

# Job Task Analysis

Department of Education

Teacher – Primary

General Role Description	Working Hours
<ul style="list-style-type: none"> <li>• Provide duty of care to students aged 4 to 12 years old ensuring their health, safety and wellbeing at all times.</li> <li>• Responsible for the planning, preparation, delivery, evaluation and reporting of educational outcomes for students within school settings, from prep to year 6.</li> <li>• Manage behaviour and follow departmental policies, including mandatory reporting and student wellbeing procedures.</li> <li>• Collaborate with staff, parents, and the school community, and participate in meetings, professional development, and school activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Standard 1.0 Full-Time Equivalent (FTE):</b> 25 hours per week (5 hours/day, Monday – Friday)</li> <li>• Employees are entitled to meal breaks and rest pauses in accordance with the provisions of the applicable industrial award or agreement.</li> <li>• The school day is usually structured into 3 teaching sessions, with 2 scheduled breaks per day.</li> <li>• School operations are structured across 4 terms per year, with each term running for approximately 10 weeks.</li> <li>• May vary between schools and operational demands.</li> <li>• <b>Non-contact time:</b> Minimum 150 minutes per week (1.0 FTE), pro rata for part-time in line with Award/EBA.</li> </ul>

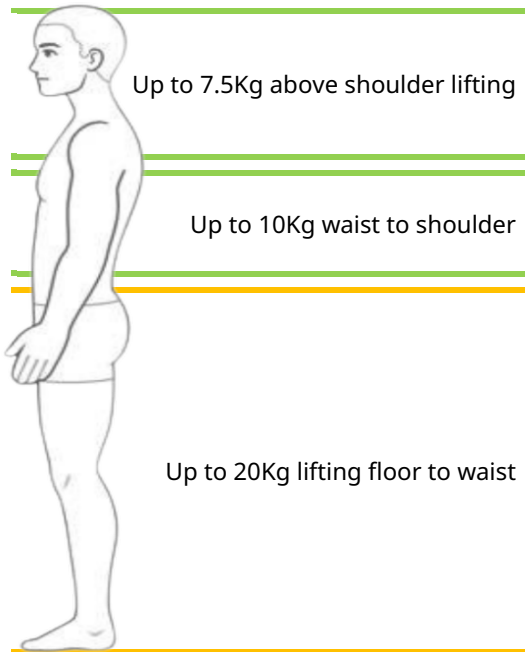
## Work Activities Summary (Refer to the task descriptions section for detailed information)

1	Setting up/packing up learning environments (indoor and outdoor)	Medium work
2	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	Playground duties (PGD) (indoor/outdoor/eating duty)	Light work
7	Transitioning students	Sedentary work
8	Participate in lockdowns/fire evacuations (planned drills and unplanned occurrences)	Medium work
9	Coordinate and conduct school events (athletics, cross country, concerts) - Optional	Medium work
10	Pool based lessons - Optional	Medium work
11	Coordinate and attend excursions and camps - Optional	Medium work

Work Environment	Employees
<ul style="list-style-type: none"> <li>• Class sizes may vary but maximum class size target (based on EBA, with some exceptions)                             <ul style="list-style-type: none"> <li>- Prep, Year 1, 2 and 3 = 25 students approx.</li> <li>- Year 4, 5 and 6 = 28 students approx.</li> </ul> </li> <li>• School environment – stairs, ramps, slope, grass, lifts</li> <li>• Community environment – paths, grass, slopes, stairs, uneven ground, transport</li> <li>• Outdoor work – Playground duty (PGD), heat, UV exposure, cold, wet, weather conditions</li> <li>• Excursions and camp environments (optional) – variable elements, transport, activities</li> <li>• Indoor - Generally climate-controlled (air conditioning/ fans), with variation between classrooms</li> <li>• Noise – classroom noise, including low pitch ambient noise and high pitch from students</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Working in a multidisciplinary team. Ratio of Teacher/ Teacher Aide is dependent on the individual student needs, with a minimum of 1 Teacher and 1 Teacher Aide per prep class; other class resourcing varies</li> <li>• Classroom support staff may include Teacher Aide +/- additional student support (e.g. Occupational Therapist/ Speech Language Pathologist/Physiotherapist)</li> </ul>
	Tools and Equipment
	<ul style="list-style-type: none"> <li>• Project voice throughout the day in/outside the classroom.</li> <li>• Whiteboard, interactive whiteboard, or screen.</li> <li>• Laptop, textbooks, pens, pencils, whiteboard markers.</li> <li>• Games, art/craft activities, play equipment, reading books.</li> </ul>
	Manual Handling Devices
	<ul style="list-style-type: none"> <li>• General – Trolley</li> </ul>
	Personal Protective Equipment (PPE)
	<ul style="list-style-type: none"> <li>• Sunscreen, wide brimmed hat, high-visibility vest (e.g. playground duty)</li> </ul>

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 7.5				<ul style="list-style-type: none"> <li>Laptop/tablet books/files &lt;5kg.</li> <li>Resources/play equipment &lt;10kg.</li> <li>Resources/chairs/ tables &lt;15Kg.</li> <li>Playground equipment/ Supporting students (lower primary) &lt;20kg.</li> <li>Trolley</li> <li>Pushing students in wheelchairs</li> </ul> 
Waist to shoulder		Up to 10			✓	
Floor to waist – Lower primary	Up to 20		Up to 15			
Floor to waist – Upper primary	Up to 20	Up to 15				
Carrying – unilateral/ bilateral	Up to 20					
Push/Pull (Kg-force)		Up to 10				
General and Trunk	R	O	F	C	Rep	Comments
Sit		✓			✓	Breaks, meetings and admin
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		✓ upper	✓ lower			When supporting students or reaching low levels (increased exposure for lower primary). Ability to change as needed. Can be sustained for periods of 20 to 40 minutes
Bend forwards/stoop			✓			Position will depend on task and student ability (ability to change as needed)
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			✓		✓	Balance required on uneven surfaces/ soft play equipment. Agility required to quickly respond to situations involving student safety
Vibration – whole body or upper limb	✓					
Voice projection				✓	✓	Within classroom and playground, responding to students with various forms of physical and intellectual needs

### Psychosocial Demands Summary

High job demands	Constant	Duty of care to students and others in the workplace. Fast pace, multiple competing special needs of students, reporting deadlines, emails
Emotional demands	Constant	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	Rare	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	Frequent	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, noise levels can be high
Decision making	Constant	Real-time behavioural, instructional, and safety decisions, forward planning
Situational awareness	Constant	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:** 1.5 hours (45 mins in teaching hours; 45 min outside teaching hours)

**Task duration:** 20 to 30 mins at a time

#### Physical demand level – Medium work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"><li>Set up and pack down of classroom and learning environments – indoors and outdoors</li><li>Display of student work, changing classroom displays, rotation of student outputs</li><li>Preparation for learning tasks and activities</li><li>Collating, cleaning and packing of resources</li><li>Annual deep clean of classroom resources</li></ul>	<ul style="list-style-type: none"><li>Sitting (F)</li><li>Standing (O)</li><li>Walking (F)</li><li>Carrying and Lifting floor to waist (O) up to 20kg), waist to shoulder and above shoulder (O) up to 5kg</li><li>Crouching, forward bending, reaching, twisting (F)</li></ul>

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

**Total time/shift:** During teaching hours: 2.5 hours/week NCT FTE. Outside teaching hours: 30 minutes to 3 hours NCT FTE

**Task duration:** 30 to 60 minutes (Non-Contact Time)

#### Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"><li>Develop curriculum-aligned lesson plans (Australian Curriculum/QCAA)</li><li>Documentation of student progress into assigned software platforms (OneSchool)</li><li>Development of lesson and term plans</li><li>Responding to communication from families, school leadership and other stakeholders</li><li>Other required tasks from Deputy Principal or Principal (or other senior role)</li></ul>	<ul style="list-style-type: none"><li>Sitting at desk/computer (F)</li><li>Hand and wrist movement (F)</li><li>Neck rotation (O)</li></ul>

### Task 3 – Classroom teaching

**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"><li>Directing and facilitating learning of curriculum for class of students</li><li>Individual student support and guidance within class environment including but not limited to verbal prompting, modelling of task, reflection and discussion</li><li>Facilitation of student assessment tasks</li></ul>	<ul style="list-style-type: none"><li>Sitting (O)</li><li>Standing (C)</li><li>Wrist, hand movement and manipulation (F)</li><li>Crouching, forward bending, reaching (F)</li><li>Neck rotation and movement (F)</li><li>Forward reach (O)</li><li>Voice projection (C)</li></ul>

### Task 4 – Student management and wellbeing

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

**Task duration:** 10 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"> <li>• Behaviour management support for students in variable environments including but not limited to verbal prompting, modelling of behaviour, changing environments, physical redirection</li> <li>• De-escalation of heightened students in variable environments mostly centred around verbal prompting and redirection</li> <li>• If required, coordination and facilitating class to move out of environment if heightened student poses risk to self or others</li> <li>• Teachers will nearly always be able to access support from HOSES, Support Teacher, Teacher Aide or other member of staff as required</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting (F)</li> <li>• Standing (F)</li> <li>• Crouching/ kneeling/ squatting (F)</li> <li>• Forward reach (O)</li> <li>• Voice projection (C)</li> </ul>
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### Task 5 – Meetings (PD/staff meetings/parent teacher interviews/performance reviews)

<b>Total time/shift:</b> Variable, depending on the time of year/specific needs	
<b>Task duration:</b> Variable - 30 to 60 minutes at a time	
<b>Physical demand level – Sedentary work</b>	
Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> <li>• Attend required meetings as directed by school leadership</li> <li>• Prepare materials and information for relevant meetings (parent-teacher interviews, performance reviews)</li> <li>• Respond to any assigned actions from meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting (C)</li> <li>• Standing (O)</li> <li>• Neck rotation and movement (F)</li> <li>• Wrist/hand use incl. typing/ writing (C-F)</li> </ul>

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

<b>Total time/shift:</b> 30 minutes	
<b>Task duration:</b> 15 to 30 minutes at a time	
<b>Physical demand level – Light work</b>	
Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> <li>• Observing and supervising students at eating and play times across variable environments</li> <li>• Coordinating care for students if required (e.g. directing to first aid, social cues, redirection)</li> <li>• Ensuring student safety in outdoor environments (e.g. play equipment, remaining on school property, group games)</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting/standing/walking (PG/library duty, supervision) (F)</li> <li>• Outdoor exposure (heat, UV during duties) (O) to (F)</li> </ul>

### Task 7 – Transitioning students

<b>Total time/shift:</b> 1 hour	
<b>Task duration:</b> 10 mins at a time, 6 times per shift	
<b>Physical demand level – Sedentary work</b>	
Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> <li>• Directing and facilitating student movement between lessons and environments</li> <li>• Verbal prompting for students to engage in self-care tasks (toileting), gather required items, travel safely between environments</li> </ul>	<ul style="list-style-type: none"> <li>• Standing (C)</li> <li>• Walking (F)</li> <li>• Neck rotation and movement (F)</li> <li>• Climb (stairs) (O)</li> </ul>

### Task 8 – Participate in lockdowns/ fire evacuations (planned drills and unplanned occurrences)

<b>Total time/shift:</b> One per term total planned – can be additional unplanned in response to emergent situations	
<b>Task duration:</b> 30 to 60 minutes, variable when unplanned	
<b>Physical demand level – Medium work</b>	
Task description details	Key physical demands (frequency related to task)

<ul style="list-style-type: none"> <li>• Coordinate and facilitate movement of students from classroom to evacuation location in event of fire alarm sounding</li> <li>• Ensure all students are accounted for at evacuation point</li> <li>• Communicate with fire wardens and school leaders as required</li> <li>• Coordinate and facilitate lock down of classroom environment including moving students under desks or to safe location in event of lockdown alarm sounding</li> <li>• Ensure all students are accounted for within environment</li> <li>• Communication with lockdown team and school leaders as required</li> <li>• Provide reassurance and emotional support to students</li> </ul>	<ul style="list-style-type: none"> <li>• Standing (F)</li> <li>• Walking (F)</li> <li>• Kneeling, crouching, forward bending (F)</li> <li>• Neck rotation and movement (F)</li> </ul>
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### Task 9 – Coordinate and conduct school events (athletics, cross country, concerts) - 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"> <li>• Develop plans and event schedules in collaboration with all stakeholders (internal and external)</li> <li>• Communication to all relevant stakeholders (internal and external)</li> <li>• Prepare environments (indoor and outdoor) for events</li> <li>• Facilitate and participate in event in line with planning including but not limited to coordination of students, marshalling, time keeping, Audio visual coordination and use, moving students between environments, accounting for students across environments</li> <li>• Participate in event as required</li> <li>• Clean up equipment and environment post event conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Standing (C)</li> <li>• Walking (C)</li> <li>• Kneeling, crouching, forward bending (O)</li> <li>• Trunk rotation and twisting (O)</li> <li>• Neck rotation and movement (F)</li> <li>• Wrist and hand movement and manipulation (F)</li> <li>• Carrying, lifting equipment up to 10kg (O)</li> </ul>

### 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"> <li>• Directing and facilitating learn to swim/swimming technique lessons for class of students (can be in pool or alongside pool)</li> <li>• Directing and facilitating students safely changing from school clothes to swimming attire through verbal prompting</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Standing (C)</li> <li>• Walking (F)</li> <li>• Wrist and hand movement and manipulation (F)</li> <li>• Crouching, forward bending, reaching (F)</li> <li>• Neck rotation and movement (F)</li> <li>• Forward reach (O)</li> </ul>

### Task 11 – Coordinate and attend 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"> <li>• Develop plans and schedules in collaboration with all stakeholders (internal and external)</li> <li>• Communication to all relevant stakeholders (internal and external)</li> <li>• Facilitate student access and transport to event location – could include bus transport</li> <li>• Conduct student safety checks (accounting for student numbers)</li> </ul>	<ul style="list-style-type: none"> <li>• Standing (C)</li> <li>• Walking (C)</li> <li>• Kneeling, crouching, forward bending (O)</li> <li>• Trunk rotation and twisting (O)</li> <li>• Neck rotation and movement (F)</li> </ul>

- Facilitate and participate in event activities in line with planning, teacher role is to support activities led by guide/camp facilitator external provider
- Coordinate student self-care and assisted daily living (ADL) tasks when staying away from home via verbal prompting (toileting, showering, sleeping)
- Clean up equipment and environment as required by external provider
- Wrist and 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
<b>Sedentary work</b>	<i>Manual handling &lt;4.5kg of force occasionally and/or &lt;1kg frequently. Sedentary work involves sitting most of the time but may involve walking or standing briefly occasionally.</i>
<b>Light work</b>	<i>Manual handling &lt;9kg of force occasionally, and/or &lt;4.5kg frequently, and/or &lt;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>
<b>Medium work</b>	<i>Manual handling 9-22kg of force occasionally, and/or 4.5-9kg frequently, and/or &lt;4.5kg constantly to move objects.</i>
<b>Heavy work</b>	<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>
<b>Very heavy work</b>	<i>Exerting &gt;44kg of force occasionally, and/or &gt;22kg of force frequently, and/or &gt;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.