

# Work Capabilities Checklist

## Department of Education Teacher Aide – Special School

This form is to be completed by the employee’s treating medical practitioner or allied health professional to provide information to the department on current work capacity and functional abilities to support workplace rehabilitation and return to work in line with the Department of Education Queensland procedures.

Please review the accompanying Job Task Analysis (JTA) prior to completing this form. The JTA can be accessed via the QR code provided.



**PRIVACY NOTICE:** The Department of Education Queensland (the department) collects personal and relevant health information for workplace rehabilitation, injury management, return to work planning, and related employment purposes. Information may be used and disclosed to authorised department personnel and relevant third parties, including insurers, health providers and medical practitioners, where reasonably necessary for workplace rehabilitation and employment purposes. Information will not otherwise be disclosed without consent unless authorised or required by law.

Submission of this form to the department constitutes the employee’s acknowledgement of this notice and consent to the collection, use, storage, and disclosure of personal information as described above.

Further information about the department’s privacy policy is available at [www.qed.qld.gov.au/privacy](http://www.qed.qld.gov.au/privacy)

<b>Employee’s name</b>	
<b>School</b>	
<b>Diagnosis/condition</b>	

**Employee’s capacity for work and duration** *please provide the working days and number of hours the employee is fit for work*

The employee’s pre-injury/substantive hours per week is \_\_\_\_\_ hrs (1FTE = 38 hours per week, 7.6 hours/day)

The employee is capable of performing the following duties and hours from \_\_\_\_/\_\_\_\_/\_\_\_\_ to \_\_\_\_/\_\_\_\_/\_\_\_\_

Is a graduated return to work recommended? No  The employee is fit for full substantive hours  
 Yes  Please complete the proposed graduated RTW plan below

Proposed graduated return to work plan	Hours per day	Days per week	Total hours per week	Comments
<b>Week 1</b>	hrs	days	hrs/wk	
<b>Week 2</b>	hrs	days	hrs/wk	
<b>Week 3</b>	hrs	days	hrs/wk	
<b>Week 4</b>	hrs	days	hrs/wk	

Estimated timeframe for return to full substantive hours and/or duties:

1 month       3 months       6 months       12 months       More than 12 months

Other : \_\_\_\_\_ Permanently unable to resume full substantive duties

**Next medical practitioner review scheduled on** \_\_\_\_/\_\_\_\_/\_\_\_\_

Activity	Functional Capacity			Please provide further information to assist a safe, durable and sustainable return to work to undertake inherent duties of role <i>(e.g. Length of time task can be performed, any recommended aids/equipment/reasonable adjustments etc)</i>
	Capacity	No Capacity	Capacity with reasonable adjustment	
<i>Please select applicable functions – blank fields indicate that limitations don't apply. Please include any impact of medications on function</i>				
<b>Physical</b>				
Lifting – floor to waist (<10kg)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No more than _____ Kg
Lifting – waist to shoulder (<10kg)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No more than _____ Kg
Lifting – above shoulder (<7.5kg)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No more than _____ Kg
Carrying/holding (<10kg)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Using both hands, up to _____ Kg Using right / left hand only, up to _____ Kg <i>(Please circle relevant hand)</i>
Pushing/pulling (<6kg force)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	No more than _____ Kg
Climb – steps/stairs/ladder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Breaks: _____ minutes, every _____ hour(s)
Stand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Breaks: _____ minutes, every _____ hour(s)
Walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Kneel/squat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Bend/twist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Neck movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reaching – forward/side	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reaching – above shoulder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Wrist movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Using both OR right / left hand only <i>(Please circle relevant option/hand)</i>
Finger/thumb manipulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grip/grasp	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Voice projection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Psychosocial</b>				
Work at substantive location	<input type="checkbox"/>	<input type="checkbox"/> *	<input type="checkbox"/>	
*If a temporary host placement is recommended, please outline reasons why the substantive location is medically unsuitable:				
Work in an environment with unpredictable stakeholders <i>(e.g. students, animals)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work in busy, noisy, fast paced environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Exposure to traumatic and emotionally distressing situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work to required timeframes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Work autonomously	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication and interaction with others <i>(e.g. staff, parents, public)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Negotiate confrontational situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Participate in reasonable management action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Cognitive</b>				
Attention/concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Memory <i>(short and long term)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Judgement/decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Planning and organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Other role specific requirements</b>				
Meet the required duty of care to provide a safe environment for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication and interaction with students including managing student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assist students with toileting feeding and self-care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Participate in restrictive practices (e.g. restraint/holding)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outdoor work (e.g. playground, bus, ovals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Participate in school events, excursions or camps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Driving/travel (if required)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Complete training requirements to undertake specific role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Perform computer-based work (e.g. typing, mouse etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Participate in emergency procedures (e.g. lockdowns, fire drills etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Other considerations** Please address the information below to assist in supporting the employee's recovery and return to work.

Are there specific risks/considerations/barriers for the employee's recovery at work/return to work, identified by either yourself or the employee? No  Yes  If Yes, please provide details:

Is the employee currently taking any medications that may affect their duties? No  Yes  If Yes, please provide details:  
 If so, does the medication prevent them from enacting their duty of care to students and others and/or undertaking their duties which may include operating machinery, plant or equipment?

**Any additional comments / recommendations**

I confirm that I have examined the employee, reviewed the relevant medical information and job task analysis, and made an informed clinical assessment of their current work capacity. The recommendations and certification provided reflect my professional medical opinion based on the information available at the time of assessment. Work capacity may be subject to change and should be reviewed if the employee's condition or job requirements change.

<b>Treating provider name</b>	
<b>Treating provider type</b> <i>(e.g. General Practitioner, Physiotherapist)</i>	
<b>Provider contact email</b>	
<b>Provider contact number</b>	<b>Date completed</b> ____ / ____ / ____
<b>Treating provider signature</b>	<b>Provider number/provider stamp</b>

This Work Capabilities Checklist (WCC) was co-designed and developed by AXIS Rehabilitation in partnership with the Department of Education. This collaboration ensures the WCC is evidence-based, practical and aligned with workplace and organisational requirements, supporting informed decision-making in workplace rehabilitation, employment and safe work practices. The WCC provides a summary of work-related capabilities and may not capture every task, demand, or responsibility of a role. It should be considered alongside other relevant information, including workplace requirements and professional judgement.