

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

Examinations Officer

General Questions

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

To be responsible for all aspects of examinations management within the Academy.

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

As below.

% of time

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

	Main tasks/duties/responsibilities	% of time
1	Management of all aspects of examinations/management of invigilators	60%
2	Day to day support of the timetable	15%
3	Supporting VP in the maintenance of the curriculum/staff timetable	15%
4	Support census returns	5%
5	Maintaining Post16 data	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	School admissions – in year plus Year 7	Annual over a period of 1 month
2	Provide student data internally (teachers/students) and externally (ex-students)	Ad hoc
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	5 GCSEs at C or above	Qualifications In house training
(2) Procedural (e.g. procedures instructions for carrying out tasks)	Exam board procedures – training course BWT Policies and Procedures Knowledge of administrative procedures within the Academy	External training courses In house training
(3) Equipment (e.g. machines, tools, instruments)	Office equipment	Previous experience In house training
(4) Administrative systems	Procedural knowledge – MIS, SISRA, A2C (exams), Eduweb, exam board websites, Access arrangements FFT Aspire, JCQ	Element of prior knowledge In house training
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Knowledge of Trust Academy procedures, polices and schemes of delegations	In house training.
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Exam procedures/ regulations (JCQ) Admissions policy and criteria	In house training Examination Board training Examination Board network events
(7) Other languages and cultures	General awareness of equality and diversity	Knowledge of relevant BWT policy
(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

Prioritising workload – requests from SLT, teaching staff, support staff and external agencies

Example 2

Organisation of the examinations timetable for the Academy – rooming, invigilators etc.

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

An issue with a rooming allocation. Room double booked and having to organise alternative provision at very short notice.

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 Per exam season

- 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:

Students thought they had the wrong exam paper
Decision: -Contact the exam board to ascertain whether there is a problem with the paper.

Indicate nature and complexity of information / situation:

Unpick whether the paper was in fact incorrect. Determine whether students had been given the correct paper. Establish the nature and complexity of the situation

How do you interpret or analyse the information / situation?

1. Spoke to students as to why they thought it was the wrong paper
2. Analysed the situation and referred to the subject HOD
3. Double checked the entries
4. Contact the awarding body
5. Course of action identified

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		
3	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			
Invigilators not turning up for exams. Resolving cover requirements			
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 checked="" type="checkbox"/>
	Long term (more than a year)		
Please give a typical example below:			
Short term – Census returns (support) Medium term - Examinations			
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 Tolerance Empathy		To manage the expectations of the Academy staff and students and external stakeholders.	

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"/>	Student welfare during examination season
Training skills	<input checked="" type="checkbox"/>	Invigilator training, SLT exam protocols
Team working skills	<input checked="" type="checkbox"/>	Managing a group of people (invigilators) to work as a team
Motivational/team leading skills – includes own staff	<input type="checkbox"/>	
Advising, guiding skills	<input checked="" type="checkbox"/>	Examination entries, specifications
Persuading, influencing skills	<input checked="" type="checkbox"/>	Persuasive skills with difficult students with regard to exams. Influence based on experience
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"/>	Communicate internal and external stakeholders – emails, letters
Written communication skills	<input checked="" type="checkbox"/>	As above
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 type="checkbox"/>		
Precision and speed, keyboard skills integral to main duties	<input checked="" type="checkbox"/>	Processing information – examinations, cover, admissions, timetabling etc.	
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 checked="" type="checkbox"/>	Go to the next section – Initiative and Independence	
Yes	<input type="checkbox"/>	Complete the table below	
Skill	Used for		Precision / Speed
E.g. Dexterity	Peeling, chopping vegetables		Economical use, portion control, restricted time

Initiative and Independence

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

1.	How do you know what you should be doing each day? Explain briefly below:	
	Driven by the requirements of the Academy. Prioritise tasks for the day. Driven by the time of the year ie examination season, needs of the Academy and stakeholders. Ensure all areas of responsibility are fully operational.	
2.	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
	Job description, BWT policies and procedures, awarding bodies, JCQ and NCC guidelines, DfE requirements – census returns	
3.	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
	Example 1	
	Allocation/schedules of invigilators to ensure all examinations are covered according to the JCQ regulations.	
	Example 2	
	Dealing with examination timetable clashes – rescheduling examinations to ensure that students are taking the prescribed number of examinations hours per day	
4.	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
	Example 1	
	Student malpractice during examinations – involvement of the SLT.	
	Example 2	
	Incident reported by a student regarding an invigilator (potentially safeguarding) – referred to the SLT	
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 meetings with line manager	Vice Principal	Daily/Weekly
Regular networking meetings	Examinations network and awarding bodies	Termly
Performance Management	Principal	Annual

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?	Using desktop PC to fulfil role		
		How long do you have to maintain this position at any one time?	2 hours (out with exam season)		
		And how often?	2	times per	day
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?	Administering the examinations		
		How long are these periods of standing and walking?	Walking – 1 hour Standing – 1 hour (collating papers)		
		And how often do they occur?	Standing – 2 Walking - 2	times per	day
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	<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	
E.g. bucket of water, for floor washing	5 kg?	50m (up flight of stairs)	5 mins	1 per day – 2%	
Boxes of examination papers	Up to 14 ½ kg	2 metres – from trolley (floor level) to office storage (secure)	Up to 1 hour	1 per day – during exam season	
Examination papers	Up to 15kg	Various – dependent upon the location of the examinations	10 minutes	2 per 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
Examination trolley	Up to 50kg	Up to 40 metres	Up to 10 minutes	4 per day during exam season
6.	Does your job require rubbing, scrubbing, digging or similar form of physical effort?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	Which of these, and for what purposes?		
		How long at any one time do you rub and/or scrub, dig or similar?		
		And how often?		
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%	
Crouching, bending, lifting	To unpack examination papers and file securely	Up to 1 hour	1 per day during exam seasons	
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 – attention to detail	Examination entry (seasonal)	Average 3 hours	Daily
Listening	Examination instruction – students and staff	Up to 30 minutes	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%
Completing the Census	DfE return (seasonal)	2 hours	1 per day (seasonal)
Changes to the timetable	Effective delivery of the curriculum	2 hours	1 per day
Examination entries	Ensuring correct students are entered for the correct exams	2 hours	2 per day
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
Interruptions	Staff, students, any other stakeholder	3-5 minutes	8-10 times per day
Examination variations	Staff – changes in student requirements ie access arrangements (scribe)	30 minutes	Up to 4 per week (during exam season)
4.	Does your job involve any other form of mental demand?		
No <input type="checkbox"/>	Go to the next section – Emotional Demands		
Yes <input checked="" type="checkbox"/>	Compete the table below:		
Mental Demand	Source	For how long	How often % working time
Balancing varied demands of the role	Examinations office management	5 minutes	2 per day
Time pressures	Examinations	Constant	During examination period

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	
Effective and efficient operation of examinations	Pupils and staff	Pupils – calm environment in which to take their exams – to achieve their full potential. Staff – reassurance that students given optimum environment to work in.	
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

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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	
Invigilators	Examination regulations and procedures training	2 per year	
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
18 Invigilators		1, 2, 3,4, 6, 8, 10	S
3. Do you have other responsibilities not listed above, which impact on staff even though there is no direct managerial or supervisory relationship?			
Responsibility	Nature of Impact	Employees affected – give numbers and job group where relevant	
E.g. Giving legal advice on employee discipline and employment tribunal cases	Effects individual managers and overall management	Staff and managers throughout Trust	

Responsibility for Financial Resources

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

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			
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	£130,000	Exam entries couldn't happen	Throughout the year
Long term financial planning			
Income collection or generation			
Other, please specify			
2.	Do you have any other responsibilities that focus on the authority'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 authority'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
MIS – CMIS Examination information		Input data accurately into the MIS Input exam entries accurately onto the exam board website Maintain confidentiality and security	Daily Daily – seasonal At all times
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 hedge cutter (£1500) Garden tools and wheelbarrow (£500)		Use and general cleaning and greasing as necessary Use and general cleaning	Daily
Desktop pc Laptop Photocopier		General office use	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

Student personal possess eg mobile phone	During examinations	Daily during exam season
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
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
Office	90%
Exam room ie hall	10%

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

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

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

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

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

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

5. Do you encounter any hazards in your job?

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

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"/>	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 <input checked="" type="checkbox"/>	Questionnaire Complete	Yes <input type="checkbox"/>	Complete the table below:
What	Why	How long at any one time	How often - % working time

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