

# Job Task Analysis

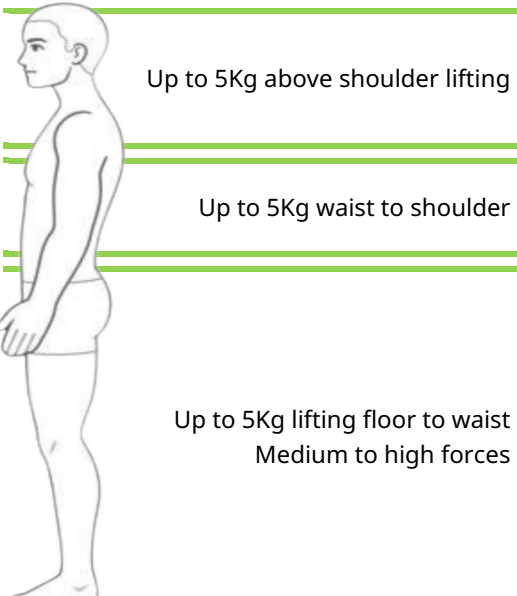
Department of Education  
Head of Special Education Services

General Role Description		Working Hours
<ul style="list-style-type: none"> <li>• Provide duty of care to students ensuring their health, safety and wellbeing at all times.</li> <li>• Develop and support inclusive education practices for school communities including supporting students with disabilities, their families and teachers.</li> <li>• Develop and support proactive inclusive and accessible environments for the benefit of all students and staff within the school environment.</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	Teacher support	Sedentary work
6	Meetings (professional development/staff meetings/parent teacher interviews/performance reviews)	Sedentary work
7	Participate in lockdowns/ fire evacuations (planned drills and unplanned occurrences)	Medium work
8	Attend excursions and camps - Optional	Medium work
Work Environment		Employees
<ul style="list-style-type: none"> <li>• School environment – stairs, ramps, slope, grass, lifts</li> <li>• Community environment – paths, grass, slopes, stairs, uneven ground, transport</li> <li>• Outdoor – (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 – 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 HOSES works as part of the senior leadership team in a school, collaborating with Deputy Principals / Principals leading a team of support teachers and others, guiding the school's approach to supporting students with disabilities and promoting inclusive practices.</li> <li>• The HOSES work with families, external partners, and agencies to meet students' needs, coordinating support for students with disabilities and assisting teachers with learning strategies.</li> <li>• In some schools, HOSES may have a teaching load alongside leadership duties. See the Teacher JTA for more details.</li> </ul>
		Tools and Equipment
		<ul style="list-style-type: none"> <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> </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> </ul>
Waist to shoulder	Up to 5					<ul style="list-style-type: none"> <li>Learning/ teaching resources &lt;5kg.</li> </ul>
Floor to waist		Up to 5				
Carrying – unilateral/ bilateral		Up to 5				
Push/ Pull (Kg-force) Medium to High force (M - H)	Up to 6 (M-H)	Up to 6				<ul style="list-style-type: none"> <li>Up to 6kg force pushing students in wheelchairs/ equipment</li> <li>Medium to high force if physical restraint required</li> </ul>



General and Trunk	R	O	F	C	Rep	Comments
Sit			✓		✓	Can be sustained (with ability to change as needed) for multiple hours depending on task
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. Can be sustained for up to 20-40 mins
Bend forwards/stoop			✓			Position will depend on child (ability to change as needed) can be sustained for periods of 10-15 minutes
Bend backwards	✓					May be required on occasion depending on student movement and needs.
Trunk twist/side bend		✓				Movement will depend on task and student needs. 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			✓			Can be sustained, more likely to be shorter more repetitive movements such as in classroom reaching for resources or objects.
Side reach		✓				Movement will depend on task and student needs. Can be unpredictable when in response to student movements
Overhead reach		✓				Can be sustained, more likely to be shorter more repetitive movements such as in classroom reaching for resources or objects.
Wrist movement			✓		✓	Ability to take breaks as needed. (e.g. use of external mouse, handing paperwork, equipment etc)
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. writing, 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	✓					May be required in classrooms to support teachers or manage unsafe student situations

### Psychosocial Demands Summary

High job demands	Occasional	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	Constant	Supporting complex and vulnerable students who are often distressed, needing different environments or modifications. Supporting teachers and parents in complex situations, often heightened and managing different demands
Low job demands	Rare	Workload and responsibility are consistently high
Low job control	Occasional	Job situations are unpredictable and some circumstances requiring structured responses with limited control, though some flexibility in approach remains
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	Frequent	Frequent exposure to complex, emotionally distressed students and families, including high-risk situations, leading to regular vicarious and direct trauma exposure including students at risk of harm to themselves and others, and families experiencing events
Violence/aggression – student behaviour	Frequent	Could range from disruption, non-compliance to verbal and physical intimidation or aggression
Violence/aggression – parent interactions	Frequent	Role works closely with parents of students who are vulnerable or in complex situation which often increases the emotional state of parents who are engaging with this role
Poor role clarity	Rare	Role scope can overlap with other senior leadership roles such as Deputy Principal / Guidance Officer can reduce clarity, and varying scope across schools may create further uncertainty
Communication/team work/interaction with colleagues	Constant	Continuous collaboration with colleagues and leadership, requiring effective communication and coordination

### Cognitive Demands Summary

Attention	Constant	Working with students who require constant attention in complex situations
Memory	Constant	Managing complex needs of a large caseload of students and remembering which strategies each child requires particularly in heightened situations, alongside stakeholder engagement and leading a team
Concentration	Constant	Unpredictable environment and situations require constant moving between tasks and multitasking, high level strategic and leadership tasks requiring sustained concentration
Vision	Frequent	Moving between short and long-distance vision, computer and screen work
Hearing	Constant	Hearing in variable environments such as outdoors around school campus or within the classroom with varied noise levels
Decision making	Constant	Constant decision making, complex problem solving, prioritisation of needs, critical safety decision making, unpredictable variables and stakeholders
Situational awareness	Constant	Working with dysregulated students and requiring constant awareness about escalations and behaviours

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:** Variable - up to 2 hours

**Task duration:** Variable – 15 minutes to multiple hours/full day

#### Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"><li>Individual student support in variable environments including but not limited to verbal prompting, modelling of task, reflection and discussion, use of adaptive teaching tools and equipment</li><li>Administration and documentation of individual student plans, strategies etc</li></ul>	<ul style="list-style-type: none"><li>Sitting (F)</li><li>Walking (O)</li><li>Standing (O)</li><li>Crouch/squat/kneel (O)</li><li>Wrist/hand movement and manipulation (F)</li><li>Vision – long/short (O)</li><li>Voice projection (R)</li></ul>

### Task 2 - Student management and wellbeing

**Total time/shift:** Variable – up to 1.5 hours per day

**Task duration:** Variable – 15 minutes to multiple hours/full day

#### Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"><li>Behaviour management support for students in variable environments including but not limited to verbal prompting, modelling of behaviour, changing environments, physical redirection</li><li>De-escalation of heightened students in variable environments including but not limited to verbal prompting, physical redirection, restraint</li><li>Conducting investigations and responding to behaviour events (lockdown, restraint etc)</li></ul>	<ul style="list-style-type: none"><li>Sitting (F)</li><li>Standing (F)</li><li>Walking (F)</li><li>Crouch/squat/kneel (F)</li><li>Wrist/hand movement and manipulation (F)</li><li>Neck rotation (F)</li><li>Push/pull (R)</li><li>Trunk rotation/flexion/side reach (F)</li></ul>

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

**Total time/shift:** Variable – up to 1 hour

**Task duration:** Variable - can be from 15 to 30 minutes

#### Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"><li>Engagement with external and internal stakeholders in formal meeting environments</li><li>Phone calls and informal engagement with families and stakeholders</li><li>Documentation and administrative requirements for individual students</li><li>Coordinate external supports for students and families requiring additional assistance.</li></ul>	<ul style="list-style-type: none"><li>Sitting (F)</li><li>Computer based work (F)</li><li>Wrist and hand movement, manipulation (F)</li></ul>

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

**Total time/shift:** Variable - up to 45 minutes

**Task duration:** Variable - can be from 15 to 30 minutes

#### Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"><li>Oversight of support staff – provision of support, management of staffing absences and leave, performance management</li><li>Strategic direction and budgeting documentation and implementation</li><li>Collaboration across leadership team and actions related to this</li><li>Data analysis and interpretation</li></ul>	<ul style="list-style-type: none"><li>Sitting (F)</li><li>Hand/wrist movement and manipulation (F)</li><li>Computer based work (F)</li></ul>

### Task 5 – Teacher support

**Total time/shift:** Variable - up to 45 minutes

**Task duration:** Variable - can be from 15 to 30 minutes

#### Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"><li>• Verbal discussion in various school environments</li><li>• Classroom observations and modelling of strategies and approaches</li><li>• Provide guidance and practical tools to staff to support improved student achievement.</li><li>• Responding and de-escalating heightened or distressed teachers</li><li>• Support within formal meeting environment</li></ul>	<ul style="list-style-type: none"><li>• Sitting (F)</li><li>• Walking (F)</li><li>• Standing (F)</li><li>• Crouch/squat/kneel (O)</li></ul>

### Task 6 – Meetings (PD/ staff meetings/ parent teacher interviews/ performance reviews)

**Total time/shift:** Variable - up to 1 hour on a usual day

**Task duration:** 30 to 60 minutes at a time

#### Physical demand level – Sedentary work

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 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 to 60 minutes, variable when unplanned

#### Physical demand level – Medium work

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 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></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></ul>

- Clean up equipment and environment as required by external provider
- Carrying, lifting equipment up to 10kg

## 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.