

# Job Task Analysis

Department of Education  
Head of Department

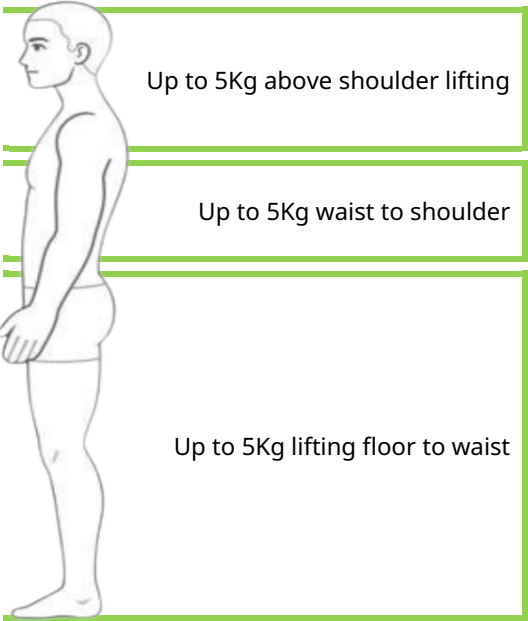
General Role Description	Working Hours
<ul style="list-style-type: none"> <li>Provide duty of care to students and staff ensuring their health, safety and wellbeing at all times.</li> <li>Responsible for providing leadership and coordination of curriculum, student support and departmental operations to support effective teaching, learning and student wellbeing within school environments.</li> <li>Follow departmental policies and procedures, including mandatory reporting and student wellbeing procedures.</li> <li>Collaborate with staff, parents, and the school community, and participate in meetings, professional development.</li> </ul>	<ul style="list-style-type: none"> <li><b>Standard 1.0 Full-Time Equivalent (FTE):</b> 25 hours per week (5 hours/day, Monday – Friday)</li> <li>Employees are entitled to meal breaks and rest pauses in accordance with the provisions of the applicable industrial award or agreement.</li> <li>School operations are structured across 4 terms per year, with each term running for approximately 10 weeks.</li> <li>May vary between schools and operational demands.</li> </ul>

Work Activities Summary (Refer to the task descriptions section for detailed information)		
1	Student learning support	Light work
2	Student management and wellbeing	Light work
3	Parent and external stakeholder support and coordination	Sedentary work
4	Leadership and management of team/staff	Sedentary work
5	Meetings (professional development/staff meetings/parent teacher interviews/performance reviews)	Sedentary work
6	Participate in lockdowns/fire evacuations (planned drills and unplanned occurrences)	Medium work
7	Classroom teaching (as required)	Light work
8	Attend excursions and camps - Optional	Medium work

Work Environment	Employees
<ul style="list-style-type: none"> <li>Class sizes may vary but maximum class size target is 28</li> <li>School environment – stairs, ramps, slope, grass, lifts</li> <li>Community environment – paths, grass, slopes, stairs, uneven ground, transport</li> <li>Outdoor work – (While mobilising through school) heat, UV exposure, cold, wet, weather conditions</li> <li>Excursions and camp environments (can opt out) – variable elements, transport, activities</li> <li>Indoor - Generally, climate-controlled (air conditioning/fans), with variation between classrooms</li> <li>Noise – classroom noise, including low pitch ambient noise and high pitch from students</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>The Head of Department (HOD) lead a specific department in each school and can further be broken down into curriculum, secondary, student engagement and student services.</li> <li>HODs report directly to senior leadership within their respective schools such as the Principals and Deputy Principals.</li> </ul>
	Tools and Equipment
	<ul style="list-style-type: none"> <li>Whiteboard, interactive whiteboard, or screen.</li> <li>Desktop computer or laptop, monitors, keyboard, mouse</li> <li>Desk (fixed/sit to stand), chair</li> <li>Telephone system (desk phone/mobile and/or headset)</li> <li>Various office equipment and stationary (printer/scanner/copier, pens, paper etc)</li> </ul>
	Manual Handling Devices
	<ul style="list-style-type: none"> <li>Nil</li> </ul>
	Personal Protective Equipment (PPE)
	<ul style="list-style-type: none"> <li>Nil</li> </ul>

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 – 15 min	16 min – 1.7 hrs	1.8 – 3.3 hrs	3.4 – 5 hrs	

### Physical Demands Summary

Weighted (Kg)	R	O	F	C	Rep	Comments
Waist to overhead	Up to 5					<ul style="list-style-type: none"> <li>Laptop/ tablet books/ files/ &lt;5kg.</li> <li>Learning resources &lt;5kg.</li> <li>Lifting of chairs &lt;5Kg.</li> <li>Bilateral carry of chairs or unilateral carry of laptop, teaching/ learning resources &lt;5kg.</li> </ul> 
Waist to shoulder	Up to 5					
Floor to waist		Up to 5				
Carrying – unilateral/ bilateral		Up to 5				
Push/Pull (Kg-force)	Up to 5					
General and Trunk	R	O	F	C	Rep	Comments
Sit			✓		✓	Can be sustained when completing computer-based work, attending meetings etc
Stand			✓		✓	Can be sustained (with ability to change as required) depending on task
Walk – even and uneven surfaces			✓			Within classroom and on school grounds. Agility required to quickly respond to situations involving student safety
Kneel/squat	✓					When supporting students or reaching low levels. Ability to change as needed
Bend forwards/stoop		✓				Position will depend on task (ability to change as needed)
Bend backwards	✓					When reaching up/ stretching
Trunk twist/side bend	✓					Can be unpredictable when in response to student movements
Neck flexion – look down			✓			Dependant on task (ability to change as needed). Can be sustained
Neck extension – look up		✓				Dependant on task (ability to change as needed). Can be sustained
Neck rotation			✓		✓	Continuous student monitoring. While teaching, attending meetings, student interactions etc
Upper Limb	R	O	F	C	Rep	Comments
Forward reach			✓			Ability to change as needed. Computer based work, demonstrating and using technology while teaching
Side reach		✓				Ability to change as needed. Position will depend on task. Can be unpredictable in response to student movements. Reaching for documents or classroom resources
Overhead reach	✓					Ability to change as needed
Wrist movement			✓		✓	Ability to take breaks as needed. (e.g. use of external mouse, handing paperwork or documents)
Finger/thumb manipulation			✓		✓	Ability to take breaks as needed. (e.g. use of keyboard, tablet or phone)
Grip/grasp			✓		✓	Ability to take breaks as needed. (e.g. handling laptop, folders, tablet, phone etc)

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. Agility required to quickly respond to situations involving student safety
Vibration – whole body or upper limb	✓					Vibration exposure may occur during travel on uneven surfaces for excursions or school activities
Voice projection		✓			✓	Within classroom and playground, responding to students with various forms of physical and intellectual needs, speaking at assemblies or parades

### Psychosocial Demands Summary

High job demands	Constant	Duty of care to students, staff and others in the workplace. Fast pace, constant changing between tasks, working across whole school and multiple external stakeholders Time pressure critical decision making and performance expectations
Emotional demands	Frequent	Exposure to student or parent emotional distress, dealing with wellbeing concerns and behavioural incidents
Low job demands	Rare	Workload and responsibility are consistently high
Low job control	Occasional	Autonomy in managing priorities, however workload can be reactive and driven by student or operational requirements
Low support	Rare	Regular contact with colleagues and leadership. Can be dependent on school and leadership structure
Remote or isolated work	Rare	Predominantly school-based, collaborative environment. Frequent interactions with staff and students
Traumatic events, including vicarious trauma	Occasional	Including dealing with wellbeing or child safety concerns
Violence/aggression – student behaviour	Occasional	Could range from disruption, non-compliance to verbal and physical intimidation or aggression
Violence/aggression – parent interactions	Occasional	Exposure may be increased due to variable needs of students within classes, and external factors of the school community. Parents who may be frustrated or distressed during discussions
Poor role clarity	Rare	Role responsibilities are generally well defined
Communication/team work/interaction with colleagues	Constant	Continuous collaboration with colleagues and leadership, requiring effective communication and coordination

### Cognitive Demands Summary

Attention	Constant	Multitasking frequently and responding to any emerging issues
Memory	Frequent	Managing and leading a team requiring recall of staff needs and requirements. Recollection of policies and procedures
Concentration	Constant	Multitasking and complex decision making even with frequent interruptions
Vision	Constant	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	Constant	Hearing in variable environments such as outdoors around school campus or within the classroom with varied noise levels
Decision making	Constant	Complex decision making and requiring regular professional judgment while assessing situations and escalation pathways
Situational awareness	Constant	Working with students and staff across various environments requires constant awareness of dynamics, behaviours, engagement, risk and physical safety

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 – Student learning support

**Total time/shift:** Up to 2 hours

**Task duration:** 50 to 70 minutes at a time

#### Physical demand level – Light work

##### Task description details

- Monitor student academic progress, attendance to ensure positive learning outcomes
- Identify students at risk and lead the development and implementation of targeted interventions
- Ensuring inclusivity and culturally responsive across curriculum delivery and student support processes
- Utilise data to inform teaching practice, departmental improvement planning and decision making. Prepare reports and data returns for senior leadership as required

##### Key physical demands (frequency related to task)

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

### Task 2 - Student management and wellbeing

**Total time/shift:** 30 minutes to 1 hour

**Task duration:** 2 to 15 minutes at a time

#### Physical demand level – Light work

##### Task description details

- Behaviour management support for students in variable environments including but not limited to verbal prompting, modelling of behaviour, changing environments, physical redirection
- Individual student check-ins
- Responding to distress, conflict, or learning concerns

##### Key physical demands (frequency related to task)

- Standing/walking (F)
- Crouching/kneeling/squatting (F)
- Forward reach (O)
- Dependant on response required

### Task 3 – Parent and external stakeholder support and coordination

**Total time/shift:** Up to 1 hour

**Task duration:** Up to 1 hour at a time

#### Physical demand level – Sedentary work

##### Task description details

- Build positive relationships with students and families to support engagement, retention, and successful student pathways
- Communicate with parents and caregivers about student achievement, attendance, behaviour, and wellbeing, and respond to enquiries and requests, escalating concerns to senior leadership when required
- Liaise, develop and maintain partnerships with external stakeholders, including QCAA, higher education institutions and community organisations, through meetings and ongoing communication.
- Coordinate external supports for students and families requiring additional assistance
- At times may assist with physical set up of chairs, speakers or other smaller equipment at assemblies or parades

##### Key physical demands (frequency related to task)

- Sitting, standing and walking (F)
- Bend forwards/stoop (O)
- Neck flexion and rotation (F)
- Forward reach (O)
- Finger/thumb manipulation (F)
- Grip/grasp (O)

### Task 4 – Leadership and management of team/staff

**Total time/shift:** Variable depending on specific need

**Task duration:** Variable

#### Physical demand level – Sedentary work

##### Task description details

##### Key physical demands (frequency related to task)

<ul style="list-style-type: none"> <li>• Work collaboratively with internal stakeholders such as Guidance Officers, Youth Support Coordinators, Heads of Year and other teaching staff</li> <li>• Participate in regular meetings to address student wellbeing concerns, child safety matters and access arrangements and reasonable adjustments (AARA)</li> <li>• Provide leadership, guidance and practical tools to staff to support improved student achievement</li> <li>• Report on student progress, wellbeing and departmental matters to the Deputy Principal / Principal to support informed decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting (F)</li> <li>• Standing/walking (O)</li> <li>• Neck flexion and rotation (F)</li> <li>• Neck extension (O)</li> <li>• Forward reach (O)</li> <li>• Finger/thumb manipulation (F)</li> <li>• Grip/grasp (O)</li> </ul>
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### Task 5 – Meetings (PD/staff meetings/parent teacher interviews/performance reviews)

<b>Total time/shift:</b> Variable (up to 1 hour on a usual day)	
<b>Task duration:</b> 30 to 60 minutes at a time	
<b>Physical demand level – Sedentary work</b>	
Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> <li>• Attend required meetings as directed by school leadership</li> <li>• Prepare materials and information for relevant meetings (parent-teacher interviews, performance reviews)</li> <li>• Respond to any assigned actions from meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting (C)</li> <li>• Standing (O)</li> <li>• Lifting and carrying light materials (O)</li> <li>• Neck rotation and movement (F)</li> <li>• Wrist and hand movement, manipulation (O)</li> </ul>

### Task 6 – Participate in lockdowns/fire evacuations (planned drills and unplanned occurrences)

<b>Total time/shift:</b> One per term total planned – can be additional unplanned in response to emergent situations	
<b>Task duration:</b> 30 to 60 minutes, variable when unplanned	
<b>Physical demand level – Medium work</b>	
Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> <li>• Coordinate and facilitate movement of students from classroom to evacuation location in event of fire alarm sounding</li> <li>• Ensure all students are accounted for at evacuation point</li> <li>• Communicate with fire wardens and school leaders as required</li> <li>• Coordinate and facilitate lock down of classroom environment including moving students under desks or to safe location in event of lockdown alarm sounding</li> <li>• Ensure all students are accounted for within environment</li> <li>• Communication with lockdown team and school leaders as required</li> <li>• Provide reassurance and emotional support to students</li> </ul>	<ul style="list-style-type: none"> <li>• Standing (F)</li> <li>• Walking (F)</li> <li>• Kneeling, crouching, forward bending (F)</li> <li>• Neck rotation and movement (F)</li> </ul>

### Task 7 – Classroom teaching (as required)

<b>Total time/shift:</b> Variable - up to 3 hours	
<b>Task duration:</b> Variable - up to 1.5 hours	
<b>Physical demand level – Light work</b>	
Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> <li>• Each HOD will have a varying load of teaching duties along with their HOD duties as listed above</li> <li>• Directing and facilitating the learning of curriculum for students, providing support and guidance within the classroom environment as required</li> <li>• Includes lesson planning and preparation</li> <li>• See Teacher Job Task Analysis reports for further details on Teacher duties</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting (O)</li> <li>• Standing (C)</li> <li>• Walking (F)</li> <li>• Neck flexion and rotation (F)</li> <li>• Neck extension (O)</li> <li>• Forward reach (O)</li> <li>• Finger/thumb manipulation (F)</li> <li>• Voice projection (C)</li> </ul>

### Task 8 – Attend excursions and camps - Optional

**Total time/shift:** Can be variable (approximately 1 excursion per term, 1 camp per year for some year levels)

**Task duration:** Variable – can be multi day

**Physical demand level – Medium work**

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> <li>Facilitate student access and transport to event location – could include bus transport</li> <li>Conduct student safety checks (accounting for student numbers)</li> <li>Facilitate and participate in event activities in line with planning, teacher role is to support activities led by guide/camp facilitator external provider</li> <li>Clean up equipment and environment as required by external provider</li> </ul>	<ul style="list-style-type: none"> <li>Standing (C)</li> <li>Walking (C)</li> <li>Kneeling, crouching, forward bending (O)</li> <li>Trunk rotation and twisting (O)</li> <li>Neck rotation and movement (F)</li> <li>Wrist and hand movement, manipulation (F)</li> <li>Carrying, lifting equipment up to 10kg</li> </ul>

**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
<b>Sedentary work</b>	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.
<b>Light work</b>	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
<b>Medium work</b>	Manual handling 9-22kg of force occasionally, and/or 4.5-9kg frequently, and/or <4.5kg constantly to move objects.
<b>Heavy work</b>	Manual handling 22-44kg of force occasionally, and/or 9-22kg of force frequently, and/or 4.5-9kg constantly to move objects.
<b>Very heavy work</b>	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.