

**Functional Job Requirements
For the Position of Special School Teacher
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.

Descriptor	Percentage of Time	Amount of Time based on 25 hours per week
Not present	0%	0 mins
Rare	1%-7%	15 mins – 1 hour 15 mins
Occasional	8%-33%	1 hour 30 mins – 8 hours 15 mins
Frequent	34%-66%	8 hours 30 mins – 16 hours 30 mins
Constant	67%-100%	16 hours 45 mins – 25 hours

Description of the Special School Teacher:

Special Education Teachers can work with children across the age spectrum; from 4 to 18 years of age. Special Education is identified as educational services additional to those generally available in primary or secondary school and may be delivered in a regular or special education setting. Where possible, students are placed in classes with others of similar level of physical motor capability, cognitive function and age. Special School Teachers are responsible for all aspects of the planning, preparation and delivery of effective learning and teaching programs. Dependent on the age group of the class, subjects will differ, although most classes will focus on; Life skills, Work placement, Oral motor skills, Gym/fitness program, Relaxation and Community activities. Special Education Teachers are required to undertake regular liaison with a variety of stakeholders to ensure educational priorities are met. These stakeholders can include; parents, teacher aides and therapists.

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Assessment Details:

Assessment of the Special School Teacher position was conducted at Sunnybank State Special School (Troughton St, Sunnybank), who had eight Special School Teachers at time of assessment. Primary contact was Ms Megan Deakin, Principal, however discussion was undertaken with various Special School Teacher's and Teacher Aide's throughout the assessment.

Hours of Work:

The ordinary hours of work for a Special School Teacher is 25 rostered hours per week. The ordinary spread of hours of work exclusive of meal times is between 8.30am and 3.30pm Monday to Friday.

Alternate hours can be worked between 7.00am and 5.00pm Monday to Friday. The maximum roster duty time shall not exceed 7 hours per day and a minimum rostered duty time not less than 3 hours. These alternate hours must be implemented through the Local Consultative Committee (Refer to Teachers Enterprise Bargaining Agreement for details). Special School Teachers will participate in approximately one day of professional development activity per term, however it is at the Teacher's discretion to participate.

Special School Teachers do not have set uniform requirements however are required to wear clothing suitable for engaging in physical activities.

Meal Breaks:

Special School Teachers are entitled to a meal break of 60 minutes unpaid if in excess of 5 hours is worked on any day. Sunnybank Special School have scheduled teacher breaks from 11am-11:30am and 1:30pm-2pm daily. However if a teacher is on playground duty or on an excursion, they will not always receive their breaks. It was further reported that organisational demands and scheduled playground supervision may inhibit taking of such breaks. Meal breaks may be altered through consultation with the Local Consultative Committee.

Rest Pauses:

Special School Teachers are entitled to a rest pause of 10 minutes duration to be taken mid-morning which will be considered as rostered duty time.

Bus and Playground Supervision:

Special School Teachers are rostered to complete one playground/gym supervision (lunch duty) per week.

Non-Contact Time:

Special School Teachers are entitled to at least two hours of rostered preparation time per week.

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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 report.

	Job Activity	Average Time	Critical Job Demand
1	<p><u>Room/ activity setup:</u> Dependent on the type of activity or task, Special School Teachers may be required to set-up activities both in indoor and outdoor environments. Dependent on the type of activity, students and Teacher Aides can be utilized for completion of these tasks. For example at Sunnybank Special School equipment to be set-up can include bikes, gym equipment (outdoor) and tables, mats and chairs (indoors).</p>	<p>Occasional: Up to 8 hours 15 mins</p>	<p>No– does not meet criteria 1, 2, 3, 4 and 5.</p>
2	<p><u>Teaching of students:</u> Each child in a Special School has an Individual Education Plan (IEP), that is developed in conjunction with the teacher and parents. This plan forms the basis of the teaching curriculum for each student, thus the teacher may be teaching literacy as a topic, however each student may be completing a different task that is set to their individual skill level. Skills and topics that are covered include; Life Skills, Self Care, Literacy and Numeracy, Oral motor programs, Gross and Fine Motor Skills, Community Access activities and Work Placement.</p> <p>Teaching of these areas may involve standing or seated presentation of information to students; both one on one and in group sessions. Teachers are also required to monitor verbal and non-verbal responses of students to information, providing answers to questions and encourage participation by students.</p>	<p>Constant: Up to 25 hours per week (20 hours maximum)</p>	<p>Yes</p>
3	<p><u>Administrative Duties/ Non-Contact Time:</u> Involving session planning, completion of administrative paperwork, correction of students' work, reports, class preparation (e.g. photocopying/ resource preparation), review of resources, purchasing of equipment, checking and responding to messages etc. This can also include answering parent enquiries as they arise.</p>	<p>Occasional: Up to 8 hours 15 mins per week</p>	<p>Yes</p>
4	<p><u>Mealtime Assistance:</u> The type of assistance provided to each student varies depending on their level of dependence. The type of meal assistance that can be provided includes: obtaining child's lunch and opening containers, positioning the student for eating and sit with them (or closely supervise during meal times). Feeding of the students may be required and this may occur in the form of manual feeding or via a feeding tube. Medications are required to be administered throughout the day. This may involve testing blood sugar levels, injections and nasal administration (depending on the type of medicine).</p>	<p>Occasional: Up to 8 hours 15 mins per week</p>	<p>Yes</p>

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	Job Activity	Average Time	Critical Job Demand
5	<p><u>Toileting Assistance:</u> The type of assistance provided to each student varies depending on their level of dependence. This can involve changing pads/nappies either on a change table or in standing for children that are unable to use the toilet. For independently mobile students this task may involve supervision for toileting to ensure independence in cleaning and hygiene. Assistance may be provided for children that have catheters, colostomy bags or ileostomy bags. If a student has an accident (bowel or bladder) whilst at school, teachers are required to provide assistance to clean or shower the child.</p> <p>Please note that this task can be required to be completed outside of school premises.</p>	Occasional: Up to 8 hours 15 mins	Yes
6	<p><u>Transportation:</u> This activity includes assisting children to get in/out of school bus and public transport; bus. It can involve utilizing the hoist for wheelchair transport, or manually assisting a child in/out of the bus. Walking harnesses may be used for some children when completing visits outside of the school premises.</p>	Occasional: Up to 8 hours 15 mins	Yes
7	<p><u>Staff Meetings:</u> Special School Teachers are required to participate in staff meetings as per school requirements. At the school where the assessment was conducted, Special School Teachers reported they participated in two meetings per fortnight; one general staff and the for Positive Behaviour Support. These meetings take place outside of general school hours.</p>	Rare: Up to 1 hr 15 mins per week	No
8	<p><u>Supervision During Meal Breaks:</u> Special School Teachers are required to participate in one supervision session per week. Supervision can include the playground, gym, library and bus areas (depending on the school) and involves ambulating around a pre-determined area and completing visual and auditory monitoring of students' activities and school premises, providing assistance to students as required</p>	Rare: Up to 1 hr 15 mins per week	No
9	<p><u>Extracurricular activities:</u> This is dependent on the individual school, however Special School Teachers can participate in a range of tasks outside of school hours. Examples can include; school musical, Graduation, camps and excursions.</p>	Rare: Up to 1 hr 15 mins per week	No

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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
Wheelchairs, hoists, walkers, positioning equipment, toileting equipment, foot supports, seat covers
Students' chairs and desks- up to approximately 20kg
Pens/ pencils/ chalk/ whiteboard markers, books and games and activity equipment
Computers, PDAs and data projectors
Phone and email– for planning and liaison
Learning Aids– overhead projectors, screens, computers

Loads Lifted & Carried					
	Not Present	Rare (0-7%)	Occasional (8-33%)	Frequent (34-66%)	Constant (67-100%)
0-5 kg			Carrying/moving equipment around classroom		
6-10kg			Floor to chest level - equipment		
11-15kg			Floor to chest level - equipment		
16-20kg			Assisting children with transfers; waist level and floor to waist		
21-25kg					

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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 areas 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
- There may be limited knee space when seated, resulting in trunk rotation

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. Teachers may also be required to address multiple demands and a large number of unplanned interruptions may occur throughout the day.	Performing for or working directly with the public – parents and students	Coordinating or leading others - students, teacher aides and volunteers
Poor worker/team leader relationships/low social support- may exist in some environments.	Communicating with persons outside the organisation - parents and community members	Coaching and developing others - aides and students
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.	Establishing and maintaining interpersonal relationships - with students, staff and parents	Negotiating with others e.g. parents, students and internal and external service providers such as therapists.
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. Although break times are stipulated, teachers do not always receive an uninterrupted break.	Resolving conflicts - between students and Negotiating with others - students/parents/ staff	Interpreting the meaning of information for others - 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.	Communicating with supervisors, peers, or subordinates	Dealing with unpleasant or angry people - parents or 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.	Guiding, directing, and motivating - students	Dealing with physically aggressive people - students and parents
	Training and teaching - students	Assisting and caring for others - students (may include first aid)
	Responsible for others health and safety	Interpreting the meaning of information for others e.g. parents

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Considerations for Assessment of Physical Job Fitness:

- Assessment of sustained sitting capacity of 50 minutes, including on floor either cross legged, kneeling or crouching (acknowledging ability to regularly vary posture). Including sufficient flexibility to allow adoption of awkward postures when working with students, particularly on floor level or during task demonstrations e.g. physical/ gym activities.
- Assessment of grip strength (within norms for age and gender)
- Assessment of pushing and pulling (up to 1200N of force if working with older children, to 700N of force if working with children up to 12 years)
- Assessment of lifting and tilting load while it remains on a supporting surface, at between knee and waist level, to reflect sideways movement and support of student while placing and removing hoist sling (up to 100kg single person, but this would be rare - more likely body weight to be supported would be up to 60kg).
- Assessment of handling ability with vision occluded (stereognosis may be required for positioning hoist sling)
- Assessment of pushing and pulling to 80N of force on flat terrain
- 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)
- Ability to sustain constant dynamic standing throughout the day 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
- Assessment of forward and overhead reaching in various positions

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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 behaviour management strategies for children prone to 'dropping' and for children during travel
- Knowledge of ergonomic principles for clerical workstations and knowledge of / ability to learn safe crouching/stooping posture (with flexion occurring at the hips rather than in the lumbar spine)
- Knowledge of correct hoist use and manual handling techniques i.e. ability to bend at hips, bend knees and squat with a neutral spine
- Knowledge of vocal health and techniques to enable safe projection of voice
- Knowledge of infection control practices to prevent cross-contamination after exposure to urine/faeces/blood and knowledge of food safety practices.
- Knowledge of dysphagia and associated food preparation requirements (with appropriate Speech Pathology advice)
- Knowledge of appropriate medical treatment regimes.