

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

Teaching Assistant - DSP

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 teaching and learning for SEN pupils. Providing learning support to pupils who need particular help to overcome barriers to learning, such as those with moderate, severe, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities.

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

Personal care/hygiene, including administering medicines	% of time
Support learning in unit provision	
Assist pupils in mainstream classes	
Self-care & independence skills/development	
Administration, planning & marking	
Working with other professionals (PEP)	

Roughly, what percentage of time do you spend on each?

	Main tasks/duties/responsibilities	% of time
1	Personal care/hygiene, including administering medicines	27.5%
2	Support learning in unit provision	35%
3	Assist pupils in mainstream classes	12.5%
	Self-care & independence skills/development	10%
4	Administration, planning & marking	10%
5	Working with other professionals (PEP)	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	Travelling with students on trips	1 x term
2	Support swimming lessons	Up to 6 x year
3		
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	Sound knowledge to support children’s learning to appropriate level. Also required for interpretation of support plans and communication with parents/professionals	Functional skills required
(2) Procedural (e.g. procedures instructions for carrying out tasks)	High level of knowledge regarding procedures relating to specialist care (feeding, lifting, administering medicines etc.).	On job training Coaching Bespoke courses
(3) Equipment (e.g. machines, tools, instruments)	Good knowledge to safely operate range of specialist equipment including hoists, wheelchairs, standing frames.	On job training Manufacturers training programmes H&S courses (e.g. manual handling)
(4) Administrative systems	Basic knowledge in order to communicate effectively and understand school processes, including use of MIS, emails and other systems to access/record student info	On job training Bespoke system training as required
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Sound knowledge of general school structures in order to operate effectively and consistently in departments or across the whole school with all students and staff. Good knowledge of intervention programmes.	On job training
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Good working knowledge of speech and language programmes, physio programmes, behaviour issues, wide range of additional needs and how best to support children. This is required in order to implement appropriate care and meet wellbeing requirements of individuals	On job training Sharing best practice with other professionals
(7) Other languages and cultures	Basic appreciation of the impact and value of equality and diversity	On job training

(8)	Other, please specify	Knowledge of allergies, health issues and impact in order to care appropriately for students. Good knowledge of safeguarding policies and procedures.	On job training / online training course.
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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

Children are not engaged in learning activity so need to identify and decide to implement a different approach to ensure that learning outcomes are achieved.

Example 2

How to best manage time and needs of all students whilst meeting the individual care needs of all children. This requires judgement of the room/group dynamics and diversification of tasks if necessary.

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

Deciding to take appropriate action to restrain (physically) a child. This would always be a last resort and would always be considered within the context of a behaviour plan.

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

Up to 2

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:

Deciding how best to support a child on any given day where behaviour can be changeable.

Indicate nature and complexity of information / situation:

Child may be acting in a way that is not usual. Child may be distressed and a decision how to respond immediately to calm them and prevent their behaviour becoming a risk to themselves or those around them needs to be taken. These are nuanced judgements which are different for every child and which need to be effective without causing a further deterioration in behaviour. It will be necessary to interpret displayed behaviour and mood as well as information available relating to family/personal circumstances and form a judgement as to how best respond.

How do you interpret or analyse the information / situation?

- **Review behaviour logs, child's plans, home/school diaries etc. and consider individual child's particular needs and previous response. Apply this information to visual interpretation of currently presenting situation and decide on best course of action.**

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		
2	The work requires creative skills for solving straightforward problems		
1	The work requires creative and developmental skills for solving varied problems		
3	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			
Creating / adapting learning materials & resources around themes / areas of interest for the children in order to maximise engagement in learning.			
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 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:		
	Planning resources / intervention strategy for the next week to suit the set learning themes.		
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	
Patience / resilience		To keep encouraging and motivating students	
Emotional intelligence		To intervene at the right time and in the right way to improve outcomes for individuals	
Empathetic		To ensure that focus is on the 'whole child' in terms of their personal development	
Mental agility		To react quickly, maintaining engagement in learning	
Organisational skills		Ensuring access to all resources, maximising outcomes	

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 checked="" type="checkbox"/>	Pastoral/personal hygiene/emotional support/wellbeing for students
Training skills	<input checked="" type="checkbox"/>	Cascading any training attended to peers/colleagues
Team working skills	<input checked="" type="checkbox"/>	With peers, teachers, students & other professionals to ensure appropriate support given
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/>	To motivate students to engage in learning and encouraging colleagues at work
Advising, guiding skills	<input checked="" type="checkbox"/>	Explaining work to students, supporting with life skills, liaising with other professionals
Persuading, influencing skills	<input checked="" type="checkbox"/>	Encouraging students to engage in activities
Counselling skills	<input type="checkbox"/>	
Conciliating skills	<input type="checkbox"/>	
Advocacy skills	<input type="checkbox"/>	
Negotiating skills	<input type="checkbox"/>	
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	To explain work to students/explain issues to other colleagues and parents
Written communication skills	<input checked="" type="checkbox"/>	To leave feedback for students/colleagues/parents with clarity to improve outcomes
Oral presentation skills	<input checked="" type="checkbox"/>	For working with groups
Other interpersonal or communication skills	<input checked="" type="checkbox"/>	To be sensitive to a range of family and personal issues
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.

3.	Are you required to use any form of recognised sign language?	
No <input type="checkbox"/>	Go to the next section – Physical Skills	
Yes <input checked="" type="checkbox"/>	Complete the table below	
Form of sign language	Used to communicate with	Used for
May use makaton	Children who are non-verbal or have limited speech	On a daily basis to communicate and teach

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 checked="" type="checkbox"/>	Basic email communications and use of school admin systems	
Precision required, keyboard used for some aspects of work	<input type="checkbox"/>		
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 checked="" type="checkbox"/>		
Normal driving skills e.g. for travel between work locations	<input type="checkbox"/>		
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	
Coordination and control	Child restraint	Precision and proportionate control to not inflict harm	

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:	
Timetable Staff notice /message boards 'Continuous provision' plan for term		
2.	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
School policies and procedures for standard school operation Manual handling guidance, Education, Health and Care Plans Safeguarding legislation SEND code of practice 2015		
3.	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
Example 1		
Decision to deviate from planned activity and take a student to engage in something else, elsewhere in school.		
Example 2		
Preparing standard, day-to-day classroom resources, using general stationary and miscellaneous supplies.		
4.	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
Example 1		
If a piece of equipment is broken and requires repairing		
Example 2		
Any wellbeing or safeguarding concern		
5.	What form(s) of direction, management or supervision do you receive, from whom and how often?	
Form of direction etc.		How often (times per week)
From whom (job title)		
E.g. Regular team meetings	Supervisor – Senior Social Worker	Every 2 weeks

Team meetings / year group meetings	Line Manager	Ad-hoc
Classroom observations	Unit Manager / SENCO	3 x year
Appraisal / Performance Management / class observations	SLT (e.g. Unit Manager)	Annual (termly review)

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 checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	For what purposes?		
		How long are these periods of standing and walking?		
		And how often do they occur?		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	<input checked="" 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%
Children	Variable	5 m	2 min	5 x day
Children with use of hoist	Variable	5 m	2 min	5 x day
Walker	10 kg	25m	2 min	2 x day
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
Wheelchair with occupant	Variable	100m	5 min	2 x day
Standing frames / hoists into position	25kg	25m	5 min	3 x day
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 – cleaning after an accident	
		How long at any one time do you rub and/or scrub, dig or similar?	5 minutes	
		And how often?	1 x week	
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 and crouching	To work at child's level in class	20 minutes	6 x day	
8.	Does your job involve any other form of physical demand?			
Physical demand	Why	For how long	How often % working time	
Physical movement to keep up with children at lunchtimes and at break-times (running/chasing)	To ensure adequate supervision provided at all times	2 mins	1 x day	

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	Checking students are engaged in tasks and achieving outcomes and that environment is safe/secure	1 hour	6 x day
Visual and listening	Identifying any presenting health issues	1 hour	6 x day
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 checked="" type="checkbox"/>	Go to the next question	
Yes	<input 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%
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"/>	Compete 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
Conflicting demands	From children – conflicting needs (group learning versus personal care)	Variable (up to 3 hours)	3 x 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"/>	Compete 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	Knowledge of particular severe health issues / terminal conditions	daily
Students	Difficult behaviour, aggression	daily
Parents	Criticism, unrealistic requests and complaints, confrontation	1 x month

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

No



Go to the next section – Responsibility for People

Yes



Complete 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	
General duty of care to provide a supportive, effective & caring learning environment	Pupils	Learning environment where they feel confident, safe and secure to allow them to develop and learn. More accessible curriculum and better learning outcomes. Safe and hygienic environment.	
2.	Are any people reliant, i.e. personally dependent, on you for their care and welfare?		
No	<input type="checkbox"/>	Go to the next question	Yes <input checked="" 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.	
SEN students	Emotional, physical and social support	Supporting through daily routines and nurturing development, providing a safe a reliable point of contact. Undertaking range of tasks including feeding, bathing, changing.	
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 checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Compete 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	
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	
Instil school policies in all students, for example establishing good routines for learning	Calmer environment, more organised behaviours	students	
5.	Do you have any other responsibilities for people, including health and safety?		
Other responsibilities	Who benefits	How benefit	

General responsibility for creating a safe environment in which students can work and socialise effectively	Students	Better opportunity to achieve learning and personal goals
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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
Peer-to-peer & Teaching Assistants Student teachers		Demonstrating standard procedures to new colleagues or sharing best practice	Ad-hoc and as part of new staff induction
2.	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:	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
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	
Advising colleagues on student progress, behaviours etc.	Ensures that appropriate feedback is recorded and plans for future support are appropriate. This all assists planning	Teaching Assistants	

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 <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			
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 <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.

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
Learning journals		Maintain records and input to school systems	daily
Registers		Record as per school system requirements	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"/>	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
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"/>	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
Standard office equipment (copiers, guillotine, etc.)		For preparing general lesson resources and admin tasks	Daily
Hoists, changing beds, wheelchairs, standing frames		For safe movement, support and care of children	Daily
4.	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
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 checked="" type="checkbox"/>	Go to the next question		Yes <input 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
8.	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

Personal possessions including medication, inhalers etc. and items (comforters) brought in from home		Look after for limited periods (e.g. transferring from classroom to medical room)	Daily
9.	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
Lesson resources	Ensuring relevant resources are ordered before lessons		Ad-hoc / as required
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
Classrooms and other indoor environments (library, hall)	90%
Playgrounds, outdoors for PE and lunchtimes	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?	When unsafe to do so

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"/>	Compete 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 Noise	Personal care / changing / cleaning	30 mins	5 %	
	Child persistently shouting, talking to self very loudly	1 hour	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"/>	Compete 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%		
Students – verbal abuse/swearing (usually due to social/emotional/medical needs)	5 mins	1 x week		

5. Do you encounter any hazards in your job?

No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>	Compete 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%		

Bumps, bruises and sprains from lifting and handling/moving equipment and children		10 mins	5 x day
6. 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
7. Do you wear any form of protective clothing to carry out your job?			
No <input type="checkbox"/>	Questionnaire Complete		Yes <input checked="" type="checkbox"/>
What		Why	How long at any one time
Gloves & apron		For changing children	30 mins
			3 x day

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*	