

Job Task Analysis

Department of Education Teacher Aide – Secondary

General Role Description	Working Hours
<ul style="list-style-type: none"> • Provide duty of care to students aged 12 to 18 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.

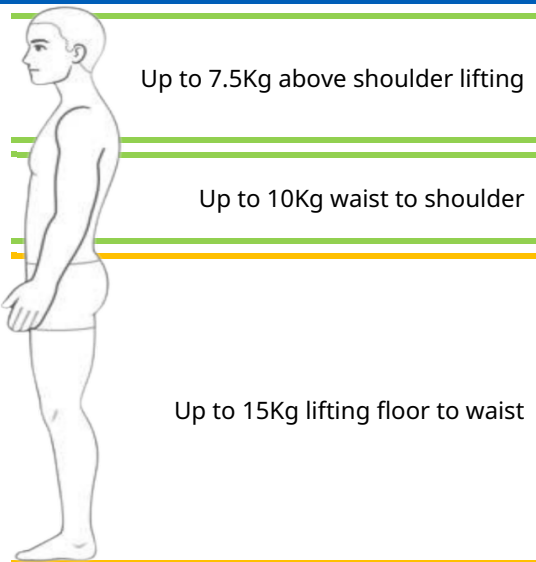
Work Activities Summary (Refer to the task descriptions section for detailed information)

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	Participate in lockdowns/ fire evacuations (planned drills and unplanned occurrences)	Medium work
8	Attend and support school events (athletics, cross country, concerts etc) - Optional	Medium work
9	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"> - Year 7, 8, 9 and 10 = 28 students approx. - Year 11 and 12 = 25 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
	Personal Protective Equipment (PPE)
	<ul style="list-style-type: none"> • Gloves, apron, glasses and masks • Closed footwear pending class requirements • 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/ equipment <15Kg. Trolley Pushing students in wheelchairs
Waist to shoulder		Up to 10			✓	
Floor to waist			Up to 15			
Carrying - unilateral/ bilateral			Up to 15			
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
Stand				✓	✓	Can be sustained (with ability to change as required) depending on task
Walk - even and uneven surfaces				✓		Moving across classroom and school grounds on even and uneven surfaces
Kneel/squat		✓				Reaching low levels (ability to change as needed)
Bend forwards/stoop			✓			Moving between standing, stooping and crouching (ability to change as needed)
Bend backwards	✓					When reaching up/stretching
Trunk twist/side bend		✓				Depends on task (ability to change as needed)
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			✓			Movement will depend on student and classroom (ability to change as needed) can be sustained, more likely to be shorter more repetitive movements such as in classroom reaching for resources or objects.
Side reach		✓				Position will depend on student and classroom (ability to change as needed). Can be unpredictable in response to student movements
Overhead reach		✓				Ability to change as needed) can be sustained. Hanging items in classroom, more likely to be shorter more repetitive movements
Wrist movement		✓			✓	Ability to take breaks as needed
Finger/thumb manipulation			✓		✓	Ability to take breaks as needed
Grip/grasp			✓		✓	Ability to take breaks as needed

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 on uneven ground. Ability to change positions as needed
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, constant changing between tasks, often working across multiple environments and juggling multiple competing demands
Emotional demands	Frequent	Supporting students, often supporting students with specific emotional or learning needs
Low job demands	Rare	
Low job control	Occasional	Activities are often delegated by teacher or school leader and have set structure or process
Low support	Rare	Working in a team. Can be dependent on school and other staff members
Remote or isolated work	Rare	
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
Violence/aggression – student behaviour	Frequent	Could range from disruption, non-compliance to verbal and physical intimidation or aggression
Violence/aggression – parent interactions	Occasional	General support from other staff usually available
Poor role clarity	Rare	Teacher aides roles can be variable across different schools depending on the needs of the school. Generally good role clarity
Communication/team work/interaction with colleagues	Constant	Role engages with multiple stakeholders frequently requiring strong communication skills to ensure outcomes of the role.

Cognitive Demands Summary		
Attention	Constant	When working directly with students, constant attention required. Other activities and tasks require high levels of attention to detail
Memory	Frequent	Direct student support requires recall of strategies and individual approach for each student
Concentration	Constant	Unpredictable environment and situations require constant moving between tasks and multitasking
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	Constant decision making, problem solving, prioritisation of needs, safety decision making, unpredictable variables
Situational awareness	Frequent	Working with students and requiring constant awareness about behaviours, interactions and other students

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 – Up to 15kg (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 discussionClassroom support for students – including verbal prompting, modelling, redirectionFacilitation of student assessment tasksSupport may be provided in various learning environments such as classrooms, home economics, science lab, outdoors or manual arts environmentsAll 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 • Teacher Aides will 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 (PD/staff meetings/parent teacher interviews/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 – 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)

Task 8 – 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)

- 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
- 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 9 – 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 • Clean up equipment and environment as required by external provider 	<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

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	<i>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.</i>
Light work	<i>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</i>
Medium work	<i>Manual handling 9-22kg of force occasionally, and/or 4.5-9kg frequently, and/or <4.5kg constantly to move objects.</i>
Heavy work	<i>Manual handling 22-44kg of force occasionally, and/or 9-22kg of force frequently, and/or 4.5-9kg constantly to move objects.</i>
Very heavy work	<i>Exerting >44kg of force occasionally, and/or >22kg of force frequently, and/or >9kg of force constantly to move objects.</i>

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.