

Functional job requirements for the health and physical education teacher

Department of Education

This document was developed for the following purposes: assisting in the development of rehabilitation programs for injured or ill employees, and providing 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:

- Does the worker spend greater than 33% of designated work time performing this activity?
- Is specialised training/experience required to complete this activity? Has this been completed by only a small proportion of staff in this geographical region?
- Is this activity performed in an environment where no other workers are readily available to assist with its completion?
- Does this activity occur without prior notice and require immediate attention leaving no time to seek assistance to complete it?
- Is this activity core to the development of stakeholder relationships, which are essential to achieving successful outcomes?
- 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 minutes
Rare	1% – 7%	15 minutes – 1 hour 15 minutes
Occasional	8% – 33%	1 hour 30 minutes – 8 hours 15 minutes
Frequent	34% – 66%	8 hours 30 minutes – 16 hours 30 minutes
Constant	67% - 100%	16 hours 45 minutes – 25 hours



Description of health and physical education teacher

It is the role of a Health and Physical Education (HPE) Teacher to teach a class of up to 28 students in grades eight to twelve. Junior classes (years 8 to 10) will have up to 28 students per class and senior classes (years 11 and 12) will have up to 25. Students in high schools will generally be aged 13 years and above. HPE Teachers are responsible for all aspects of the planning, preparation and delivery of effective learning and teaching programs of the HPE curriculum, with a roughly even split between theoretical and practical sessions. The curriculum is spread across four terms per school year and is determined prior to the start of the new school year. The average time spent by HPE Teachers in classes will be 18 hours per week (within a range of 15 to 20 hours per week) however this may be shared across two disciplines e.g. may teach HPE and Science.

Assessment details: assessment of the HPE Teacher position was conducted at Mansfield State High School (Broadwater Road, Mansfield), who had 12 HPE Teachers at the time of assessment. Primary contact was Mr Craig Healey, Head of HPE who participated in all teaching duties outlined in following pages, as well as having additional duties related to the organisation of staff, curriculum and resources as well as mentoring, support and recruitment processes as required. Discussion was also conducted with three other HPE teacher's present.

Hours of work and scheduled breaks

Hours of work: the ordinary work hours for a HPE teacher is 25 hours per week. The average class time will be 18 hours per week with a range of 15 to 20 hours per week subject to a number of variables including number of schools in the circuit and number of classes taught (Refer to Teachers Award State 6.5.3). HPE teachers do not have set uniform requirements; however, they are required to wear clothing and shoes suitable to sporting activities and may be able to purchase certain school branded uniforms.

The ordinary spread of hours of work exclusive of meal times is between 8.30am and 3.30pm, Monday to Friday. High schools vary in terms of how the school day is scheduled e.g. Mansfield State High School has four seventy minute sessions per day, often divided into two sections (i.e. session 1a, 1b). Alternate hours can be worked between 7.00am and 5.00pm, Monday to Friday and it is generally expected that HPE teachers will participate in relevant school related activities e.g. coaching and supervision of sporting activities. The maximum roster duty shall not exceed 7 hours per day and a minimum rostered duty time not less than 3 hours. These alternative hours must be implemented through the Local Consultative Committee (Refer to Teachers Enterprise Bargaining Agreement for details). HPE teachers will participate in approximately one day of professional development activity per term on a group basis, on topics such as curriculum, behaviour management, etc.

Meal breaks: HPE teachers are entitled to an unpaid meal break of 40 minutes if in excess of 5 hours is worked on any day. This meal break is to be taken between 11.30am and 2.00pm or such other times as may be arranged by the principal. HPE teachers' assessed reported general daily meal breaks consisting of a 20 minute morning tea and a 40 minute lunch. It was further reported that organisational demands and scheduled playground supervision may inhibit taking of such breaks. Meal breaks may be altered to 30 minutes through consultation with the Local Consultative Committee. Total period for meal breaks per Physical Education Teacher per week is no less than 225 minutes.

Rest pauses: HPE teachers 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 such breaks.

Bus and playground supervision: HPE teachers are required to undertake bus and playground/gym supervision duties twice per week (generally one morning tea and one lunch session).

Non-contact time: HPE teachers will usually have three 'spare' sessions per week in which to complete non-contact duties such as session planning, marking, liaising with parents; however, this number will vary depending on other duties they fulfil.

The activity frequencies below have been calculated based on a week of 5 days comprising 5 hours per day, as per page one of this report. Job activities have been listed as critical only where they meet criteria for critical job demands, as outlined on page one of this report.

	Job activity	Average time	Critical job demand
1	Room/ activity setup – due to the outdoor nature and equipment involved in many activities, HPE Teachers may spend more time than other subject teachers completing this task. However, it was reported at time of assessment that students are utilized where possible to assist with activity set up e.g. accessing and setting up sporting equipment, moving furniture, as well as packing up previous activities. At some schools, HPE Teachers may be required to complete line marking tasks as per of activity set up (if Groundsman/Schools Officer not available).	Up to 8 hrs 15 mins per week	No – does not meet criteria 1, 2, 3, 4 and 5
2	Teaching of students: HPE involves teaching a set curriculum focusing on skills development and health. Subjects covered vary from term to term and there is a roughly even split between theory and practical lessons. Skills development sessions will vary between schools depending on facilities and may include sports such as badminton, volleyball, lifesaving, hockey, aerobics, dance, large/small ball skills, orienteering, aquatics and softball. Theoretical lessons will focus on topics such anatomy, physiology, bullying, event management, training principles, hygiene, sun health, self-esteem, nutrition, motivation, sports psychology, sports injuries career pathways and growth and development. HPE Teachers are required to report on each student's performance on areas covered throughout the year. Teaching of these areas may involve increased physical demonstration of tasks and physical activity, as well as increased exposure to outdoor environments and varying terrains. It may also involve standing or seated presentation of information to students, monitoring verbal and non-verbal responses of students to information, providing answers to questions, supervision of group and individual learning activities and encouraging participation by students.	Up to 25 hrs per week (20 hrs maximum)	Yes
3	Parent liaison – predominately face to face contact with parents, requiring recollection or sourcing of specific information related to current students. HPE Teachers reported that contact with parents is quite rare during school hours, however may occur on sports competition days. Average time required to participate in this role would increase during scheduled parent teacher interview nights. These occur once per night and arranged by administration staff with parents contacting the school to book an interview time.	Up to 1 hr per week	Yes
4	Specific non-contact time - 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.	Up to 8 hrs 15 mins per week (generally 5-6 hrs maximum)	Dependent on the school
5	Extra-curricular sporting activities – HPE Teachers are required to participate in extra-curricular sporting activities such as team sports coaching, cross country running, inter-school and state based sport and one off, specialized activities (e.g. school of assessment was training students to walk Kokoda Track). These activities may occur before or after school or at lunch times and may involve travel and supervision of sporting teams for events such as regional trials or athletics carnivals. HPE Teachers may participate in up to three of these activities per week and across a broad range of sports, depending on school requirements, sporting seasons and own skills/experience.	Up to 8 hrs 15 mins per week (generally 4 hrs maximum)	Yes
6	Student supervision –teachers are required to participate in two supervision sessions per week, usually consisting of one morning tea and one lunch break. 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.	Up to 1 hr 30 mins per week	Yes
7	Staff meetings – teachers are required to participate in both general and department meetings as per school requirements. At the school where assessment was conducted, teachers reported they participated in at least one meeting per week. Length of meetings will generally be between 30 and 60 minutes, before or after normal school hours, however may be longer if a whole school meeting is required.	Up to 1 hr per week	Yes
8	Committee meetings – teachers may also be required to, or choose to, participate in certain school based committees (for example student council, P&C, sound and lighting) Most committee based tasks are voluntary in nature and level and type of participation will vary depending on the committee in question.	Up to 1 hr per week	No



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

Sporting equipment e.g. bats, balls, goals, racquets, etc. up to 10kg
Students' chairs and desks – up to approximately 20kg
Computers, PDAs and data projectors – for use during information technology based learning activities with students and administrative tasks.
Pens/pencils/chalk/whiteboard markers, books and activity equipment.
Phone and email – for planning/liaison with different schools and staff.
Learning aids – charts, models, posters, overhead projectors and screens

Loads lifted and carried

	Not present	Rare (0-7%)	Occasional (8-33%)	Frequent (34-66%)	Constant (67-100%)
0-5kg			Floor to above shoulder e.g. bottle carriers, volleyball bags		
6-10kg			Floor to above shoulder e.g. boxes of tennis racquets		
11-15kg		Floor to above shoulder e.g. boxes of cricket balls			
16-20kg		Floor to shoulder e.g. goal posts			



Risk based physical environmental considerations

- There may be clutter in the work area, increasing the risk of trip hazards, awkward bending and lifting, and poor storage practices.
- Items, furniture and fixtures may be poorly positioned or designed by staff members, requiring the adoption of awkward postures.
- There may be limited/confined space for movement during performance of some activities.
- There may be constant low-level ambient noise (from students, traffic, school activities e.g. music practice, etc.)
- There may be limited 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 ovals or uneven surface, etc).
- Fine motor work may be performed in temperatures of 16 degrees or lower and above 24 degrees, due to local environmental conditions and capacity of school facilities to control ambient air temperatures.
- 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 workload can be high due to multiple demands and a large number of unplanned interruptions occurring throughout the day.	<ul style="list-style-type: none"> • Performing for or working directly with the public. • Communicating with persons outside organisation. • Establishing and maintaining interpersonal relationships. • Resolving conflicts and negotiating with others. • Communicating with supervisors, peers or subordinates. • Guiding, directing and motivating students. • Training and teaching others. • Coordinating or leading others. • Coaching and developing others. • Coordinating the work of others – aides and students. • Interpreting the meaning of information for others. • Dealing with unpleasant or angry people. • Dealing with physically aggressive people. • Assisting and caring for others (may include first aid).
Poor worker/team leader relationships/low social support may exist in some environments.	
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.	
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	
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.	
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.	



Considerations for assessment of physical job fitness

- Assessment of sustained standing capacity of 30 minutes including sufficient flexibility to allow adoption of awkward postures when working with students.
- A high level of strength and cardiovascular fitness to allow participation in teaching, coaching and demonstration activities, including sustained walking, dynamic standing and running.
- Sound visual motor coordination skills for teaching and participating in ball sports.
- Ability to sustain constant dynamic standing throughout the day with minimal sitting breaks.
- Capacity for grip patterns required for repetitive handling of sports equipment.
- 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).
- 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.

Other considerations

- 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 individual allergies and ability to work with a wide range of chemicals (e.g. glues).
- 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 manual handling techniques i.e. ability to bend at hips, bend knees and squat with a straight back.
- Knowledge of vocal health and techniques to enable safe projection of voice.



Photographs of selected work activities and work environments

*****Education Queensland to add photographs as necessary*****

