**W****ork Capabilities Checklist:**

Work Capabilities Checklist: Teacher Aide Special Ed

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**Teacher Aide Special Ed**

**PRIVACY NOTICE:** The Department of Education (the department) is collecting personal information on the below employee’s health and its impact on work in accordance with the *Information Privacy Act Qld (2009)*, *Work Health and Safety Act 2011* and *Workers’ Compensation and Rehabilitation Act 2003*, and the department’s ‘Workplace rehabilitation’ or ‘Reasonable Adjustment’ procedure, to support and facilitate the provision of a workplace rehabilitation program or reasonable adjustments in the workplace.

The information will be accessed by a Rehabilitation and Return to Work Coordinator. Some of this information may be given to WorkCover Qld, QSuper or other insurer, a treating doctor or allied health professional or a doctor appointed by the department; information relevant to the impact of an injury/illness upon an employee’s work may also be discussed with a supervisor; for the purpose of identifying and considering rehabilitation options or reasonable adjustments in the workplace.

Information may also be discussed with Regional or Central Office Organisational Health and People Branch employees. Some of this information may be shared within the department for reporting purposes and with external agencies, where authorised under a law or to comply with regulatory agency requirements.

**Action Required**:

To be completed by treating medical practitioner or allied health professional and returned to the Rehabilitation and Return to Work Coordinator, to aid the development of a rehabilitation and return to work program or consideration of workplace reasonable adjustments.

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_have examined \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In relation to (nature of condition/s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

They will be capable of performing the following duties from: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ to \_\_\_\_ / \_\_\_\_ / \_\_\_\_\_

□ Full time **OR** □ Part time\_\_\_\_\_\_\_\_\_\_\_\_\_ hours per day\_\_\_\_\_\_\_\_\_\_\_\_\_\_ days/week

Recommendations if gradual increase in hours (e.g. Week 1: 2 days/week; Week 2: 3 days/week) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Timeframe for return to independent full hours and duties\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher-aides–Special Education are responsible for:**

* Contributing to the provision of quality educational service by providing high level support for teaching and learning.

**Psychosocial Requirements\***

* Abide by the Code of Conduct for the Qld Public Sector and the Department's Standard of Practice (includes obligation on all department employees to take responsibility for their own conduct and decisions, and to work collaboratively with colleagues to establish cooperative workplaces)
* Operate within a performance framework (Includes reviews and giving and receiving feedback)
* Participation in practices around workplace operational responsibilities and obligations
* Time pressure / high workload (unplanned interruptions, weather events, impromptu meetings and emerging issues)
* Variable work breaks (including unscheduled changes to work conditions such as working through meal breaks or additional extra-curricular activities)
* Working in groups or unsupervised

**Social / Interpersonal Requirements\***

* Conflict resolution and negotiation (E.g. interactions between colleagues, supervisors, executive leadership, students, parents and supervisors)
* Duty of Care responsibilities (Includes student safety and other health and safety risks including complying with departmental policies and procedures)
* Interactions with public
* Work collaboratively with colleagues to establish cooperative workplaces (Includes the ability to operate within a team environment, appropriate reporting structures, and a performance framework)

***\*Potential exposure to physical or verbal aggression or unpredictable behaviour***

| **Teaching activities** | **Yes** worker is fully cleared to perform these duties | **No** they cannot perform these duties | Restricted or limitedwith the limitations/ restrictions as noted | **Duration (in minutes)** | **Please provide details of****limitations/ restrictions** |
| --- | --- | --- | --- | --- | --- |
| **Work within the psychosocial, social/ interpersonal requirements of the role** (as per page 1) | □ | □ | □ |  |  |
| **Provide support to teacher – special ed classroom based** |  |  |  |  |  |
| * Talk; sing; arm gestures/clap/sign
 | □ | □ | □ | <5 <10<15<20 |  |
| * Bend forward, sustained or repetitive
 | □ | □ | □ | <5 <10<15<20 |  |
| * Fine motor activities e.g. write, draw, cut, paint, guide pencil grip, prepare therapy resources
 | □ | □ | □ | <5 <10<15<20 |  |
| * Guide or support student postures and limbs to facilitate activity participation
 |  |  |  | <5 <10<15<20 |  |
| * Sit on low level stools or chairs
 | □ | □ | □ | <5 <10<15<20 |  |
| * Secure displays, may need to climb step ladder
 | □ | □ | □ | <5 <10<15<20 |  |
| * Clean and write on whiteboards (waist to head height)
 | □ | □ | □ | <5 <10<15<20 |  |
| * Wipe surfaces and other light cleaning during pack-up
 | □ | □ | □ | <5 <10<15<20 |  |
| * Stand/reach/bend to write on white board, or interact with smart board; reach overhead to pull board down
 |  |  |  | <5 <10<15<20 |  |
| **Set up or pack up a learning environment, variable, e.g.:** |  |  |  |  |  |
| * Carry, slide, pack/unpack, lift, position equipment or teaching supplies up to ~10kg
 | □ | □ | □ | <5 <10<15<20 |  |
| * Squat/kneel/crawl/crouch/stoop
 | □ | □ | □ | <5 <10<15<20 |  |
| * Secure displays, may need to climb step ladder
 | □ | □ | □ | <5 <10<15<20 |  |
| * Clean and write on whiteboards (waist to head height)
 | □ | □ | □ | <5 <10<15<20 |  |
| * Wipe surfaces and other light cleaning during pack-up
 | □ | □ | □ | <5 <10<15<20 |  |
| **Self-mobilise around school/ assist students with low or moderate physical needs with gross motor activities** |  |  |  |  |  |
| * Stand or walk on flat, sloped or uneven ground, climb stairs, open/close gates and doors
 | □ | □ | □ | <5 <10<15<20 |  |
| * Climb obstacles/playground equipment
 | □ | □ | □ | <5 <10<15<20 |  |
| * Squat, kneel, sit on ground near students
 | □ | □ | □ | <5 <10<15<20 |  |
| * Throw/catch balls
 | □ | □ | □ | <5 <10<15<20 |  |
| * Push/pull equipment up to ~10kg (e.g. swings and bicycles)
 | □ | □ | □ | <5 <10<15<20 |  |
| * Carry up to ~5kg
 | □ | □ | □ | <5 <10<15<20 |  |
| * Push or pull trolley
 | □ | □ | □ | <5 <10<15<20 |  |
| **Self-mobilise around school/ assist students with mobilising** Surfaces may be carpeted, sealed walkways, around corners, over ramps, or irregular surfaces |  |  |  |  |  |
| * **Low needs**: Guide/instruct, open gates/doors
 | □ | □ | □ | <5 <10<15<20 |  |
| * **Moderate needs:** transport students in wheelchairs (electric or manual) or strollers, or support students to stand, balance and walk. Note: Student may drop or lose balance and require sudden support
 | □ | □ | □ | <5 <10<15<20 |  |
| * **High needs**: Transport students in electric or manual wheelchairs, strollers, wheeled beds, walking frames standing frames, scooter boards or bicycles. May need to reposition student.
 | □ | □ | □ | <5 <10<15<20 |  |
| **Assist students with toileting** |  |  |  |  |  |
| * **Low needs:** pull up nappy, assist with handwashing
 | □ | □ | □ | <5 <10<15<20 |  |
| * **Moderate needs**: support with clothing, lower onto toilet, bend forward, squat, kneel, assist student to stand, hand wash. Note: Student may drop due to variable muscle tone/strength
 | □ | □ | □ | <5 <10<15<20 |  |
| * **High needs**: wheel to change area, 2-person lift or hoist (position student in sling), roll/lift student, various levels of force required due to student strength, tone or muscle activity
 | □ | □ | □ | <5 <10<15<20 |  |
| * Clean change facilities and dispose of waste
 | □ | □ | □ | <5 <10<15<20 |  |
| **Assist students with feeding, including repositioning; and/or airway management (variable)** |  |  |  |  |  |
| * Retrieve food from fridge/ shelves
 | □ | □ | □ | <5 <10<15<20 |  |
| * **Low needs**: assist with positioning and using utensils
 | □ | □ | □ | <5 <10<15<20 |  |
| * **Moderate needs**: Assist with wheelchair/stroller to table, walk or position, fit trays, squat, kneel or sit on low furniture
 | □ | □ | □ | <5 <10<15<20 |  |
| * **High needs**: mobilise student in wheelchair/ stroller/ bed/ walking frame/ scooter board, reposition student if required; trained staff may be required to perform gastrostomy or nasogastric feeding or airway management (e.g. tracheostomy care, oral suctioning, oxygen therapy) as per procedures
 | □ | □ | □ | <5 <10<15<20 |  |
| **Assist students with dressing (variable)** |  |  |  |  |  |
| * **Low needs:** provide guidance/light support in/out of clothes; stand/squat/kneel
 | □ | □ | □ | <5 <10<15<20 |  |
| * **Moderate needs:**  assist student from wheelchair, assist student to stand/pivot/swivel onto change table, task is variable depending on student motor control, needs and available equipment; 2-person lift may be required
 | □ | □ | □ | <5 <10<15<20 |  |
| * **High needs:** hoist assistance or two-person lift required to support student from wheelchair/stroller, bed/walking or standing frame/scooter/ bicycle to/from change table
 | □ | □ | □ | <5 <10<15<20 |  |
| **Supervise students*** Includes bus, playground, library areas
* Observe and verbally direct students, de-escalate any aggressive behaviours
 | □ | □ | □ | <5 <10<15<20 |  |
| **Participate in meetings*** Staff meetings, professional development, meet with management re performance and/or conduct if required
 | □ | □ | □ | <5 <10<15<20 |  |
| **Perform administrative tasks, including lesson prep e.g.:*** Written documentation, computer keyboard data entry and mouse operation, photocopy, laminate, guillotine
 | □ | □ | □ | <5 <10<15<20 |  |
| **Attend extra-curricular activities or provide teaching support on excursions (same day or overnight), variable*** Supervise students at sporting carnivals, concerts, movies, performances, professional development, camps, excursions (e.g. swimming)
* Travel in a vehicle for extended periods
* Assist with equipment or luggage up to ~25kg
 | □ | □ | □ | <5 <10<15<20 |  |
| **Assist with student transport*** Provide light support to ambulant students on/off bus
 | □ | □ | □ | <5 <10<15<20 |  |
| * Push wheelchair/stroller onto ramp and stand, push/ manoeuvre wheelchair onto bus and secure straps to floor
 | □ | □ | □ | <5 <10<15<20 |  |
| **Operate light vehicle or mini bus*** Manual or automatic
* Enter and exit vehicle
* Carry resources up to ~10kg
 | □ | □ | □ | <5 <10<15<20 |  |
| **Administer First Aid*** Variable depending on illness, injury, environment. First aid kits weigh up to ~2kg, may be required to lift, drag or support person (with assistance)
 |  |  |  |  |  |
| **Participate in school lockdown*** As per school procedure, variable depending on threat. May need to physically assist students to secure locations
 | □ | □ | □ |  |  |
| **Emergency first response (fire)*** Operate ~9kg fire extinguisher
 | □ | □ | □ |  |  |

**Additional comments/ recommendations / reasonable adjustment considerations:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**SIGNATURES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Position** | **Print name** | **Signature** | **Date** |
| #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Position title: e.g. Treating General Practitioner/ Psychologist / Physiotherapist |  |  |  |
| Employee |  |  |  |
| Rehab & return to work coordinator |  |  |  |

*# position title must be completed*