

Job Task Analysis

Department of Education

Teacher Aide – Special School

General Role Description	Working Hours
<ul style="list-style-type: none"> Provide duty of care to students aged 4 to 18 years old ensuring their health, safety and wellbeing at all times. Support students with additional learning, behavioural, physical, or communication needs to safely participate in educational activities, under the direction of teaching staff. 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.

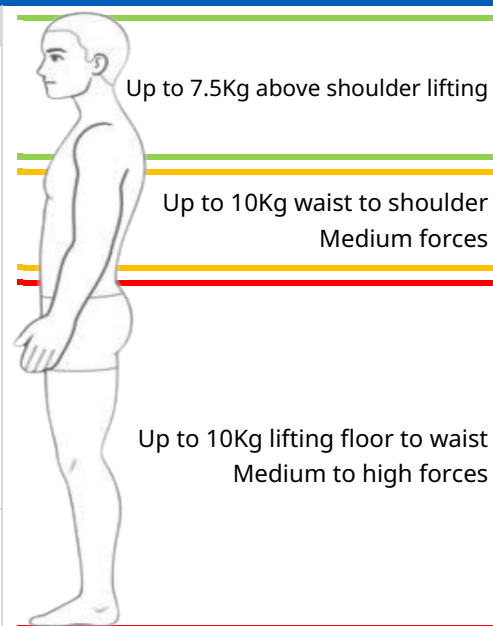
Work Activities Summary (Refer to the task descriptions section for detailed information)		
1	Setting up/packing up learning environments (indoor and outdoor)	Medium work
2	Direct student learning support	Light work
3	Learning activity support (including assessments, curriculum activities, library tasks)	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, feeding and self-care support	Heavy work
8	Transitioning students	Medium work
9	Participate in lockdowns/fire evacuations (planned drills and unplanned occurrences)	Medium work
10	Attend and support school events and excursions (athletics, concerts etc) - Optional	Medium work
11	Pool based lessons - Optional	Medium work
12	Support with "Health Hours" – Optional	Light 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) is 4 – 8 students depending on age and individual needs. School environment – stairs, ramps, slope, grass, lifts Community environment – paths, grass, slopes, stairs, uneven ground, transport Outdoor work – heat, UV exposure, cold, wet, weather conditions Offsite environments (excursions etc.) (optional) – 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. Ratio of Teacher/ Teacher Aide is dependent on the individual student needs, with a minimum of 1 Teacher and 1 Teacher Aide per class. Classroom support staff may include additional student support (e.g. Occupational Therapist/ Speech Therapist/ Physiotherapist)
	Tools and Equipment
	<ul style="list-style-type: none"> Nil
	Manual Handling Devices
	<ul style="list-style-type: none"> General – Trolley Hoists Height adjustable changing tables and standing frames
	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 <5kg Resources/ equipment <10kg
Waist to shoulder Medium forces (M)		Up to 10 (M)			✓	<ul style="list-style-type: none"> Assisting toileting/ dressing/ hygiene depending on student compliance (M)
Floor to waist Medium to high forces (M-H)		Up to 10 (M-H)				<ul style="list-style-type: none"> Transferring students with variable compliance levels/ using hoists (M-H)
Carrying - unilateral/ bilateral		Up to 10				
Push/Pull (Kg-force)			Up to 6 (M-H)			<ul style="list-style-type: none"> Trolley Pushing students in wheelchairs, strollers etc
General and Trunk	R	O	F	C	Rep	Comments
Sit		✓			✓	Breaks, meetings and admin outside of teaching hours. On chair small stool or floor
Stand			✓		✓	Can be sustained (with ability to change as required) depending on task
Walk - even and uneven surfaces			✓			Moving within classroom and on school grounds. Agility required to quickly respond to situations involving student safety
Kneel/squat			✓			Moving between sitting, standing, kneeling and squatting when supporting students
Bend forwards/stoop			✓			Position will depend on child and classroom and can be sustained for periods of 20-40 minutes
Bend backwards	✓					Moving frequently between standing, stooping and crouching
Trunk twist/side bend		✓				Position will depend on task and student ability
Neck flexion - look down			✓			Stooping/ bending to wipe or mop spills/ food/ bodily fluids
Neck extension - look up		✓				Dependant on child and classroom. Unpredictable when in response to student movements
Neck rotation			✓		✓	Dependant on child and classroom. Unpredictable when in response to student movements
Upper Limb	R	O	F	C	Rep	Comments
Forward reach			✓			Dependant on child and classroom. Reaching for resources or objects.
Side reach			✓			Dependant on child and classroom. Unpredictable in response to student movements
Overhead reach		✓				Sustained - hanging items in classroom. Reaching for resources or objects. Utilising hoists during toileting or transferring students
Wrist movement			✓		✓	Gluing, cutting, scanning, typing, feeding, dressing or toileting students
Finger/thumb manipulation			✓		✓	Gluing, cutting, administering medication, feeding, dressing or toileting students, using hoists/ slings
Grip/grasp			✓		✓	Gluing, cutting, administering medication, feeding dressing or toileting students, gripping wheelchairs, opening containers, using hoists/ slings



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. May be required to transition mobile students while on stairs. Lift often available
Balance			✓		✓	Uneven surfaces/soft play equipment. Agility required to quickly respond to situations involving student safety. Transitioning mobile students while holding their hand can be unpredictable
Vibration – whole body or upper limb	✓					
Voice projection				✓	✓	With classroom and playground, responding to students with various forms of physical and intellectual needs

Psychosocial Demands Summary		
High job demands	Constant	Fast pace, multiple competing special needs of students, duty of care responsibilities
Emotional demands	Constant	Supporting students and families with high level physical emotional and learning needs
Low job demands	Rare	Classroom teaching is generally varied and cognitively engaging
Low job control	Occasional	To follow class teacher direction, and individual school structures and processes
Low support	Rare	Regular contact with direct supervisor and colleagues, particularly when support is needed
Remote or isolated work	Rare	Regular contact with direct supervisor and colleagues, particularly when support is needed
Traumatic events, including vicarious trauma	Frequent	Increased frequency of medical events/ emergencies due to complex student conditions. Exposure to vicarious trauma through working with vulnerable students and families
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 complex student needs driving family psychosocial pressures
Poor role clarity	Rare	Role may vary depending on individual student needs. This may lead to role clarity concerns if staff are moving between classes or schools
Communication/team work/interaction with colleagues	Constant	Teacher Aides engage with multiple stakeholders frequently, requiring strong communication skills

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	Constant	Direct student support requires recall of medical conditions/ procedures and individual approaches for each student
Concentration	Constant	Unpredictable environment and situations require constant moving between tasks and multitasking. A lapse in concentration could have detrimental effects on a student's safety and wellbeing
Vision	Constant	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	Problem solving, prioritisation of needs, safety decision making, unpredictable variables, integration and collaboration of decisions
Situational awareness	Constant	Working with high needs students requires constant awareness about behaviours and varying personal schedules (e.g. medication/ food/ water schedules)

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: 1.5 hours

Task duration: 20 to 30 minutes

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 outdoors• Display of student work, changing classroom displays, rotation of student outputs• Moving and walking on soft play equipment• Preparation for learning tasks and activities• Collating, cleaning and packing of resources• Annual deep clean of classroom resources	<ul style="list-style-type: none">• Sitting (O)• Standing (F)• Walking (F) on various surfaces• Finger/thumb manipulation (C)• Carrying, Lifting floor to waist, waist to shoulder (up to 10kg), above shoulder (up to 7.5kg) (F)• Crouching, forward bending, reaching, twisting (F)• Neck rotation and movement (O)

Task 2 - Direct student learning support

Total time/shift: 3 hours

Task duration: 1.5 hours

Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">• Performing tasks delegated by and to support classroom teacher• Individual student support in variable environments including but not limited to verbal prompting, assisting to move, guiding movement, modelling of task, reflection and discussion• Administration of basic first aid (Band-Aids, icepacks etc)	<ul style="list-style-type: none">• Sitting (O)• Standing (F)• Wrist, hand movement and manipulation (F)• Crouching, forward bending, reaching (F)• Neck rotation and movement (F)• Forward reach (F)

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

Total time/shift: Variable – up to 6 hours

Task duration: Variable – up to 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 activities• Scanning and documenting books and resources• Organising, sorting and packing books and resources• Collection and collation of data from student assessments• Administration 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: Highly variable depending on students

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/ 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 rotation and movement (F) • Wrist, hand movement and manipulation (O)

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, feeding and self-care support

Total time/shift: 3 hours or more

Task duration: Variable - 5 to 25 minutes at a time

Physical demand level – Heavy work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> • Preparing pre-made food/ spoon feeding students orally or supervising low needs students • Percutaneous Endoscopic Gastrostomy (PEG) feeding (Additional training required) • Transferring students from floor/ chair to hoist/ change table/ toilet • Using slings/ hoist if required as per instructions from OT (2 persons for hoisting) • Dressing or assisting with changing clothes and self-hygiene for students of low, moderate or high needs • Moderate to high forces depending on student physical needs, cooperation or compliance levels 	<ul style="list-style-type: none"> • Standing (C) • Forward reach (F) • Overhead reach (O) • Stooping/crouching/kneeling/squatting (F) • Wrist, hand movement and manipulation (F) • Neck rotation and movement (F)

Task 8 – Transitioning students

Total time/shift: 1 hour - 6 times per shift

Task duration: Variable - 10 minutes at a time

Physical demand level – Medium work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> Directing and facilitating student movement between lessons and environments Pushing students in wheelchairs, including up or down ramps, in and out of lifts and over uneven surfaces Assisting students with low to moderate mobility needs including walking frames (e.g. holding hand/ guiding) 	<ul style="list-style-type: none"> Standing (C) Walking (C) Neck rotation and movement (F) Climb (stairs) (O)

Task 9 – 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 transitioning students from classroom to evacuation location in event of fire alarm sounding Moving self and students out of line of sight or to safe location in event of lockdown alarm sounding Provide reassurance and emotional support to students 	<ul style="list-style-type: none"> Standing (F) Walking (F) Kneeling, crouching, squatting, forward bending (F) Neck rotation and movement (F)

Task 10 – Attend and support school events and excursions (athletics, concerts etc) - Optional

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

One full day per fortnight for senior student community based learning (school dependent)

Task duration: Variable – Up to full day (7.6 hours)

Physical demand level – Medium work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> Assisting students getting on and off the school minibus Assist senior students to access community-based learning experiences Perform normal Teacher Aide student support tasks in a community environment 	<ul style="list-style-type: none"> Sitting (O) Standing (C) Neck rotation and movement (F) Wrist, hand movement and manipulation (O)

Task 11 – Pool based lessons - Optional

Total time/shift: 1 session per week for 12 weeks a year

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"> Accompanying students into a heated pool to assist with rehabilitation exercises, and water safety activities for students with low moderate and high needs Where the pool is off campus, students are transported with a bus and accompanying support staff or teacher Assisting with dressing/ undressing students before any after the activity for students of low, moderate or high needs (as per task 6) Moderate to high forces depending on student physical needs, cooperation or compliance levels 	<ul style="list-style-type: none"> Standing (C) Forward reach (F) Overhead reach (O) Stooping/crouching/kneeling/squatting (F) Wrist and hand movement/ manipulation (F) Neck rotation and movement (F)

Task 12 – Support with “Health Hours” – Optional

Total time/shift: Full day (when allocated – additional training required)

Task duration: Variable - 5 to 30 minutes depending on student needs

Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)

- Percutaneous Endoscopic Gastrostomy (PEG) feeding (Additional training required)
- Moving around the school in a timetabled way to attend to various student medical needs
- Administering routine and emergency medication

- Standing (F)
- Walking (F)
- Kneeling, crouching, squatting, forward bending (F)
- Neck rotation and movement (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.