

Job Task Analysis

Department of Education Agriculture Assistant

General Role Description	Working Hours
<ul style="list-style-type: none"> Supports the delivery of agricultural education programs through the preparation, maintenance and operation of agricultural field sites, equipment and facilities. The role involves routine care of crops and animals, maintenance of agricultural infrastructure, stores and chemical management and assistance with practical teaching activities. 	<ul style="list-style-type: none"> Standard 1.0 Full-Time Equivalent (FTE): 38 hours per week (7.60 hours/day, Monday – Friday) Employees are entitled to meal breaks and rest pauses in accordance with the provisions of the applicable industrial award or agreement. Ability to accrue and take Accumulated Days Off (ADO) and overtime in accordance with the provisions of the applicable industrial award or agreement. School operations are structured across 4 terms per year, with each term running for approximately 10 weeks. May vary between schools and operational demands.

Work Activities Summary (Refer to the task descriptions section for detailed information)

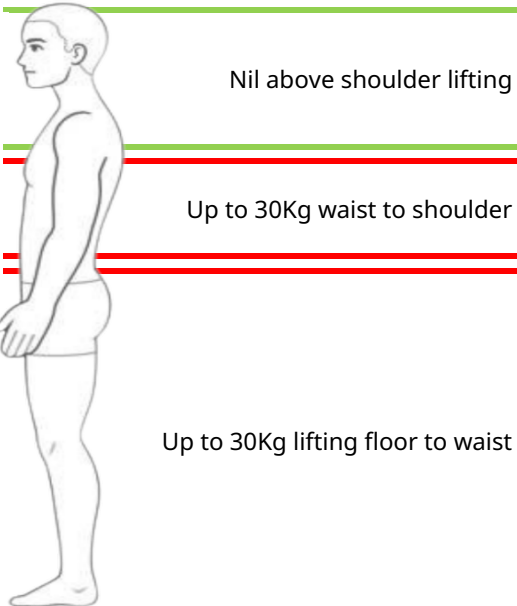
1	Administrative duties	Sedentary work
2	Animal and crop care	Medium work
3	Maintenance	Heavy work
4	Cleaning and organisation	Heavy work
5	Driving	Sedentary work
6	Assisting teaching duties	Light work
7	Participate in lockdowns/ fire evacuations (planned drills and unplanned occurrences)	Light work

Work Environment	Employees
<ul style="list-style-type: none"> School environment – stairs, ramps, slope, grass, stairs, uneven ground Outdoor environment – Heat, UV exposure, cold, wet, weather conditions Noise – High noise exposure when using equipment, low pitch ambient noise and high pitch from students Chemical/biological exposure - Moderate-level exposure to dust, aerosols (coughing/sneezing), exposure to chemicals (e.g. petrol, fertiliser, insecticides) and potential environmental contaminants (e.g. mould, asbestos in older settings) Works with animals (e.g. sheep, cattle) 	<ul style="list-style-type: none"> The Agriculture Assistant works closely with the agriculture teacher and teacher aide to deliver student learning.
	Tools and equipment
	<ul style="list-style-type: none"> Various non-powered equipment – tools (e.g. hammer, crow bar etc), shovel etc Other powered equipment (petrol or electric) – Hand tools (drills etc), chainsaw, high pressure hoses etc Tractor, buggy, ride on mower
	Manual Handling Devices
	<ul style="list-style-type: none"> Ladders Trolley Wheelbarrow
	Personal Protective Equipment (PPE)
	<ul style="list-style-type: none"> Hat Gloves Gum boots Long shirt and long pants Glasses Masks Hearing protection Sun protection

FREQUENCY % OF SHIFT	Rare (R)	Occasional (O)	Frequent (F)	Constant (C)	Repetitive (Rep)
	0% - 5%	6% - 33%	34% - 66%	67% - 100%	Performed more than twice per minute for several minutes
TIME EXAMPLE	0 - 23 min	24 min - 2.5 hrs	2.6 - 5 hrs	5.1 - 7.6 hrs	

Physical Demands Summary

Weighted (Kg)	R	O	F	C	Rep	Comments
Waist to overhead	Nil					<ul style="list-style-type: none"> Tools/ equipment <15kg
Waist to shoulder		Up to 30				<ul style="list-style-type: none"> Equipment/ supplies/jerry cans <20kg
Floor to waist		Up to 30			✓	<ul style="list-style-type: none"> Equipment/ supplies/feed bags/ hay bales <30kg
Carrying - unilateral/ bilateral		Up to 20			✓	
Push/Pull (Kg-force)		Up to 15				<ul style="list-style-type: none"> Use of wheelbarrow, moderate amount of force if fully loaded



General and Trunk	R	O	F	C	Rep	Comments
Sit		✓				During administrative duties or breaks
Stand				✓	✓	Required for all tasks
Walk - even and uneven surfaces				✓	✓	Required for all tasks on even and uneven surfaces
Kneel/squat		✓				To access machinery, during animal care or demonstrations for students
Bend forwards/stoop			✓			Accessing water or feed troughs, performing animal care, tending to crops
Bend backwards	✓					
Trunk twist/side bend		✓				While moving hay bales, accessing water or feed troughs
Neck flexion - look down			✓			While cleaning animal enclosures or stockyards, washing out of feed or water troughs
Neck extension - look up		✓				Checking trees or branches, when accessing equipment or supplies on higher shelves
Neck rotation			✓			While driving tractors or buggy, checking fencelines and maintaining awareness around livestock

Upper Limb	R	O	F	C	Rep	Comments
Forward reach			✓			Accessing gates, handling and grooming animals, accessing and using equipment etc
Side reach			✓			Accessing gates, handling and grooming animals, accessing and using equipment etc
Overhead reach		✓				Reaching to equipment or supplies stored on higher shelves.
Wrist movement			✓			Using hand scoop for grain, using equipment such as backpack style sprayer etc
Finger/thumb manipulation		✓				Use of hand tools during tasks such as rewiring fence posts
Grip/grasp			✓			Steering of tractor, buggy, ride on mower, use of hand tools, high pressure and regular hose etc

Other	R	O	F	C	Rep	Comments
Climb - steps/stairs/ladder		✓				Climbing into machinery, climbing up onto hay platform in shed
Balance	✓					When walking on uneven terrain
Vibration – whole body or upper limb		✓				Frequent vibration whilst operating machinery
Voice Projection	✓					In outdoor environments

Psychosocial Demands Summary		
High job demands	Frequent	Time pressure to complete tasks in line with class scheduling or due to weather demands
Emotional demands	Rare	May be exposed to students become frustrated or emotional but for teacher or teacher's aide to address
Low job demands	Rare	Constant high demands and changing between prioritised tasks
Low job control	Occasional	At times may have lower control over pacing, but mainly able independently organize and arrange tasks
Low support	Occasional	Does have regular contact with colleagues, but since working autonomously can find there is lower support at times
Remote or isolated work	Occasional	Regularly around colleagues and students, however, does perform most tasks independently and in remote locations such as the paddocks
Traumatic events, including vicarious trauma	Rare	May handle or care for ill or deceased animals, potentially dealing with students who may have become upset
Violence/aggression – student behaviour	Rare	Could range from disruption, non-compliance to verbal and physical intimidation or aggression
Violence/ aggression – parent interactions	Rare	Minimal interaction with student's parents
Poor role clarity	Rare	Clear understanding of responsibilities within role
Communication/team work/interaction with colleagues	Constant	Working closely with teacher's and teacher's aides to deliver, requiring good communication skills to work to provide support to teaching objectives

Cognitive Demands Summary		
Attention	Frequent	High focus and attention required for most tasks; affected by fatigue
Memory	Frequent	Requiring recollection of feeding schedules/amounts, awareness of supply levels
Concentration	Constant	Frequent distractions such as from students or animals and having to multitask; affected by fatigue
Vision	Constant	Long visual acuity to scan surroundings/monitoring paddocks, short visual acuity during administration tasks or reading of ingredients or chemicals of supply bags
Hearing	Frequent	High noise levels from running machinery and equipment
Decision making	Frequent	Planning out tasks due to weather or seasonal demands
Situational awareness	Constant	Monitoring weather conditions, driving machinery and use of equipment, working around live animals

This job task analysis is also available online. The QR code provides direct access to the full document and the associated work capabilities checklist.



Work Activities - Task description details

Task 1 – Administrative duties

Total time/shift: Variable – Up to 1 hour

Task duration: Up to 30 minutes at a time

Physical demand level – Sedentary work

Task description details

- Completing paperwork such as maintaining livestock records.
- Computer based work such as answering emails.
- Phone calls to suppliers or organizing contract work.
- Attending weekly meetings.
- Performing stocktake and putting in orders as required

Key physical demands (frequency related to task)

- Standing/walking (O)
- Sitting (C)
- Forward reach (C)
- Grip (O)
- Finger/thumb manipulation (C)

Task 2 – Animal and crop care

Total time/shift: Variable – Up to 5.5 hours depending on school and day

Task duration: Up to 2 hours at a time

Physical demand level – Medium work

Task description details

- Welfare checks and daily feeding of animals, preparation of grain into feeding tubs and distributing to animals, cleaning of water troughs and refilling with the use of a hose or bucket (up to 10kg)
- Handling and mustering of larger animals (such as cattle) to provide with injections, tagging, washing and/or clipping for grooming purposes
- Cleaning animal enclosures or stockyards with use of high-pressure hose, wheelbarrow and hand tools (scoop/shovel)
- Preparation of gardening area with hand use of a shovel for planting of small crops. Use of equipment's such as backpack sprayer to distribute insecticides and fertiliser as required for crop care

Key physical demands (frequency related to task)

- Standing/walking (C)
- Squat (O)
- Bend forwards (F)
- Neck flexion and rotation (F)
- Forward and side reach (F)
- Wrist movement (F)
- Grip/grasp (F)
- Bilateral or unilateral carry up to 10kg (O)
- Pushing of loaded wheelbarrow (O)

Task 3 – Maintenance

Total time/shift: Variable – Up to 6 hours

Task duration: Up to 2 hours at a time

Physical demand level – Heavy work

Task description details

- Maintain grounds around livestock areas, sheds and equipment with use of a ride on mower, whipper snipper (8kg) and backpack style sprayer for herbicides (up to 14kg when filled). If branches or parts of trees have come down due to weather, use of a chainsaw (8kg) to clear debris
- Servicing equipment such as buggy or tractors, including power washing, refuelling (full 20L jerry can up to 20kg) and changing of the oil. If other servicing is required contacting contractors
- Seasonal maintenance of pastures and paddocks including fertilizing, reseeded, mulching and slashing with use of the tractor or buggy and attachable equipment
- Checking fences, mending as required with hand tools. Occasionally may need to dig and replant fence posts (~25kg)

Key physical demands (frequency related to task)

- Standing/walking (C)
- Squat and kneel (O)
- Bend forwards (F)
- Neck flexion and rotation (F)
- Neck extension (O)
- Forward and side reach (F)
- Wrist movement (F)
- Grip/grasp (F)
- Lifting up to 25kg from floor to shoulder height (O)
- Bilateral carrying up to 20kg (O)

Task 4 – Cleaning and organisation

Total time/shift: Up to 1.5 hours, depending on school and day

Task duration: Up to 1 hour at a time

Physical demand level – Heavy work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">• Cleaning of practical areas and equipment with a high-pressure hose.• Refilling of grain bins with feed bags (up to 30kg), stacking and organising of hay bales (~20kg).• Organising of sheds and storerooms, including replenishing of stock such as fuel, herbicides, fertiliser, insecticides and other supplies (up to 20kg).	<ul style="list-style-type: none">• Standing/walking (C)• Squat (O)• Bend forwards (F)• Neck flexion and rotation (F)• Forward and side reach (F)• Overhead reach (O)• Wrist movement (F)• Grip/grasp (F)• Lifting up to 30kg from floor to shoulder height (O)

Task 5 – Driving

Total time/shift: Variable - Up to 2.5 hours

Task duration: Variable – Up to 2 hours at a time

Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">• Driving of machinery around property such as buggy's, tractors, ride on mowers and vehicles needed to perform maintenance or organisation tasks• Maintaining awareness of surroundings, weather conditions, livestock and potential hazards while operating machinery	<ul style="list-style-type: none">• Sitting (C)• Neck rotation (F)• Neck flexion and extension (O)• Forward reach (C)• Wrist movement (F)• Grip/grasp (C)

Task 6 – Assisting teaching duties

Total time/shift: Variable – Up to 1.5 hours

Task duration: Up to 1 hour at a time

Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">• Provide the setup of equipment and materials or preparing animals for student's practical work• Assisting the agriculture teacher and teacher aides during class activities and providing hands on practical support	<ul style="list-style-type: none">• Standing (C)• Walking (C)• Squat (O)• Bend forwards (F)• Neck flexion and rotation (F)• Forward and side reach (F)• Wrist movement (O)• Grip/grasp (O)

Task 7 – Participate in lockdowns/ fire evacuations (planned drills and unplanned occurrences)

Total time/shift: One per term total planned – can be additional unplanned in response to emergent situations

Task duration: 30 - 60 minutes, variable when unplanned

Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">• Participate in both planned and unplanned evacuation drills in accordance with site emergency procedures• Communicate and follow directions from fire wardens and emergency services personnel as required	<ul style="list-style-type: none">• Standing (F)• Walking (F)• Kneeling, crouching, forward bending (O)• Neck rotation and movement (F)• Stairs (F)

Appendix

- U.S Department of Labour (1991) Dictionary of Occupational Titles, Fourth Edition Appendix C, Components of the definition trailer, section IV. Physical Demands – Strength Rating / O*NET online
- Hazardous Manual Task Code of Practice, Safe Work Australia 2018
- Model Code of Practice: Managing psychosocial hazards at work, SWA 2022

PHYSICAL DEMANDS	Definition: Strength rating represents the strength requirements which are considered to be important for average, successful work performance
Sedentary work	<i>Manual handling <4.5kg of force occasionally and/or <1kg frequently. Sedentary work involves sitting most of the time but may involve walking or standing briefly occasionally.</i>
Light work	<i>Manual handling <9kg of force occasionally, and/or <4.5kg frequently, and/or <1kg constantly to move objects. A job should be rated Light Work: (1) walking or standing to a significant degree; or (2) sitting most of the time but entails using arm or leg controls; and/or (3) constant pushing and/or pulling of materials</i>
Medium work	<i>Manual handling 9-22kg of force occasionally, and/or 4.5-9kg frequently, and/or <4.5kg constantly to move objects.</i>
Heavy work	<i>Manual handling 22-44kg of force occasionally, and/or 9-22kg of force frequently, and/or 4.5-9kg constantly to move objects.</i>
Very heavy work	<i>Exerting >44kg of force occasionally, and/or >22kg of force frequently, and/or >9kg of force constantly to move objects.</i>

FREQUENCY CLASSIFICATIONS	Rare (R)	Occasional (O)	Frequent (F)	Constant (C)	Definitions: Sustained > 30 secs at a time Long duration > 30 mins at a time Repetition > 2 per minute Static - body area remains in stationary, fixed position Exposure - time spent completing task over whole shift Intermittent - when there is a repeated physical demand but with significant intervals between cycles.
% time	1 - 5	6 - 33	34 - 66	67 - 100	
Reps per day	1	2 - 100	101 - 500	500+	
Reps per hour		0 - 12	12 - 63	>63	
Reps per minute		1 every 5 - 15	1 every 1 - 5	1 or more	

This Job Task Analysis (JTA) was co-designed and developed by AXIS Rehabilitation in partnership with the Department of Education. This collaboration ensures the JTA is evidence-based, practical and aligned with workplace and organisational requirements, supporting informed decision-making in workplace rehabilitation, employment and safe work practices.

The JTA is a tool to be used in workplace rehabilitation and does not capture every intricate duty or responsibility for each individual role within the department. Rather, it is intended to provide medical practitioners and providers with a clearer understanding of the role and its expectations in greater detail.