

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

Groundsman

General Questions

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

To maintain and manage the external school site(s), undertaking a range of grounds maintenance tasks, as directed. To assist buildings/site team when required.

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

1. Administration, ordering, dealing with suppliers	% of time
2. Equipment maintenance and cleaning	
3. Cutting and maintaining grassed areas	
4. Maintaining and treating hard surfaces	
5. Sports pitch marking	
6. Maintain and plant decorative borders/beds	

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

	Main tasks/duties/responsibilities	% of time
1	Administration, ordering, dealing with suppliers	5%
2	Equipment maintenance and cleaning	5%
3	Cutting and maintaining grassed areas	60%
4	Maintaining and treating hard surfaces	5%
5	Sports pitch marking	15%
6	Maintain and plant decorative borders/beds	10%

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	Drive school vehicles / minibus as directed	As required (could be weekly)
2	Tree maintenance	Annually
3	Kerb sweeping	4 times per year
4	Pruning hedge rows	annually
5	General Site Team support	Ad-hoc
6	Gritting	In winter months
7	Developing the beds and planting	Seasonal

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	Good level required for safe use of chemicals, paints etc., interpreting instructions and use of machinery.	GCSE or equivalent
(2) Procedural (e.g. procedures instructions for carrying out tasks)	Competent in knowing all procedures required relating to grounds maintenance so can appropriately plan work and be efficient with time	On job experience
(3) Equipment (e.g. machines, tools, instruments)	Good general knowledge of safe use and operational capabilities of broad range of equipment, including light and heavy machinery.	Manufacturer's instructions and training On job experience
(4) Administrative systems	Good understanding of school systems in order to communicate effectively with colleagues and suppliers, including purchasing of goods.	On job training
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Basic knowledge of school operations, timetables, working patterns etc. to ensure that work is performed without disruption core purpose of teaching and learning.	On job experience
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Sound knowledge of maintaining plants, trees, grass and other natural environments, including spraying regulations and appropriate health and safety knowledge.	Externally certified training On job experience
(7) Other languages and cultures	No specific knowledge required, but a general awareness and appreciation of other cultures and languages important in order to positively promote diversity and equality	On job experience
(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

How to complete all required work in required time frame when weather conditions are prohibitive to completing certain tasks. Reprioritising work schedule to meet changing environment.

Example 2

Identifying the most appropriate tool or equipment to do a job to the required standard.

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

Scheduling work so that there is not a longer term detrimental impact to the site through mismanagement.

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

3 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:

Interpretation of natural environment to decide appropriate timings for maintenance and appropriate treatments to be carried out.

Indicate nature and complexity of information / situation:

Visual assessment and interpretation of school grounds and natural environment

How do you interpret or analyse the information / situation?

Apply your knowledge base and skills to what the grounds are presenting (i.e. what you can physically see) to identify the most appropriate course of action to maintain in good condition.

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		
1	The work requires creative skills for solving straightforward problems		
2	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			
To keep the entrance to the school safe and visually acceptable there could be a need to clear leaves and other debris at certain times of the year, conflicting with other work demands and scheduled tasks.			
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:			
Annual schedule of work produced and machinery maintenance plans prepared to ensure curriculum is catered for (sports pitch marking etc.) and equipment remains useable and fit for purpose.			
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		Can be times (due to weather for example) that some tasks cannot be completed.	

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 type="checkbox"/>	
Team working skills	<input checked="" type="checkbox"/>	To plan/execute tasks at appropriate times – with Site Team & wider school colleagues
Motivational/team leading skills – includes own staff	<input type="checkbox"/>	
Advising, guiding skills	<input type="checkbox"/>	
Persuading, influencing skills	<input type="checkbox"/>	
Counselling skills	<input type="checkbox"/>	
Conciliating skills	<input type="checkbox"/>	
Advocacy skills	<input type="checkbox"/>	
Negotiating skills	<input checked="" type="checkbox"/>	To secure best prices and terms from suppliers within permitted limits of expenditure
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	With suppliers, customers, staff and students to maintain effective and safe learning environment whilst completing tasks
Written communication skills	<input checked="" type="checkbox"/>	With suppliers and staff to maintain effective and safe learning environment whilst completing tasks. Mainly email communications.
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 checked="" type="checkbox"/>	Occasional completion of computer based training Email communications	
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 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 checked="" type="checkbox"/>	Tractor, van, minibus, mowers	Movement of goods / people Cutting of large grass areas
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	Fine decorative planting		Precision to achieve aesthetically pleasing grounds
Coordination	Pitch line marking		Precision for accuracy Speed to complete high volumes
Spatial awareness	Maintaining safe working environment for self and others		Precision so as not to create untidy/unsafe operating environment

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:	
Own schedules are prepared and implemented based on knowledge of site to ensure site maintained to a required standard, either set by Principal or service level agreement. Follow any specific instruction relating to special projects.		
2.	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
Internal school/Trust policies and procedures (e.g. safe and professional conduct) Legislation/regulation controlling chemical spraying (e.g. for weed control) – licence required		
3.	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
Example 1		
Prioritising workload to accommodate changing requirements or changes to the natural environment.		
Example 2		
Marking additional pitches at the request of PE staff or community customers.		
4.	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
Example 1		
If an area of hardstanding was damaged, this would be referred to Site Manager prior to attempting a repair.		
Example 2		
Decision to repair, at significant cost (i.e. over £500), equipment following serious damage or fault (if out of warranty).		
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

Annual appraisal / performance management	Principal / Associate Principal	Annually
Informal 'catch ups'	Line Manager (Site Manager)	Daily
Formal '1-1' meeting	Line Manager (Site Manager)	Fortnightly

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 type="checkbox"/>	Go to the next question		
Yes	<input checked="" type="checkbox"/>	For what purposes?	Mowing large grass areas	
		How long do you have to maintain this position at any one time?	Up to 3 hours	
		And how often?	4	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?	Pitch line marking, weed spraying, litter picking	
		How long are these periods of standing and walking?	3-4 hours	
		And how often do they occur?	3-4	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%
Paint for pitch marking	15kg	15m	2 mins	1 per fortnight
Plants, compost, bark or similar product.	15kg	10m	2 mins	Variable according to season
Grass cuttings	10kg	15m	2 mins	10 per day
Tools	2-5kg	100m	Up to 1 hour in use	1 per day

Gritting salt	20kg	15m	2 mins	Dependent on season
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
Mowers, leaf collectors etc. (NOTE – mechanically aided)	20-75kg	Up to 1km	2 hours	4 per week
Line markers	30kg	Up to 5km	1 hour	1 per week
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?		Digging for planting	
	How long at any one time do you rub and/or scrub, dig or similar?		4 hours	
	And how often?		10 per year (seasonal)	
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	Planting shrubs etc.	4 hours	10 per year	
Climbing	Simple tree maintenance, retrieving balls etc.	30 minutes	4 per year	
8.	Does your job involve any other form of physical demand?			
Physical demand	Why	For how long	How often % working time	

Chainsawing	Tree works	1 hour	ad hoc (seasonal)
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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	Identifying hazards whilst working	Average 2 hours	50% of work
Visual and listening	Check machinery is working correctly (e.g. grass being cut)	Average 2 hour (whilst in use)	50% of work
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%
Maintaining accuracy	Straight lines and accurate pitch marking	1 hour	1 per week
Accuracy / precision	Planting in precise patterns for visual affect	4 hours	5 per year

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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
Deadlines	Weather interruptions, school timetable and events	Variable	Occasional
Conflicting demands	Managing expectations of colleagues and managers	Variable	Occasional

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.)

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
Keeping grounds safe and accessible, including playing surfaces		Pupils, staff and community users.	By working and playing in a safe external environment.
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 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
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	
Colleagues & peers	Demonstrating use of equipment and machinery	4 times per year	
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 resources suitable for students in lessons where specialist knowledge relating to role needed	Enhancing student experiences in lessons	Teaching staff and students

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 type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>	Complete the table below:
Financial responsibility	Value	Nature of impact	How often
Handling cash	£15	Petty cash expenditure	1 per term
Security of cash and other financial resource			
Handling of cheques, invoices, other financial transaction documents			
Accounting for receipts or expenditures	£15	Petty cash expenditure / purchases	1 per term
Authorising expenditures			
Budget setting			
Budget monitoring	£5000	Monitor expenditure over year	ongoing
Long term financial planning			
Income collection or generation			
Other, please specify	Varied	Signing off invoices as ok for payment	weekly
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
Budgets / expenditure		Record spend in excel to manage budget	Weekly
Work Schedules		Recorded electronically to monitor that jobs are completed	Daily
Project documentation		Recording information for future reference	Ad-hoc
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
Mowers Tractor Strimmer Line Marker Weed sprayer		For intended use (manufactured purpose), including maintenance and repairs where possible	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
Whole school grounds		Maintaining aesthetics Maintaining in safe condition Maintaining so as fit for purpose		Daily Daily Daily
5.	Are you responsible for the adaptation, development or design of land, buildings, other construction works or equivalent?			
No <input type="checkbox"/>	Go to the next question		Yes <input checked="" 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
Whole school grounds		Landscaping of borders and flower beds, pruning and removal of hedges, shrubs, trees and bushes		2 per year
6.	Are you responsible for the security of any buildings, external locations or equivalent?			
No <input type="checkbox"/>	Go to the next question		Yes <input checked="" 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
School grounds and buildings and vehicles		Ensuring that all access points used are locked and secured for safety of equipment and users Ensure equipment stores are secured and used safely.		Daily as used
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
Ordering consumable for role – paint, plants, petrol etc.		£5000 per annum		Monthly (£c500 per time)
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	
Consumables and equipment needed to maintain grounds	Source best value deals in accordance with procurement policy		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
School grounds – external	95%
School buildings – internal	5%

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 dangerous to self or others

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%	
Noise	When using strimmer, hedge cutter etc.	3 hours	2%	
Smell	Clearing drains	30 mins	1%	

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 / derogatory comments from students	1 minute	1 per term		

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%		

Bumps, slips, trips, cuts & burns – when using and maintaining broad range of grounds maintenance equipment		3 hours	25%
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 often - % working time
Safety boots and high visibility jacket		To comply with policy and to create safe environment	Majority of time
			100%

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*	