

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

Technician

General Questions

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

To work with teachers as part of a professional team to support learning by providing technical assistance through the preparation and maintenance of teaching areas and equipment for pupils.

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

<ol style="list-style-type: none"> 1. Plan, prepare and set up resources/materials in line with schemes of work. 2. Build and prepare daily lessons for teaching staff. 3. Movement of equipment to and from lessons. 4. Management of stock – routine checking, examination and maintenance of chemicals and equipment etc. 	% of time
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Roughly, what percentage of time do you spend on each?

	Main tasks/duties/responsibilities	% of time
1	Plan, prepare and set up resources/materials in line with schemes of work.	25%
2	Build and prepare daily lessons for teaching staff.	40%
3	Movement of equipment to and from lessons.	20%
4	Management of stock – routine checking, examination and maintenance of chemicals and equipment etc.	5%

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	Maintenance and fixing of equipment	Daily
2	Storing and archiving schemes of work (from prep rooms)	Termly
3	Write guides for technicians around setting up of practicals/demonstrations	Termly
4	Prepare courses for external teaching providers (through Teaching School)	4x year

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 required for measurements/calculations when preparing resources and equipment. Literacy skills for writing instructions, reading labels and schemes of work.	GCSE level
(2) Procedural (e.g. procedures instructions for carrying out tasks)	Knowledge of H&S procedures within the department, procedures for setting up and maintaining equipment/resources in a safe and efficient manner. Ability to follow instructions for setting up a demonstration.	Training courses for CLEAPPS, H&S Previous experience – 1 year
(3) Equipment (e.g. machines, tools, instruments)	Knowledge of use of range of specialist equipment, including power packs, hand tools (soldering iron).	On the job instruction. Previous experience – 1 year minimum
(4) Administrative systems	Knowledge of use of spreadsheets and databases for data entry (i.e. equipment database). Basic Microsoft Office knowledge.	On the job instruction.
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Understanding of all policies and procedures within the department.	On the job instruction. Previous experience – 1 year minimum
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Science background Specialist relevant training (e.g. electrical testing, fire training, spills kit training, waste disposal training, manual handling training)	A-level qualifications Training courses Previous experience – 1 year minimum
(7) Other languages and cultures	Awareness of.	

(8)	Other, please specify		
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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

Postholder regularly solves problems on allocation of resources to different classrooms depending on availability of equipment and schemes of work being covered.

Example 2

Postholder alters practical sessions/demonstrations according to the equipment that is available.

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

Postholder is required to make an assessment on whether a member of staff can use particular chemicals/resources/equipment based on the previous training/qualifications they hold. Postholder refers issues to the Head of Department.

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	Fortnight <u>Week</u>
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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	<input type="checkbox"/>	Go to the next question	Yes	<input checked="" type="checkbox"/>	Give an example in the box below:
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Example of decision / recommendation / problem:

A teacher has asked the postholder to demonstrate a theorem in a lesson – postholder is required to make and design a practical to support the lesson delivery.

Indicate nature and complexity of information / situation:

Draws on specialist knowledge of the post holder in being able to visually demonstrate a theorem. A request may be made at short notice (if not pre-planned in line with schemes of work).

How do you interpret or analyse the information / situation?

Review of theorem, availability of resources/equipment, work into a practical solution.

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		
	The work requires creative skills for solving straightforward problems		
1	The work requires creative and developmental skills for solving varied problems		
2	The work requires creative and developmental skills for solving difficult problems		
	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			
When a practical session is not working as it should, postholder is required to come up with creative alternatives within the restraints of the risk assessments which are already in place.			
5.	Does your work require you to plan ahead or organise for the future?		
No <input type="checkbox"/>	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 type="checkbox"/> Medium term (months, up to a year) <input checked="" type="checkbox"/> Long term (more than a year) <input type="checkbox"/>	
Please give a typical example below:			
Postholder will arrange work schedule for resources and equipment in line with the schemes of work which are planned out months in advance.			
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	
Prioritising, patience, adaptability <u>Problem solving</u>		Making required changes at short notice, from request of teacher. <u>Understanding why a piece of equipment isn't working and how to fix it.</u>	

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).

1.		
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 type="checkbox"/>	
Training skills	<input checked="" type="checkbox"/>	Delivering training for new technicians, supply and cover teachers
Team working skills	<input checked="" type="checkbox"/>	Working as a team with teachers, technicians and other members of staff
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/>	Motivational skills for working with a team of technicians
Advising, guiding skills	<input checked="" type="checkbox"/>	Advice provided to teaching staff and students on appropriate use of chemicals/equipment
Persuading, influencing skills	<input checked="" type="checkbox"/>	Influencing students to attend lessons and behave appropriately
Counselling skills	<input type="checkbox"/>	
Conciliating skills	<input type="checkbox"/>	
Advocacy skills	<input type="checkbox"/>	
Negotiating skills	<input checked="" type="checkbox"/>	Working with teachers negotiating lesson order to enable lessons to be resourced
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	Giving oral instructions to teachers, students and technicians.
Written communication skills	<input checked="" type="checkbox"/>	Written instructions for teachers, students and technicians, recording information on databases etc.
Oral presentation skills	<input type="checkbox"/>	
Other interpersonal or communication skills	<input type="checkbox"/>	
2.		
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.

1.	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"/>	Updating storage records for chemicals, writing procedures/ technician guides .	
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"/>		
2.	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	Regularly required to collect resources
Other driving skills e.g. for specialist vehicles/plant	<input type="checkbox"/>		
3.	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 type="checkbox"/>	Go to the next section – Initiative and Independence	
Yes	<input checked="" type="checkbox"/>	Complete the table below	
Skill	Used for	Precision / Speed	
E.g. Dexterity	Peeling, chopping vegetables	Economical use, portion control, restricted time	
Dexterity – co-ordination of fingers/hands	Operation of and fixing equipment and resources	Precision required to ensure safe use of equipment and resources, not at speed.	
Co-ordination of limbs	Use of hand tools, cutting tools	Precision required to ensure safe use of equipment and resources, not at speed.	

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.

1.	How do you know what you should be doing each day? Explain briefly below:	
	Postholder generally set own agenda for the day, as per job description and as per the requests submitted by teaching staff. Post holder decides prioritisation of workload but has access to Head of Department (line manager) if there are any issues.	
2.	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
	Internal departmental policies, BWT policies and wider H&S at work act, COSHH, CLEAPSS, radioactive regulations etc.	
3.	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
	Example 1	
	A practical session is not performing as it should, and it poses a H&S issue to students and staff. Post holder is required to adapt/redesign the practical to ensure it demonstrates the particular theorem and is safe.	
	Example 2	
	Postholder is required to determine if a new member of teaching staff, supply/cover, has the appropriate training and skills to handle particular chemicals and equipment.	
4.	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
	Example 1	
	Postholder will refer to the Head of Department to order any resources.	
	Example 2	
	Postholder will refer any decisions to the Head of Department on which students enter which level of examination (higher, lower tier, SEN).	
5.	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

Regular team meetings	Science Department – including Head of Department, teachers, other technicians Postholder does not attend but receives instructions through the minutes.	Weekly
Performance Management meeting	Senior Technician	Annually
Postholder has access to Head of Department and Senior Technician	Head of Department and Senior Technician	Daily

Physical Demands

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

1.	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?		
		And how often?		times per
2.	Does your job involve any other physical demands?			
No	<input type="checkbox"/>	Go to the next section – Mental Demands		
Yes	<input checked="" type="checkbox"/>	Go to the next question		
3.	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?	Moving between classrooms, preparing materials	
		How long are these periods of standing and walking?	all day (5-6 hours in total)	
		And how often do they occur?	Regularly	times per
4.	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	Go to the next question			
Yes	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%
Books and resources	Up to 5kg	20m (across department)	10-15mins	Weekly
Physics equipment (i.e. masses, powerpacks)	Variable	20m (across department)	10-15mins	Up to 10 times per day
Trays of resources for practical experiments	Up to 20kg	20m (across department)	10-15mins	3-4 per day
Sand, gravel, cement	Up to 5kg	20m (across department)	10-15mins	Fortnightly
5.	Does your job require pushing and/or pulling of items or equipment?			

No	<input type="checkbox"/>	Go to the next question			
Yes	<input checked="" type="checkbox"/>	Complete the table below:			
What and why		How heavy	How far	For how long	How often % working time
Trolley of resources (microscopes, powerpacks)		10-15kg	20m (across department)	10-15mins	Daily
6.	Does your job require rubbing, scrubbing, digging or similar form of physical effort?				
No	<input type="checkbox"/>	Go to the next question			
Yes	<input checked="" type="checkbox"/>	Which of these, and for what purposes?		Scrubbing – washing up after practical sessions	
		How long at any one time do you rub and/or scrub, dig or similar?		½ <u>1</u> hour per day, 15-20mins at any one time	
		And how often?		Daily	
7.	Does your job require working in an awkward position (e.g. crouching, kneeling)?				
No	<input type="checkbox"/>	Go to the next question			
Yes	<input checked="" 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%	
Kneeling		Checking stock of chemicals and resources	5 minutes at any one time	Daily	
Crouching		Loading trolleys	5 minutes at any one time	Daily	
8.	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.

1.	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 of use of equipment during practical experiments	1 hour at any one time	Daily
Visual, listening, smell, noise attention		General monitoring of hazardous chemicals.	1 hour at any one time	Daily
Visual		Preparation of chemical solutions. Glass working.	1 hour at any one time	Daily
2.	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%
Concentrated mental attention		Calculations for measuring chemicals	Up to 2 hours at any one time	Daily
Concentrated mental attention		Fixing equipment	Up to 1 hour at any one time	Daily
Concentrated mental attention		Writing guides for other technicians/staff on building practical	Up to 2 hours at any one time	Daily
3.	Is your job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?			
No	<input type="checkbox"/>	Go to the next question		

Yes	<input checked="" type="checkbox"/>	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	Staff, Head of Department (via requisition forms)	Ongoing	Daily – 10-20 times per day	
Frequent interruptions	Staff, students, external suppliers, technicians	5-20 mins	Up to 10 times per day	
4.	Does your job involve any other form of mental demand?			
No	<input checked="" type="checkbox"/>	Go to the next section – Emotional Demands		
Yes	<input type="checkbox"/>	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.)

3.	Does your job involve any other form of emotional demand?		
No	<input checked="" type="checkbox"/>	Go to the next section – Responsibility for People	
Yes	<input type="checkbox"/>	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.

1.	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
Preparing and setting up resources/materials for lessons in a safe and appropriate manner		Staff and students	Ensuring health and safety of all students and staff
2.	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.
3.	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 type="checkbox"/>	Go to the next question	Yes <input checked="" 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
Enforce COSHH regulations within the department	Technicians, Teaching Staff, Students	Appropriate procedures relating to handling of chemicals and science equipment are followed, ensuring their health and safety.
Enforce H&S policy within the department	Technicians, Teaching Staff, Students	Appropriate procedures relating to handling of chemicals and science equipment are followed, ensuring their health and safety.
4.	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
5.	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.

1. 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	
Technicians, Teachers (new staff, cover), Students	Demonstrating, guiding, training on complex apparatus/resources	Daily	
2. Does your job directly involve the supervision, co-ordination or management of employees or others in an equivalent position?			
No <input type="checkbox"/>	Go to the next section – Responsibility for Financial Resources		
Yes <input checked="" 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:	1 = Regular instructions 2 = Regular checking work 3 = Regular allocation of work 4 = Organisation of work 5 = Evaluation and appraisal of work	6 = Evaluation of working methods 7 = Employee development 8 = Recruitment 9 = Discipline 10 = 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
Assistant Technicians	To work with teachers as part of a professional team to support learning by providing technical assistance	1,2,3,4,5,6,8	S

	through the preparation and maintenance of teaching areas and equipment for pupils.		
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	
Giving H&S advice and guidance to non-science teaching staff and students.	Ensures H&S of staff and students	Staff and students within the department.	

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.

1. Are you directly responsible for financial resources?

No Go to the next question Yes 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			

2. 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 Go to the next section – Responsibility for Physical Resources Yes 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.

1.	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
Computerised records of maintenance log, stock control log	To ensure these are accurate and up to date	Daily
Paper records of schemes of work – photographs of each practical set-up	To ensure these are accurate and up to date	Daily
2.	Do you adapt, design or develop any information systems?	
No	<input checked="" type="checkbox"/>	Go to the next question
Yes	<input type="checkbox"/>	Compete 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
3.	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"/>	Compete 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
Range of technical/scientific equipment including: powerpacks, hand tools (soldering iron).	Appropriate and safe use of equipment, carrying out general maintenance of minor issues	Daily
4.	Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?	

No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>	Complete the table below:
Building / Location	Nature of responsibility		How often
E.g. School site	Inspection of cleaning		Daily
5.	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
6.	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
7.	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
Stock control for the department. Orders are referred to Senior Technician.	-		Weekly order
8.	Are you responsible for any personal possessions of others?		

No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Personal possessions	Nature of responsibility		How often
9.	Are you responsible for the planning of purchasing and the development of physical resources?		
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" 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
A range of resources for the department, planned for the academic year	Ensuring resources are available for student use in line with scheme of work		Continuously
10.	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
Prep room	80%
Classroom	20%

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

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

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%	
Smells / Dust from enzymes, chemicals	Due to chemicals	Daily	60%	

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 from students	1-2 mins	Weekly		

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%		

Chemicals- Corrosive, Toxic, Long term harmful to health, Biohazard, Harmful, Flammable, Corrosive	10mins	75%
Scalpels/Sharps	10mins	10%
Microorganisms	30mins	Termly
High Voltage power packs	5mins	Yearly
<u>Radioactive sources</u>	<u>Continuous</u>	<u>Ongoing</u>

6. Do you encounter any other disagreeable or unpleasant working conditions in your job?

No Go to the next question Yes Complete the table below:

What and Nature	How long at any one time	How often - % working time

7. Do you wear any form of protective clothing to carry out your job?

No Questionnaire Complete Yes Complete the table below:

What	Why	How long at any one time	How often - % working time
Lab coats	Protection of clothing	60mins	40%
Dust Mask	Dust/Enzymes	5mins	5%
Chemical gloves	Corrosives	60mins	25%
Goggles	Chemicals	60mins	30

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