

Job Task Analysis

Department of Education

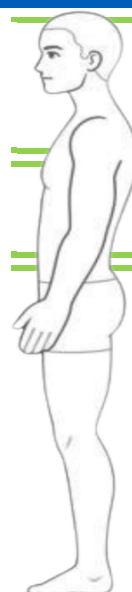
Speech Language Pathologist

General Role Description		Working Hours
<ul style="list-style-type: none"> Provision of support to students with speech, language, communication and related learning needs so they can fully participate in the educational environment. Assess and address difficulties in areas such as speech sound development, language comprehension and expression, literacy foundations, fluency, voice and social communication, and may also assist students with eating and drinking safety. Support to schools and teachers to facilitate inclusive environments for all students on both global and individual levels focusing on reducing barriers to learning and enhancing student access to the curriculum. 		<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 learning and therapy 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	Individual student supports including assessment and intervention (indoor)	Medium work
6	Whole of school support and focussed supports	Light work
7	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 – 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"> Speech Language Pathologists 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. Working in a multidisciplinary team – aligned closely with Occupational Therapist and Physiotherapist teams 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 Various therapy resources and equipment (e.g. communication devices, boards and games, oral)
		Manual Handling Devices
		<ul style="list-style-type: none"> Trolley Roller bag for supplies/ resources
		Personal Protective Equipment (PPE)
		<ul style="list-style-type: none"> Closed footwear pending class requirements

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/ resources <5kg
Waist to shoulder		Up to 7.5				<ul style="list-style-type: none"> Resources/ equipment <7.5kg
Floor to waist			Up to 10			<ul style="list-style-type: none"> Educational resources or assessments <10kg
Carrying - unilateral/ bilateral			Up to 10			
Push/Pull (Kg-force)		Up to 10				<ul style="list-style-type: none"> Trolley Roller bag for supplies
General and Trunk	R	O	F	C	Rep	Comments
Sit			✓			Breaks, meetings and admin outside of therapeutic intervention, small chair/stool when supporting student
Stand		✓				During sessions, meetings, classroom observations and resource preparation
Walk - even and uneven surfaces		✓				Movement across school and community grounds on even and uneven surfaces
Kneel/squat		✓				Position will depend on student and classroom (ability to change as needed) and can be sustained for periods of 20-40 minutes
Bend forwards/stoop			✓			Used when engaging with students, reaching materials, or adjusting resources
Bend backwards	✓					
Trunk twist/side bend		✓				Reaching for materials or working in shared spaces
Neck flexion - look down			✓			Reviewing documents, writing notes, computer work and assessments
Neck extension - look up	✓					
Neck rotation		✓			✓	Conversing with students and staff, scanning environments
Upper Limb	R	O	F	C	Rep	Comments
Forward reach		✓				Resources and objects. Can be sustained (e.g. reaching for assessment materials, books, therapy resources, or items on desks)
Side reach		✓				Accessing resources, or organising items around therapy areas
Overhead reach	✓					
Wrist movement				✓	✓	Required for writing notes, typing reports, handling therapy tools, manipulating cards and books, and using devices
Finger/thumb manipulation			✓		✓	Essential for fine motor tasks such as turning pages, entering data or managing AAC devices
Grip/grasp			✓		✓	Involved in carrying resource bags, therapy kits, books, or equipment between classrooms



Up to 5Kg above shoulder lifting

Up to 7.5Kg waist to shoulder

Up to 10Kg lifting floor to waist

Other	R	O	F	C	Rep	Comments
Climb - steps/stairs/ ladder		✓				Ladder use is rare. Access may involve stairs, ramps, or lifts
Balance		✓				Balance required on uneven surfaces etc. 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				✓	✓	Requires clear, sustained voice use during assessments, therapy sessions, meetings and classroom activities

Psychosocial Demands Summary		
High job demands	Frequent	Duty of care to students, staff and others in the workplace. Managing a varied caseload, deadlines for reporting, and multiple competing priorities
Emotional demands	Occasional	Supporting students, families, and staff through sensitive or emotionally complex situations.
Low job demands	Rare	Work typically involves varied tasks
Low job control	Occasional	Scheduling may be influenced by school timetables, funding allocations, and system requirements
Low support	Occasional	Occasional periods of independent work when travelling between schools or working off site
Remote or isolated work	Rare	Some work may occur at single-person sites with limited immediate peer contact
Traumatic events, including vicarious trauma	Rare	Potential exposure to sensitive or distressing student information
Violence/aggression – student behaviour	Occasional	Could range from disruption, non-compliance to verbal and physical intimidation or aggression
Violence/aggression – parent interactions	Occasional	Occasional difficult or tense conversations requiring professional communication and de-escalation
Poor role clarity	Rare	Role guidance is typically well-defined through departmental frameworks and clinical supervision
Communication/team work/interaction with colleagues	Frequent	Collaboration with teachers, support staff, leadership teams, and other specialists is regularly required

Cognitive Demands Summary		
Attention	Constant	Requires sustained focus during assessments, therapy sessions, and documentation
Memory	Frequent	Recalling student history, therapy goals, assessment findings, schedules, and intervention strategies
Concentration	Constant	Maintaining focus while managing distractions, multitasking, or working with students who require high levels of engagement
Vision	Frequent	Utilised for reading reports, observing student responses, analysing written or visual materials, and using digital tools
Hearing	Constant	Essential for listening to student speech patterns, identifying subtle communication errors, and participating in discussions in varied noise environments
Decision making	Frequent	Making informed clinical and educational decisions, interpreting assessment results, and determining appropriate adjustments or intervention approaches
Situational awareness	Frequent	Remaining aware of changing school environments, student safety, and contextual factors such as movement between school locations or navigating busy learning spaces

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 learning and therapy environments (indoor)

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

Task duration: Variable - 10 to 15 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 therapy environments – indoorPreparation for therapy tasks and activitiesCollating, cleaning and packing of resources and equipmentWiping or mopping spills/ food/ bodily fluids	<ul style="list-style-type: none">Sitting (O)Standing (F)Walking on various surfaces (F)Finger/thumb manipulation (C)Carrying, lifting floor to waist, waist to shoulder, above shoulder (F)Crouching, forward bending, reaching, twisting (F)Neck rotation and movement (O)

Task 2 - Administrative tasks

Total time/shift: Variable - up to 1 hour

Task duration: Variable - depending on how individual structures their day/week

Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">Completing clinical notes, session summaries, and required departmental documentation following assessments or interventions.Reviewing reports, student files, and relevant background information to support clinical decision-making and planningCompletion of documentation, paperwork from school in relation to caseload and school focusChecking emails and responding to general administrative correspondence	<ul style="list-style-type: none">Sitting (C)Forward reach (O)Finger/thumb manipulation (C)Wrist movement (F)Neck flexion – looking down (F)Visual focus (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 deliveryNavigating 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 at a time

Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
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<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 • 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 	<ul style="list-style-type: none"> • Sitting (C) • Forward reach (O) • Finger/thumb manipulation (C) • Wrist and hand movement, manipulation (F) • Neck flexion – looking down (F) • Visual focus (C) • Hearing (C)
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Task 5 – Individual student supports including assessment and intervention (indoor)

Total time/shift: Variable – up to 4 hours

Task duration: Variable - up to 1.5 hours per time

Physical demand level – Medium work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> • Preparing assessment materials, setting up the testing environment, and organising required resources • Conducting individual assessments with students, including administering standardised tools, informal assessments and structured observations • Conducting individual or small-group therapy sessions targeting speech, language, literacy, voice, fluency, AAC or social communication goals • Engaging with students at table height or floor level depending on age and support needs • Handling, presenting and recording assessment materials such as test books, stimulus cards, manipulatives and digital tools 	<ul style="list-style-type: none"> • Sitting (F) • Standing (O) • Walking (O) • Sustained forward and side reach (F) • Bending/stooping (O) • Kneeling/squatting (O) (when working with younger students) • Gripping/ handling materials (F) • Finger/ thumb manipulation (F) • Neck flexion – looking down (F) • Voice projection (C) (consistent verbal interaction required)

Task 6 – Whole of school support and focused supports

Total time/shift: Variable – up to 45 minutes

Task duration: Variable - 30 to 45 minutes

Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> • Developing and delivering professional learning to upskill teachers, teacher aides and other school staff in communication-supportive strategies, AAC use, and inclusive practices. • Modelling strategies within classrooms, coaching staff during activities, or demonstrating adjustments to support student communication. • Creating or preparing training resources, visual supports, handouts, demonstration materials and digital content. • Meeting with staff to build knowledge and confidence, problem-solve communication barriers, and plan adjustments. • Moving between classrooms or buildings to observe staff implementation and provide in-situ guidance. 	<ul style="list-style-type: none"> • Sitting (O) • Standing (F) • Walking (O) • Forward and side reach (O) • Bending/stooping (O) • Finger/thumb manipulation (F) • Gripping/handling materials (F) • Wrist movement (F) • Neck flexion – looking down (F)

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 – 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.