

JOB ANALYSIS - School Office Manager, Secondary

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| JOB ANALYST: Nancy Kennedy, MS,CRC | DATE OF ANALYSIS: June, 2019 |
| PHONE #: (800) 477-0626 X 14435 | DATE REVISED: NA |
| Conducted for: Chico Unified School District | Information Provided by: School site staff |

General Description:

Under the direction of the Principal or site administrator, the Office Manager performs a variety of responsible and skilled clerical duties in support of the assigned school office; serves as secretary to the Principal or site administrator of an assigned school, including to relieve the Principal/administrator of a variety of secretarial and clerical administrative details.

Essential Job Functions:

Participate and assist in the administration of the school office; plan, organize and oversee activities and operations associated with the office; relieve the Principal/site administrator of a variety of administrative details.

Perform the full range of secretarial duties for the Principal/site administrator; type and assemble reports, manuals, correspondence and other materials; independently respond to letters and general correspondence; compose and prepare letters, memoranda, reports pertaining to standard policies and activities; post necessary information and announcements utilizing newsletters, email, website, and applicable electronic communication systems; facilitate complex clerical details for staff.

Serve as initial contact/resource person for the Principal/site administrator's office; screen calls, visitors and mail; respond to sensitive requests for information and assistance; interpret policies, rules and regulations in response to inquiries and complaints; resolve concerns and complaints; refer inquiries as appropriate.

Provide information and forms to students, faculty, staff and the general public; collect and process appropriate information; apply policies and procedures in determining completeness of applications, records and files; access and update student data system as appropriate; utilize email, website, and applicable electronic communication systems.

Provide referrals for students and/or parents/guardians to appropriate school staff as needed.

Maintain calendars for the Principal/site administrator regarding administrative and departmental activities, meetings and various events; coordinate activities with other District departments, divisions, the public and outside agencies; make necessary arrangements and prepare agendas for meetings; take and transcribe dictation and minutes as assigned; schedule meetings and appointments for assigned staff.

Participate in the preparation and administration of the school budget; submit budget recommendations; monitor expenditures; maintain administrative and financial records, budget records for programs and grants; check purchase orders and invoices.

Schedule substitute teachers, generate time cards/payroll; and, payroll documentation for staff performing extra assignments; maintain emergency contact information of all staff members.

Requisition, receive, store and distribute office and medical supplies and forms; prepare purchase orders for materials, textbooks and supplies.

Supervise and perform specialized record keeping function in the areas of registration, student cumulative folders, transcripts, attendance records, report cards, graduation and award lists and data processing records.

Supervise and train assigned staff and student assistants; provide or coordinate staff training; work with employees to correct deficiencies; direct the work of assigned clerical personnel; prioritize and coordinate work assignments; review work for accuracy ; recommend and assist in the implementation of goals and objectives; establish schedules and methods for providing clerical and secretarial services; implement policies and procedures.

Serve as liaison between Principal/site administrator, teachers, students, parents and other staff members of assigned school; and, with other schools, offices and school districts on matters related to assigned programs.

Assign issue and maintain inventory of room and cabinet keys issued to teachers and other authorized personnel; assist substitutes and aides in obtaining class information and classroom keys and finding assigned rooms.

Attend and participate in staff meetings during scheduled work hours or by prior arrangement and in-service activities; attend in-services, conferences and classes to increase professional knowledge including in the areas relating to child health and welfare, specialized health care services, first aid, CPR, student data system, emergency actions, effective interaction with students and parents from diverse backgrounds, and other topics to keep updated on school or district requirements.

Monitor student(s) reporting to the office for discipline; report school health and safety problems to school administrators.

Take care of sick or injured students; administer basic first aid & CPR as authorized under current standard certification, and dispense medication to individual students in accordance with district policy.

In the absence of the School Nurse or Health Aide, perform the following:

Provide necessary first aid and emergency care to students and staff; perform specialized physical health care services in accordance with the Education Code under the supervision of a qualified school nurse, public health nurse, or licensed physician and surgeon.

Dispense medications under appropriate guidelines.

Assist orthopedically or physically handicapped students including taking care of individual physical/medical health care needs.

Perform a variety of clerical and administrative duties under the guidance of the school nurse including maintaining student health records, verifying individual students compliance with State mandated health services regulations; processing student accident reports, maintaining records of medications dispensed and compiling, typing and maintaining records, reports, correspondence and statistical information.

Screen students for head lice; and encourage the use of Universal Precautions among students and staff; identify possible chronic health problems and refer to nurse, teacher and other school personnel.

Required Knowledge Skill and Abilities

Knowledge of: Principals and practices of office management; modern office practices, methods and equipment, including operation of computer equipment and electronic or radio communication devices, Catapult and/or other emergency attendance system; student data system and multi-platform digital and social media dissemination; word processing methods, techniques and applications, including bookkeeping, spreadsheets and data base operations; principals and practices of record keeping, report and business letter writing, payroll/time cards; file management and retention practices; basic mathematical principals; basic accounting and bookkeeping practices; techniques used in public relations and working with diverse population groups; basic principles and practices of first aid, CPR, Universal Precautions, blood borne pathogens and communicable diseases; school site and Chico Unified School District policies and procedures related to scope of responsibility.

Skill/Ability to: Learn, interpret and apply the policies, procedures, laws and regulations pertaining to assigned programs and functions including, appropriate guidelines for dispensing medication; perform responsible and difficult office management, administrative, clerical and secretarial work involving the use of independent judgment and personal initiative; understand the organization and operation of the assigned school and District as necessary to assume assigned responsibilities; operate modern office equipment, including computerized equipment, 2-way radio, and/or other telecommunication devices/equipments; learn, adapt and use a variety of software and applications including data systems, bookkeeping/budgeting, and word processing; type or operate a keyboard/mouse at a level proficient for successful job performance; independently compose correspondence and memoranda; compile, tabulate, and organize information and data to prepare summaries and reports; maintain and prepare complex, extensive and confidential records and reports; prepare and maintain accurate, clear, concise and complete records and reports; work effectively and efficiently under pressure and with constant interruptions; prioritize work to achieve goals and deadlines, and effectively work on multiple assignments/projects; communicate effectively with students, parents/guardians, District and school staff both orally and in writing; respond to requests and inquires for information regarding District policies and procedures, and understand and maintain confidentiality requirements; work in a public school setting and interact effectively with school-aged children; interact effectively and sensitively with individuals from diverse backgrounds including, students/staff, parents/guardians and members of the general public; establish, maintain and foster positive and harmonious working relationships with those contacted in the course of work; exercise good judgment, flexibility, creativity and sensitivity in response to changing situations and needs; activate the Emergency Attendance System as scheduled, directed or necessary; learn the principles, practices, methods and techniques of first aid, CPR, Universal Precautions, control of communicable diseases and screening general health; administer first aid and CPR to school staff and students; work closely with and under the direction of the school nurse and under the supervision of the school Principal/site administrator; adhere to all required District policies and procedures pertinent to scope of responsibility.

Physical Demands:

Definitions for rating Physical Demands (Per U.S. Department of Labor Definition) used:

| Rating | Rarely - < 1% | Infrequently 2-5% | Occasionally 6-33% | Frequently 34-66% | Constantly 67% + |
|------------|---------------|-------------------|--------------------|-------------------|------------------|
| Sedentary | | | 0 – 10 lbs. | | |
| Light | | | 11 – 20 lbs. | 0 – 10 lbs. | |
| Medium | | | 21 – 50 lbs. | 11 – 25 lbs. | 1 – 10 lbs. |
| Heavy | | | 51 – 100 lbs. | 26 – 50 lbs. | 11 – 20 lbs. |
| Very Heavy | | | 100 + lbs. | 50 + lbs. | 20 + lbs. |

STANDING: *Remaining on one's feet in an upright position at a workstation without moving about.*

Infrequently to Occasionally. Standing occurs while speaking with or assisting individuals within the school office. The Office Manager will provide information, assist with forms/documents, and monitoring students assigned to the office for disciplinary or medical issues. Standing will occur intermittently throughout the work day when using office machines, storing supplies, obtaining or filing records, or other routine job functions. Standing occurs on level interior flooring, and as necessary on cement walkways, asphalt, and general exterior areas of the school site.

WALKING: *Moving about on foot.*

Frequently. Walking short distances within the school office occurs routinely and often generally 10 to 25 feet to access various areas while performing job functions. On occasion, walking several hundred feet to classrooms or on-site facilities will occur, or up to several hundred yards to any location on the school property; such as to provide first aid to a student or unlock a gate. Walking will occur on level interior surfaces and all exterior surfaces at the school site.

SITTING: *Remaining in the normal seated position.*

Frequently. Sitting in an office task chair occurs routinely and may occur for prolonged periods when performing office administration functions; working on projects or reports using computer or answering/speaking on the telephone. Most job functions are performed seated with intermittent walking/standing.

LIFTING: *Raising or lowering an object from one level to another (including upward pulling).*

| | Never | Rarely | Infrequently | Occasional | Frequently | Constantly | Height |
|---------------|-------|----------------|----------------|----------------|----------------|------------|------------------------|
| Under 10 lbs. | | | | X ----- | ----- X | | Floor to Over Shoulder |
| 10 to 20 lbs. | | | X | | | | Floor to Shoulder |
| 21 to 25 lbs. | | X ----- | ----- X | | | | Knee to torso |

Typical items lifted:

Under 10 lbs.: Miscellaneous office supplies, files, manuals, medications and first aid supplies, telephone, 2-way radio, etc.

10 – 20 lbs.: Box of supplies, stack of textbooks, student backpack, etc.

20 - 25 lbs.: Larger box of supplies or curriculum

CARRYING: *Transporting an object usually holding it in the hands, arms or shoulders.*

| | Never | Rarely | Infrequently | Occasionally | Frequently | Constantly | Distance |
|---------------|-------|----------|--------------|--------------|------------|------------|---------------------|
| Under 10 lbs. | | | | X | | | Any distance walked |
| 10 to 20 lbs. | | | X | | | | 10 to 20 feet |
| 20 – 25 lbs. | | X | | | | | Several feet |

See Lifting Section for typical items carried. Carts are available for transporting heavier objects, if necessary.

PUSHING: *To exert force on or against an object in order to move it away.* **PULLING:** *To draw towards oneself, in a particular direction or into a particular position.*

Occasionally up to 10 lbs force. Pushing or pulling occurs to open/close drawers, doors, and to slide boxes or stacks of files using hands and arms. When necessary, or at discretion, carts used to transport heavier objects require pushing estimated force of 10 lbs. using hands bilaterally on level, smooth surface.

CLIMBING: *Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like using hand and feet.*

Rarely. Ascending or descending ADA compliant ramps or stairs will occur when it is necessary to access a classroom at some school sites. Stepping up and down a step stool will occur when accessing upper shelves for stored items or higher cabinets. At multi-story school buildings, elevators are available.

BALANCING: *Maintaining body equilibrium to prevent falling when walking, standing, crouching or running on narrow, slippery or erratically moving surfaces.*

Not Required. However, a good overall sense of balance is required for working with students who may be moving quickly, running, or are in need of support to stand/walk as a result of injury or disability for safety to self or others.

STOOPING/BENDING: *Bending body downward and forward by bending spine at the waist, requiring full use of the lower extremities and back muscles.*



20 Degrees - Occasionally. Light bending occurs while assisting others at a counter, or if accessing a mid-level drawer or cabinet. It occurs when accessing items located adjacent to the Office Manager's desk when seated involving a reach. Most light bending is fluid, but may be sustained for 2 to 3 minutes as necessary.



45 Degrees - Infrequently to Occasionally. Moderate bending occurs to access supplies or items stored at lower level cabinets or drawers, and may be performed standing or seated.



90 Degrees- Not Required. However, full bending may occur to pick up a dropped items or student backpack/article of clothing, etc., or if a confined space is encountered while assisting a student.

TWISTING/TURNING: *Rotating the torso. This includes turning of upper and lower back, and hips.*

Upper torso: Occasionally to Frequently, and depending on office layout. Twisting the upper torso occurs from a seated position to access the main counter, or to turn away from work task (computer or telephone) to assist a visitor, student, etc. This occurs to access and handle forms/documents where turning up to 45 degrees is required.

Lower Body: Not Required.

KNEELING: *Bending legs at knees to come to rest on knee or knees.*

Rarely to Infrequently. Kneeling occurs primarily when assisting students with medical issues, or when required to perform CPR on student/staff. The ability to sustain a kneeling position on both knees is required. The Office Manager may kneel when accessing files or supplies on a lower shelf at discretion.

CROUCHING/SQUATTING: *Bending body downward and forward by bending legs and spine.*

Rarely. Crouching or squatting will occur at discretion and when necessary to assist a student with a medical issue or to access a lower drawer or cabinet. Duration is usually brief, as if a sustain position is required kneeling occurs.

CRAWLING: *Moving about on hands and knees or hands and feet.*

Not Required.

NECK POSITIONS:

Extension: 0- 60 degrees: Infrequently, depending on office layout. Glancing upward to observe immediate surroundings will occur intermittently as brief glance, or when speaking with a standing person from a seated position.

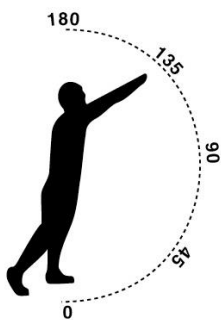
Flexion: 0- 60 degrees: Frequently. Looking downward occurs routinely to observe immediate surroundings and desk top or counter top items. Assisting with first aid or other direct assistance provided to students or staff will often require neck flexion. Form/documents, files, etc. will be viewed on a desk or counter or lower shelf/cabinet and looking downward will occur as a brief or sustained position, and may be prolonged at 45 to 60 degrees.

Left/Right Lateral Rotation: 0 - 45 degrees: Infrequently to Occasionally. Glancing left or right occurs to view immediate areas of the office, and to greet and assist persons entering or exiting the office. Lateral rotation will occur to the left or right, but most often to the left based on office layout and will occur often and be may be sustained.

Left/Right Lateral Flexion: 0 – 45 degrees: Rarely. The Office Manager will perform multiple tasks routinely, and may be required to tilt head slightly in order to obtain a better view, or to view behind an obstacle or when assisting another. Such occurrences are usually brief and not sustained.

REACHING: *Extended hand(s) and arm (s) in any direction.*

Forward Reaching: Forward reaching is required to perform essential functions to the capacity indicated below.



135 to 180 Degrees - Rarely.
90 to 135 Degrees - Rarely.
45 to 90 Degrees - Occasionally.
Below 45 Degrees - Rarely.

Abduction (side reaching): Not Required.

Horizontal Abduction (0-90 degrees)/Adduction (0-45 degrees): Frequently. Accessing documents, files, supplies and office implements (telephone, etc.) will occurs routinely requiring moving objects away from and across the body. It also occurs to hand similar items or objects to another.

HANDLING: *Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch.*

Frequently. Full hand movement is required to handle a variety of objects, documents, etc. Whole hand unilateral and bilateral actions occur routinely and on occasions as a repetitive action to write, file or compile documents/files, store or retrieve supplies, maneuver or manage objects and similar routine job functions; including, use of a mouse, or other equipment. Hand actions involve three-point, tip pinch, spherical, lateral, power gripping; wrist deviation, extension, flexion, rotation, pronation or supination

FINGERING: *Picking, pinching, touching, feeling or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.*

Frequently. Fingering occurs to type using a keyboard, or click/scroll using a mouse; to paginate, separate pages, etc. and will occur routinely. In addition, separating packaging on medications or first aid supplies and applying or dispensing requires finger dexterity.

TALKING: *Expressing or exchanging ideas by means of the spoken work.*

Speaking clearly and effectively using appropriate wording and language is critical to job performance for understanding of any person contacted and developing and maintaining harmonious relationships. Voice amplification is required to be heard in noisy situations, and voice clarity when speaking on a telephone or 2-way radio. Oral communication occurs to explain policies, procedures and rules to assist students/parents and to coordinate activities with site personnel or others with whom contact is routinely made.

HEARING: *Perceiving the nature of sounds by ear.*

Normal range hearing to distinguish conversational tones and sounds, and use telecommunication devices is required in order to communicate effectively to coordinate activities, provide assistance and understand directions, questions or concerns of others. The ability to hear to identify and to distinguish bells/alarms and other signals is required.

SEEING:

Normal, near normal, or corrected to-vision is necessary for visual acuity for near (<20-inches), or far (>20-feet) when assisting others, and performing detailed and accurate clerical job functions. The Office Manager works with various data, spreadsheets, and forms requiring visual acuity, and will monitor activities within the school office and general vicinity. The need for visual depth perception, field of vision, and color identification occur routinely.

ENVIRONMENTAL CONDITION - EXPOSURE TO: (Checked items apply)

- Weather - **95% inside / 5% outside**
- Extreme Cold (non-weather related)
- Extreme Heat (non-weather related)
- Wet and/or Humid (non-weather related)
- Noise intensity level - low to moderate (bells/alarms) hearing protection not required.
- Vibration (equipment/machinery)
- Atmospheric Conditions - Odors, ambient conditions.
- Electrical Shock/ Toxic or Caustic Chemicals
- Work in High Exposed Places
- Other Environmental Conditions - Medications, body fluids, air & blood borne pathogens common to public school setting.

PSYCHOLOGICAL FACTORS:

1. **ABILITY TO COMPREHEND AND FOLLOW INSTRUCTIONS:** *The ability to maintain attention and concentration for necessary periods. The ability to understand written and oral instructions, and the ability to do work requiring set limits, tolerances, or standards.*

100% of job functions are dependent upon clear understanding of methods and procedures and the exact nature of the work assignment though oral or written instructions/information. Periods of concentration are required to complete tasks in a timely and accurate manner and to achieve proper and complete records in accordance with set requirements, and/or standards due to the purpose and function of the position. This includes a variety of job functions including, but not limited to: dispensing medication, administering first aid, written notices, or documentation and budgetary functions, correspondence/memoranda, etc.

2. **ABILITY TO PERFORM SIMPLE AND REPETITIVE TASKS:** *The ability to ask simple questions or request assistance; the ability to perform activities of a routine nature; and the ability to remember locations and work procedures. The ability to obtain information and answer questions regarding company procedures, or standards for immediate staff is required.*

Approximately 30 to 40% of tasks involve routine and regularly scheduled simple tasks that are performed over the course of the work day, or are repetitive in nature. These include routine documentation, responding to telephone calls or email, providing general information, and similar job functions. Tasks are performed at one of the District's school sites, and familiarization with facilities, locations, names of staff/students and daily work assignments becomes routine and repetitive. The Office Manager must remember these and where materials are stored, and who responsible parties are within the District, as well as the remembering and applying of routine work procedures. General information will be provided to students, parents/guardians, staff and the general public regarding events, procedures or policies and will involve asking/answering questions or requesting assistance.

3. **THE ABILITY TO MAINTAIN A WORK PACE APPROPRIATE TO A GIVEN WORKLOAD:** *The ability to perform activities within a schedule, maintain regular attendance and be punctual; and the ability to complete a normal workday and/or work week and perform a consistent pace.*

100% of job functions involve timelines to complete tasks and the adherence to a designated schedule.

The Office Manager is the point of contact for the daily operations of the school site and regular attendance and punctuality is critical to the smooth operation of the school. The beginning and end of the school day are especially busy periods requiring the ability to handle multiple tasks; answer questions, assist teachers/student/parents in person or via device and require a high degree of mental and physical stamina.

During off-peak times, frequent interruptions occur and the ability to quickly respond and then resume task is critical to overall job performance. Maintaining regular attendance and punctuality is important to minimize the effect on other workers and the educational program.

4. **ABILITY TO PERFORM COMPLEX AND VARIED TASKS:** *The ability to synthesize, coordinate, and analyze data; and the ability to perform jobs requiring precise attainment of set limits, tolerances and standards.*

Approximately to 50% of job tasks involve performing complex and varied tasks. The ability to prioritize coordinate information from multiple sources (students/staff/teachers, etc.) and synthesize with various District policies or administration directives occurs on routinely, requiring an attainment of precise results, and is critical to job performance and smooth operation of administrative functions. Organizing and coordinating information and using initiative and creativity to achieve a desired result; such as a document/report, event, or situation occurs routinely. Analytical ability is required to understand and apply standards to budgetary records or other data, as well as to discern how a particular situation must handled or escalated. In addition, the Office Manager will be required to assess affect and symptoms of a student who may be upset or ill and respond in accordance with policies. When nursing staff is not present, the Office Manager is responsible to precisely follow instructions of a medical professional, dispense medication, or administer first aid.

5. **ABILITY TO RELATE TO OTHER PEOPLE BEYOND GIVING AND RECEIVING INSTRUCTIONS:** *The ability to get along with coworkers or peers; the ability to perform work activities requiring negotiation with, explaining, or persuading; and the ability to respond appropriately to evaluation or criticism.*

60 to 80% % of job functions involve the ability to relate to students, teachers/staff, parents/guardians, and the general public to assist and provide information and coordinate activities. The Office Manager will often be the point of contact for a student experiencing difficulties and the ability to emphasize, understand, and explain or persuade occurs. This is especially necessary when dealing with students. In addition, explaining complex or detailed school or District requirements to student, staff, parents/guardians involves understanding and relating to various circumstances, obstacles, cultural, and socio-economic concerns to achieve compliance. Perceived negativity, criticism or resistance must be resolved or handled appropriately. Work is performed at public school campus where a variety of persons will be encountered on a regular basis, and the ability to negotiate, explain, persuade and respond calmly and is necessary. The Office Manager must possess the ability to establish, foster and maintain effective working relationships by understanding and responding appropriately to others.

6. **ABILITY TO INFLUENCE PEOPLE:** *The ability to convince or direct other; the ability to understand the meaning of words and to use them appropriately and effectively; and the ability to interact appropriately with people.*

20 to 30% of job functions involve directing, or influencing others, by providing clear and concise information. In all cases, where interaction with others is required or necessary, proper language and word usage is important, and especially when dealing with students, or where students are present. The Office Manager will provide direction to substitute teachers, or visitors regarding various locations on the campus or within the school district, as well as requirements or policies to ensure compliance or provide assistance to students, parents/guardians, teachers/staff, and the general public. In all contacts with others, both orally in-person or utilizing any written or communication media the ability to use words effectively and appropriately interact appropriately with people is required.

7. **ABILITY TO MAKE GENERALIZATIONS, EVALUATIONS, OR DECISIONS WITHOUT IMMEDIATE SUPERVISION:** *The ability to recognize potential hazards and follow appropriate precautions; the ability to understand and remember detailed instructions; the ability to make independent decisions or judgments based on appropriate information; and the ability to set realistic goals or make plans independent of others.*

Up to 80% of job functions involve making generalizations, evaluations or decisions without immediate supervision. Based on the autonomy granted for a special project or a routine job function, the Office Manager will be required to adhere to specific standards or requirements and make good judgments. Discretion is required when dealing with confidential or sensitive information, and disclosure/nondisclosure requirements followed. In addition, the Office Manager works closely with the Principal/site administrator, and will be the responsible point of contact in the absence of the Principal/site administrator. This includes incidences, accidents and emergency situations where hazards or potential hazards exist and appropriate escalation to District personnel or outside agencies is required. Assessing health related issues and making appropriate decisions within guidelines or requirements occurs requiring using good judgment.

8. **ABILITY TO ACCEPT AND CARRY OUT RESPONSIBILITY FOR DIRECTION, CONTROL, AND PLANNING:** *The ability to set realistic goals or make plans independently of others; the ability to negotiate with, instruct or supervise people; and the ability to respond appropriately to changes in the work conditions.*

Up to 30% of job functions require the ability to independently set goals or make plans, or instruct/oversee other workers regarding clerical or office operation or general school activities. The Office Manager will train and oversee other office staff or student assistants on methods/procedures, and familiarize substitute teachers to the school site by providing directions/access, materials, and other pertinent information. The Office Manager accepts responsibility for scheduling and prioritizing own work load and all information disseminated as directed.