

Job Task Analysis

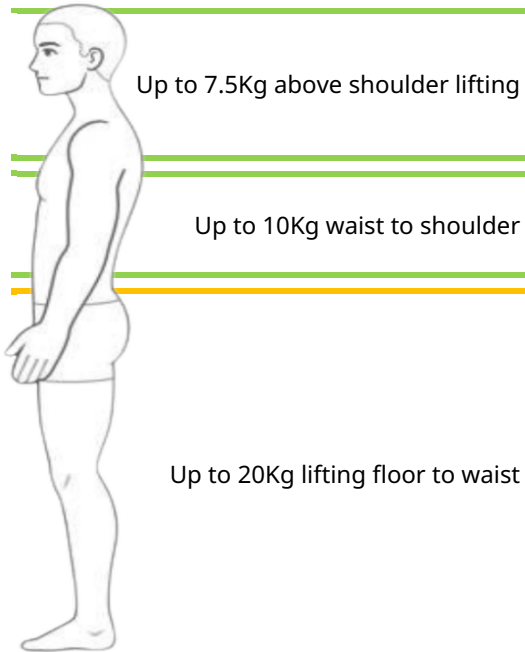
Department of Education

Teacher Aide – Primary

General Role Description		Working Hours
<ul style="list-style-type: none"> Provide duty of care to students aged 4 to 12 years old ensuring their health, safety and wellbeing at all times. Support the learning, safety and development of students within the learning environments by supporting teaching and learning activities across various school environments. Manage behaviour and follow departmental policies, including mandatory reporting and student wellbeing procedures. Collaborate with staff, parents, and the school community, and participate in meetings, professional development, and school activities. 		<ul style="list-style-type: none"> Standard 1.0 Full-Time Equivalent (FTE): 38 hours per week (7.6 hours/day, Monday – Friday) Employees are entitled to meal breaks and rest pauses in accordance with the provisions of their 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 and operational demands.
Work Activities Summary (Refer to the task descriptions section for detailed information)		
1	Setting up/packing up learning environments (indoor and outdoor)	Medium work
2	Direct student learning support	Light work
3	Learning activity support (including assessments, curriculum activities, library tasks)	Light work
4	Student management and wellbeing	Light work
5	Meetings (professional development/staff meetings/performance reviews)	Sedentary work
6	Playground duties (PGD) (indoor/outdoor/eating duty)	Light work
7	Student hygiene and self-care support (Early Childhood Development Program (ECDP) and Special Education specific)	Medium work
8	Participate in lockdowns/fire evacuations (planned drills and unplanned occurrences)	Medium work
9	Attend and support school events (athletics, cross country, concerts etc) - Optional	Medium work
10	Pool based lessons - Optional	Medium work
11	Attend and support excursions and camps - Optional	Medium work
Work Environment		Employees
<ul style="list-style-type: none"> Class sizes may vary but maximum class size target (based on EBA, with some exceptions) <ul style="list-style-type: none"> - Prep, Year 1, 2 and 3 = 25 students approx. - Year 4, 5 and 6 = 28 students approx. School environment – stairs, ramps, slope, grass, lifts Community environment – paths, grass, slopes, stairs, uneven ground, transport Outdoor work – Playground duty (PGD), heat, UV exposure, cold, wet, weather conditions Offsite environments (Camp/excursions etc) (can opt out) – variable elements, transport, activities 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, vomit, human waste), cleaning products, hand sanitiser, and potential environmental contaminants (e.g. mould, asbestos in older settings) 		<ul style="list-style-type: none"> The teacher aide role works to support teachers, specialist staff and leadership with varied tasks and activities across the student support spectrum. The role can vary depending on size of school, student needs, specialist programs running within a school and leadership priorities and direction. Teacher aides can work within a set environment (i.e. be attached to one student or classroom) or can work across multiple teams/environments within a day/week.
		Tools and Equipment
		<ul style="list-style-type: none"> Nil
		Manual Handling Devices
		<ul style="list-style-type: none"> General – Trolley Hoist and height adjustable changing table Ladder
		Personal Protective Equipment (PPE)
		<ul style="list-style-type: none"> Gloves, apron, glasses and masks Sunscreen, wide brimmed hat, high-visibility vest (e.g. PGD)

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 7.5				<ul style="list-style-type: none"> Laptop/ tablet books/ files/ resources <7.5kg. Resources/ equipment <10kg. Resources/ chairs/ tables <15kg. Playground equipment/ supporting students (lower primary) <20kg Trolley Pushing students in wheelchairs 
Waist to shoulder		Up to 10			✓	
Floor to waist - Lower primary			Up to 20			
Floor to waist - Upper primary		Up to 20				
Carrying - unilateral/ bilateral			Up to 20			
Push/Pull (Kg-force)			Up to 10			
General and Trunk	R	O	F	C	Rep	Comments
Sit		✓			✓	Can be sustained (with ability to change as needed) for up to 2 hours depending on task. Use of both adult and child sized chairs (particularly lower primary)
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 periods of 20-40 mins.
Bend forwards/stoop			✓			Position will depend on task and student ability (ability to change as needed). Can be sustained for 20-30 minutes (scanning, unpacking)
Bend backwards	✓					When reaching up/ stretching
Trunk twist/side bend		✓				Depends on task (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			✓		✓	Continuous student monitoring.
Upper Limb	R	O	F	C	Rep	Comments
Forward reach			✓			Ability to change as needed. Can be sustained for screen pointer use or brief repetitive actions such as reaching for classroom resources etc.
Side reach			✓			Ability to change as needed. Position will depend on child and classroom. Can be unpredictable in response to student movements
Overhead reach		✓				Ability to change as needed, can be sustained. Hanging items in classroom, or shorter more repetitive movements for resources
Wrist movement			✓		✓	Ability to take breaks as needed. (e.g. gluing, cutting, typing)
Finger/thumb manipulation			✓		✓	Ability to take breaks as needed. (e.g. gluing, cutting, typing)
Grip/grasp			✓		✓	Ability to take breaks as needed. (e.g. gluing, cutting, typing)

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. May assist students on stairs
Balance		✓			✓	Ability to change positions as needed. Balance required on uneven surfaces/low chairs. Agility required to quickly respond to situations involving student safety
Vibration – whole body or upper limb	✓					
Voice projection		✓			✓	Required in classroom situations where classroom teacher requires support or child is in unsafe situation where projection is required

Psychosocial Demands Summary		
High job demands	Frequent	Duty of care to students and others in the workplace. Fast pace, multiple competing special needs of students, reporting deadlines, emails
Emotional demands	Frequent	Supporting students with frequently high level emotional and learning needs
Low job demands	Rare	Classroom teaching is generally varied and cognitively engaging
Low job control	Occasional	Curriculum requirements, policies and procedures, timetabling constraints, limited control over pace at times and student behaviours
Low support	Rare	Regular contact with direct supervisor and colleagues, particularly when support is needed
Remote or isolated work	Never	Predominantly school-based, collaborative environment, working outside of school hours
Traumatic events, including vicarious trauma	Occasional	Direct exposure to traumatic events are rare, however exposure to vicarious trauma through work with vulnerable students and families is more likely. Higher likelihood of exposure in special education and ECDP environments
Violence/aggression – student behaviour	Frequent	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
Poor role clarity	Rare	Generally well-defined role within department structure. Role may vary depending on individual student needs or different class needs. This may lead to role clarity concerns if staff are moving between classes or schools
Communication/team work/interaction with colleagues	Constant	Teachers engage with multiple stakeholders frequently, requiring strong communication skills

Cognitive Demands Summary		
Attention	Constant	When working directly with students, constant attention required
Memory	Constant	Direct student support requires recall of strategies and individual approaches for each student and how this integrates into a whole class approach. Frequently moving through different tasks requires high levels of memory to ensure consistency and efficient completion of tasks
Concentration	Constant	Sustained focus with frequent interruptions and multitasking, keeping students on task individually and in groups. Constantly making judgements and assessments based on criteria
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	Constant	Hearing in variable environments, noise levels can be high
Decision making	Frequent	Real-time behavioural, instructional, and safety decisions, forward planning
Situational awareness	Frequent	Working with up to 28 students 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 - Setting up/packing up learning environments (indoor and outdoor)

Total time/shift: Variable – up to 2 hours

Task duration: Variable – up to 1 hour

Physical demand level – Medium work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">Set up and pack down of classroom and learning environments – indoors and outdoorsDisplay of student work, changing classroom displays, rotation of student outputsPreparation for learning tasks and activitiesCollating, cleaning and packing of resourcesAnnual deep clean of classroom resources	<ul style="list-style-type: none">Sitting (F)Standing (O)Walking (F)Carrying, Lifting floor to waist, waist to shoulder, above shoulder 5 - 20kg (O)Crouching, forward bending, reaching, twisting (F)Neck rotation and movement (O)Climb (ladder) (O)

Task 2 - Direct student learning support

Total time/shift: Up to 4 hours per day

Task duration: Variable – up to 50 minutes

Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">Individual student support in variable environments including but not limited to verbal prompting, modelling of task, reflection and discussion,Classroom support for students – including verbal prompting, modelling, redirectionFacilitation of student assessment tasksAll tasks delegated and supported by classroom teacher	<ul style="list-style-type: none">Sitting (F)Wrist, hand movement and manipulation (F)Crouching, forward bending, reaching (F)Neck rotation and movement (F)Forward reach (O)

Task 3 – Learning activity support (including assessments, curriculum activities, library tasks)

Total time/shift: Variable – up to 6 hours

Task duration: Variable – 2 hours or more

Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">Planning and development of learning resources and materials in collaboration with classroom activitiesScanning and documenting books and resourcesOrganising, sorting and packing books and resourcesCollection and collation of data from student assessmentsAdministration and documentation required of learning tasks as delegated to teacher aide	<ul style="list-style-type: none">Sitting (F)Standing (F)Bending, twisting, forward and overhead reach (O)Hand, wrist movement and manipulation (F)

Task 4 – Student management and wellbeing

Total time/shift: Variable – up to 5 times per week

Task duration: Variable

Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
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<ul style="list-style-type: none"> • Behaviour management support for students in variable environments including but not limited to verbal prompting, modelling of behaviour, changing environments, physical redirection • De-escalation of heightened students in variable environments mostly centred around verbal prompting and redirection • If required, coordination and facilitating class to move out of environment if heightened student poses risk to self or others • Teacher Aides will nearly always be able to access support from Teacher, HOSES or other member of staff as required 	<ul style="list-style-type: none"> • Standing/ walking (F) • Crouching/kneeling/squatting (F) • Forward reach (O) • Voice projection (C) • Dependant on response required
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Task 5 – Meetings (Professional development/staff meetings/performance reviews)

Total time/shift: Variable depending on the time of year/specific needs	
Task duration: Variable	
Physical demand level – Sedentary work	
Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> • Attend required meetings as directed by school leadership • Prepare materials and information for relevant meetings (performance reviews) • Respond to any assigned actions from meetings 	<ul style="list-style-type: none"> • Sitting (C) • Standing (O) • Neck movement (F) • Wrist/hand use incl. typing/ writing (C-F)

Task 6 – Playground duties (PGD) (indoor/outdoor/eating duty)

Total time/shift: 30 minutes	
Task duration: 15 to 30 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"> • Observing and supervising students at eating and play times across variable environments • Coordinating care for students if required (e.g. directing to first aid, social cues, redirection) • Ensuring student safety in outdoor environments (e.g. play equipment, remaining on school property, group games) 	<ul style="list-style-type: none"> • Walking (C) • Standing (C) • Crouching, forward bending (O) • Neck rotation and movement (F)

Task 7 – Student hygiene and self-care supports (ECDP and Special Education specific)

Total time/shift: Variable depending on student and class size	
Task duration: Variable - 10 to 15 minutes at a time (average)	
Physical demand level – Medium work	
Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> • Transferring from floor to hoist/ change table/ toilet • Supporting with uniform/ clothing as required • Removal and changing of underwear/ nappy/ continence aid • Verbal support of students who can physically complete toileting and self-care tasks but still require support • Supporting completion of hygiene steps like handwashing to level of student (from verbal prompting to physical support) 	<ul style="list-style-type: none"> • Sitting (F) • Standing (O) • Walking (O) • Lifting floor to waist up to 20kg, waist to shoulder up to 5kg (O) • Crouching, forward bending, reaching, twisting (O) • Neck rotation and movement (O)

Task 8 – 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"> • Support movement of students from classroom to evacuation location in event of fire alarm sounding • Ensure all students are accounted for at evacuation point • Communicate with fire wardens and school leaders as required • Support lock down of classroom environment including moving students under desks or to safe location in event of lockdown alarm sounding • Ensure all students are accounted for within environment • Communication with lockdown team and school leaders as required • Provide reassurance and emotional support to students 	<ul style="list-style-type: none"> • Standing (F) • Walking (F) • Kneeling, crouching, forward bending (F) • Neck rotation and movement (F)
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Task 9 – Attend and support school events (athletics, cross country, concerts etc) - Optional

Total time/shift: Can be variable depending on teacher roles, may be 1 to 2 events per school term

Task duration: Variable

Physical demand level – Medium work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> • Prepare environments (indoor and outdoor) for events • Support and participate in event in line with planning including but not limited to coordination of students, marshalling, time keeping, AV coordination and use, moving students between environments, accounting for students across environments • Participate in event as required • Clean up equipment and environment post event conclusion 	<ul style="list-style-type: none"> • Standing (C) • Walking (C) • Kneeling, crouching, forward bending (O) • Trunk rotation and twisting (O) • Neck rotation and movement (F) • Wrist, hand movement and manipulation (F) • Carrying, lifting equipment up to 10kg (O)

Task 10 – Pool based lessons - Optional

Total time/shift: 1 session per week for 12 to 24 weeks a year (depending on school)

*specialist physical education teacher may have up to 10 lessons in a week

Task duration: 30 to 45 minutes

Physical demand level – Medium work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> • Supporting learn to swim/swimming technique lessons for class of students (can be in pool or alongside pool) • Directing and facilitating students safely changing from school clothes to swimming attire through verbal prompting • Individual student support and guidance within learning environment including but not limited to verbal prompting, modelling of task, physical prompts (hand on hand) if in pool 	<ul style="list-style-type: none"> • Standing (C) • Walking (F) • Wrist, hand movement and manipulation (F) • Crouching, forward bending, reaching (F) • Neck rotation and movement (F) • Forward reach (O)

Task 11 – Attend and support excursions and camps - Optional

Total time/shift: Can be variable depending on teacher roles (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"> • Facilitate student access and transport to event location – could include bus transport • Conduct student safety checks (accounting for student numbers) • Facilitate and participate in event activities in line with planning, teacher aide role is to support activities led by guide/camp facilitator external provider • Coordinate student self-care and ADL tasks when staying away from home via verbal prompting (toileting, showering, sleeping) 	<ul style="list-style-type: none"> • Standing (C) • Walking (C) • Kneeling, crouching, forward bending (O) • Trunk rotation and twisting (O) • Neck rotation and movement (F) • Wrist, hand movement and manipulation (F) • Carrying, lifting equipment up to 10kg

- Clean up equipment and environment as required by external provider

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.