

This resource has been developed for the purposes of assisting in the identification and development of rehabilitation programs for injured or ill employees, and to provide detailed information about **common** job demands. When supporting an injured employee in their return to work this document is used in conjunction with Workplace Specific Details to ensure information is customised.

Description of the role of a Learning and Support Teacher:

Teacher means a person employed permanently, temporarily or casually in a teaching position under the provisions of the Teaching Service Act 1980. A learning and support teacher supports students with additional learning needs. These can include students with diagnosed disabilities e.g. physical, language, behavioural; or students that have been identified as requiring additional support.

The role involves:

- Identifying and assessing students
- Supporting teachers to support students in mainstream classes
- Teaching small groups of students
- Teaching 1:1 with students

This document indicates the average time spent across a working day on common work activities/physical work demands that have been identified as essential to the successful performance of the role. The frequency of performance of work tasks is described by either the Descriptor, Percentage of Time, or Amount of Time based on the average working day of 7 hours as follows:

Descriptor	Percentage of Time	Amount of Time based on 7 hours per day
Not present	0%	0
Rare	1% - 7%	From 4 mins to 30 mins
Occasional	8% - 33%	35 mins to 2 ¼ hours
Frequent	34% - 66%	2 ½ hours to 4 ½ hours
Constant	67% - 100%	4 ¾ hours to 7 hours

This table is derived from the US Department of Labor Physical Demand Characteristics of Work, 1996

Hours of Work and Scheduled Breaks

Hours of Work: Employees work during the normal daily hours of operation of the school during which classes are conducted; this is commonly Monday to Friday. Generally teaching employees may be required to be present half an hour before school starts and half an hour after the dismissal in the afternoon. Where special circumstances arise which, in the interests of the school necessitate attendance beyond these hours, the attendance of the employees may be required.

Meal Breaks: Employees are entitled to a lunch break of not less than 30 minutes.

Frequency of Physical Job demands (Average % of Full Time Work Day)

Demands	Not Present	Rare (1% - 7%)	Occasional (8% - 33%)	Frequent (34% - 66%)	Constant (67% - 100%)	Demands	Not Present	Rare (1% - 7%)	Occasional (8% - 33%)	Frequent (34% - 66%)	Constant (67% - 100%)
Sitting				X		Reaching				X	
Standing - Static			X			Handling				X	
Standing -Dynamic				X		Pushing		X			
Walking - Flat Terrain				X		Pulling		X			
Walking – Slippery/ Gravel Terrain		X				Lifting			X		
Climbing – Step Stools/ Ladders		X				Carrying			X		
Climbing – Stairs				X		Fine Motor					X
Stooping				X		Tactility			X		
Kneeling		X				Driving			X		
Crouching – One Off		X				Visual Function					X
Crawling		X				Speech					X
Balancing – Above Ground	X					Auditory Function					X

Tools/ Equipment Handled

Students’ chairs and desks – up to approximately 3kg and 8 kg respectively, classroom furniture and soft furnishings e.g. cushions/ rugs
Pens/pencils/ whiteboard markers and books
Resources: Inclusive of games, books and activities
Gross motor equipment (if required): Inclusive of balance beam, frames, foam mats, stepping stones, hurdles, ropes, balls etc.
Computer workstation

Loads Lifted & Carried (Average % of Full Time Work Day)

Weight range	Not present	Rare (1-7%)	Occasional (8-33%)	Frequent (34 -66%)	Constant (67 – 100%)
0-5 kg		Floor to overhead			
6-10kg		Floor to bench			
11-15kg	X				
15-20kg		Restraint of student*			
21-25kg+		Restraint of student*			

Note: - Loads are a guide of maximum required in a full time work day.

* Refer to Workplace Specific Details for any specific loads lifted or carried

* Physical restraint of a student should be exercised only in those circumstances where there is a real and immediate threat of injury to a person or serious damage to property and there is no other practical way of preventing the likely injury or damage. Employees to focus on prevention and strategies for safely defusing behaviour at the earliest possible stage

	Common Job Activities (used in conjunction with Workplace Specific Details)	Average Time	Critical Job Demand
1	<p>Classroom teaching/support: Provide professional specialist advice, support and mentoring to classroom teachers on:</p> <ul style="list-style-type: none"> - how best to cater for the diverse learning needs in their classrooms, and - how to effectively work in partnership with families to maximise learning opportunities for students at school and at home <p>Provide professional specialist advice and assistance about students with additional learning needs to the school’s learning and support team and assist with professional learning for class teachers and school learning support officers within their school and local network of schools where appropriate.</p> <p><u>Physical requirements:</u> Standing, walking short distances, sitting in adult and / or child-sized chairs or the floor, occasional carrying of resources (<5kg), rare stair climbing. There is also the risk of outbursts from students which may require teachers to physically restrain them. Also if students have a physical disability, there may be the need to provide physical assistance.</p>	<p>Up to 2 hours per session</p> <p>Varies according to school</p>	<p>Yes</p>
2	<p>Small group teaching: Involves running focus groups, including language, literacy, maths, fine motor skills, gross motor skills etc. May be held in base classroom or other rooms in school. Demonstration of activities may be required, however most activities can be delegated to students for demonstration e.g. tumbling.</p> <p><u>Physical requirements:</u> Standing, walking short to moderate distances, stooping, bending, sitting in adult and / or child-sized chairs or the floor, occasional carrying of resources (<5kg) and equipment (<10kg), rare stair climbing. There is also the risk of outbursts from students which may require teachers to physically restrain them. Also if students have a physical disability, there may be the need to provide physical assistance.</p>	<p>Up to 2 hours per session</p> <p>Varies according to school</p>	<p>Yes</p>
3	<p>1:1 sessions: Provide direct support for students with additional learning and support needs through a range of strategies (including direct instruction, delivery of adjusted learning programs, assessment and monitoring of progress) including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities.</p> <p><u>Physical requirements:</u> Sitting in adult chair, walking short distances, reaching at desk height.</p>	<p>Up to 30 minutes per session</p> <p>Varies according to school</p>	<p>Yes</p>
4	<p>Student supervision</p> <p>Supervising students to and from bus pick-up/set-down; toilet-block use, before and after school and before and after excursions/ community visits. Supervision during student breaks (including playground, toilet and library): involving active supervision of a predetermined area and completing visual and auditory monitoring of students’ activities and school premises, providing assistance to students as required.</p>	<p>Refer to Workplace Specific Details</p>	<p>Yes</p>
6	<p>Specified non-teaching time</p> <p>Planning lessons, completion of administrative paperwork, correction of students’ work, reports, class preparation (e.g. photocopying, resource preparation) review of resources, purchasing of supplies, checking and responding to messages etc. It should be noted that teachers may also undertake these and other related tasks outside of the school’s operating hours.</p>	<p>Refer to Workplace Specific Details</p>	<p>Yes</p>

Common Job Activities (used in conjunction with Workplace Specific Details)		Average Time	Critical Job Demand
In support of the above activities performed during rostered duty time, the activities below are performed by most teachers			
7	Staff meetings Attendance at and facilitating staff meetings/liaison with teaching staff: involving face to face or (depending upon distance) teleconferenced meetings at which day to day operational issues, short term and long term strategic planning for the school occur. May also include internal daily meetings with administrative staff, appraisal meetings etc.	Varies according to school	Yes
8	Committee meetings Involving a variety of activities dependent upon the nature of the committee and the number of committees the employee is a part of.	As required	No

Job Profile – Functional Summary For a Learning and Support Teacher

Environmental Factors

The following environmental factors exist in the workplace.

	Low- level ambient noise (from students, traffic, school activities etc.) requiring moderate voice projection to be heard.
	Some work may be performed outdoors or exposed to the elements.
	Worker/ team relationships – the work environment may require the employee to adjust to different management or working styles, and demonstrate an ability to work cooperatively.
	Shortened work breaks may be taken on a voluntary basis.
	Teachers may also be required to address multiple demands and a large number of unplanned interruptions may occur throughout the working day

Core Workplace Expectations (Organisational, Interpersonal, and Psychosocial)

The following major workplace expectations have been identified with reference to DEC Policies and Guidelines and O*NET (the Occupational Information Network, a comprehensive database of worker attributes and job characteristics).

	All employees have a responsibility to comply with legislation, departmental policy, procedures and the DEC Code of Conduct, perform their duties effectively, provide impartial and accurate advice and act in a manner that promotes a productive and harmonious working environment.
	Negotiating with others - In dealing with other people, employees should be able to accommodate and tolerate different opinions and perspectives, and sort out their disagreements by rational discussion.
	Departmental employees have a duty to take reasonable care for the safety and welfare of the students in their charge.
	Establishing and maintaining effective communication – includes appropriate communication with supervisors, peers, subordinates , students, parents and community members
	Employees who work with students have a special responsibility in presenting themselves as appropriate role models for those students.
	Training and Teaching Others – Includes identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing ,and assessing and reporting for effective learning
	Managing demanding interpersonal situations where health and other complex issues impact on students. These issues need to be understood, interpreted, communicated and managed.
	Assisting others – may require close physical contact with students to contain behaviours.
	Close nature of supportive relationships with parents, may see teacher providing additional support in the management of difficult health and/or behavioural issues.
	Workplace demands require that staff work in a collegiate relationship to ensure appropriate support is given to students and each other.
	Have the capacity to be flexible, adaptable and willing to learn in a work environment where the day-to-day priorities and tasks may vary considerably
	Dealing with emotional and physical outbursts by being responsive and reading behaviours. Participating in appropriate training to know when and how to utilise restraint of a student
	Teaching context requires that teacher have the ability to provide students with verbal, and physical prompts such as modelling and guidance to enable learning.
	Regardless of actual allocated students/class, all teachers are responsible for all students under the care and supervision of their school during school hours.
	Investigations – participate in reporting investigation and resolution processes, including mandatory reporting of suspected child abuse or neglect, and participation as a witness or party to performance, discipline, grievance, WorkCover or other processes.

Job Profile – Functional Summary For a Learning and Support Teacher

The use of this terminology, referred to in Frequency of Physical Job demands table on page 2, helps to establish a common language for key stakeholders when describing job demands in terms of frequency of activity performance, type of posture or movement and the level of strength/ lifting required.

Definition of Physical Job Demands	
LIFTING	Raising or lowering an object from one level to another (includes upward pulling and/or exerting upward force to hold an object in static position).
CARRYING	Transporting an object, usually holding in the hands, arms or on the shoulder.
PUSHING	Exerting force upon an object so that the object moves away from the force (including stooping, striking, kicking, treading and exerting force to hold an object in static position).
PULLING	Exerting force upon an object so that the object moves toward the force (including jerking and exerting force to hold an object in static position).
SITTING	Remaining in a seated position.
STANDING	Remaining on one’s feet in an upright position without moving greater than three steps.
WALKING	Moving about on foot greater than 3 steps.
CLIMBING	Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like, using feet and legs, or hands and arms.
BALANCING	Maintaining body equilibrium to prevent falling when walking, standing, crouching, or running on either elevated and unguarded, narrow, slippery or erratically moving surfaces.
STOOPING	Bending the body forward and downward by bending spine at waist, requiring full use of lower extremities and back muscles.
KNEELING	Bending legs at knees to come to rest on knees.
CROUCHING	Bending body forward and downward by bending legs and spine.
CRAWLING	Moving about on the hands and knees.
REACHING	Extending arms(s) in any direction.
HANDLING	Seizing or grasping, holding, turning or otherwise working with the hands. Fingers are only involved to the extent that they are extensions of the hand.
FINE MOTOR	Picking, pinching, or otherwise working with the fingers, other than with the whole hand or arm as in handling.
TACTILITY	Perceiving attributes of objects, such as: size, shape, temperature, or texture by touching with skin; particularly that of finger tips.

This table is derived from the Queensland Department of Education and Training Job Dictionary