

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 (GA):

General assistants 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.

The range of duties performed is dependent upon the time allocation of a GA to a school.

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. GA’s are required to work unsupervised during school holidays. 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.

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, wheelbarrow and trailer 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, fuel cans
Portable communication equipment, 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	x				
21-25kg+	x				

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

Common Job Activities (used in conjunction with Workplace Specific Details)		Average Time	Critical Job Demand
1	<p>Ground maintenance Maintaining and caring for school grounds, including mowing lawns and playing fields, line marking, preparation of ground for planting trees and shrubs, and planting and watering of same, pruning shrubs, trimming hedges, light lopping and trimming of trees, laying turf. Depending on the size of the school grounds, the lawns may be mowed using a ride-on mower. The frequency of mowing generally increases during summer.</p> <p>Operating ride-on mower involves pulling in light steering levers with bilateral arm use to steer.</p> <p>Attaching the trailer (<10kg) force to ride-on mower</p>	Up to 2 days per week, spread over week	Yes
2	<p>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</p>	Up to 3 days per week, spread over week	Yes
3	<p>Deliveries Moving stock to storerooms and various buildings around school e.g. textbooks, reams of paper, archive boxes; use trolley to transport heavier items</p>		Yes
4	<p>Driving Driving to hardware store and purchasing items as required</p>		Yes
5	<p>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.</p>	As required	Yes
6	<p>School maintenance contractors Reporting maintenance issues to the maintenance contractor. Reporting vandalism and damage to the police and the maintenance contractor. Coordination of all maintenance activities and liaison with all subcontractors on site.</p>		Yes

Environmental Factors

The following environmental factors exist in the workplace.

	Low-moderate level ambient noise (from machinery, tools etc.) requiring considerable voice projection to be heard
	Work is performed outdoors and exposed to the elements. 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 are required in this position
	Working at heights while standing on a ladder with feet below 2 metres
	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
	Shortened work breaks may be taken on a voluntary basis
	While deadlines exist for many tasks, the level of demand is dependent upon the work environment and staffing level
	This position is based in a regional high school. The additional environmental factor of maintaining grounds to minimise risk of damage from bush fires is noted, as well as sloped grounds making lawn mowing more hazardous

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.
	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 the Position of a General Assistant - Rural

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