

Job Task Analysis

Department of Education

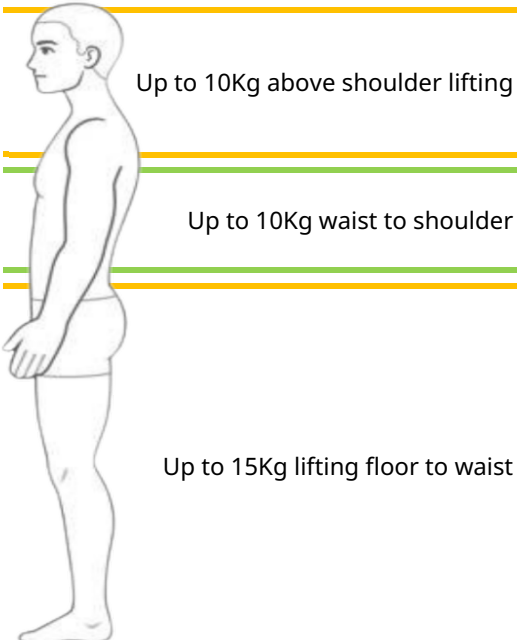
Teacher – Instrumental music

General Role Description		Working Hours
<ul style="list-style-type: none"> • Provide duty of care to students aged 4–18 years old ensuring their health, safety and wellbeing at all times. • Responsible for the planning, preparation, delivery, evaluation and reporting of educational outcomes for students for instrumental musical curriculum within school settings within school environments, from prep to year 12. • Contribute to the development and facilitate the running of instrumental ensembles/bands/orchestras/chamber groups during and outside of normal school hours. • 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): 25 hours per week (5 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. • The school day is structured into 3 teaching sessions, with 2 scheduled breaks per day. • School operations are structured across 4 terms per year, with each term running for approximately 10 weeks. • May vary between schools and operational demands. • Non-contact time: Minimum 150 minutes per week (1.0 FTE), pro rata for part-time in line with Award/EBA.
Work Activities Summary (Refer to the task descriptions section for detailed information)		
1	Setting up/packing up learning environments (indoor and outdoor)	Heavy work
2	Administrative tasks (including lesson planning and preparation)	Sedentary work
3	Classroom teaching	Light work
4	Student management and wellbeing	Light work
5	Meetings (professional development/staff meetings/parent teacher interviews/performance reviews)	Sedentary work
6	Participate in lockdowns/fire evacuations (planned drills and unplanned occurrences)	Medium work
7	Group program facilitation	Heavy work
8	Driving	Sedentary work
Work Environment		Employees
<ul style="list-style-type: none"> • Class sizes may vary but maximum class size target is 28 • 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. Noise • Large group environment – noise, up to 100 students, instruments • Indoor - Generally, climate-controlled (air conditioning/fans), with variation between classrooms • Noise – classroom noise including low pitch ambient noise and high pitch from students, high musical instrument noise • 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"> • Working in a multidisciplinary team. Instrumental teachers may work across multiple schools depending on school needs and teaching load. Travelling between schools throughout the week. • Classroom support staff may include Teacher Aide +/- additional student support (e.g. Occupational Therapist/ Speech Therapist/ Physiotherapist)
		Tools and Equipment
		<ul style="list-style-type: none"> • Project voice throughout the day in/outside the classroom. • Laptop, textbooks, pens, pencils, whiteboard markers. • Various musical instruments utilised in the program is varied (Strings, brass, percussion and woodwind)
		Manual Handling Devices
		<ul style="list-style-type: none"> • General – Trolley • Carry bags for instruments
		Personal Protective Equipment (PPE)
		<ul style="list-style-type: none"> • Hearing protection

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 – 15 min	16 min – 1.7 hrs	1.8 – 3.3 hrs	3.4 – 5 hrs	

Physical Demands Summary

Weighted (Kg)	R	O	F	C	Rep	Comments
Waist to overhead	Up to 10					<ul style="list-style-type: none"> Laptop/tablet books/files <5kg.
Waist to shoulder	Up to 10					<ul style="list-style-type: none"> Resources/ music instruments/ equipment <10kg.
Floor to waist			Up to 15			<ul style="list-style-type: none"> Resources/ chairs/ tables/ stands <15Kg.
Carrying – unilateral/ bilateral			Up to 15			<ul style="list-style-type: none"> Equipment/ instrument bags <20kg.
Push/ Pull (Kg-force)			Up to 20			<ul style="list-style-type: none"> Loaded stand trolley, chairs, furniture, instrument bags (guitar, drums)



General and Trunk	R	O	F	C	Rep	Comments
Sit		✓			✓	Breaks, meetings and admin. Can be sustained (with ability to change as required)
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.
Bend forwards/stoop			✓		✓	Position will depend on task (ability to change as needed). Can be sustained or repetitive
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. Can be sustained

Upper Limb	R	O	F	C	Rep	Comments
Forward reach			✓			Ability to change as needed. Can be sustained, more likely to be shorter more repetitive movements - reaching for resources or objects
Side reach		✓				Ability to change as needed. Position will depend on child and class. Can be unpredictable in response to student movements
Overhead reach	✓					Ability to change as needed, can be sustained. Movement will depend on task, shorter more repetitive movements
Wrist movement			✓		✓	Ability to change as needed, can be sustained (e.g. instruments, typing, writing)
Finger/thumb manipulation			✓		✓	Ability to change as needed, can be sustained (e.g. instruments, writing)
Grip/grasp			✓		✓	Ability to change as needed, can be sustained (e.g. instruments, writing)

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 required on uneven surfaces. Agility required to quickly respond to situations involving student safety. Balance whilst moving and handling instruments of varying sizes, weights
Vibration – whole body or upper limb		✓				Vibration exposure may occur during travel on uneven surfaces for excursions or driving between schools
Voice projection				✓	✓	Responding to students with various forms of physical and intellectual needs. Teaching with instrumental noise during lessons

Psychosocial Demands Summary		
High job demands	Occasional	Duty of care to students and others in the workplace. Set teaching schedule, completing all tasks within allocated times
Emotional demands	Occasional	Supporting students, instrumental program can attract students who place increased pressure on themselves leading to heightened emotions in situations
Low job demands	Rare	Classroom teaching is generally varied and cognitively engaging
Low job control	Occasional	Classroom timetable is set, with limited control into class times etc, how teaching occurs and planning of what is included has increased control
Low support	Rare	Regular contact with direct supervisor and colleagues, particularly when support is needed. Can be dependent on school and other staff members
Remote or isolated work	Occasional	Instrumental teachers may work across various schools and hours, which may lead to isolation
Traumatic events, including vicarious trauma	Rare	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	Occasional	Could range from disruption, non-compliance to verbal and physical intimidation or aggression
Violence/aggression – parent interactions	Rare	Instrumental program is an opt-in program for students, increasing the motivation and expectation of respectful behaviours
Poor role clarity	Rare	Clearly defined scope of role
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	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 with added complexity of students playing instruments, noise levels can be high
Decision making	Frequent	Real-time behavioural, instructional, and safety decisions. Frequent decision making, problem solving, prioritisation of needs, unpredictable variables, integration and collaboration of decisions within a larger environment
Situational awareness	Occasional	Working with students and instruments, 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: Up to 1 hour

Task duration: 15 to 30 minutes

Physical demand level – Heavy 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 environmentsUnpacking and packing instruments into cases, storageLoading and set up of stands and chairs	<ul style="list-style-type: none">Standing (O)Walking (F)Lifting floor to waist (F)Crouching, forward bending, reaching, twisting (F)Neck rotation and movement (O)

Task 2 - Administrative tasks (including lesson planning and preparation)

Total time/shift: Variable, not necessarily every shift – over course of year can be multiple hours (fluctuates)

Task duration: Variable - 5 minutes to 2 hours

Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">Tracking and administration of school-owned instruments, including student borrowing, and basic maintenance such as changing reeds and replacing strings.Develop curriculum-aligned lesson plans (Australian Curriculum/QCAA)Documentation of student progress into assigned software platforms (OneSchool)Development of lesson and term plansResponding to communication from families, school leadership and other stakeholdersMaintenance of instruments (where possible) (e.g. changing reeds, replacing strings)	<ul style="list-style-type: none">Sitting (F)Lifting floor to waist, waist to shoulder (O)Crouching, forward bending, reaching, twisting (O)Neck rotation and movement (O)

Task 3 – Classroom teaching

Total time/shift: 3.5 hours to 5 hours

Task duration: Variable depending on school (~30-70 minutes)

Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">Directing and facilitating learning of curriculum for class of studentsIndividual student support and guidance within class environment including but not limited to verbal prompting, modelling of task, reflection and discussionFacilitation of student assessment tasks	<ul style="list-style-type: none">Sitting (O)Standing (C)Wrist and hand movement, manipulation (F)Crouching, forward bending, reaching (F)Neck rotation and movement (F)Forward reach (O)Voice projection (C)

Task 4 – Student management and wellbeing

Total time/shift: Variable - 30 minutes to 1 hour

Task duration: Variable – Up to 15 minutes at a time

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 • Individual student check-ins • Responding to distress, conflict, or learning concerns 	<ul style="list-style-type: none"> • Standing/walking (F) • Crouching/kneeling/squatting (F) • Forward reach (O) • Voice use (C) • Dependant on response required
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Task 5 – Meetings (PD/staff meetings/parent teacher interviews/performance reviews)

Total time/shift: Variable – Up to 1 hour, depending on the time of year/specific needs

Task duration: Variable – 30 to 60 minutes at a time

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 (parent-teacher interviews, performance reviews) • Respond to any assigned actions from meetings 	<ul style="list-style-type: none"> • Sitting (C) • Standing (O) • Lifting and carrying light materials (documents/laptop up to 5kgs) (O) • Neck rotation and movement (F) • Wrist and hand movement, manipulation (O)

Task 6 – 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"> • Coordinate and facilitate 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 • Coordinate and facilitate 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 7 – Group program facilitation

Total time/shift: Highly variable depending on school

Task duration: Variable - can be multiple hours

Physical demand level – Heavy work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> • Planning of group program (ensemble, band, orchestra) depending on school size, program size and skill levels of students • Set up and pack down of group practices – usually occurring in gym/hall – larger environments due to numbers of students • Facilitation of group practices • Coordination and participation in performances across region (Christmas Carols, school events, workshops etc) • Can include weekend work 	<ul style="list-style-type: none"> • Sitting (O) • Standing (C) • Lifting floor to waist (F) • Carrying (O) • Wrist and hand movement, manipulation (F) • Crouching, forward bending, reaching (F) • Trunk twisting/rotation (O) • Neck rotation and movement (F) • Forward reach (O)

Task 8 – Driving

Total time/shift: Variable

Task duration: Variable - up to 1 hour per time

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 delivery Navigating varied traffic conditions, road environments and parking constraints while adhering to road safety regulations Loading and unloading work materials such as assessment kits, therapy resources or portable equipment into and out of the vehicle Maintaining 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)

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.