

Job Task Analysis

Department of Education

Teacher – 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. • Responsible for the planning, preparation, delivery, evaluation and reporting of educational outcomes for students within a special school setting, from prep to year 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, 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 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)

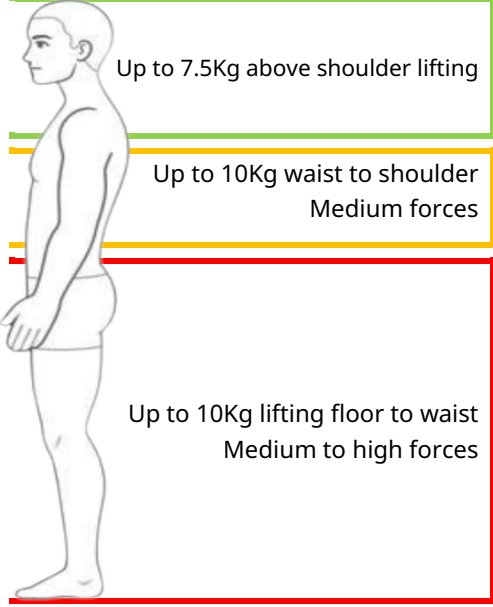
1	Setting up/packing up learning environments (indoor and outdoor)	Medium work
2	Administrative tasks (including lesson planning and preparation)	Sedentary work
3	Classroom teaching	Light work
4	Student management and wellbeing	Light work
5	Meetings (professional development/staff meetings/parent teacher interviews/performance reviews)	Sedentary work
6	Playground duties (PGD) (indoor/outdoor/eating duty)	Light work
7	Transitioning students	Medium work
8	Participate in lockdowns/fire evacuations (planned drills and unplanned occurrences)	Medium work
9	Student hygiene, feeding and self-care supports	Heavy 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"> • Class sizes may vary but average number of students per class is 4 to 8, depending on age and individual needs • 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 – 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"> • 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 class • 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. • Whiteboard, interactive whiteboard, or screen. • Laptop, textbooks, pens, pencils, whiteboard markers.
	Manual Handling Devices
	<ul style="list-style-type: none"> • Trolley, hoists, height adjustable changing tables and standing frames
	Personal Protective Equipment (PPE)
	<ul style="list-style-type: none"> • Apron, gloves and mask available for hygiene tasks • 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 - 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 - Medium forces (M)		Up to 10 (M)			✓	<ul style="list-style-type: none"> Resources/ equipment <10kg 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



Up to 7.5Kg above shoulder lifting

Up to 10Kg waist to shoulder Medium forces

Up to 10Kg lifting floor to waist Medium to high forces

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			✓			When supporting students or reaching low levels. Ability to change as needed. Can be sustained for periods of 20-40 mins
Bend forwards/stoop			✓			Moving frequently between standing, stooping and crouching. Position will depend on task and student ability (ability to change as needed)
Bend backwards	✓					Dependant on child and classroom. Unpredictable when in response to student movements
Trunk twist/side bend		✓				Dependant on child and classroom. Unpredictable when in response to student movements
Neck flexion - look down			✓			Movement will depend on task and student needs. Can be unpredictable when in response to student movements.
Neck extension - look up		✓				Movement will depend on task and student needs. Can be unpredictable when in response to student movements.
Neck rotation			✓		✓	Continuous student monitoring

Upper Limb	R	O	F	C	Rep	Comments
Forward reach			✓			Dependant on child and classroom. Can be sustained for screen pointer use or brief repetitive actions such as reaching for classroom resources
Side reach			✓			Dependant on child and classroom. Can be unpredictable in response to student movements
Overhead reach		✓				Ability to change as needed, can be sustained. Hanging classroom items, performing short repetitive movements for resources and using hoists for toileting or student transfers
Wrist movement			✓		✓	E.g. cutting, typing, feeding, dressing or toileting students
Finger/thumb manipulation			✓		✓	E.g. gluing, cutting, administering medication, feeding, dressing or toileting students
Grip/grasp			✓		✓	E.g. gluing, administering medication, feeding dressing or toileting students, gripping wheelchairs, opening containers

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 (lift often available). May assist students on stairs
Balance			✓		✓	Balance required on uneven surfaces/ soft play equipment. Agility required to quickly respond to situations involving student safety. Transitioning mobile students can be unpredictable
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 high level physical, 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	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	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	Constant	Direct student support requires recall of medical conditions, strategies and individual approaches for each student. 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. 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	Constant	Real-time behavioural, instructional, problem solving, prioritisation of needs and safety decisions, 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 outdoorsDisplay of student work, changing classroom displays, rotation of student outputsMoving and walking on soft play equipmentPreparation for learning tasks and activitiesCollating, cleaning and packing of resourcesAnnual deep clean of classroom resources	<ul style="list-style-type: none">Sitting (O)Standing (F)Walking (F) on various surfacesFinger/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 - Administrative tasks (including lesson planning and preparation)

Total time/shift: Variable - 30 minutes to 2 hours

Task duration: Variable - 30 to 60 minutes

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 healthcare plans, behaviour plans and student progress into assigned software platforms (OneSchool)Development of lesson and term plansResponding to communication from families, school leadership and other stakeholdersOther required tasks from Deputy Principal or Principal (or other senior role)	<ul style="list-style-type: none">Sitting at desk/computer (F)Hand and wrist movement (F)Neck rotation (O), looking down (C)Light handling of materials (books/laptop) – (O)

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">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 and 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 1.5 hours

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, 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 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) • Dependant on response required
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Task 5 – Meetings (PD/staff meetings/parent teacher interviews/performance reviews)

Total time/shift: Variable depending on the time of year/specific needs	
Task duration: Variable	
Physical demand level – Sedentary work	
Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> • Attend required meetings as directed by school leadership • Prepare materials and information for relevant meetings (parent-teacher interviews, performance reviews) • Respond to any assigned actions from meetings 	<ul style="list-style-type: none"> • Sitting (C) • Neck rotation and movement (F) • Wrist/hand use incl. typing/writing (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. physical assistance, play equipment, remaining on school property, group games for students with low, moderate and high needs) 	<ul style="list-style-type: none"> • Walking (C) • Standing (C) • Crouching, forward bending (O) • Neck rotation and movement (F) • Outdoor exposure (heat, UV during duties) (O) to (F)

Task 7 – 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"> • Walking (C) • Standing (C) • Neck rotation and movement (F) • Climb (stairs) (O)

Task 8 – 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)
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Task 9 – Student hygiene, feeding and self-care supports

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

Task duration: Variable - average 10 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/ feeding students orally or supervising low needs students • Percutaneous Endoscopic Gastrostomy (PEG) feeding (Additional training required) • Standing transfer of students from chair to change table or toilet and back • Using slings/ hoist if required as per instructions from Occupational Therapist • Dressing or assisting with changing clothes and self-hygiene for students of low, moderate or high needs 	<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) • Moderate to high forces depending on student physical needs, cooperation or compliance levels

Task 10 – 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 • 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 11 – Coordinate and attend excursions and camps - Optional

Total time/shift: Can be variable depending on teacher roles (Approximately 1 excursion per 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 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) 	<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)

- Facilitate and participate in event activities in line with planning, teacher role is to support activities led by external provider
- 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
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.