

Job Task Analysis

Department of Education

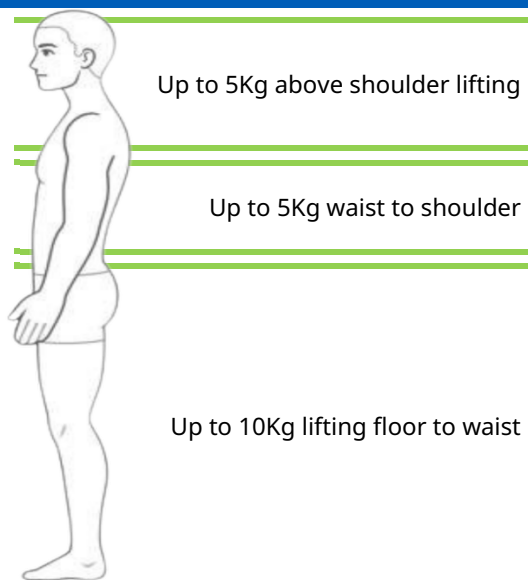
Clinical Nurse

| General Role Description | | Working Hours |
|--|---|---|
| <ul style="list-style-type: none"> Deliver a quality nursing service responsive to student and school needs. Provide nursing services that build the capability of school staff to safely support students with health needs, enabling their access and participation in all aspects of schooling on the same basis as their peers who do not have health support needs. | | <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, operational demands and regional funding. |
| Work Activities Summary (Refer to the task descriptions section for detailed information) | | |
| 1 | Setting up/packing up training environments (indoor) | Light work |
| 2 | Administrative tasks | Sedentary work |
| 3 | Driving | Sedentary work |
| 4 | Meetings (professional development/staff meetings/case conferences/performance reviews) | Sedentary work |
| 5 | Health and case management for students | Sedentary work |
| 6 | Delivering training | Light work |
| 7 | Classroom observation and teacher support | Light work |
| 8 | 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, lifts Community environment – paths, grass, slopes, stairs, uneven ground, transport/ driving Outdoor work – (while mobilising through school/travel) heat, UV exposure, cold, wet, weather conditions Indoor - Generally, climate-controlled (air conditioning/fans), with variation between classrooms Noise – classroom noise, including low pitch ambient noise and high pitch from students Chemical/biological exposure - Low-level exposure to dust, aerosols (coughing/sneezing), body fluids (e.g. sweat), cleaning products, hand sanitiser and potential environmental contaminants (e.g. mould, asbestos in older settings) | | <ul style="list-style-type: none"> Nurses typically work across multiple schools, with the number of days or hours allocated to each site determined by individual school funding and regional service models. They are supported by a designated clinical lead for professional supervision and may also have access to a central hub or base school where they can collaborate with peers and access shared resources. Role works closely with various stakeholders including school leadership teams, teachers, teacher aides, external allied health providers, government agencies and families. |
| | | Tools and Equipment |
| | | <ul style="list-style-type: none"> Desktop computer or laptop, monitors, keyboard, mouse Training manikin Various medical equipment (e.g. monitors) |
| | | Manual Handling Devices |
| | | <ul style="list-style-type: none"> Trolley |
| | | Personal Protective Equipment (PPE) |
| | | <ul style="list-style-type: none"> Gloves, masks, apron Eye 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 | Up to 5 | | | | | <ul style="list-style-type: none"> Laptop/ tablet books/ files/ <5kg. |
| Waist to shoulder | Up to 5 | | | | | <ul style="list-style-type: none"> Training resources <5kg. Training manikin, supplies <10kg. |
| Floor to waist | Up to 10 | Up to 5 | | | | |
| Carrying - unilateral/ bilateral | | Up to 10 | | | | |
| Push/Pull (Kg-force) | | Up to 6 | | | | <ul style="list-style-type: none"> Full trolley with supplies <6kg. |
| General and Trunk | R | O | F | C | Rep | Comments |
| Sit | | | ✓ | | | Desk based tasks |
| Stand | | ✓ | | | | Can be sustained (with ability to change as required) depending on task |
| Walk - even and uneven surfaces | | ✓ | | | | Movement across school and community grounds on even and uneven surfaces |
| Kneel/squat | ✓ | | | | | Training environments, classroom observations |
| Bend forwards/stoop | | ✓ | | | | Training environments, facilitating and demonstrating |
| Bend backwards | ✓ | | | | | May be required for training |
| Trunk twist/side bend | | ✓ | | | | Training environments, facilitating, demonstrating |
| Neck flexion - look down | | ✓ | | | | Dependant on task (ability to change as needed). Training, observations, desk work |
| Neck extension - look up | ✓ | | | | | Dependant on task (ability to change as needed). Training, observations, classroom observations |
| Neck rotation | | | ✓ | | ✓ | Movement usually associated with computer work, facilitating, observations |
| Upper Limb | R | O | F | C | Rep | Comments |
| Forward reach | | ✓ | | | | Ability to change as needed. Training environment, facilitating and demonstrating |
| Side reach | ✓ | | | | | Ability to change as needed. Training environment, facilitating and demonstrating |
| Overhead reach | ✓ | | | | | Ability to change as needed. Movement will depend on environment and whether storage is overhead |
| Wrist movement | | | ✓ | | ✓ | Ability to take breaks as needed. Can be repetitive (e.g. writing, typing) |
| Finger/thumb manipulation | | | ✓ | | ✓ | Ability to take breaks as needed. Can be repetitive (e.g. writing, typing, medical equipment) |
| Grip/grasp | | | ✓ | | ✓ | Ability to take breaks as needed. (e.g. writing, mouse use, medical equipment) |



| Other | R | O | F | C | Rep | Comments |
|---|---|---|---|---|-----|--|
| Climb - steps/stairs/ ladder | | ✓ | | | | Ladder use is rare. Access may involve internal or external stairs, with ramps/ lifts used where available but not always accessible |
| Balance | ✓ | | | | | Balance required on uneven surfaces |
| Vibration – whole body or upper limb | | ✓ | | | | Vibration exposure may occur during travel on uneven surfaces between schools |
| Voice projection | | ✓ | | | ✓ | Group training environments |

| Psychosocial Demands Summary | | |
|---|------------|---|
| High job demands | Constant | Duty of care to students, staff and others in the workplace. Fast pace, multiple competing special needs of students, multiple stakeholders and prioritisation |
| Emotional demands | Constant | Supporting students with highly complex medical needs and their families, teachers and teacher aides |
| Low job demands | Rare | |
| Low job control | Rare | Must follow curriculum and individual school structures and processes however there is flexibility on how content is delivered |
| Low support | Rare | Regular contact with direct supervisor and colleagues, particularly when support is needed |
| Remote or isolated work | Occasional | Predominantly school-based, collaborative environment. Can be isolating working across multiple schools with a non-centralised support base |
| Traumatic events, including vicarious trauma | Occasional | Exposure to students with highly complex medical needs, including students receiving palliative care |
| Violence/aggression – student behaviour | Rare | Could range from disruption, non-compliance to verbal and physical intimidation or aggression |
| Violence/aggression – parent interactions | Occasional | Exposure increased due to complex student needs and vulnerability of families |
| Poor role clarity | Rare | Role scope very specific, some role confusion for new families or external stakeholders as role scope is different to community or hospital based nurses, however easily explained |
| Communication/team work/interaction with colleagues | Constant | Nurses engage with multiple stakeholders frequently, requiring strong communication skills. Nurses are responsible for signing off on skills taught in training sessions requiring high levels of communication skills to teach |

| Cognitive Demands Summary | | |
|---------------------------|------------|--|
| Attention | Constant | Training requires constant attention on participants, high workloads and complex cases requires high levels of attention to detail |
| Memory | Constant | Memory of training content, clinical content and processes. Tracking and recall of health plans, strategies, due dates and stakeholders involved in cases |
| Concentration | Constant | Unpredictable environment and situations require constant moving between tasks and multitasking. Moving between schools and tracking caseloads requires high levels of concentration |
| Vision | Frequent | Moving between short and long-distance vision, computer and screen work, as well as visual integration skills required with visual scanning, figure ground discrimination, visual memory |
| Hearing | Frequent | Hearing in variable environments |
| Decision making | Frequent | Frequent decision making, problem solving, prioritisation of needs, safety decision making, unpredictable variables, and integration |
| Situational awareness | Occasional | Training environments require situation awareness to track and ensure all participants can achieve the required skills |

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 – Setting up/packing up training environments (indoor)

Total time/shift: Variable - Up to 1 hour (depending on time of year, type of training and number of sessions per day)

Task duration: 20 - 30 minutes at a time

Physical demand level – Light work

| Task description details | Key physical demands (frequency related to task) |
|--|---|
| <ul style="list-style-type: none">Set up and pack down of training environmentsPacking and unpacking of training equipmentPreparation for training sessionsCollating, cleaning and packing of resources | <ul style="list-style-type: none">Standing (O)Walking (F)Carrying, Lifting floor to waist (F)Crouching, forward bending, reaching, twisting (F)Neck rotation and movement (O) |

Task 2 - Administrative tasks

Total time/shift: Up to 1 hour

Task duration: Variable – 30 minutes to 1 hour (depending on needs)

Physical demand level – Sedentary work

| Task description details | Key physical demands (frequency related to task) |
|---|--|
| <ul style="list-style-type: none">Tracking and signing up participants for training sessionsDeveloping resources or requested material for schoolsTracking resources and ordering as required | <ul style="list-style-type: none">Sitting (F)Standing (O)Neck rotation and movement (O)Walking (O)Finger/thumb manipulation (F)Wrist movement (F) |

Task 3 – Driving

Total time/shift: Variable

Task duration: Variable - Up to 1 hour per trip

Physical demand level – Sedentary work

| Task description details | Key physical demands (frequency related to task) |
|--|---|
| <ul style="list-style-type: none">Driving between multiple school sites as required for service delivery.Navigating varied traffic conditions, road environments and parking constraints while adhering to road safety regulationsLoading and unloading work materials such as assessment kits, therapy resources or portable equipment into and out of the vehicleMaintaining awareness of surroundings, road conditions and potential hazards to ensure safe travel | <ul style="list-style-type: none">Sitting (C)Neck rotation (F)Neck flexion/extension (O)Forward reach (F)Gripping (C) |

Task 4 – Meetings (professional development/staff meetings/case conferences/performance reviews)

Total time/shift: Variable - Up to 3 hours

Task duration: Variable - Up to 2 hours

Physical demand level – Sedentary work

| Task description details | Key physical demands (frequency related to task) |
|---|---|
| <ul style="list-style-type: none">Attending meetings with parents, teachers, leadership teams, student services, and multidisciplinary teams to discuss student needs, progress, adjustments and collaborative planning.Participating in phone or virtual conversations with school staff, families, or external professionals regarding student communication needs and service coordination.Attend required meetings as directed by school leadership | <ul style="list-style-type: none">Sitting (C)Forward reach (O)Finger/thumb manipulation (C)Lifting and carrying light materials (O)Wrist and hand movement, manipulation (F)Neck flexion – looking down (F)Visual focus (C)Hearing (C) |

- Preparing agendas, gathering supporting documents, and organising follow-up actions from meetings.
- Prepare materials and information for relevant meetings (e.g. performance reviews)
- Respond to any assigned actions from meetings

Task 5 – Health and case management for students

Total time/shift: Variable (1 - 4 hours per day, highly variable depending on caseload and needs of school)

Task duration: Variable - 30 minutes to multiple hours

Physical demand level – Sedentary work

Task description details

- Gathering medical information for referred students
- Review clinical file for existing referrals
- Contacting all required external stakeholders
- Discussion with school stakeholders
- Developing health case plans for students with required needs and any actionable tasks required
- Reviewing and endorsing mechanical or clinical holds required for completing medical tasks (e.g. holding student hand whilst changing endoscopy bag)
- Required clinical documentation

Key physical demands (frequency related to task)

- Sitting (F)
- Standing (O)
- Neck rotation and movement (O)
- Walking (O)
- Finger/thumb manipulation (F)
- Wrist movement (F)

Task 6 – Delivering training

Total time/shift: Variable (1 - 4 hours per day, depending on time of year, type of training and number of sessions in day)

Task duration: Variable - 30 minutes to multiple hours

Physical demand level – Light work

Task description details

- Facilitating training sessions for small or large groups depending on needs of school
- Training sessions can be information provision as well and demonstration and assessment of clinical processes (e.g. anaphylaxis training with EpiPen® usage)
- Development and review of training material as needed
- Tracking engagement and attendance
- Documentation of training sessions as required

Key physical demands (frequency related to task)

- Standing (C)
- Walking (F)
- Carrying, Lifting floor to waist (O)
- Crouching, forward bending, reaching, twisting (F)
- Neck rotation and movement (F)

Task 7 – Classroom observations and teacher support

Total time/shift: Variable (1-2 observations per student per term but varies depending on student needs)

Task duration: 10 – 30 minutes at a time

Physical demand level – Light work

Task description details

- Attending the classroom to observe a student with medical needs
- Moving around classroom to ensure all required clinical observations made
- Discussion with teachers, teacher aides regarding any ongoing support needs or feedback regarding current strategies

Key physical demands (frequency related to task)

- Standing (C)
- Walking (F)
- Sitting (O)
- Kneeling/squatting/crouching (O)
- Forward bend/reach (O)
- Neck rotation (F)

Task 8 – 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 | 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. |
| Light work | 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 |
| Medium work | Manual handling 9-22kg of force occasionally, and/or 4.5-9kg frequently, and/or <4.5kg constantly to move objects. |
| Heavy work | Manual handling 22-44kg of force occasionally, and/or 9-22kg of force frequently, and/or 4.5-9kg constantly to move objects. |
| Very heavy work | Exerting >44kg of force occasionally, and/or >22kg of force frequently, and/or >9kg of force constantly to move objects. |

| 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.