

# Job Task Analysis

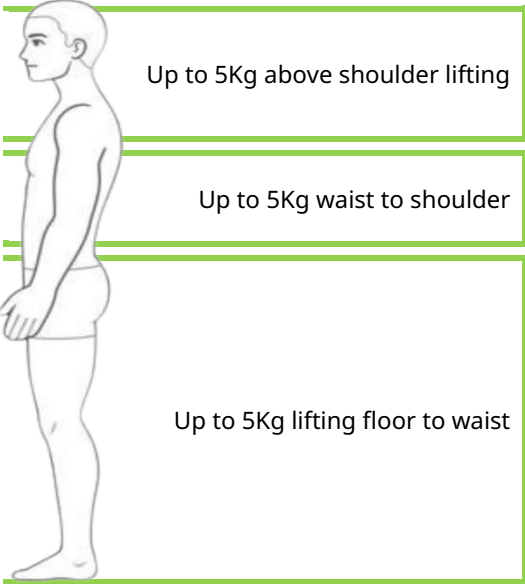
Department of Education

Psychologist

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 the positive educational, developmental and lifelong learning experiences for students who may require additional supports.</li> <li>• Develop and support educational environments which proactively support the social emotional wellbeing and educational needs of students.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Standard 1.0 Full-Time Equivalent (FTE):</b> 38 hours per week (7.60 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, operational demands and funding.</li> </ul>
Work Activities Summary (Refer to the task descriptions section for detailed information)		
1	Student assessment and support (individual and group)	Sedentary work
2	Parent and external stakeholder support and coordination (case management)	Sedentary work
3	Teacher support	Sedentary work
4	Driving	Sedentary work
5	Meetings (professional development/staff meetings/performance reviews)	Sedentary work
6	Participate in lockdowns/fire evacuations (planned drills and unplanned occurrences)	Light 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>• 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>• Psychologists work within the senior leadership team of a school, collaborating closely with Principals, Deputy Principals and HOSES (depending on school). They also provide support to the broader staff group around building the social emotional wellbeing within classrooms and for specific students.</li> <li>• They may work across multiple schools depending on school needs and caseload. Travelling between schools throughout the week.</li> <li>• They work closely with families and external stakeholders that support the needs of students within the school environment, including but not limited to allied health providers, medical providers, child protection etc</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>• Phone and stationery (pens, paper, folders, staples, 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 – 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"> <li>Laptop/ tablet books/ files/ &lt;5kg.</li> <li>Assessment and program resources &lt;5kg.</li> <li>Bilateral carry of chairs or unilateral carry of laptop, teaching/ learning resources &lt;5kg.</li> <li>Chairs, furniture to set up room &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 (with ability to change as needed) depending on task
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. Agility required to quickly respond to situations involving student safety
Kneel/squat		✓				Position will depend on student (ability to change as needed) can be sustained for periods of 20 - 40 minutes
Bend forwards/stoop			✓			Position will depend on student and task (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 student (ability to change as needed). 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		✓			✓	Movement usually associated with computer work, assessment facilitation or in response to student needs/ movement
Upper Limb	R	O	F	C	Rep	Comments
Forward reach		✓				Ability to change as needed. Can be sustained, more likely to be shorter more repetitive movements such as during assessments or reaching for resources or objects
Side reach	✓					Ability to change as needed. Position will depend on student and task. Can be unpredictable in response to student movements
Overhead reach	✓					Ability to change as needed. Movement will depend on office environment and whether storage is overhead
Wrist movement			✓		✓	Ability to take breaks as needed. Can be repetitive with frequent handwriting requirements
Finger/thumb manipulation			✓		✓	Ability to take breaks as needed. Can be repetitive with frequent handwriting requirements
Grip/grasp			✓		✓	Ability to take breaks as needed. (e.g. handling laptop, folders, phone, handwriting 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 between schools
Voice projection	✓				✓	May be required on rare occasions in classroom situations where classroom teacher requires support. Usually, one on one conversations

### Psychosocial Demands Summary

High job demands	Constant	Duty of care to students, staff and others in the workplace. High referral caseload, working across multiple schools, constant changing between tasks
Emotional demands	Constant	Supporting complex and vulnerable students who are frequently distressed. Supporting 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 require a structured approach and response with reduced job control, however within structured response flexibility and control over personal approach is present
Low support	Occasional	Regular contact with colleagues and leadership. Can be dependent on school and leadership structure Can be dependent on school
Remote or isolated work	Rare	Predominantly school-based, collaborative environment. Frequent interactions with staff and students. Moving across multiple schools can feel isolating
Traumatic events, including vicarious trauma	Frequent	Regular engagement with students and families experiencing complex and emotionally distressing circumstances, with frequent exposure to vicarious trauma. This includes supporting students at risk of harm, families affected by traumatic events, and students who have experienced or are at risk of abuse or neglect
Violence/aggression – student behaviour	Occasional - 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	Responsibilities are generally well defined; however, scope may vary across schools depending on school size and leadership direction, contributing to role inconsistency and ambiguity.
Communication/team work/interaction with colleagues	Constant	Continuous collaboration with multiple stakeholders frequently, requiring effective communication and coordination

### Cognitive Demands Summary

Attention	Constant	Working with complex students, delivery and facilitation of assessments and engagement with stakeholders all require constant attention to task and variables within the tasks
Memory	Constant	Managing complex needs of a large caseload of students, stakeholder engagement requiring recall of names, situations, strategies, actions etc
Concentration	Constant	Working with complex students, delivery and facilitation of assessments and engagement with stakeholders requires constant concentration on the task at hand and variables within the task
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 such as outdoors around school campus or within the classroom with varied noise levels
Decision making	Frequent	Decision making, complex problem solving, prioritisation of needs, critical safety decision making, unpredictable variables and stakeholders
Situational awareness	Occasional	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 assessment and support (individual and group)

**Total time/shift:** Variable - up to 2.5 hours per day (highly variable depending on caseload and needs of school)

**Task duration:** Variable - 15 minutes to multiple hours

#### Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"><li>Individual student support in variable environments usually focussed on verbal discussion, modelling or support to implement strategies</li><li>Delivery of group programs focussed on social emotional wellbeing, usually discussion based with some physical activities (games) occasionally</li><li>Facilitation of cognitive or learning assessments for individual students including data analysis and documentation</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 and hand movement, manipulation (F)</li><li>Vision – long/short (O)</li><li>Voice projection (R)</li></ul>

### Task 2 - Parent and external stakeholder support and coordination (case management)

**Total time/shift:** Variable - up to 2 hours per day (highly variable depending on caseload and needs of school)

**Task duration:** Variable – 15 minutes to multiple hours

#### 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 face to face engagement with families and stakeholders</li><li>Documentation and administrative requirements for individual students</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 3 – Teacher support

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

**Task duration:** Variable – up to 1 hour

#### 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>Responding and de-escalating heightened or distressed teachers</li><li>Support within formal meeting environments</li><li>Development and facilitation of teacher in-services and training as requested</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></ul>

### Task 4 – Driving

**Total time/shift:** Variable

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

## Task 5 – Meetings (Professional development/staff meetings/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 (e.g. performance reviews)</li> <li>Respond to any assigned actions from meetings</li> </ul>	<ul style="list-style-type: none"> <li>Sitting (C)</li> <li>Forward reach (O)</li> <li>Finger/thumb manipulation (C)</li> <li>Lifting and carrying light materials (O)</li> <li>Wrist and hand movement, manipulation (F)</li> <li>Neck flexion – looking down (F)</li> </ul>

## Task 6 – 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 – Light work

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