

**Functional Job Requirements  
For the Position of Home Economics Teacher Aide  
Department of Education, Training and the Arts Queensland**

This document was developed for the following purposes: assisting in the development of rehabilitation programs for injured or ill employees and to provide detailed information about job demands to medical practitioners and allied health professionals undertaking medical reviews of Departmental employees.

This report identifies those activities which are essential to successful performance in this role. In determining whether a work activity is a “critical activity” the following questions are considered;

1. Does the worker spend greater than 33% of designated work time performing this activity? and / or,
2. Is specialized training/experience required to complete this activity? Has this been completed by only a small proportion of staff in this geographical region? and/or,
3. Is this activity performed in an environment where no other workers are readily available to assist with its completion? and/or,
4. Does this activity occur without prior notice and require immediate attention leaving no time to seek assistance to complete it? and/or,
5. Is this activity core to the development of stakeholder relationships, which are essential to achieving successful outcomes? and/or
6. Would an inability to perform this activity result in an increased health and safety risk to co-workers, students and/or members of the public?

The development process included; site observation of work environments, staff interviews, staff feedback on draft documents and consideration of benchmark publications for the analysis and description of work activities and job demands specific to particular positions (the Revised Handbook for Analysing Jobs, the Occupational Information Network and the Australian Job Guide, 2006).

This report indicates the average time spent across a working week on each work activity and also on each physical demand of work. In order to make this information meaningful to the various users of this report, in some instances the time spent is expressed as a single word, as a percentage of total time or as an actual amount of time (i.e. hours and minutes). The timeframes used are based on the benchmark descriptions (from the publications above) for expressing frequency of performance of work tasks.

<b>Descriptor</b>	<b>Percentage of Time</b>	<b>Amount of Time based on 15 hours per week</b>
Not present	0%	0 mins
Rare	1%-7%	15 mins – 1 hour 5 mins
Occasional	8%-33%	1 hour 10 mins – 5 hours
Frequent	34%-66%	5 hours 5 mins – 10 hours
Constant	67%-100%	10 hours 5 mins – 15 hours

**Description of the Home Economics Teacher Aide:**

Teacher Aides provide assistance and support to the Home Economics teachers through the setting up equipment prior to classes, maintenance of stock and equipment; purchasing of stores, general cleaning tasks, and providing administrative support as required. Teacher Aides may work in a number of different departments simultaneously, for example in Manual Arts Department and Home Economics.

## **Functional Job Requirements For the Position of Home Economics Teacher Aide**

### **Assessment Details:**

Assessment of the Home Economics Teacher Aide position was conducted at Sunnybank High School (Boorman St, Sunnybank), who had approximately 1 Teacher Aide at time of assessment. Primary contact was Ms Robyn Pedler, Head of Home Economics, however discussion was conducted with one teacher aide throughout the assessment. Depending on the school teacher aides may work in a variety of departments.

### **Hours of Work:**

The ordinary hours of work for a school teacher aide is 38 rostered hours per week with approximately 15 hours dedicated to assisting the Home Economics Department. However this may vary between schools depending on the size of the department and number of students enrolled in the subjects taught within the Home Economics stream. The ordinary spread of hours of work exclusive of meal times is between 7:30 am to 3:30pm Monday to Friday.

Teachers Aides do not have set uniform requirements however are required to wear clothing suitable to the practical nature of some of their role.

### **Meal Breaks:**

Home Economics teacher aides are entitled to a meal break of 30 minutes unpaid if in excess of 5 hours is worked on any day. It was further reported that organisational demands may inhibit taking of such breaks.

### **Rest Pauses:**

Home Economics teacher aides are entitled to a rest pause of 10 minutes duration to be taken mid-morning which will be considered as rostered duty time. It was reported that organisational demands may inhibit taking of such breaks.

### **Bus and Playground Supervision:**

Home Economics teacher aides are not required to complete supervisory roles with students.

## Functional Job Requirements For the Position of Home Economics Teacher Aide

**Activity Frequencies:**

The Activity Frequencies below have been calculated based on a week of 5 days comprising 3 contact hours per day, as per page one of this report.

**Critical Job Demand:**

Job activities have been listed as critical only where they meet criteria for critical job demands, as outlined on page one of this report.

	<b>Job Activity</b>	<b>Average Time</b>	<b>Critical Job Demand</b>
1	<p><b><u>Room/ activity setup:</u></b> Staff are required to set up a class room prior to a practical demonstration of a lesson by a teacher or in preparation for students themselves to partake in a practical lesson. Students and the teacher may assist with this process. This may include setting out items required for the cooking classes (including food items and equipment), sewing machines for textiles and moving furniture to accommodate a particular class.</p>	<p>Occasional: Up to 5 hours per week (e.g. 30mins per day)</p>	Yes
2	<p><b><u>Purchasing Supplies:</u></b> Staff are required to develop a list of supplies required by all departments for which they provide assistance, which involves liaising with all staff on a regular basis. The staff member drives to the local supermarket or supermarket which sells bulk items, purchases what is required and transports it back to the department for appropriate storage. Students may assist if available with carrying heavier items within the school grounds.</p>	<p>Occasional: Up to 5 hours per week  (e.g. 1-2 hours per week )</p>	Yes
3	<p><b><u>Basic Cleaning:</u></b> Staff are required to complete basic cleaning tasks and replenishing of supplies in the rooms of the Home Economics Department following completion of student classes. For example wiping bench tops and sinks; filling soap detergent bottles, collecting used tea towels, and refilling stores of food items. Please note cleaners employed by the school complete the bulk of the regular cleaning tasks including mopping of floors.</p>	<p>Occasional: Up to 5 hours per week  (e.g. 30 mins per day)</p>	Yes
4	<p><b><u>Laundry</u></b> Staff are required to collect used tea towels and other soiled linen from the kitchens and place in the onsite washing machines and dryers. The staff then fold and replace the clean linen in the appropriate storage room.</p>	<p>Occasional: Up to 5 hours per week  (e.g. 2 hours per week)</p>	Yes

**Functional Job Requirements  
For the Position of Home Economics Teacher Aide**

**Activity Frequencies:**

The Activity Frequencies below have been calculated based on a week of 5 days comprising 5 contact hours per day, as per page one of this report.

**Critical Job Demand:**

Job activities have been listed as critical only where they meet criteria for critical job demands, as outlined on page one of this report.

	<b>Job Activity</b>	<b>Average Time</b>	<b>Critical Job Demand</b>
5	<p><u>Administration Tasks:</u> Staff are required to complete an array of basic administrative tasks to assist the teacher as required. These may include photocopying, monitoring stock and equipment loans, phoning trades people and arranging quotes for repairs.</p>	<p>Rare: Up to 1 hour per week</p>	Yes
6	<p><u>Completion of Stock Take:</u> Once per year the Teacher Aide together with the Teacher complete a basic stock take of all equipment used by the students and staff in the Home Economics Department. Tasks may include a thorough cleaning of all surfaces (for example ovens, bench tops, cupboards), washing all equipment (e.g. mix masters, cooking utensils), labeling and restocking all equipment (e.g. cutlery, crockery)</p>	<p>Rare Up to 1 hour per week (for example 3 weeks once per year)</p>	Yes

## Functional Job Requirements For the Position of Home Economics Teacher Aidee

Frequency of Physical Job Demands (Average % of Shift)											
Demands	Not Present	Rare (0-7%)	Occasional (8-33%)	Frequent (34-66%)	Constant (67-100%)	Demands	Not Present	Rare (0-7%)	Occasional (8-33%)	Frequent (34-66%)	Constant (67-100%)
Sitting			√			Reaching				√	
Standing - Static			√			Handling				√	
Standing - Dynamic				√		Pushing			√		
Walking - Flat Terrain				√		Pulling			√		
Walking - Slippery/ Gravel Terrain			√			Lifting				√	
Climbing - Step Stools/Ladders		√				Carrying				√	
Climbing - Stairs		√				Balancing - Above Ground			√		
Stooping			√			Fine Motor			√		
Kneeling			√			Control Operation		√			
Crouching - One Off			√			Arm- Hand Steadiness			√		
Crawling		√				Driving		√			
Auditory Function					√	Visual Function					√

Tools / Equipment Handled
Bulk food supplies (e.g. up to 20kg bulk packets of flour); bulk cleaning agents (e.g. 25L detergent)
Cooking equipment (pots/pans; food processors) Sewing machines; bolts of fabrics; linen
Pens/ pencils/ chalk/ whiteboard markers, books and activity equipment
Computers, PDAs and data projectors
Students' chairs and desks- up to approximately 20kg
Learning Aides– overhead projectors, screens, computers

Loads Lifted & Carried					
	Not Present	Rare (0-7%)	Occasional (8-33%)	Frequent (34-66%)	Constant (67-100%)
<b>0-5 kg</b>				Floor to Waist to Shoulder: E.g. cooking aides	
<b>6-10kg</b>			Floor to waist to shoulder E.g. baby capsules; fabric		
<b>11-15kg</b>			Floor to waist E.g. Food stores		
<b>16-20kg</b>			Floor to waist E.g. moving tables and food stores, equipment		

## Functional Job Requirements For the Position of Home Economics Teacher Aide

### Risk Based Physical Environmental Considerations:

- There may be clutter in the work/storage area, increasing the risk of trip hazards, awkward bending and lifting, and poor storage practices
- Items, furniture and fixtures may have limited adjustability features requiring the adoption of awkward postures
- There may be limited space for movement during performance of some activities
- There may be constant low-level ambient noise (from students and potentially traffic)
- There may be limited classroom lighting and ventilation in some facilities
- Some work may be performed outdoors or in an area exposed to the elements (e.g. activities on school oval or uneven surface)
- Terrain during community outings is variable e.g. shopping centres, parks
- Work may be performed in temperatures above 24 degrees (occasionally in summer)
- Work areas may be slippery or wet

Psychosocial Risks to be Considered	Social / Interpersonal Demands	
Time pressure/high workload- while deadlines exist for many tasks, the level of demand is dependent upon school environment and staffing level. The teachers aide workload can be high due to multiple demands and a large number of unplanned interruptions occurring throughout the day.	Negotiating with others - staff	Coordinating or leading others - teacher aides and volunteers
Lack of control/autonomy - may exist as the teacher generally direct the tasks of the teacher aide.	Communicating with persons outside the organisation - community members	Coaching and developing others - aides
Poor worker/team leader relationships/low social support- may exist in some environments.	Establishing and maintaining interpersonal relationships - with students, staff	Negotiating with others e.g. students and internal and external service providers such as trades people.
Environmental Stress– constant low level ambient noise from students, PA announcements, school bells etc requiring considerable projection of voice to be heard. Some temperature variation during winter and summer, constant environmental monitoring of student location during outdoor skills based sessions.	Responsible for others health and safety: appropriate maintenance of equipment	Interpreting the meaning of information for others - students
Insufficient work breaks- shortened breaks may be taken on a voluntary basis due to high workload and time constraints. Breaks may be limited by meal and playground supervision duties, particularly if there is insufficient planning e.g. unplanned wet weather duties.	Communicating with supervisors, peers, or subordinates	Dealing with unpleasant or angry people - students
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.	Dealing With physically aggressive people - students	
Policies - comply with departmental policies, procedures, guidelines and the code of conduct, including undertaking risk management processes to ensure the health and safety of students and others under their supervision or direction.		

## **Functional Job Requirements For the Position of Home Economics Teacher Aide**

### **Considerations for Assessment of Physical Job Fitness:**

- Assessment of sustained sitting capacity of 50 minutes,
- Assessment of grip strength (within norms for age and gender)
- Assessment of kneeling, stooping and crouching (sustained static and one-off).
- Assessment of fine motor dexterity or actual keyboard operation for typing activities (for non contact duties)
- Ability to lift and carry heavy and/or awkward loads with no assistance (up to 20kg) including up 1-2 flights of stairs
- Ability to sustain constant dynamic standing throughout the days with minimal sitting breaks
- Symmetry, range and discomfort with movements of the spinal and peripheral joints, including hips, knees, ankles, shoulders and wrists
- Able to ascend and descend 2 x flights of stairs
- Sufficient visual and auditory function to enable interaction and response to students and staff
- Assessment of forward and overhead reaching in various positions

### **Other Considerations for Assessment of Physical Job Fitness:**

- History of neck/shoulder discomfort associated with static and sustained repetitive neck flexion postures
- History of upper limb, lower limb or spinal pain with repetitious or static tasks
- History of lower back pain with sustained sitting
- Knowledge of or ability to learn safe crouching/stooping posture (with flexion occurring at the hips rather than in the lumbar spine)
- Knowledge of correct manual handling techniques i.e. ability to bend at hips, bend knees and squat with a neutral spine