

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 the General Assistant:

General assistants (GA’s) are employed in all schools. They support student learning through:

- the preparation and maintenance of equipment
- the preparation of materials and construction of teaching aids
- minor maintenance of building, plant and equipment
- school reception and distribution of stores goods delivered to the school
- maintaining school playing fields, gardens and lawns.

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 8 hours as follows:

| Descriptor | Percentage of Time | Amount of Time based on 8 hours per day |
|-------------|--------------------|---|
| Not present | 0% | 0 |
| Rare | 1% - 7% | <i>From 4 mins to 30 mins</i> |
| Occasional | 8% - 33% | <i>35 mins to 2 ½ ours</i> |
| Frequent | 34% - 66% | <i>2 ¾ hours to 5 ¼ hours</i> |
| Constant | 67% - 100% | <i>5 ½ hours to 8 hours</i> |

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: Full-time employees work 8 hours per day, Monday to Friday. Start and finish times range from 6am and 6pm, with a rostered day off every 19 days. Part-time general assistants are not entitled to a rostered day off.

Meal Breaks: Employees are entitled to one 10 minute morning tea break and not less than a 30 minute lunch break.

Job Profile – Functional Summary For the Position of a Primary School General Assistant

| 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 |
|--|
| Step ladders / ladders to access maintenance and grounds tasks out of reach (e.g. light bulbs, ceilings, pruning of shrubs/ trees). |
| Trolley and wheelbarrow to transport heavier items between locations |
| General tools, power tools, hand held engraving tools, drill press |
| Leaf blower, whipper snipper, ride-on mower, lawn mower, secateurs, hedge trimmer, edger, herbicide dispenser, high pressure hose, compressor for spray painting |
| Portable communication equipment, “walkie-talkie” or mobile phone |

| 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 Waist to Shoulder | |
| 6-10kg | | | | Floor to Waist to Shoulder | |
| 11-15kg | | Floor to Waist | | | |
| 15-20kg | | Floor to Waist | | | |
| 21-25kg+ | | Floor to Waist | | | |

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

Job Profile – Functional Summary For the Position of a Primary School General Assistant

| Common Job Activities (used in conjunction with Workplace Specific Details) | | Average Time | Critical Job Demand |
|---|---|--|---------------------|
| 1 | Ground Maintenance Maintaining and caring for school grounds, including mowing lawns and playing fields, line marking, preparation of ground for planting trees, herbs and shrubs, and planting and watering of same, pruning shrubs, trimming hedges, light lopping and trimming of trees, spreading mulch, laying turf, fencing off areas, picking up rubbish. | Up to 3½ days per week, spread over week | Yes |
| 2 | Building Maintenance Minor maintenance of buildings and equipment, such as installing cupboards, noticeboards and whiteboards, changing/fixing locks, cutting keys, changing lightbulbs, painting of internal walls/doors, fixing taps, fixing tables and chairs, fixing toilet seats, management of new furniture arrival, installation of furniture and equipment, and disposal of broken furniture. Shifting cabinets (asks for assistance if too heavy) | Up to 1½ days per week, spread over week | Yes |
| 3 | Deliveries Handling boxes of deliveries (max 20kg), using trolley to move heavy stock. Moving stock to storerooms and various buildings around school e.g. textbooks, reams of paper, archive boxes | | Yes |
| 4 | Driving Driving to hardware store and other retail shops purchasing items as required | | Yes |
| 5 | Chemical Register and Emergency Services Use of chemical register for chemicals used by GA, servicing equipment, completing visual inspection of fire extinguishers, identification of electrical faults e.g. short fuses, minor air conditioner repairs, monitoring school security system, installation of televisions etc. | | Yes |
| 6 | School Maintenance Contractors Coordination of maintenance activities and liaison with all subcontractors on site. | As required | Yes |

Environmental Factors

The following environmental factors exist in the workplace.

| | |
|--|--|
| | Low-moderate level ambient noise (from machinery, tools etc.) occasionally requiring considerable voice projection to be heard. |
| | Work is performed outdoors and exposed to the elements (rain, sun). Nature of work performed may result in risk of exposure to Minor Burns, Cuts, Bites, or Stings |
| | The employee is required to wear Common Protective or Safety Equipment such as Safety Shoes, Glasses, Gloves, Hearing Protection. |
| | The employee may handle substances, including contaminants which require the implementation of safe work methods for hazardous substances |
| | The employee will use and store chemicals in a safe manner, control the risk from chemicals, and implement long term strategy for the safe use and storage of chemicals |
| | The safe control and operation of vehicles and machinery is required in this position |
| | Worker/ team relationships – the work environment may require the employee to adjust to and manage different working styles, and demonstrate an ability to work cooperatively. |
| | While deadlines exist for many tasks, the level of demand is dependent upon the work environment and staffing level. |
| | Can work at heights of less than 2 metres while standing on a ladder with feet. |

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. |
| | 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. |
| | Organising, Planning, and Prioritising Work - Developing specific goals and plans to prioritise, organise, and accomplish work. |
| | Making Decisions and Solving Problems -Analysing information and evaluating results to choose the best solution and solve problems. |
| | Independent work - ongoing requirement to work alone, while maintaining relationships within school community. |

Job Profile – Functional Summary For the Position of a Primary School General Assistant

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