

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 Support Class Teacher – Intellectual/Behavioural/Emotional Disabilities:

Teacher means a person employed permanently, temporarily or casually in a teaching position under the provisions of the Teaching Service Act 1980. Support class teachers are school teachers appointed to schools for specific purposes (SSP), or support units/classes in regular primary or high schools established to provide education for students with disabilities and including appointments as itinerant support teacher. A support class teacher in intellectual/behaviour/emotional disabilities may also work in a tutorial centre, suspension centre and an education and training unit (ETU).

A SSP is a school for students from pre-school to Year 12 who require intensive levels of support. These schools provide a specialised educational setting in which learning support plans are collaboratively developed, implemented and monitored.

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.

Job Profile – Functional Summary For a Support Class Teacher – Intellectual/Behavioural/Emotional Disabilities

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					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
Computers and data projectors – For use during information technology based learning activities with students and administrative tasks.
Pens/pencils/chalk/whiteboard markers and books
Sports equipment – including various balls and bats
Training materials - for example data projector, whiteboard markers
Computer workstation
Art equipment – paints, paint brushes, cardboard and collage equipment
Learning Aids – charts, models, posters, overhead projectors and screens, electronic whiteboards, smart screens

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			
11-15kg		Floor to Waist			
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

Job Profile – Functional Summary For a Support Class Teacher – Intellectual/Behavioural/Emotional Disabilities

Common Job Activities (used in conjunction with Workplace Specific Details)		Average Time	Critical Job Demand
1	Room/activity set-up Room setup : including moving chairs, furniture and equipment for learning activities, as well as packing up previous activities.	Varies	Yes
2	Teaching of students Group teaching of students with assistance of the Student Learning Support Officer (SLSO); involving standing or seated presentation of information to students, monitoring verbal and non-verbal responses of students to information, providing answers to questions, supervision of group and individual learning activities and encouraging participation by students. Group teaching is a component of each class regardless of the age or level of cognitive function of students	Up to 3-4 hours per day	Yes
3	Parent/carer liaison Teachers may contact the parents/carer of their students via telephone or face to face as required to discuss specific issues (e.g. student performance). Teachers participate in teacher parent interview nights throughout the year.	As required during non-teaching time and after school hours	Yes
4	Student supervision 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.	Refer to Workplace Specific Details	Yes
5	School excursions and sporting visits Organising and supervising school excursions and sporting visits; supervision of small or large groups of students outside the school premises, conducting site tours of destinations, monitoring student completion of excursion-related learning activities, constant surveillance of surroundings to ensure student safety, training school sports teams, refereeing sporting games.	Varies according to school	Yes
6	Specified non-teaching time 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.	Refer to Workplace Specific Details	Yes
7	School Excursions Excursion based teaching of students - involving supervision of small or large groups of students outside the school premises, conducting site tours of destinations, monitoring student completion of excursion-related learning activities, constant surveillance of surroundings to ensure student safety.	Refer to Workplace Specific Details	Yes
In support of the above activities performed during rostered duty time, the activities below are performed by most teachers			
8	Staff meetings Attendance at and facilitating staff meetings/liason 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

**Job Profile – Functional Summary For a
Support Class Teacher –
Intellectual/Behavioural/Emotional Disabilities**

	Common Job Activities (used in conjunction with Workplace Specific Details)	Average Time	Critical Job Demand
9	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
10	Extra curricula activities Teachers also participate in extra-curricular activities most of which are of a voluntary nature. These include: <ul style="list-style-type: none"> • Overnight camps; • Intra-school sport; and/or • After school student elective activities. 		No

Environmental Factors

The following environmental factors exist in the workplace.

Low/medium- level ambient noise (from students, traffic, school activities e.g. music practice etc) requiring considerable 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 teacher to adjust to and manage different 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.

Work may be conducted predominately in indoor, classroom environments which may have climate controls such as fans and air conditioning systems

Teachers may be required to wear common protective or safety equipment such as safety glasses, covered shoes and hearing protection, and be required to handle sharp instruments and tools, including equipment with vibration

Challenges experienced due to adverse social or economic factors in the local community

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, school and non-school based staff, students, parents/carers 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
	Teaching staff are responsible for in creating and maintaining safe and challenging learning environments. Effective strategies for the management of student behaviour and the maintenance of a safe working and learning environment include WHS procedures, student welfare procedures, curriculum and environmental management.
	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.
	Negotiating with Others e.g. parents, students and internal and external service providers such as therapists.
	Coordinating the work of others – SLSOs and students, balancing the individual care and attention needs of students with supervisory needs of rest of class
	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
	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.

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