

# Brooke Weston Trust

## Job Evaluation Questionnaire

### Job title

Finance Officer – Operations

### General Questions

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

1. To undertake a range of finance support responsibilities to ensure the efficient and effective use of the Trust's operational budgets.
2. To seek alternative sources to maximise income.
3. To co-ordinate bid writing across the Trust.

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

1. Monitor monthly budgets for the Trust operational income sources for example trading company, teaching school, catering and prepare/analyse reports for the Trust Finance Director, Senior Operations Manager and Senior Finance & HR Manager, making recommendations as appropriate.
2. Assist with the preparation of the financial plans for these operational cost centres.
3. Undertake both balance sheet and income and expenditure account monthly reconciliations for the operational cost centres, for example bank accounts.
4. Monitor receipt of income, query and chase where necessary.
5. Project Management and management of project budgets.
6. Co-ordinate any bid writing across the Trust.
7. Generate income from alternative sources.
8. Assist with the implementation and maintenance of the Trust's financial procedures and systems, ensuring adherence to procurement procedures, financial regulations and audit requirements.
9. Undertake day-to-day supervision of finance staff.

**% of time**

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

	Main tasks/duties/responsibilities	% of time
1	Budget Monitoring & Management Accounts	50%
2	Financial Planning	25%
3	Income generation and processing	25%

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

	Occasional tasks	How often you do them
1	Bid writing	2 days per quarter

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 A*-C including English & Maths – Financial modelling, management accounts.	Prior to application.
(2) Procedural (e.g. procedures instructions for carrying out tasks)	Management accounting, financial planning and income generation all require detailed knowledge of procedures. Full knowledge the accounting process.	Previous experience off finance and training of the Trust prescribed procedures. Significant experience of management across a large organisation.
(3) Equipment (e.g. machines, tools, instruments)	Use of computer. Use of other basic equipment.	On the job training.
(4) Administrative systems	High-level knowledge operating Excel. High-level knowledge operating PSF or other finance system. High-level knowledge of word.	On the job training. External training courses if required.
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Involved in the development of financial policies and procedures.	On the job training Experience at a senior level across the organisation.
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Association Accounting Technicians (AAT) or equivalent , month end finance procedure, understanding the information in the finance system. Knowledge of legislation relevant to the public sector, finance and education	Prior to application. Support will be provided by the Trust to achieve this. Professional qualification Attendance at conferences Significant experience in a similar setting at a senior level.

(7)	Other languages and cultures		
(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

The financial viability of activities within the mini accounts. For example the management of the catering accounts. This will involve the calculation of prices, the implication of any changes in price on uptake. Communication of changes internally and externally. Setting policy relating to these accounts. Liaising with suppliers on cost. Implications of this on the price for students.

### Example 2

Maximisation of pupil premium income. Strategy setting to ensure that the maximum income is achieved. Analysing different sources of data over the long term to assess the impact of the pupil premium on student outcomes. Reporting this to external bodies eg DfE, ESFA.

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

Whether or not a project should be undertaken from a financial prospective.

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

One

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:

Operations management accounts as the basis to make project management decisions

Indicate nature and complexity of information / situation:

Varied data of a complex nature will be used to analyse the cost of various projects

How do you interpret or analyse the information / situation?

Post holder will explain the data to the Finance Director/Senior Operations Manager to enable this to be presented to the Operations Group in order for a decision to be made on project viability.

<b>4.</b>	What are the requirements of your job for creative or developmental skills (in the broadest sense e.g. designing a page layout, working out how to deal with a difficult client, drawing up a new policy or procedure?)		
Please rank the following statements according to how typically they apply to the job (1 = most typical, 2 = next most typical etc.) Leave blank any statements which do not apply.			
	The work is designed in such a way that creative and developmental skills are not necessary		
	The work requires creative skills for solving straightforward problems		
<b>3</b>	The work requires creative and developmental skills for solving varied problems		
<b>1</b>	The work requires creative and developmental skills for solving difficult problems		
<b>2</b>	The work requires creative and developmental skills for producing innovative solutions to major problems.		
Give an example for the option you have marked 1, as being most typical			
Mini accounts – a number of different sources are used to ensure that the information in the mini accounts correctly reflects the financial viability of the project. Using this information investigate ways in which the project could become viable. Creativity in development of initiatives to generate and maximise income. Eg Pupil Premium.			
<b>5.</b>	Does your work require you to plan ahead or organise for the future?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	What period do these planning/organising activities mainly cover? (NB: please note the period over which planning activities take place, not the time-scale for what is planned)	Short term (days, up to weeks) <input type="checkbox"/> Medium term (months, up to a year) <input checked="" type="checkbox"/> Long term (more than a year) <input type="checkbox"/>
		Please give a typical example below:	
		Project planning across the Trust and for other schools in the local area eg Kingsley Learning Federation.	
<b>6.</b>	Are any other forms of mental skill required for your job? If so, please list them below and explain what purposes you require them for.		
Mental Skill		Purpose required for	

## Interpersonal and communication skills

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

<b>1.</b>	Tick the boxes below to show which forms of interpersonal and communication skills are needed for your job. Say what each is used for and with whom they are used.	
Form of skill		Used for and with whom
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/>	Providing personal services to clients in their homes
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/>	Assessing client's care needs
<i>Example: Negotiating Skills</i>	<input checked="" type="checkbox"/>	Negotiating tender contract details
Caring skills	<input type="checkbox"/>	
Training skills	<input checked="" type="checkbox"/>	Training of Finance Assistant
Team working skills	<input checked="" type="checkbox"/>	Is an active member of the Finance and Operations teams working with all members of the central team.
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/>	Motivates Finance Assistant
Advising, guiding skills	<input checked="" type="checkbox"/>	Advises Finance Director/Senior Operations Manager on project viability
Persuading, influencing skills	<input checked="" type="checkbox"/>	Influencing Finance Director/Senior Operations Manager on project viability
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"/>	Regular meetings with Senior Finance & HR Manager, Senior Operations Manager & Finance Director
Written communication skills	<input checked="" type="checkbox"/>	Provide reports for Operations Group
Oral presentation skills	<input checked="" type="checkbox"/>	Present ideas to Operations Group
Other interpersonal or communication skills	<input type="checkbox"/>	
<b>2.</b>	Are you required to use a language (oral or written) other than English?	
No	<input checked="" type="checkbox"/>	Go to the next question
Yes	<input type="checkbox"/>	Complete the table below
Language	Used to communicate with.	Used for.

<b>3.</b>	Are you required to use any form of recognised sign language?	
No <input checked="" type="checkbox"/>	Go to the next section – Physical Skills	
Yes <input type="checkbox"/>	Complete the table below	
Form of sign language	Used to communicate with	Used for

## Physical skills

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

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



## Initiative and Independence

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

<b>1.</b>	How do you know what you should be doing each day? Explain briefly below:	
	Sets own agenda for the day within the finance calendar. Can be redirected by Senior Finance and HR Manager. Responsible for prioritisation of workload. Works as per job description. Frequently makes decisions.	
<b>2.</b>	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
	Academies Financial Handbook BWT policies and Procedures UK Accounting Standards	
<b>3.</b>	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
	Example 1	
	Data to use to present as part of the project analysis. Independently decides the process to be used to model the data. Independently decides on variety of data to be used from a wide availability of information.	
	Example 2	
	Data to include within a bid-writing document. Uses initiative to seek information from a wide variety of sources required to independently produce the final documentation to be submitted to grant awarding body to secure additional funding.	
<b>4.</b>	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
	Example 1	
	Once all the information has been collated independently and there is a recommendation the Operations Group will make the final decision on project viability.	
	Example 2	
	Approval to submit the completed bid.	
<b>5.</b>	What form(s) of direction, management or supervision do you receive, from whom and how often?	
	Form of direction etc.	From whom (job title)
	E.g. Regular team meetings	Supervisor – Senior Social Worker
	Line Management	Senior Finance & HR Manager
	Project Update Meeting	Finance Director Senior Finance & HR Manager Senior Operations Manger
	Finance Update Meeting	Finance Director Senior Finance & HR Manager Other Finance Staff
		How often (times per week)
		Every 2 weeks
		As and when required.
		Weekly
		Monthly during term time.

## Physical Demands

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

<b>1.</b>	Does your job require you to sit in a fixed or constrained position (e.g. sitting at a computer keyboard or in a vehicle driving seat, standing at a drawing board)?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	For what purposes?		
		How long do you have to maintain this position at any one time?		
		And how often?		times per
<b>2.</b>	Does your job involve any other physical demands?			
No	<input checked="" type="checkbox"/>	Go to the next section – Mental Demands		
Yes	<input type="checkbox"/>	Go to the next question		
<b>3.</b>	Does your job require periods of standing and walking beyond normal movement between indoor working area?			
No	<input type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	For what purposes?		
		How long are these periods of standing and walking?		
		And how often do they occur?		times per
<b>4.</b>	Does your job require lifting and/or carrying of items or equipment (beyond light office materials, such as pens, pencils and limited quantities of paper)?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	Complete the table below:		
What and why	How heavy	How far	For how long	How often % working time
E.g. bucket of water, for floor washing	5 kg?	50m (up flight of stairs)	5 mins	1 per day – 2%

<b>5.</b>	Does your job require pushing and/or pulling of items or equipment?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	Complete the table below:		
What and why	How heavy	How far	For how long	How often % working time
<b>6.</b>	Does your job require rubbing, scrubbing, digging or similar form of physical effort?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	Which of these, and for what purposes?		
		How long at any one time do you rub and/or scrub, dig or similar?		
		And how often?		
<b>7.</b>	Does your job require working in an awkward position (e.g. crouching, kneeling)?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	Complete the table below:		
Position	Why	For how long	How often % working time	
E.g. Kneeling	To scrub kitchen floor	20-30 mins	1 per day – 10%	
<b>8.</b>	Does your job involve any other form of physical demand?			
Physical demand	Why	For how long	How often % working time	

## Mental Demands

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

<b>1.</b>	Does your job require more than general awareness and sensory (i.e. using eyes, ears, touch or smell) attention, (e.g. more than general attention for watching children at play, word processing text or inputting data)?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Form of sensory attention	Needed for	For how long	How often % working time
E.g. Visual & listening attention	Watching children at play	Average 2 hours	Once a week – 5%
Visual	Inputting complex data into system	2 Hours	Daily
<b>2.</b>	Does your job require more than general mental attention or concentration (e.g. more than general mental attention for repeated manual calculations, drafting a complex report)?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Form of mental concentration	Needed for	For how long	How often % working time
E.g. Totalling and tallying receipts	Balancing cash office accounts	30 mins (if tallies) to 1 hour	Twice per day – 20%
Enhanced mental attention	Accuracy of information	4 Hours	20%
Concentrated mental attention	Financial Modelling and analysing data	4 Hours	20%
Concentrated mental attention	Reporting to Finance and resources committee	Up to 4 hours	Fortnightly
Enhanced, concentrated mental attention	Catering reconciliations	Up to 7 hours	Monthly

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

No  Go to the next question

Yes  Complete the table below:

Form of work related pressure	Source	For how long	How often % working time
E.g. Telephone interruptions (e.g. to clerical tasks)	Suppliers, other staff	2-20 mins per call	10-20 times per day
Regular change to report deadlines	Finance Director/Senior Finance & HR Manager/Senior Operations Manager		weekly
Conflicting demands	Finance Director/Senior Finance & HR Manager/Senior Operations Manager/other members central team/school colleagues	Up to 1 hour	daily
Telephone/email interruptions	Suppliers/ Finance Director/Senior Finance & HR Manager/senior operations manager/schools		Daily Up to 20 times per day

**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

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.

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

(B) Enforce	Who direct impact on	Nature of impact
<b>4.</b> Do you have other responsibilities, not listed above, which impact on the wellbeing of people? For example development of policies or providing advice, guidance or interpretation of procedures or regulations which impact on the wellbeing of people. (Only include within this answer any responsibility that has as its main focus the wellbeing of people.)		
Responsibility	Nature of Impact	Who impact on
<b>5.</b> Do you have any other responsibilities for people, including health and safety?		
Other responsibilities	Who benefits	How benefit



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

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

<b>1.</b> Does your job involve demonstrating your own duties, giving advice and guidance or training other employees?			
No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/> Complete the table below:
Whom (Job Groups)	What (i.e. demonstrating, guiding, training)	How often	
Finance Assistants	Demonstrating, guiding, training	Staff induction, support when required	
<b>2.</b> 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:	<b>1</b> = Regular instructions <b>2</b> = Regular checking work <b>3</b> = Regular allocation of work <b>4</b> = Organisation of work <b>5</b> = Evaluation and appraisal of work	<b>6</b> = Evaluation of working methods <b>7</b> = Employee development <b>8</b> = Recruitment <b>9</b> = Discipline <b>10</b> = Co-ordination and management (the work of staff may be co-ordinated or managed through others' direct supervision)	
Location Codes:	S = Same workplace as self Number = number of other workplaces e.g. 1 = 1x other, 10 = 10x others.		
Employees supervised etc., No's, Job Groups	Type of work	Type of Responsibility Code	Location Code
E.g. 4 Finance Assistants 1 Secretary/Clerical	Order processing Typing and WP operating	1,2,3,4,5,6,8,9 2,5	S S
Finance Assistants	Sales ledger	1,2,3,4,5,6,7,8,9	S

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

## Responsibility for Financial Resources

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

<b>1.</b> Are you directly responsible for financial resources?			
No <input 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	Up to £50m	Accounting for very large expenditure across all the Trust schools	Annually
Budget monitoring	Up to £50m	Project accounts	Monthly
Long term financial planning	Up to £50m	Financial Modelling. Contributes to long term finance strategy across the Trust.	Annually
Income collection or generation	Up to £50m	Increase income available to the Trust	Monthly
Other, please specify			
<b>2.</b> 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 type="checkbox"/>	Go to the next section – Responsibility for Physical Resources	Yes <input checked="" type="checkbox"/>	Please specify below:
Responsibility	Nature of Impact		
Contributes to the development of financial polices and then guidance as to their application	Appropriate management of project accounts across the Trust.		

## Responsibility for Physical and Information Resources

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

<b>1.</b>	Are you responsible for any manual or computer information?	
No	<input type="checkbox"/>	Go to the next question
Yes	<input checked="" type="checkbox"/>	Complete the table below
Information for which responsible	Nature of responsibility	How often
E.g. Computerised personnel (50 fields) and sickness absence records for 1000 employees	Input accurately data on computer, undertake pre-set analyses, maintain confidentiality and security	Daily
Financial Data	Accuracy, analysis, confidentiality & security	Daily
<b>2.</b>	Do you adapt, design or develop any information systems?	
No	<input type="checkbox"/>	Go to the next question
Yes	<input checked="" 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
Spreadsheets – development of financial tracking systems for use by others in the schools across the Trust.	Develop to provide information required for project management. Adapt PSF package to produce bespoke reports.	Six times per year
<b>3.</b>	Do you use any office or other equipment, tools or instruments, or vehicles, plant and machinery?	
No	<input type="checkbox"/>	Go to the next question
Yes	<input checked="" type="checkbox"/>	Complete the table below:
Equipment etc. used	Nature of use and responsibility	How often
E.g. Mower, rotovator and hedgecutter (£1500) Garden tools and wheelbarrow (£500)	Use and general cleaning and greasing as necessary Use and general cleaning	Daily
General Office Equipment	Use	Daily

<b>4.</b>	Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
			Complete the table below:
Building / Location		Nature of responsibility	How often
E.g. School site		Inspection of cleaning	Daily
<b>5.</b>	Are you responsible for the adaptation, development or design of land, buildings, other construction works or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
			Complete the table below:
Land / Building etc.		Nature of responsibility	How often
E.g. Gardens – 1 acre		Landscaping of borders	Twice per year
<b>6.</b>	Are you responsible for the security of any buildings, external locations or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input 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
<b>7.</b>	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

<b>8.</b>	Are you responsible for any personal possessions of others?		
<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Personal possessions		Nature of responsibility	How often
<b>9.</b>	Are you responsible for the planning of purchasing and the development of physical resources?		
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Physical resources		Planning responsibility	How often
E.g. Food for schools		Securing most economical purchase of food to appropriate quality standards in accordance with procurement procedures	Continuously
<b>10.</b>	Do you have any other form of responsibility for physical resources, for example, developing policies or procedures in relation to physical resources, or providing advice, guidance or interpretation of policies and procedures?		
No <input checked="" type="checkbox"/>	Go to the next section – Working Conditions	Yes <input type="checkbox"/>	Complete the table below:
What		Nature of responsibility	How often

## Working Conditions

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

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

Places of work	% of Time
Office	100%

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 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 <input 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%	

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%	

<b>6.</b>	Do you encounter any other disagreeable or unpleasant working conditions in your job?		
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
What and Nature		How long at any one time	How often - % working time
<b>7.</b>	Do you wear any form of protective clothing to carry out your job?		
No <input checked="" type="checkbox"/>	Questionnaire Complete	Yes <input type="checkbox"/>	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.			
<b>Employee Sign* &amp; Print Name</b>		<b>Date*</b>	
<b>Line Manager Sign* &amp; Print Name</b>		<b>Date*</b>	