

# Brooke Weston Trust – Job Families

## Job Evaluation Questionnaire

### Job title

Student Support Officer

### General Questions

Please describe in one or two sentences the purpose of your job?

To support pupil wellbeing within the school and by extension, to parents/carers, addressing the mental and physical needs of pupils to overcome barriers to learning.

What are the main tasks/duties/responsibilities of your job?

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <ol style="list-style-type: none"> <li>1. Safeguarding – report all safeguarding issues to the Designated Senior Lead, carrying out investigations under their direct supervision.</li> <li>2. Follow up concerns of non-attendance, communicating with tutors, school staff, parents and conducting home visits. Analyse attendance data and keep records up to date with communication made.</li> <li>3. Supporting with behavioural and wellbeing issues outside of the classroom.</li> <li>4. Supervise the isolation room, ensuring students complete allocated work.</li> </ol> | <b>% of time</b> |
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Roughly, what percentage of time do you spend on each?

	Main tasks/duties/responsibilities	% of time
1	Safeguarding – report all safeguarding issues to the Designated Senior Lead, carrying out investigations under their direct supervision.	10%
2	Follow up concerns of non-attendance, communicating with tutors, school staff, parents and conducting home visits. Analyse attendance data and keep records up to date with communication made.	40%
3	Supporting with behavioural and wellbeing issues outside of the classroom.	25%
4	Supervise the isolation room, ensuring students complete allocated work.	25%

Are there any tasks/duties which you do occasionally, or at a certain time of the year? If yes, please list and state how often you do them.

	Occasional tasks	How often you do them
1	Network/forum meetings with other Trust colleagues to share best practice	Termly
2	Attend EHA/TAF meetings on behalf of DSL	Termly
3	Attend parents evenings/open evenings	At least 2-3 times per year
4		

1. What knowledge is needed to be able to do your job properly under the listed headings and how is the knowledge normally acquired?		
Type of knowledge	What knowledge needed and for what purpose	How normally acquired
E.g. Procedural	Processing an order for stationery	On the job instruction and experience – minimum 1 year
(1) Literacy and numeracy	Numeracy skills for analysing attendance data and identifying patterns. Literacy skills for communicating to parents about non-attendance, report-writing.	GCSE maths and English as minimum On the job instruction
(2) Procedural (e.g. procedures instructions for carrying out tasks)	Safeguarding and attendance procedures set internally within the Academy and Trust, in line with the wider government legislation to ensure statutory obligations are met.	On the job instruction Previous experience – 1-2 years
(3) Equipment (e.g. machines, tools, instruments)	Office equipment.	On the job instruction
(4) Administrative systems	Microsoft Office packages – Word, Excel Databases – MIS	On the job instruction
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Awareness of attendance and safeguarding procedures within the school and the wider Trust picture. Understanding of pastoral and behavioural departments. Awareness of wider county procedures.	On the job instruction Previous experience – 1-2 years
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Safeguarding and child protection training, TAF/EHA training, safer recruitment training, as well as specialist training for child development, behaviour management, mental health, domestic violence, race and equality awareness.	Training courses. Experience – 1-2 years
(7) Other languages and cultures	N/A	N/A
(8) Other, please specify		



## Mental Skills

This measures what analytical, problem solving and judgement skills you need to do the job. It also looks at creativity and development skills, design, handling people, developing policies and procedures and planning and strategy.

- 1.** In the boxes below, give 2 examples of decisions or recommendations you make, or problems you solve, on a day to day, or regular, basis.

### Example 1

A member of staff passes a 'cause for concern' form to postholder regarding a possible safeguarding issue. Postholder works with the Designated Senior Lead and makes a judgement on the best possible route to investigate the concerns.

### Example 2

Postholder regularly makes judgements about whether a student who is behaving poorly should be reintegrated back into the classroom, or taken into the isolation room. This decision is authorised by line manager.

- 2.** In the box below, give an example of the most difficult or important decisions or recommendations you make or problems you solve.

If a student is a persistent poor attender, postholder makes decision (based on knowledge of the student and family circumstance) whether to refer to the BWT Education Welfare Officer to prosecute the parents.

How often do you expect to take a decision or solve a problem of this type (e.g. once a month, twice a year?)

1 times per month

- 3.** Do you ever have to interpret or analyse information or situations in order to make a decision or recommendation, or to solve a problem?

No  Go to the next question Yes  Give an example in the box below:

Example of decision / recommendation / problem:

A student is physically abused by their parent – this is disclosed to the postholder.

Indicate nature and complexity of information / situation:

The situation can be quite complex based on knowledge of family circumstances, health issues and other sensitive issues. The situation needs to be handled carefully and in a diplomatic manner.

How do you interpret or analyse the information / situation?

Speak with the parents/student  
Collation of information – referred to the Designated Senior Lead to progress with the MASH team.  
Come to a judgement on the best option or strategy based on information gathered.

- 4.** What are the requirements of your job for creative or developmental skills (in the broadest sense e.g. designing a page layout, working out how to deal with a difficult client, drawing up a new policy or procedure?)

Please rank the following statements according to how typically they apply to the job (1 = most typical, 2 = next most typical etc.) Leave blank any statements which do not apply.

	The work is designed in such a way that creative and developmental skills are not necessary
<b>4</b>	The work requires creative skills for solving straightforward problems
<b>2</b>	The work requires creative and developmental skills for solving varied problems
<b>1</b>	The work requires creative and developmental skills for solving difficult problems
<b>3</b>	The work requires creative and developmental skills for producing innovative solutions to major problems.

Give an example for the option you have marked 1, as being most typical

Creative skills required in developing strategies to engage with students who are behaving poorly, persistently absent from school or have disclosed some information.

**5.** Does your work require you to plan ahead or organise for the future?

No  Go to the next question

Yes <input checked="" type="checkbox"/>	What period do these planning/organising activities mainly cover? (NB: please note the period over which planning activities take place, not the time-scale for what is planned)	Short term (days, up to weeks)	<input checked="" type="checkbox"/>
		Medium term (months, up to a year)	<input type="checkbox"/>
		Long term (more than a year)	<input type="checkbox"/>

Please give a typical example below:

Postholder monitors log of attendance on a weekly basis to pick out patterns of non-attendance and set up appropriate strategies for the week ahead.

**6.** Are any other forms of mental skill required for your job?  
If so, please list them below and explain what purposes you require them for.

Mental Skill	Purpose required for

## Interpersonal and communication skills

This factor looks at the context, complexity and nature of the subject matter to be communicated; and the context, form, process and potential difficulty of the actual interaction with the recipient(s).

<b>1.</b>		Tick the boxes below to show which forms of interpersonal and communication skills are needed for your job. Say what each is used for and with whom they are used.	
Form of skill		Used for and with whom	
<i>Example: Caring Skills</i>		<input checked="" type="checkbox"/>	Providing personal services to clients in their homes
<i>Example: Caring Skills</i>		<input checked="" type="checkbox"/>	Assessing client's care needs
<i>Example: Negotiating Skills</i>		<input checked="" type="checkbox"/>	Negotiating tender contract details
Caring skills		<input checked="" type="checkbox"/>	Sensitive disclosures made by students, support provided by postholder
Training skills		<input type="checkbox"/>	
Team working skills		<input checked="" type="checkbox"/>	Working with staff across the school, Trust and with external agencies
Motivational/team leading skills – includes own staff		<input checked="" type="checkbox"/>	Motivation for staff to approach and identify signs of issues, to parents
Advising, guiding skills		<input checked="" type="checkbox"/>	Recommendations to staff on particular courses of action for safeguarding concerns, to parents and children on particular strategies
Persuading, influencing skills		<input checked="" type="checkbox"/>	Recommendations to parents and students on wellbeing-related and attendance matters
Counselling skills		<input type="checkbox"/>	
Conciliating skills		<input checked="" type="checkbox"/>	Mediation between children and their families
Advocacy skills		<input checked="" type="checkbox"/>	Representative of student when attending external meetings
Negotiating skills		<input checked="" type="checkbox"/>	Negotiating skills to encourage student to attend class or parents into adopting a certain strategy
Oral (spoken) communication skills		<input checked="" type="checkbox"/>	Communicating with parents, staff and students and external agencies
Written communication skills		<input checked="" type="checkbox"/>	Communicating with parents via letter, completing referral forms and preparing reports etc.
Oral presentation skills		<input type="checkbox"/>	
Other interpersonal or communication skills		<input type="checkbox"/>	
<b>2.</b> Are you required to use a language (oral or written) other than English?			
No	<input checked="" type="checkbox"/>	Go to the next question	
Yes	<input type="checkbox"/>	Complete the table below	
Language	Used to communicate with.		Used for.

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**3.** Are you required to use any form of recognised sign language?

No  Go to the next section – Physical Skills

Yes  Complete the table below

Form of sign language	Used to communicate with	Used for

## Physical skills

This measures the physical skills required to do the job, including finger dexterity, hand-eye co-ordination of limbs and sensory co-ordination.

<b>1.</b>	Tick 1 box to indicate the keyboard skills needed for your job:		
Required		Used for.	
Not required, or 2-finger operation with no time constraints	<input type="checkbox"/>		
Precision required, keyboard used for some aspects of work	<input checked="" type="checkbox"/>	Data input on spreadsheets, databases, word processing.	
Precision and speed, keyboard skills integral to main duties	<input type="checkbox"/>		
Considerable precision and speed, keyboard skills e.g. for data input	<input type="checkbox"/>		
<b>2.</b>	Tick 1 box to indicate whether driving skills are needed for your job, and state the nature and complexity of the vehicle driven.		
Required		Nature of Vehicle	Purpose of driving
Not required (other than for driving to and from work)	<input type="checkbox"/>		
Normal driving skills e.g. for travel between work locations	<input checked="" type="checkbox"/>	Car	Home visits
Other driving skills e.g. for specialist vehicles/plant	<input type="checkbox"/>		
<b>3.</b>	Are there any other forms of physical skill (dexterity, co-ordination or sensory skills) required for your job (e.g. for operating equipment, machinery or tools for preparing food)?		
No	<input checked="" type="checkbox"/>	Go to the next section – Initiative and Independence	
Yes	<input type="checkbox"/>	Complete the table below	
Skill	Used for		Precision / Speed
E.g. Dexterity	Peeling, chopping vegetables		Economical use, portion control, restricted time



## Initiative and Independence

This factor looks at how independent you have to be within your job. This takes into account the nature and level of supervision of the jobholder, the level and degree of direction and guidance provided by policies, precedents, procedures and regulations, and whether the jobholder works on their own or with others.

<b>1.</b>	How do you know what you should be doing each day? Explain briefly below:	
	Post holder generally set own agenda for the day based around the routines of the academy. For example, post holder works to particular academy processes which are set by the senior leadership team, however post holder decides prioritisation of workload depending on what disclosures have been made, where attendance is poor.	
<b>2.</b>	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
	Internal attendance and safeguarding procedures for the Academy and the wider BWT policies. Reference to government legislation.	
<b>3.</b>	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
	Example 1	
	Where there are students with low level/risk attendance issues postholder makes the decision to proceed with a particular strategy.	
	Example 2	
	Once postholder has received a disclosure they make a decision on which particular pathway to pursue (as per the guidance). Serious safeguarding disclosures are referred to the Designated Senior Lead.	
<b>4.</b>	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
	Example 1	
	Casework for prosecution – bundle of evidence would be put together by postholder to refer to BWT Education Welfare Officer to progress.	
	Example 2	
	A member of staff makes a personal disclosure to the postholder regarding their wellbeing. Postholder will help but would escalate to the Principal of the academy as it is a personnel/HR issue.	
<b>5.</b>	What form(s) of direction, management or supervision do you receive, from whom and how often?	
	Form of direction etc.	From whom (job title)
		How often (times per week)
	E.g. Regular team meetings	Supervisor – Senior Social Worker
		Every 2 weeks

1.1 with line manager	Line manager	Daily to provide general update. Access to whenever required.
Pastoral team – informal catch up meetings	Pastoral team	Daily

## Physical Demands

This question establishes the normal physical demands which are placed on anyone doing the job.

<b>1.</b>	Does your job require you to sit in a fixed or constrained position (e.g. sitting at a computer keyboard or in a vehicle driving seat, standing at a drawing board)?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	For what purposes?		
		How long do you have to maintain this position at any one time?	Sitting at keyboard for majority of the time but not constrained.	
		And how often?		times per
<b>2.</b>	Does your job involve any other physical demands?			
No	<input checked="" type="checkbox"/>	Go to the next section – Mental Demands		
Yes	<input type="checkbox"/>	Go to the next question		
<b>3.</b>	Does your job require periods of standing and walking beyond normal movement between indoor working area?			
No	<input type="checkbox"/>	Go to the next question		
Yes	<input checked="" type="checkbox"/>	For what purposes?		
		How long are these periods of standing and walking?	2-3 hours	
		And how often do they occur?	three	times per
<b>4.</b>	Does your job require lifting and/or carrying of items or equipment (beyond light office materials, such as pens, pencils and limited quantities of paper)?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	Complete the table below:		
What and why	How heavy	How far	For how long	How often % working time
E.g. bucket of water, for floor washing	5 kg?	50m (up flight of stairs)	5 mins	1 per day – 2%
<b>5.</b>	Does your job require pushing and/or pulling of items or equipment?			

No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	Complete the table below:			
What and why		How heavy	How far	For how long	How often % working time
<b>6.</b>	Does your job require rubbing, scrubbing, digging or similar form of physical effort?				
No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	Which of these, and for what purposes?			
		How long at any one time do you rub and/or scrub, dig or similar?			
		And how often?			
<b>7.</b>	Does your job require working in an awkward position (e.g. crouching, kneeling)?				
No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	Complete the table below:			
Position		Why	For how long	How often % working time	
E.g. Kneeling		To scrub kitchen floor	20-30 mins	1 per day – 10%	
<b>8.</b>	Does your job involve any other form of physical demand?				
Physical demand		Why	For how long	How often % working time	

## Mental Demands

This looks at the degree and frequency of your concentration, alertness and attention to detail required by your job.

<b>1.</b>	Does your job require more than general awareness and sensory (i.e. using eyes, ears, touch or smell) attention, (e.g. more than general attention for watching children at play, word processing text or inputting data)?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Form of sensory attention	Needed for	For how long	How often % working time
E.g. Visual & listening attention	Watching children at play	Average 2 hours	Once a week – 5%
Visual and listening attention	Monitoring movement of students throughout the building	Up to an hour	Daily
Visual and listening attention	Monitoring body language of students during 1.1 meetings or counselling sessions	Up to 2 hours	Daily
<b>2.</b>	Does your job require more than general mental attention or concentration (e.g. more than general mental attention for repeated manual calculations, drafting a complex report)?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Form of mental concentration	Needed for	For how long	How often % working time
E.g. Totalling and tallying receipts	Balancing cash office accounts	30 mins (if tallies) to 1 hour	Twice per day – 20%
Mental concentration	Analysing data to identify absence issues and prepare report	Up to an hour at any one time	Up to 3 times per week
Mental concentration	Writing letters for parents, preparing reports	Up to an hour at any one time	Up to 3 times per week
Mental concentration	Concentration during meetings with parents and external agencies, taking notes and providing advice	Up to two hours at any one time	Up to 3 times per week

**3.** Is your job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

No  Go to the next question

Yes  Complete the table below:

Form of work related pressure	Source	For how long	How often % working time
E.g. Telephone interruptions (e.g. to clerical tasks)	Suppliers, other staff	2-20 mins per call	10-20 times per day
Regular deadlines – collation of attendance figures, prep for meetings	SLT, BWT Education Welfare Officer, external meetings	Continuously	70% of working time
Frequent interruptions	Parents, staff, external agencies	5mins – 1 hour	15-20 times per day
Conflicting demands – role is reactive to student demands	Students, staff, parents	Continuously	70% of working time

**4.** Does your job involve any other form of mental demand?

No  Go to the next section – Emotional Demands

Yes  Complete the table below:

Mental Demand	Source	For how long	How often % working time

## Emotional Demands

Emotional demands are those arising from contacts or work with other people. For instance, those who are angry, difficult, upset or unwell; or in circumstances such as to cause stress to the jobholder.

1. Does your job involve contact (in person or by telephone) with people who by their circumstances or behaviour (for example homelessness, mentally ill, terminally ill) cause you emotional stress or upset? People can include the public, service users (including pupils) or other employees of the organisation, but not your immediate work colleagues.



Yes

Please give examples.



No

2. These people – who are they?

Cause of emotional stress or upset

Frequency of stress (daily/monthly/etc.)

Students

Disclosure made by student regarding; bullying, social issues, physical pain, environmental factors, abuse. Postholder is exposed to confidential and sensitive information during meetings discussing the student.

Daily

3. Does your job involve any other form of emotional demand?

No



Go to the next section – Responsibility for People

Yes



Compete the table below:

Emotional Demand	Why	For how long	How often

## Responsibility for People – Wellbeing

This factor measures any job responsibilities which have a DIRECT (hands on) impact on the well-being of individual, or groups of, people.

<b>1.</b>	Do you undertake any tasks or duties which have a direct impact on people?		
No	<input type="checkbox"/>	Go to the next section – Responsibility for Supervision/Direction/Co-ordination of Employees	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Task / Duty	Who benefits	How people benefit	
E.g. Preparing and serving meals	Pupils and staff	Regular nutritious meals maintaining health of pupils and staff	
Ensuring students are attending school	Students	Health, safety and wellbeing of students	
Wellbeing support and counselling	Students	Wellbeing of students through implementation of appropriate support	
<b>2.</b>	Are any people reliant, i.e. personally dependent, on you for their care and welfare?		
No	<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/> Complete the table below:
Reliant people (who benefit)	Needs of reliant people (how people benefit)	What done for reliant people (task/duty)	
E.g. SEN students	Physical and social support	Food preparation, bathing, and talking to students including assessing their needs and state of health.	
<b>3.</b>	Do you implement, or enforce (i.e. have formal responsibility for initiating prosecution against failures to comply) any Statutory Regulations which have a direct impact on the health, safety or wellbeing of people?		
No	<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/> Complete the table below:
(A) Implement	Who direct impact on	Nature of impact	



E.g. Implement food regulations	People eating in public places	Ensuring health of people through maintenance of food hygiene standards
(B) Enforce	Who direct impact on	Nature of impact
<b>4.</b>	Do you have other responsibilities, not listed above, which impact on the wellbeing of people? For example development of policies or providing advice, guidance or interpretation of procedures or regulations which impact on the wellbeing of people. (Only include within this answer any responsibility that has as its main focus the wellbeing of people.)	
Responsibility	Nature of Impact	Who impact on
Provision of safeguarding and attendance advice to staff, students and parents	Wellbeing of students by ensuring consistent advice around safeguarding	Students
<b>5.</b>	Do you have any other responsibilities for people, including health and safety?	
Other responsibilities	Who benefits	How benefit

### Responsibility for Supervision/Direction/Coordination of Employees

This factor measures the DIRECT (hands on) responsibility of the job holder for the supervision, co-ordination or management of employees, or others in an equivalent position.

<b>1.</b> Does your job involve demonstrating your own duties, giving advice and guidance or training other employees?			
No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/> Complete the table below:
Whom (Job Groups)	What (i.e. demonstrating, guiding, training)	How often	
Pastoral team – new members of the team	Demonstrating, guiding, training	As and when inducted	
<b>2.</b> Does your job directly involve the supervision, co-ordination or management of employees or others in an equivalent position?			
No <input checked="" type="checkbox"/>	Go to the next section – Responsibility for Financial Resources		
Yes <input type="checkbox"/>	List below the employees/supervised/co-ordinated/managed, their job group and types of work and enter appropriate responsibility and location codes.		
Responsibility Codes:	<b>1</b> = Regular instructions <b>2</b> = Regular checking work <b>3</b> = Regular allocation of work <b>4</b> = Organisation of work <b>5</b> = Evaluation and appraisal of work <b>6</b> = Evaluation of working methods <b>7</b> = Employee development <b>8</b> = Recruitment <b>9</b> = Discipline <b>10</b> = Co-ordination and management (the work of staff may be co-ordinated or managed through others' direct supervision)		
Location Codes:	S = Same workplace as self Number = number of other workplaces e.g. 1 = 1x other, 10 = 10x others.		
Employees supervised etc., No's, Job Groups	Type of work	Type of Responsibility Code	Location Code
E.g. 4 Finance Assistants 1 Secretary/Clerical	Order processing Typing and WP operating	1,2,3,4,5,6,8,9 2,5	S S

3.	Do you have other responsibilities not listed above, which impact on staff even though there is no direct managerial or supervisory relationship?	
Responsibility	Nature of Impact	Employees affected – give numbers and job group where relevant
E.g. Giving legal advice on employee discipline and employment tribunal cases	Effects individual managers and overall management	Staff and managers throughout Trust

## Responsibility for Financial Resources

This factor measures the DIRECT (hands on) responsibility of the jobholder for financial resources, including budgets, accounting for expenditure or the administration of invoices etc.

<b>1.</b>	Are you directly responsible for financial resources?		
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Financial responsibility	Value	Nature of impact	How often
Handling cash			
Security of cash and other financial resource			
Handling of cheques, invoices, other financial transaction documents			
Accounting for receipts or expenditures			
Authorising expenditures			
Budget setting			
Budget monitoring			
Long term financial planning			
Income collection or generation			
Other, please specify			
<b>2.</b>	Do you have any other responsibilities that focus on the organisation's financial policies or well-being? For example, for developing financial policies and procedures or for providing advice, guidance or interpretation of policies or procedures. (Only include within this answer a responsibility which has as its main focus the organisation's financial policies or wellbeing)		
No <input checked="" type="checkbox"/>	Go to the next section – Responsibility for Physical Resources	Yes <input type="checkbox"/>	Please specify below:
Responsibility	Nature of Impact		

## Responsibility for Physical and Information Resources

This factor measures the DIRECT (hands on) responsibility of the jobholder for physical resources, including information systems, equipment or tools, buildings, supplies or stocks, and personal possessions of others.

<b>1.</b>	Are you responsible for any manual or computer information?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below	
Information for which responsible		Nature of responsibility	How often
E.g. Computerised personnel (50 fields) and sickness absence records for 1000 employees		Input accurately data on computer, undertake pre-set analyses, maintain confidentiality and security	Daily
Maintaining student records		Inputting data accurately and maintaining confidentiality. Stored in line with guidance.	Daily
<b>2.</b>	Do you adapt, design or develop any information systems?		
No	<input checked="" type="checkbox"/>	Go to the next question	
Yes	<input type="checkbox"/>	Complete the table below:	
Information system (type & size)		How adapt/design	How often
E.g. Departmental accounts system with 500 cost centres and 100 cost codes		Draw up specification for information to be held and analysis requirements for programmer to execute	Once a year
<b>3.</b>	Do you use any office or other equipment, tools or instruments, or vehicles, plant and machinery?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Equipment etc. used		Nature of use and responsibility	How often
E.g. Mower, rotovator and hedgecutter (£1500) Garden tools and wheelbarrow (£500)		Use and general cleaning and greasing as necessary Use and general cleaning	Daily
Office equipment		General use of.	Daily
<b>4.</b>	Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?		
No	<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/> Complete the table below:

Building / Location	Nature of responsibility		How often
E.g. School site	Inspection of cleaning		Daily
<b>5.</b>	Are you responsible for the adaptation, development or design of land, buildings, other construction works or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
			Complete the table below:
Land / Building etc.	Nature of responsibility		How often
E.g. Gardens – 1 acre	Landscaping of borders		Twice per year
<b>6.</b>	Are you responsible for the security of any buildings, external locations or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
			Complete the table below:
Building / External Location	Nature of responsibility		How often
E.g. 15 multipurpose inside and outside sports centres (£15m)	Draw up, and ensure compliance with security policy for the centres, their contents and users		Daily on an ongoing basis
<b>7.</b>	Do you order or control the stock of any equipment or supplied?		
No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>
			Complete the table below:
Equipment/supplies ordered or controlled	Value		How often
E.g. Ordering and stock control or departmental stationery from central supplies	£15000 pa		Monthly order
Control stock for the wellbeing team. Orders are processed by Finance team and authorised by line manager.	£200		Annually
<b>8.</b>	Are you responsible for any personal possessions of others?		
No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>
			Complete the table below:
Personal possessions	Nature of responsibility		How often

student mobile phones and devices			
<b>9.</b>	Are you responsible for the planning of purchasing and the development of physical resources?		
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Physical resources	Planning responsibility		How often
E.g. Food for schools	Securing most economical purchase of food to appropriate quality standards in accordance with procurement procedures		Continuously
<b>10.</b>	Do you have any other form of responsibility for physical resources, for example, developing policies or procedures in relation to physical resources, or providing advice, guidance or interpretation of policies and procedures?		
No <input checked="" type="checkbox"/>	Go to the next section – Working Conditions	Yes <input type="checkbox"/>	Complete the table below:
What	Nature of responsibility		How often

## Working Conditions

This factor measures any exposure to unpleasant working conditions, for example dirt, dust, heat and cold.

1. What kind of places do you normally work in? (e.g. office, clients' homes, public library, council parks and gardens, vehicle). Give approximate % of time.

Places of work	% of Time
Office/classroom environment	90%
Home visits	10%

2. If you work outside, are you required to do so in all weather conditions?

Yes <input type="checkbox"/>	Go to the next question		
No <input checked="" type="checkbox"/>	When are you not required to work outdoors?		

3. Do you experience any unpleasant environmental working conditions? (e.g. dust, dirt, temperature extremes and variations, humidity, noise, vibration, fumes, smells, steam, smoke, grease, oil, confined spaces, cramped conditions)?

No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>	Complete the table below:
Environmental working condition	Nature	How long at any one time	How often - % working time	
E.g. Noise	Children shouting in a playground	½ hour	Approx 15%	
Smell	Home visits	30 mins – 1 hour	Ad hoc, less than 10%	

4. Do you experience any verbal abuse, aggression or other anti-social behaviour from people (other than your immediate work colleagues)?

No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>	Complete the table below:
Nature and source of abuse/aggression		How long at any one time	How often - % working time	
E.g. Swearing from angry parents or members of the public			5 per day – less than 5%	
Swearing, abuse, violence from angry parents and poor behaviour from students		2-20 minutes at any one time	Daily – 5% of working time	

5. Do you encounter any hazards in your job?

No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>	Complete the table below:
Hazard	How long at any one time		How often - % working time	
E.g. Being cut when cleaning lawn mower blades	10 minutes		Once a day – 1-2%	



Home visits to students' houses – risks of people answering the door, pets	30 mins – 1 hour	Up to 2 times per week
<b>6.</b> Do you encounter any other disagreeable or unpleasant working conditions in your job?		
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>
What and Nature		How long at any one time
		How often - % working time
<b>7.</b> Do you wear any form of protective clothing to carry out your job?		
No <input checked="" type="checkbox"/>	Questionnaire Complete	Yes <input type="checkbox"/>
What		Why
		How long at any one time
		How often - % working time

Authorisation			
I consider that this questionnaire is a fair and accurate statement of the requirements of the job.			
<b>Employee Sign* &amp; Print Name</b>		<b>Date*</b>	
<b>Line Manager Sign* &amp; Print Name</b>		<b>Date*</b>	