

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 School Learning Support Officer (SLSO):

Under the supervision and direction of a teacher, a school learning support officer assists in classroom activities, school routines, and the care and management of students with disabilities and behaviour disorders.

Their role includes assisting teachers in school and community centres in:

- the implementation of individual education programs;
- providing opportunities for students to develop personal, social independent living and pre-vocational skills; and
- attending to the personal care needs of 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 6.25 hours as follows:

Descriptor	Percentage of Time	Amount of Time based on 6.25 hours per day
Not present	0%	0
Rare	1% - 7%	<i>From 3 mins to 25 mins</i>
Occasional	8% - 33%	<i>30 mins to 2 hours</i>
Frequent	34% - 66%	<i>2 ¼ hours to 4 hours</i>
Constant	67% - 100%	<i>4 ¼ hours to 6 ¼ 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: The normal hours of work for full-time employees shall not exceed 31 hours 15 minutes per week between 8.00 am and 4.30 pm on school days. The actual hours worked by an employee in any week may, by agreement between the principal and the employee, be averaged over periods of up to 10 weeks between the hours of 7.30 am and 6.00 pm. The pattern of hours worked by an employee under such an arrangement must be approved by the principal taking into account the needs of the school.

Meal Breaks: Employees who work not less than four hours per day shall be entitled to an unpaid lunch break of not less than 30 minutes each day. Employees who work more than two hours from the commencement of the school day shall be entitled to a paid morning tea break of 10 minutes each day.

Job Profile – Functional Summary For the Position of a Primary School Learning Support Officer

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 on occasion
Pens/pencils/chalk/whiteboard markers and books
Learning materials, weighing between 2 – 3kg

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	x				
11-15kg	x				
15-20kg	x				
21-25kg+	x				

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

Job Profile – Functional Summary For the Position of a Primary School Learning Support Officer

Common Job Activities (used in conjunction with Workplace Specific Details)		Average Time	Critical Job Demand
1	Room / Activity set-up Preparation of resources for learning activities e.g. administration tasks for teacher and self, library based work, photocopying, development of resources etc.	Up to 1 hour per week	Yes
2	Classroom based support and direction of students Involves 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. SLSO's work in classroom, outside or in private rooms depending on student needs. Note: SLSO may also be required to provide medical assistance to certain students e.g. those requiring medication or monitoring. Prior to providing this assistance the SLSO will receive appropriate education and training. The time spent in performance of this activity is dependent upon the school and class.	Up to 6 hours per day	Yes
3	Student Supervision Assisting teachers with the supervision during student breaks (including playground, library and bus duty): 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.	Only if required for student/s	Yes
4	School Excursions Excursion based support of students; involves assisting teachers supervise 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.	1 – 2 per term	Voluntary
5	Parent Liaison Involves face-to face contact with parents and requiring recollection, preparation or sourcing of specific information related to current students.	Random interactions, usually once a month	No
In support of the above activities performed during rostered duty time, the activities below are performed by most SLSO's			
6	Extra Curricula Activities Performance of extra -curricular activities most of which are of a voluntary nature. These include: <ul style="list-style-type: none"> • Coordination of student function days and competitions • Overnight camps; 		Would be voluntary if situation arose

Job Profile – Functional Summary For the Position of a Primary School Learning Support Officer

Environmental Factors

The following environmental factors exist in the workplace.

Low- level ambient noise (from students, traffic, school activities e.g. music practice etc.) occasionally requiring moderate voice projection to be heard.

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 school environment and staffing level. Employees may also be required to address multiple demands and a large number of un planned 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

SLSO maintain safe learning environments through the use of classroom management skills. 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.

The SLSO works under the direction of a classroom teacher and tasks performed are determined by the teacher

Assisting and caring for others – the provision of assistance to students may include medical assistance and assistance with self-care activities.

Job Profile – Functional Summary For the Position of a Primary School Learning Support Officer

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