding breaks. They are required to work during student vacation periods unless on a form of approved leave has been submitted. During term time, SSOs must perform all their duties from their respective schools.

**Meal Breaks:** The standard lunch break is 1 hour. In accordance with the Flex Agreement, an SSO may reduce their lunch break to a minimum of 30 minutes or increase it up to a maximum of 3 hours in agreement with their principal.

SSOs work within the school community to enhance student wellbeing and learning outcomes in partnership with the wellbeing team and the school counselling service. SSOs may be required to complete a wide range of duties that support student wellbeing and learning outcomes. The [Student Support Officer role description](#) can be viewed on the intranet.

## Job Profile – Functional Summary for the position of a Student Support Officer (SSO)

### Frequency of Physical Job demands (Average % of Full Time Work Day)

| Note: If absent then assume it is rare (1-7%) or not present |                    |                      |                     |
|--------------------------------------------------------------|--------------------|----------------------|---------------------|
|                                                              | Occasional (8-33%) | Frequent (34% - 66%) | Constant (67%-100%) |
| Sitting                                                      |                    |                      |                     |
| Standing -Static                                             |                    |                      |                     |
| Standing – Dynamic                                           |                    |                      |                     |
| Walking – Flat Terrain                                       |                    |                      |                     |
| Walking – Slippery/Gravel                                    |                    |                      |                     |
| Climbing – Step stools/Ladders                               |                    |                      |                     |
| Climbing – Stairs                                            |                    |                      |                     |
| Stooping                                                     |                    |                      |                     |
| Kneeling                                                     |                    |                      |                     |
| Couching – One off                                           |                    |                      |                     |
| Crawling                                                     |                    |                      |                     |
| Balancing – above ground                                     |                    |                      |                     |
| Reaching                                                     |                    |                      |                     |
| Handling                                                     |                    |                      |                     |
| Pushing                                                      |                    |                      |                     |
| Pulling                                                      |                    |                      |                     |
| Lifting                                                      |                    |                      |                     |
| Carrying                                                     |                    |                      |                     |
| Fine Motor                                                   |                    |                      |                     |
| Tactility                                                    |                    |                      |                     |
| Driving                                                      |                    |                      |                     |
| Visual Function                                              |                    |                      |                     |
| Speech                                                       |                    |                      |                     |
| Auditory                                                     |                    |                      |                     |

## Job Profile – Functional Summary for the position of a Student Support Officer (SSO)

| Tools/ Equipment Handled                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------|
| Pens/pencils/whiteboard markers and books                                                                                          |
| Computer workstation/telephone                                                                                                     |
| Assessment resources – approximately 5 – 8kg. Use of trolley bag when travelling if resources are required for assessment purposes |

| 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                                                  | X           |                |                            |                    |                      |
| 15-20kg                                                  | X           |                |                            |                    |                      |
| 21-25kg+                                                 | X           |                |                            |                    |                      |

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

| Common Job Activities (used in conjunction with Workplace Specific Details) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Average Time                                                                                         | Critical Job Demand |
|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------|
| 1                                                                           | <b>Student Support Officers</b><br>Students who are referred to the Student Support Officer may require support regarding difficulties that they are experiencing at school, relationship or family issues, and concerns around student protection. The SSO supports students on a one-to-one basis or in groups. As part of this process the SSO may act as a mediator between parties, may develop and deliver programs or may liaise with Counselling Services, Welfare Services including non-government organisations. Student Support Officers have a pivotal role in working collaboratively with external and other government agencies, creating referral pathways for students and families to access support needed. When there are more complex needs, the SSO will be able to connect the student to the school counselling service, through the school referral processes. | Up to 4 periods per day (8 students generally seen in a day); Cognitive assessments can take 2 hours | Yes                 |
| 2                                                                           | <b>Parent liaison</b><br>Student Support Officers liaise with parents via telephone or in meetings as required to discuss specific issues.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Parent meetings can take 30 – 60 minutes each                                                        | Yes                 |
| 3                                                                           | <b>Computer based tasks</b><br>Include emails, assessments, research, and writing reports. Report writing forms a large component of the role.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | As required                                                                                          | Yes                 |

## Job Profile – Functional Summary for the position of a Student Support Officer (SSO)

| 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 may be performed by SSOs. |                                                                                                                                                                                                                                                                       |                            |                     |
| 4                                                                                                                      | <b>Meetings</b><br>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                 |
| 5                                                                                                                      | <b>Committee meetings</b><br>Student Support Officers may also be required to, or choose to, participate in certain school-based committees (for example the school's professional learning committee).                                                               | Varies according to school | No                  |
| 6                                                                                                                      | <b>Extra curricula activities</b><br>Student Support Officers may also participate in extra-curricular activities, most of which are of a voluntary nature. These may include: <ul style="list-style-type: none"> <li>• Excursions</li> <li>• School camps</li> </ul> |                            | No                  |

## Job Profile – Functional Summary for the position of a Student Support Officer (SSO)

### Environmental Factors

The following environmental factors exist in the workplace.

Low - level ambient noise (from students, practical activities e.g. music practice) requiring considerable voice projection to be heard.

Often offices have limited space which makes it difficult to maintain personal space or to hold group sessions.

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.

Shortened work breaks may be taken on a voluntary basis.

While deadlines exist for many tasks, the level of demand is dependent upon the school environment and staffing level. Student Support Officers may also be required to address multiple demands, and a large number of unplanned interruptions may occur throughout the working day.

The nature of this role means that the Student Support Officer may need to deal with people who are undergoing stressful or emotional events.

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

The following major workplace expectations have been identified with reference to Department Policies and Guidelines.

All employees have a responsibility to comply with legislation, departmental policy, procedures and the Department 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.

Student Support Officers assist in maintaining safe and 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.

Have the capacity to be flexible, adaptable and willing to work in an environment where the day-to-day priorities and tasks may vary considerably. Have the capacity to maintain their own mental health and a balanced approach to life when constantly dealing with challenging situations.

## Job Profile – Functional Summary for the position of a Student Support Officer (SSO)

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 |                                                                                                                                                                                       |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LIFTING</b>                     | Raising or lowering an object from one level to another (including upward pulling and/or exerting upward force to hold an object in static position).                                 |
| <b>CARRYING</b>                    | Transporting an object, usually held in the hands, arms or on the shoulder.                                                                                                           |
| <b>PUSHING</b>                     | 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). |
| <b>PULLING</b>                     | 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).                                  |
| <b>SITTING</b>                     | Remaining in a seated position.                                                                                                                                                       |
| <b>STANDING</b>                    | Remaining on one's feet in an upright position without moving greater than three steps.                                                                                               |
| <b>WALKING</b>                     | Moving about on foot greater than 3 steps.                                                                                                                                            |
| <b>CLIMBING</b>                    | Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs, or hands and arms.                                                              |
| <b>BALANCING</b>                   | Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on either elevated and unguarded, narrow, slippery or erratically moving surfaces.      |
| <b>STOOPING</b>                    | Bending the body forward and downward by bending spine at waist, requiring full use of lower extremities and back muscles.                                                            |
| <b>KNEELING</b>                    | Bending legs at knees to come to rest on knees.                                                                                                                                       |
| <b>CROUCHING</b>                   | Bending body forward and downward by bending legs and spine.                                                                                                                          |
| <b>CRAWLING</b>                    | Moving about on the hands and knees.                                                                                                                                                  |
| <b>REACHING</b>                    | Extending arms(s) in any direction.                                                                                                                                                   |
| <b>HANDLING</b>                    | 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.                              |
| <b>FINE MOTOR</b>                  | Picking, pinching, or otherwise working with the fingers, other than with the whole hand or arm as in handling.                                                                       |
| <b>TACTILITY</b>                   | Perceiving attributes of objects, such as size, shape, temperature, or texture by touching with skin; particularly that of fingertips.                                                |