

# Job Task Analysis

Department of Education

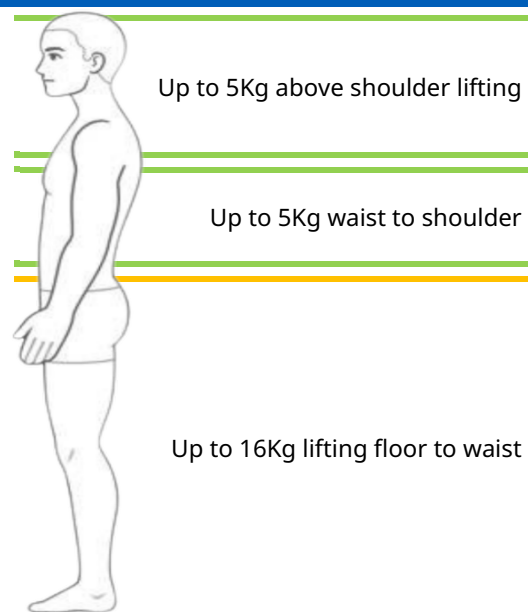
School Technical Officer, Computer Technician

General Role Description		Working Hours
<ul style="list-style-type: none"> <li>School Technical Officers and Computer Technicians provide frontline operational Information and Communication Technology (ICT) support in school environments, ensuring the reliable day to day operation of computers, devices and digital systems that support teaching, learning and administration.</li> </ul>		<ul style="list-style-type: none"> <li><b>Standard 1.0 Full-Time Equivalent (FTE):</b> 36.25 hours per week (7.25 hours/day, Monday – Friday)</li> <li>Employees are entitled to meal breaks and rest pauses in accordance with the provisions of their 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	Technical support	Light work
2	Maintenance and repairs	Medium work
3	Equipment setup and configuration	Medium work
4	Project work	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</li> <li>Indoor – (Laboratory/Office) Generally, climate-controlled (air conditioning/fans), with variation between classrooms</li> <li>Outdoor - (while mobilising through school) heat, humidity, UV exposure, wet, cold, weather conditions</li> <li>Offsite environments – external stakeholder meetings, community engagement etc</li> <li>Noise – classroom noise, including low pitch ambient noise and high pitch from students</li> <li>Low level exposure to dust, aerosols (e.g., from coughing or sneezing), body fluids (e.g., sweat), standard cleaning products, hand sanitiser, and possible environmental contaminants (e.g., mould, aged building asbestos risks).</li> </ul>		<ul style="list-style-type: none"> <li>The Computer Technician roles encompasses a school's Information and Communication Technology (ICT) section and includes the School Technical Officer, Computer Systems Administrator, Multimedia Developer and Senior Computer Assistant.</li> <li>All roles will report to the Head of Department, Business Manager or Principal.</li> </ul>
		Tools and Equipment
		<ul style="list-style-type: none"> <li>Various equipment and cords (e.g. printer, projector, computer etc)</li> </ul>
		Manual Handling Devices
		<ul style="list-style-type: none"> <li>Trolley</li> <li>Step ladder</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 – 22 min	23 min – 2.4 hrs	2.5 – 4.8 hrs	4.9 – 7.25 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>Equipment / projector/ resources &lt;5kg</li> </ul>
Waist to shoulder		Up to 5				<ul style="list-style-type: none"> <li>Resources/ equipment/ boxes/ desktop &lt;8kg</li> </ul>
Floor to waist		Up to 16				<ul style="list-style-type: none"> <li>Equipment/ computer / mini printer &lt;16kg</li> </ul>
Carrying – unilateral/ bilateral		Up to 16	Up to 8			
Push/Pull (Kg-force)		Up to 14				<ul style="list-style-type: none"> <li>Trolleys with equipment or stock &lt;14Kg</li> </ul>
General and Trunk	R	O	F	C	Rep	Comments
Sit			✓			Computer based work. Often sustained
Stand			✓			Assisting students and staff, performing equipment set up
Walk – even and uneven surfaces			✓			Mobilising across school grounds, even and uneven terrain
Kneel/squat		✓				Accessing equipment or electrical outlets at or near ground height
Bend forwards/stoop			✓			Accessing equipment and performing set up
Bend backwards	✓					
Trunk twist/side bend		✓				Working in confined spaces such as accessing equipment in storage room
Neck flexion – look down			✓			Device and laptop work and configuration, working at support desk
Neck extension – look up		✓				Visual checks of overhead equipment or cables and access points
Neck rotation			✓		✓	Providing support to staff and students, use of multiple screens
Upper Limb	R	O	F	C	Rep	Comments
Forward reach			✓			Use of keyboards, reaching to wire access points or equipment
Side reach		✓				Reaching to wire access points or equipment
Overhead reach		✓				Reaching to wire access points. Installing or swapping projectors.
Wrist movement			✓		✓	Operating devices, handing hand tools
Finger/thumb manipulation			✓		✓	Use of keyboard and mouse, cable connections and handling any small components
Grip/grasp			✓		✓	Handling ICT equipment



Other	R	O	F	C	Rep	Comments
Climb - steps/stairs/ ladder		✓				May use step stool or small ladder to access equipment during troubleshooting or maintenance. Stairs throughout schools
Balance	✓					
Vibration - whole body or upper limb	✓					
Voice projection	✓					Voice projection rarely required

Psychosocial Demands Summary		
High job demands	Occasional	May have periods of high demand during peak times with assisting students and staff
Emotional demands	Occasional	May be assisting students or staff who occasionally become frustrated or distressed
Low job demands	Occasional	Some tasks may be monotonous such as configuration or compliance checks
Low job control	Occasional	The work is largely reactive but can have autonomy during project work or performing preventive maintenance
Low support	Constant	Regular contact with colleagues and leadership such as HOD's and BM's
Remote or isolated work	Rare	Working inside the school environment with regular contact with other staff and students
Violence/aggression - student behaviour	Rare	Could range from disruption, non-compliance to verbal and physical intimidation or aggression
Violence/aggression - parent interactions	Rare	
Violence/aggression	Rare	
Poor role clarity	Occasional	Some potential overlap with facilities and contractor responsibilities, mitigated through escalation procedures
Communication/team work/interaction with colleagues	Constant	Regular interaction and collaboration with staff, HOD's, BM's, facilities and external contractors requiring effective communication skills

Cognitive Demands Summary		
Attention	Frequent	Sustained attention responding to support requests or while switching between tasks
Memory	Frequent	Recall of procedures, escalation pathways and device configurations.
Concentration	Occasional	Required while completing tasks and ensuring accuracy while interruptions or competing demands occur
Vision	Constant	Constant screen-based work, also requiring for inspecting equipment and wire access points or outlets
Hearing	Frequent	Particularly when working with staff or students either at support desk or within the classroom environment
Decision making	Occasional	Determining appropriate troubleshooting steps and prioritising tasks
Situational awareness	Occasional	Awareness when working in classrooms and while moving equipment throughout school grounds

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 - Technical support

**Total time/shift:** Variable - up to 2.5 hours

**Task duration:** Up to 2.5 hours at a time

#### Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"><li>• Provide frontline ICT support to staff and students via a scheduled support desk and on-call assistance</li><li>• Diagnose and troubleshoot faults in computers, laptops, printers, phones, audiovisual and peripheral equipment and determine whether issues require escalation to other parties</li><li>• Resolve software, user access, configuration and connectivity issues within scope</li></ul>	<ul style="list-style-type: none"><li>• Sitting (O)</li><li>• Standing (F)</li><li>• Bend forwards/stoop (O)</li><li>• Neck flexion and rotation (F)</li><li>• Forward reach (F)</li><li>• Finger/thumb manipulation (F)</li><li>• Grip/grasp (F)</li></ul>

### Task 2 – Maintenance and repairs

**Total time/shift:** Up to 1.5 hours

**Task duration:** Variable - up to 1 hour at a time

#### Physical demand level – Medium work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"><li>• Perform preventative maintenance, routine repairs and troubleshooting on ICT equipment as able</li><li>• Remove faulty devices from service to store in storage areas and arrange for collection. Equipment such as mini printers up to 16kg</li><li>• Determine whether issues require escalation to facilities officers, regional ICT staff or approved third-party contractors when outside of scope and liaise with these parties to resolve issues</li><li>• Maintain asset registers and technical documentation</li></ul>	<ul style="list-style-type: none"><li>• Sit (O)</li><li>• Standing and walking (F)</li><li>• Kneel/squat (O)</li><li>• Bend forwards/stoop (O)</li><li>• Trunk twist/side bend (O)</li><li>• Neck flexion and rotation (F)</li><li>• Forward reach (F)</li><li>• Finger/thumb manipulation (F)</li><li>• Grip/grasp (F)</li><li>• Lifting floor to waist up to 16kg (O)</li><li>• Carrying – bilateral up to 16kg (O)</li><li>• Carrying – unilateral up to 8kg (O)</li></ul>

### Task 3 – Equipment setup and configuration

**Total time/shift:** Variable – up to 2 hours

**Task duration:** Up to 2 hours at a time

#### Physical demand level – Medium work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"><li>• Build, configure and deploy laptops and desktop devices for staff and students. Install approved software, operating systems and updates</li><li>• Prepare ICT equipment for distribution and retrieval, including transport between offices, classrooms and storage (e.g. pushing laptop carriers requiring up to 14kg of initial force and 8kg of sustained force)</li><li>• Swap or replace equipment or connecting devices to existing infrastructures (e.g. data points, projectors) where safe and access is available</li></ul>	<ul style="list-style-type: none"><li>• Sit (F)</li><li>• Standing/walking (O)</li><li>• Kneel/squat (O)</li><li>• Neck flexion and rotation (F)</li><li>• Neck extension (O)</li><li>• Forward reach (F)</li><li>• Finger/thumb manipulation (F)</li><li>• Grip/grasp (F)</li><li>• Lifting from waist to above shoulder height up to 5kg (O)</li><li>• Push up to 14kg of force (O)</li></ul>

### Task 4 – Project work

**Total time/shift:** Variable – up to 6 hours

**Task duration:** Up to 3 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"> <li>• Computer based work</li> <li>• Design and provide support to digital systems, online tools and learning platforms</li> <li>• Assist with digital or multimedia projects, including testing, ensure compliance, perform quality checks and assisting with developing guidelines</li> <li>• Participate in other ICT projects under direction and contributing technical expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting (C)</li> <li>• Standing (O)</li> <li>• Forward reach (F)</li> <li>• Finger/thumb manipulation (F)</li> </ul>

### Task 5 – Meetings (professional development/staff meetings/performance reviews)

<b>Total time/shift:</b> Variable depending on the time of year/specific needs	
<b>Task duration:</b> Variable	
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 (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>• Neck rotation and movement (F)</li> <li>• Wrist and hand movement, manipulation (F)</li> <li>• Lifting/carrying (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	
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
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.