

Job Task Analysis

Department of Education Teacher – 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. Responsible for the planning, preparation, delivery, evaluation and reporting of educational outcomes for students within school settings, from year 7 to 12. 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, parent teacher interviews 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 usually 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 210 minutes per week (1.0 FTE), pro rata for part-time in line with Award/EBA.

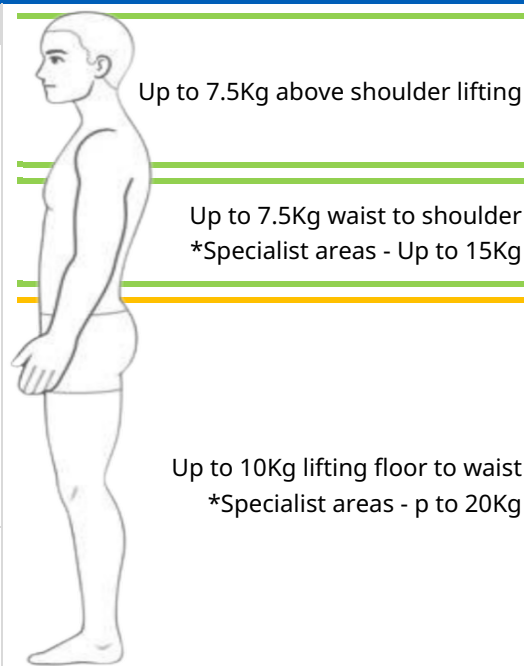
Work Activities Summary (Refer to the task descriptions section for detailed information)		
1	Setting up/packing up learning environments (indoor and outdoor)	Medium work
2	Administrative tasks (including lesson planning and preparation)	Sedentary work
3	Classroom teaching	Light work
4	Student management 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	Participate in lockdowns/fire evacuations (planned drills and unplanned occurrences)	Medium work
8	Coordinate and conduct school events (athletics, cross country, concerts)	Medium work
9	Specialist teaching areas (Manual Arts, Visual Arts, Health and Physical Education etc)	Medium work
10	Coordinate and attend 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 Excursions and camp environments (can opt out) – variable elements, transport, activities Indoor - Generally climate-controlled (air conditioning/ fans), with variation between classrooms Noise – Variable noise levels including classroom noise, student vocalisations, machinery/tools (manual arts), amplified music (performing arts), bells and alarms Chemical/biological exposure - Low-level exposure to dust, aerosols, body fluids (e.g. sweat), cleaning products, hand sanitiser, and potential environmental contaminants (e.g. mould, asbestos in older settings) Specialist areas - Exposure to dust, fumes, chemicals 	<ul style="list-style-type: none"> Classroom support staff may include Teacher Aides, with additional support provided through allied health/specialist services, student learning and inclusion supports, and administrative/operational staff.
	Tools and Equipment
	<ul style="list-style-type: none"> Project voice throughout the day in/outside the classroom. Whiteboard, interactive whiteboard, or screen. Laptop, textbooks, pens, pencils, whiteboard markers.
	Manual Handling Devices
	<ul style="list-style-type: none"> General – Trolley Specialist areas - Trolleys, platform carts, hand trucks, and mobile/adjustable-height workbenches help transport materials (e.g. timber/tools) and reduce manual lifting.
	Personal Protective Equipment (PPE)
	<ul style="list-style-type: none"> Sunscreen, wide brimmed hat, enclosed footwear, high-visibility vest, and whistle (e.g. playground duty) Specialist areas (e.g. manual arts): Hard hat, safety glasses, hearing protection, safety footwear, gloves, and face masks as required, lab coat or gown

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"> Laptop/tablet books/files <5kg.
Waist to shoulder *Specialist areas	*Up to 20	Up to 7.5/ *15			✓	<ul style="list-style-type: none"> Resources/equipment/boxes <10kg. Resources/equipment/chairs/tables <15Kg. Resources/equipment <20kg.
Floor to waist *Specialist areas	*Up to 20	Up to 10/ *15	Up to 10			<ul style="list-style-type: none"> Resources/equipment <20kg.
Carrying – unilateral/bilateral		Up to 10				
Push/ Pull (Kg-force)		Up to 5-15				<ul style="list-style-type: none"> Trolleys/desks/equipment /concertina doors
General and Trunk	R	O	F	C	Rep	Comments
Sit		✓			✓	Can be sustained. 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	✓					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)
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. Shorter more repetitive movements for resources, whiteboard use, storage access.
Wrist movement			✓		✓	Ability to take breaks as needed. (e.g. writing/typing, resources)
Finger/thumb manipulation			✓		✓	Ability to take breaks as needed. (e.g. writing/typing, resources)
Grip/grasp			✓		✓	Ability to take breaks as needed. (e.g. writing, resources, equipment)



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.
Vibration – whole body or upper limb *Specialist areas	✓	✓*				Specialist areas (e.g. Manual Arts) using various tools and equipment.
Voice projection				✓	✓	Sustained verbal instruction in classroom and outside of classroom

Psychosocial Demands Summary		
High job demands	Frequent	Duty of care to students and others in the workplace. Time pressure, lesson delivery, marking, reporting deadlines, multitasking across classes, reporting, 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	Typically team-based environment with access to leadership/ support staff
Remote or isolated work	Rare	Predominantly school-based, collaborative environment, working outside of school hours.
Traumatic events, including vicarious trauma	Rare	Direct exposure to traumatic events are rare, however exposure to vicarious trauma is more likely when working with vulnerable students and families (e.g. welfare concerns) when witnessing or investigating critical incidents or police matters.
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 the variable needs of students within classes, challenging conversations about student performance or behaviour, mismatched expectations and external factors within 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 is required, including continuous monitoring to keep them on task, ensure safety, and maintain engagement across individuals and groups, with additional safety demands in specialist areas.
Memory	Frequent	Retaining student information, lesson content, policies/procedures, and schedules, performance, assessment, criteria. Student learning styles and preferences.
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 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: 15 to 45 minutes

Task duration: 5 to 15 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">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">Standing, walking, forward bending, reaching (F)Lifting/carrying light-moderate items (e.g. chairs, boxes, equipment ~2-10kgs) (O) to (F), 10-20kgs specialist areas (R)Pushing/pulling trolleys or equipment (O)Repetitive upper limb use (arranging materials, moving items) (F)Reaching, twisting (F)Neck rotation and movement (O)Climb (ladder) (O)

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

Total time/shift: During teaching hours: 2.5 hrs /week NCT FTE; Outside teaching hours: 30 mins to 3 hours NCT FTE

Task duration: 20 to 60 minutes at a time (Non-Contact Time)

Physical demand level – Sedentary work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">Develop curriculum-aligned lesson plans (Australian Curriculum/QCAA)Documentation of student progress into assigned software platforms (OneSchool)Differentiate content for varying student abilitiesResponding to communication from families, school leadership and other stakeholdersDesign and administer assessments (formative and summative)Mark and provide constructive feedback to studentsOther required tasks from Deputy Principal or Principal (or other senior role)	<ul style="list-style-type: none">Sitting (F)Hand and wrist movement (F)Neck rotation (O), looking down (C)Keyboard/mouse use (F)Light handling of materials (books/laptop) (O)

Task 3 – Classroom teaching

Total time/shift: 3.5 hours to 5 hours

Task duration: 50 to 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">Standing/walking (F) to (C)Voice use (projecting, sustained speaking) (C)Demonstrating tasks / light materials handling (O)Demonstrating tasks/materials/equipment handling (O)

Task 4 – Student management and wellbeing

Total time/shift: 30 minutes to 1 hour

Task duration: 2 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 • Teachers will nearly always be able to access support from HOSES, Support Teacher, Teacher Aide or other member of staff as required 	<ul style="list-style-type: none"> • Standing/ walking (F) • Crouching/kneeling/squatting (F) • Forward reach (O) • Voice use (C)
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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 - 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) • Neck rotation and movement (F) • Wrist and hand movement/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) • Supervise other duties e.g. exams, extracurricular activities 	<ul style="list-style-type: none"> • Sitting/standing/walking (PG/library duty, supervision) (F) • Outdoor exposure (heat, UV, cold during duties) (O) to (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"> • 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 8 – Coordinate and conduct school events (athletics, cross country, concerts)

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"> Develop plans and event schedules in collaboration with all stakeholders (internal and external) Communication to all relevant stakeholders (internal and external) Prepare environments (indoor and outdoor) for events 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 Participate in event as required Clean up equipment and environment post event conclusion 	<ul style="list-style-type: none"> Prolonged standing and walking (often outdoor environments) (F) to (C) Negotiating uneven terrain (ovals, pools, uneven ground) (F) Lifting/carrying equipment (e.g., sports gear, signage, chairs, gazebo ~5–10kg) (O) to (F) Pushing/pulling equipment (trolleys, marquees, barriers) (O)

Task 9 – Specialist teaching areas (Manual Arts, Visual Arts, Health and Physical Education etc)

Total time/shift: Variable
Task duration: Variable

Physical demand level – Medium work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> These include Manual Arts, Visual arts, HPE, Performing arts – may be required to exert additional physical demands Set up and pack down specialist environments (workshops, labs, stages, sporting areas) Demonstrate practical or physical skills (tools, experiments, performance, physical activities) Supervise student participation in practical and potentially hazardous activities Maintain equipment, manage resources, and enforce safety procedures Coordinate and support practical assessments, rehearsals, or physical activities Move between fields, courts, storage areas, work areas 	<ul style="list-style-type: none"> Standing/walking across varied environments (classrooms, workshops, outdoors) (F) to (C) Bending, reaching, and repetitive upper limb use (F) Lifting/carrying equipment and materials (~2–20kg) (O) to (F) Dynamic movements/demonstrations (e.g., sport, performance) (O) to (F) Voice use (instruction, projection) (F) to (C) Outdoor exposure (heat, UV, uneven terrain – particularly HPE) (O) to (F)

Task 10 – 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"> Develop plans and schedules in collaboration with all stakeholders (internal and external) Communication to all relevant stakeholders (internal and external) 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 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 	<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 and hand movement and manipulation (F) Carrying, lifting equipment up to 10kg (O)

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.