

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

Colour-code

Safeguarding responsibilities = green

Extended provision = blue

SEN Unit = purple

SLT = red

General Questions

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

Safeguarding responsibilities

Responsible for day-to-day management of safeguarding and delivery of a wellbeing service to students as a Designated Senior Lead within the school. Responsible for promoting and maintaining a culture of awareness of safeguarding across the school (in the form of training, regular communications and assemblies).

Extended provision

To manage the daily running of the Extended Provision, ensuring adequate provision is provided to students accessing breakfast and after-school clubs.

SEN Unit

Responsible for the day-to-day operational management of the unit provision (excluding any curriculum responsibilities), involving managing the staffing rotas and staff welfare, dealing with parents, pupil behaviour and management of procedures for administration/dispensing of medication.

SLT

Ownership of the personal development, behaviour and welfare strategy for the school, covering safeguarding, child protection, behaviour, and parental engagement. Act as a senior leader within the school.

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

	% of time
1. Day-to-day management of safeguarding and child protection referrals taking the appropriate actions with referrals, liaison with outside agencies, children and parents.	
2. Caseload management for specific child protection cases, attending all multi-agency meetings, court hearings and other strategy meetings as appropriate. To support families and children through emotional difficulties within a safe and nurturing environment as part of this role.	
3. Overall management of the Wellbeing Service to students, covering all wellbeing referrals and co-ordination of follow-up action to support the student and attendance and admissions.	
4. To coordinate, staff and manage all fundraising activities that are held within school and the community.	
5. To lead on all Looked After children and assist in narrowing the gap for LAC and to lead all Personal Educational Plan Meetings and manage all paperwork for the Virtual School.	
6. Daily planning of activities – term time and holiday time. Including management of resources to support the daily running of the provision.	

7. To communicate with external agencies and provide extended provision hours for vulnerable children and promote their welfare whilst they are within the provision. (already covered through Safeguarding responsibilities above)
8. Maintain the administrative aspect of the Extended Provision – daily registers, evidence gathering, school to home communication etc.
9. Management and deployment of staff to service the Extended Provision.
10. Liaising with parents through a variety of different methods including some that can be confrontational.
11. Day-to-day management of staffing to ensure students with additional needs (pastoral, medical) are adequately supported. Development of staffing rotas on a daily basis and any additional management responsibilities.
12. Responsible for dealing with pupil behaviour as a senior leader, progressing through the school's behaviour policy.
13. Development, implementation and maintenance of ongoing operational procedures within the unit i.e. administering/dispensing of medicine.

SLT

14. Supports general day-to-day management and running of the school, with specific remit for personal development, behaviour and welfare.

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

Due to the nature of the role and fluctuation in requirements, the 4 main areas of responsibilities differ in %s of time from week to week. Some responsibilities are reactive (safeguarding, child protection, student behaviour) compared to others which are planned over a period of time (deployment of staff, planning for extended provision programme).

	Main tasks/duties/responsibilities	% of time
1		
2		
3		

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	Complete all exclusion paperwork and gather together all information for EIPT in case of permanent exclusion.	Variable
2	Staff investigations and follow-up referrals to the Designated Officer regarding inappropriate staff conduct, where appropriate.	Variable
3	Delivering of Safeguarding training on an annual basis for all staff and ongoing throughout the year for new starters.	Variable

4	Acts as designated teacher for Looked After Children	Ongoing
5	Development of in-house procedures for the Unit i.e. dispensing/storage of medication.	As and when required
6	Management of transition for Y6-Y7 (for wellbeing purposes)	Yearly May – July each year
7	To plan, staff and organise all Wellbeing Weeks throughout the year i.e. Anti Bullying Week	X4 per year.
8	Update the school's social media accounts to promote the school and get parental engagement	Daily
9	Develop SMSC calendar of events, including fundraising activities.	Developed at beginning of year, maintained throughout the year
10	Provision of advice and support for staff wellbeing	Ongoing

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	<p>SG – high level of literacy required for preparation of statements and reports which become legal documents. Ensuring accuracy and clarity of information being presented. High level of literacy for training other staff and communicating safeguarding/child protection messages to a range of people. Numeracy skills for analysing student attendance data to identify trends and patterns.</p> <p>Unit – literacy for communicating via letter to parents and writing procedures for use by staff.</p> <p>Extended Provision – numeracy skills for monitoring the EP budget, to ensure there is no overspend.</p> <p>SLT – communication to parents and staff in written form, provision of instructions/procedures.</p>	GCSE maths and English Experience
(2) Procedural (e.g. procedures instructions for carrying out tasks)	<p>SG – full awareness of safeguarding and child protection procedures with an understanding of wider national developments and frameworks. Responsible for development of in-house procedures for staff to follow. To ensure up to date with serious case reviews to identify impact on current school operation, and amend procedures where required.</p> <p>Extended Provision – understanding of school policies and procedures, LA guidelines on operation of this provision.</p> <p>Unit – understanding of procedures for administering medication and staffing requirements for students with additional needs. Understanding of process for annual review for students with additional needs.</p>	<p>DSL training</p> <p>Industry-related training on specific safeguarding topics.</p> <p>self-directed learning by researching Local Children Safeguarding Board website</p> <p>In house training</p> <p>Unit – on the job training on existing procedures.</p> <p>Experience of working in a unit.</p> <p>SLT – on the job training and experience of leadership.</p>

		SLT – understanding of management procedures (i.e. staffing concerns). Understanding of associated HR policies and policies related to behaviour management of students.	
(3)	Equipment (e.g. machines, tools, instruments)	Basic office equipment – laptop/computer, phone Small kitchen appliances Medical equipment (first aid kit, medication (epi-pen, diabetes shot).	On the job training On the job training On the job training (provided by school nurse/other medical professional)
(4)	Administrative systems	Management of operation of CPOMS (safeguarding referral system). Ensure this is properly updated and checked for quality of record-entry, reports generated from system by postholder for sharing with other stakeholders (i.e. governors). Postholder makes recommendations for modification of system with Trust Safeguarding personnel. Use of Microsoft Office (letter-writing to parents, external agencies, PowerPoints for staff training)	On the job training (provided by external company) Experience of working with safeguarding referral system. On the job training Experience
(5)	Organisational (e.g. own and other sections/departments), including arrangements and policies	Understanding of all BWT policies and procedures relating to safeguarding and child protection. Wider knowledge of safeguarding through work with local authority and national updates communicated through DfE. Understanding of wider social care. Unit – knowledge of procedures for day-to-day operation of unit. Extended Provision – development of procedures and design of the Extended Provision service.	DSL training Experience of working in similar safeguarding/child protection role On the job training Experience of working in similar role On the job training Experience of working in similar role
(6)	Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Specialist knowledge of safeguarding and child protection, awareness of theoretical concepts and practical actions and procedures that are to be developed and adhered to. Reports to senior leadership, governors and external bodies (i.e. Ofsted) on this topic as a specialist in this field. Specialist knowledge for how to support students with additional needs. Practical application of knowledge in day-to-day running of the unit.	DSL training Experience Industry-related training On the job training Experience of working in similar role

(7)	Other languages and cultures	Knowledge and awareness of other cultures and implications for safeguarding and child protection (e.g. FGM, honour based violence).	On the job training Industry-related training Experience of working in similar role
(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			
<p>SG – judgement skills – based on information presented at a child protection conference by various agencies, postholder is required to make a decision on whether the child needs to remain on a child protection plan. Postholder is required to use skill in handling other people’s comments and coming to their own view and arguing their case.</p> <p>Extended Provision – where a child is vulnerable for safeguarding reasons, postholder makes decision to keep them within the Extended Provision until a solution for the child has been identified.</p> <p>Unit – postholder has responsibility for deploying staff (i.e. management of staff rotas) within the Unit to ensure effective service is provided to students.</p> <p>SLT – postholder is required to use judgement skills when conducting an investigation into staff misconduct.</p>			
Example 2			
<p>SG – judgement skills – postholder is required to make decisions on whether to instigate an Early Help Assessment based on the level of neglect or child protection issues the child is experiencing. Postholder is required to use tact and discretion as to whether putting them on an EHA is best for the needs of the child.</p> <p>Extended Provision – postholder has responsibility for deploying staff within the extended provision to ensure effective service is provided to students.</p> <p>Unit – if a pupil is demonstrating poor behaviour in the unit, postholder will need to analyse the situation and come to a judgement as to whether the parents need to be involved and whether the behaviour procedure needs to be followed (this could result in recommendation for exclusion).</p> <p>SLT – postholder will make a judgement on how to progress with cases of poor-attendance, based on knowledge of the family situation – this could involve home visits or recommending prosecution of parents.</p>			
2.	In the box below, give an example of the most difficult or important decisions or recommendations you make or problems you solve.		
<p>SG – decision made by postholder to recommend social care for a student who is at risk. This involves student being taken away from their family.</p> <p>Extended Provision – recommendation for the student to remain in extended provision where there is a risk to their safety.</p> <p>Unit – recommendation to re-design the staffing structure of the Unit provision to ensure needs of the school and students are met more effectively.</p> <p>SLT – recommendation to SLT members on developing chronology for behaviour plans.</p>			
How often do you expect to take a decision or solve a problem of this type (e.g. once a month, twice a year?)			
once		per	week
3.	Do you ever have to interpret or analyse information or situations in order to make a decision or recommendation, or to solve a problem?		
No	<input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/> Give an example in the box below:
Example of decision / recommendation / problem:			
<p>SG – Child Protection conference paperwork is shared with postholder half an hour prior to meeting. This contains complex information about child protection concerns related to a student. Postholder is required to decide whether, based on the contents of the paperwork, the student should remain on a child protection plan or if they should be referred to social care.</p>			

Extended Provision – a member of staff is not performing their role to the expectations required. Decision to be made on how to address the concerns about capability.

Unit – postholder identified concerns about lack of procedures for administering medicine (i.e. staff weren't adequately trained, permission to medicate paperwork not fully completed, first aid cabinet difficult to access). Postholder recommended a re-organisation of this area.

SLT – postholder recommends changes to policies and procedures for behaviour management across the school.

Indicate nature and complexity of information / situation:

SG – the information is presented shortly before the meeting and can contain complex information. The situation can also be complicated in terms of people concerned with the child protection issue. The implication of the decision made by the postholder can be contentious as it will also affect siblings who may be in other schools. Postholder is challenged at these meetings on their assessments. On occasions, postholder is requested to perform checks requested by MASH.

Extended Provision – can be complex if the member of staff has health issues which has impacted on their ability to perform.

Unit – assessment of current situation, information could be difficult to obtain. Complex by the nature of the health needs, and by extension the medical requirements, of the students.

SLT – postholder did a walk-round of the school, took information from staff on their assessments of behaviour, and reviewed external reports from visitors on behaviour more generally. Information can be complex as student behaviour differs throughout the school.

How do you interpret or analyse the information / situation?

SG – postholder has to make assessment based on the information that has been presented and consider their own experience in related cases. Postholder comes to a judgement based on this information.

Extended Provision – analysis of performance against targets, review and quality assurance of work done over a specific timeframe, feedback from other colleagues. Based on assessment of this information, liaise with Principal about proceeding through capability procedures.

Unit – collation of all of the information, determine where the gaps are and develop a proposal to resolve the concerns.

SLT – analysis of feedback and assessments (behaviour logs) to develop strategy for addressing. Recommended to SLT to adopt.

4.	What are the requirements of your job for creative or developmental skills (in the broadest sense e.g. designing a page layout, working out how to deal with a difficult client, drawing up a new policy or procedure?)
-----------	---

Please rank the following statements according to how typically they apply to the job (1 = most typical, 2 = next most typical etc.) Leave blank any statements which do not apply.

	The work is designed in such a way that creative and developmental skills are not necessary
	The work requires creative skills for solving straightforward problems
unit and SLT – 1	The work requires creative and developmental skills for solving varied problems
unit and SLT – 2	The work requires creative and developmental skills for solving difficult problems

unit and SLT-3	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			
Majority of time is spent solving varied problems – creative skills are required for identifying solutions based on assessment of the situation. SG referrals are generally varied and a number of options can be considered, however there are some cases which are more difficult (these are less frequent).			
5.	Does your work require you to plan ahead or organise for the future?		
No <input type="checkbox"/>	Go to the next question		
Yes <input checked="" type="checkbox"/>	What period do these planning/organising activities mainly cover? (NB: please note the period over which planning activities take place, not the time-scale for what is planned)	Short term (days, up to weeks) <input type="checkbox"/> Medium term (months, up to a year) <input checked="" type="checkbox"/> Long term (more than a year) <input type="checkbox"/>	
Please give a typical example below:			
SG – preparing for child protection conferences, court cases, ensuring all requested paperwork/reports are in place. Unit – planning re-organisation of the delivery of the service can take up to weeks to organise. SLT – SMSC calendar is maintained throughout the academic year.			
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	
Resilience		When dealing with significant cases of abuse and seeing children with injuries that have been intentionally caused or children living in significant neglect. Parents also talk about their own abuse such as domestic violence.	
Sensitivity, discretion and confidentiality		A staff member could want to talk about their post in confidence without any further action being taken. A parent may want to talk about a form of abuse to them.	
Prioritising		Whilst the post holder has a vast amount of responsibilities organising themselves efficiently and effectively is a necessity.	

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"/>	Provision of safeguarding and child protection services to all students. Wellbeing for staff.
Training skills	<input checked="" type="checkbox"/>	Provision of safeguarding and child protection training for staff.
Team working skills	<input checked="" type="checkbox"/>	Support for day-to-day running of the school through work with SLT.
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/>	Developing and maintaining culture of safeguarding awareness amongst staff. Motivational/team leading skills for Unit and Extended Provision team – ensure effective service is provided.
Advising, guiding skills	<input checked="" type="checkbox"/>	Advice and guidance to parents and external agencies on safeguarding and child protection issues. Advice to staff on wellbeing issues.
Persuading, influencing skills	<input checked="" type="checkbox"/>	Persuasion and influencing skills with external agencies and families on particular courses of actions to be followed which will impact on students.
Counselling skills	<input checked="" type="checkbox"/>	Protective behaviours for students. Supporting staff with wellbeing issues.
Conciliating skills	<input checked="" type="checkbox"/>	Conciliation between parents for the best interest of the student, conciliation between staff.
Advocacy skills	<input checked="" type="checkbox"/>	Advocate on behalf of the student when representing them at CP conferences or other safeguarding-related meetings. Advocate on behalf of student with additional needs.
Negotiating skills	<input checked="" type="checkbox"/>	Negotiation with external agencies on best solution for students.
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	Representing the student at meetings in an articulate and clear manner – conveying important and sensitive information.
Written communication skills	<input checked="" type="checkbox"/>	Representing the student at meetings in an articulate and clear manner (in the form of a report) – conveying important and sensitive information.
Oral presentation skills	<input checked="" type="checkbox"/>	Required for training of members of staff.
Other interpersonal or communication skills	<input checked="" type="checkbox"/>	Being able to be objective and tactful in assessments and decision making.

2.	Are you required to use a language (oral or written) other than English?	
No	<input checked="" type="checkbox"/>	Go to the next question
Yes	<input type="checkbox"/>	Complete the table below
Language	Used to communicate with.	Used for.
3.	Are you required to use any form of recognised sign language?	
No	<input 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.

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"/>	Writing reports/letters, updating student records, taking notes.	
Considerable precision and speed, keyboard skills e.g. for data input	<input type="checkbox"/>		
2.	Tick 1 box to indicate whether driving skills are needed for your job, and state the nature and complexity of the vehicle driven.		
Required		Nature of Vehicle	Purpose of driving
Not required (other than for driving to and from work)	<input type="checkbox"/>		
Normal driving skills e.g. for travel between work locations	<input checked="" type="checkbox"/>	Car Minibus	Home visits and meetings
Other driving skills e.g. for specialist vehicles/plant	<input type="checkbox"/>		
3.	Are there any other forms of physical skill (dexterity, co-ordination or sensory skills) required for your job (e.g. for operating equipment, machinery or tools for preparing food)?		
No	<input type="checkbox"/>	Go to the next section – Initiative and Independence	
Yes	<input checked="" type="checkbox"/>	Complete the table below	
Skill	Used for		Precision / Speed
E.g. Dexterity	Peeling, chopping vegetables		Economical use, portion control, restricted time
Dexterity	Basic food preparation using kitchen equipment		Economical use, within known timeframes
Co-ordination of limbs	Team-teach procedures		Precision in movement of body so as not to cause harm to student
minibus driving			

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.	<p>How do you know what you should be doing each day? Explain briefly below:</p>
<p>SG – postholder works within broad remit of job description and priorities workload accordingly. Works within broad guidelines of Local Children Safeguarding Board and BWT policies. Postholder is responsible for balancing ongoing child protection caseload with day-to-day referrals. Extended Provision – postholder works within remit of job description and operational requirements of the school. Unit – postholder works within broad remit of job description and prioritises workload accordingly. Postholder responds to operational requirements of the Unit (with the exception of curriculum or HR matters). SLT – postholder supports SLT in day-to-day running of the school, working to broad remit of management responsibilities but with additional specific remit for personal development, behaviour and welfare.</p>	
2.	<p>What instructions, procedures, policies, legislation, govern you work? Explain briefly below:</p>
<p>SG – BWT policies, LCSB, DfE guidance. There is a framework within which postholder operates. Extended Provision – school policies and procedures and local authority guidance. Unit – DfE statutory guidance, school-level and Trust policies. SLT – DfE, Ofsted, school-level policies.</p>	
3.	<p>Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.</p>
<p>Example 1</p>	
<p>Staff sickness (extended provision, wellbeing team, unit provision). The post holder would identify staff to cover or prioritise their own workload to work within the provision and ensure the staff absence procedure is followed.</p>	
<p>Example 2</p>	
<p>Acting independently upon situations that are presented on home visits i.e. if upon arrival the child at home is in immediate danger a police welfare check will be requested.</p>	
4.	<p>Give 2 examples of problems or decisions you would refer to your supervisor or manager:</p>
<p>Example 1</p>	
<p>SG – safeguarding concern about a member of staff would be referred to a supervisor/manager for direction on how to proceed. Extended Provision – if there is a concern about performance of a member of staff this would be referred to supervisor for discussion on next steps. SLT – postholder would refer to Principal if recommending a permanent exclusion for a student. Unit – if there is a concern about performance of a member of staff this would be referred to supervisor for discussion on next steps.</p>	
<p>Example 2</p>	
<p>SG – postholder would refer to supervisor/manager on whether sensitive information about a student can be disclosed if it supports another investigation. SLT – postholder would refer to Principal if there was a critical incident or breach of personal information from within the school. Unit – postholder would refer to supervisor if there is a need for additional funding or resource.</p>	

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
Performance management	Principal	Annual
Access to Principal as and when needed (catch up usually weekly)		

Physical Demands

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

1.	Does your job require you to sit in a fixed or constrained position (e.g. sitting at a computer keyboard or in a vehicle driving seat, standing at a drawing board)?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	For what purposes?	Postholder is required to sit at a desk when writing reports but can leave at any point.	
		How long do you have to maintain this position at any one time?	3 hours at any one time	
		And how often?	1	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?	Providing activities for students in Extended Provision	
		How long are these periods of standing and walking?	2-3 hours	
		And how often do they occur?	1	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	<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%

5.	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
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 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%	
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%
Concentrated listening attention	Listening to student disclosures, picking up specific information to record. Listening during CP conferences	Up to 2 hours	Daily
Concentrated observing attention	Observing body language of students when making a disclosure or when meeting with parents. Reviewing non-verbal behaviours to judge if change in tact is required (i.e. signs of distress or aggression)	Up to 2 hours	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%
Enhanced mental attention	Reviewing CP reports and other documents relating to safeguarding/child protection. Review of case files.	2-3 hours	Daily
Concentrated mental attention	Writing reports for CP conferences or other external agencies – must be factual and accurate as	2-3 hours	Weekly

	it may be presented in court.		
Concentrated mental attention	Analysis of information (reports or data) presented to identify possible solutions which will improve the situation for the student	2 hours	Daily
Enhanced mental attention	Quality assurance of safeguarding referral records, ensuring it is complete and factual.	1-2 hours	Daily
Concentrated mental attention	Analysis of student attendance and behaviour data to make informed decision on how to address using particular strategies.	1-2 hours	weekly
3.	Is your job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Form of work related pressure	Source	For how long	How often % working time
E.g. Telephone interruptions (e.g. to clerical tasks)	Suppliers, other staff	2-20 mins per call	10-20 times per day
Conflicting demands	Balancing caseload with daily safeguarding referrals	up to an hour	10-20 times per day
Changing deadlines	MASH request information, some child protection cases need to be dealt with urgently depending on severity, timescales for preparation for strategy discussions may change		Daily change to timescales and deadlines
Frequent interruptions	Students, staff, parents – postholder is main person for safeguarding therefore is the hub of advice and knowledge	up to an hour	10-20 times per day
Changing deadlines/work-related pressure	Staffing issues in the unit – students require medical/pastoral support	twice per day	couple of days per week
4.	Does your job involve any other form of mental demand?		
No	<input checked="" type="checkbox"/>	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.)

Students, parents, staff

Working with people in crisis (homelessness, drug/alcohol abuse, domestic violence, assault). Children are subject to abuse in the family home and disclose to postholder. Postholder has an active role in determining best possible course of action for student with social care, which could involve removal of a child from the family. Post holder is exposed to seeing injuries and hearing sensitive and confidential information. Staff liaise with postholder for support and advice on personal issues. Intense emotional demands placed on postholder.

Daily

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

No



Go to the next section – Responsibility for People

Yes



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	
Wellbeing support – safeguarding of students, support for staff	Parents, pupils and staff	Effective support to students of concern. Promotion of awareness of safeguarding through regular training provided to students, parents and staff. Support for staff wellbeing.	
Extended Provision service	Students, parents	Access to safe environment before and after school.	
Unit service	Students, parents	Provision of an effective provision for students with additional needs. Management of staff and operation on a day-to-day basis.	
Ensuring students are attending school	Students	Health, safety and wellbeing of students	
2.	Are any people reliant, i.e. personally dependent, on you for their care and welfare?		
No	<input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/> Complete the table below:
Reliant people (who benefit)	Needs of reliant people (how people benefit)	What done for reliant people (task/duty)	
E.g. SEN students	Physical and social support	Food preparation, bathing, and talking to students including assessing their needs and state of health.	
Vulnerable students with additional needs, and by extension the parents	Social support from external agencies	Reliant on postholder for accessing external agencies who are able to support them	
Unit provision	Additional needs from students – medical, social, behavioural	Provision of an effective service for them to continue to access education.	

3.	Do you implement, or enforce (i.e. have formal responsibility for initiating prosecution against failures to comply) any Statutory Regulations which have a direct impact on the health, safety or wellbeing of people?								
No	<input type="checkbox"/>	Go to the next question				Yes	<input checked="" type="checkbox"/>	Compete the table below:	
(A) Implement			Who direct impact on			Nature of impact			
E.g. Implement food regulations			People eating in public places			Ensuring health of people through maintenance of food hygiene standards			
(B) Enforce			Who direct impact on			Nature of impact			
Policies and procedures for attendance and safeguarding/child protection, in line with Education Act			Students			Keeping children safe			
Statuary duty of care to formally report any acts of inappropriate behaviour of staff to the Designated Officer.			Children and staff.			Keeping children safe			
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			
Development of in-house procedures (to be actioned through Wellbeing Team) to support wellbeing of students. Postholder sets up training on related safeguarding, child protection issues to raise awareness.			Effective wellbeing support is provided to students			Students and by extension, parents and families			

Provision of advice to staff on possible routes of action when disclosure is made about personal situation. Based on BWT policy (if an HR issue)		
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	
Wellbeing team Extended Provision team Unit team Other staff (personal development, behaviour and welfare)	demonstrating, guiding, training demonstrating, guiding, training demonstrating, guiding, training demonstrating, guiding, training	Daily Daily Daily Daily	
2.	Does your job directly involve the supervision, co-ordination or management of employees or others in an equivalent position?		
No <input type="checkbox"/>	Go to the next section – Responsibility for Financial Resources		
Yes <input checked="" type="checkbox"/>	List below the employees/supervised/co-ordinated/managed, their job group and types of work and enter appropriate responsibility and location codes.		

Responsibility Codes:	1 = Regular instructions 2 = Regular checking work 3 = Regular allocation of work 4 = Organisation of work 5 = Evaluation and appraisal of work	6 = Evaluation of working methods 7 = Employee development 8 = Recruitment 9 = Discipline 10 = Co-ordination and management (the work of staff may be co-ordinated or managed through others' direct supervision)	
Location Codes:	S = Same workplace as self Number = number of other workplaces e.g. 1 = 1x other, 10 = 10x others.		
Employees supervised etc., No's, Job Groups	Type of work	Type of Responsibility Code	Location Code
E.g. 4 Finance Assistants 1 Secretary/Clerical	Order processing Typing and WP operating	1,2,3,4,5,6,8,9 2,5	S S
Wellbeing team – 4 total	Ensuring delivering of efficient service for students and their families, including attendance and wellbeing.	1-10	S
Extended Provision team – up to 12	Ensuring delivering of efficient extended provisions service for students outside of school hours.	1-10	S
Unit team – up to 25	Ensuring delivering of efficient service for students with additional needs, management of staffing (only) of this service	1-10	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	
Provision of advice and support for staff on wellbeing matters	Wellbeing of staff	Staff within the Academy	

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	£50	Resources for Extended Provision, providing for students needs	Weekly
Authorising expenditures			
Budget setting			
Budget monitoring		Budget for staffing is controlled by Business Manager	
Long term financial planning			
Income collection or generation	Up to £300	Credit control	1 per month
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
Student records – safeguarding referrals on CPOMs	Ensure that these records are maintained, up to date and kept confidentially. Postholder is required to quality assure records made by other staff to ensure the appropriate level of content is included. Records are shown to Ofsted during inspection and during audits. Records must be accurate as decisions are made based on these.	Daily
Student records – Unit student medical records	Ensuring maintained, up to date and kept confidentially.	Daily
Extended Provision – maintaining a separate data base for student contact information	Ensuring maintained, up to date and kept confidentially.	Daily
2.	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
CPOMS safeguarding referral system	Postholder liaises with Trust personnel to request modifications to the system to allow specific reporting	Ad hoc
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)	Use and general cleaning and greasing as necessary	Daily
Garden tools and wheelbarrow (£500)	Use and general cleaning	

Office equipment		Use of	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"/>
Compete 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"/>
Compete 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 type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>
Compete 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
Extended Provision block		Key holder responsibility – opens and locks the premises when required.	Ad hoc
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"/>
Compete 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
Wellbeing resources for students		Up to £300 pa – request made to Business Manager	Weekly
Unit resources for students		£1500 – request made to Business Manager	Per annum

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
Medication from students	To ensure safe storage, dispensed only by trained members of staff		Daily
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
Development of an Extended Provisions service	Ensure appropriate physical resources are in place (games, books etc.) for students at the Extended Provision		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 type="checkbox"/>	Go to the next section – Working Conditions	Yes <input checked="" type="checkbox"/>	Complete the table below:
What	Nature of responsibility		How often
Development of in-house procedures and policies for making safeguarding referrals (adaptation of Trust policy). Provides advice on Trust policy.	Development, implementation of and monitoring effectiveness. Provision of advice.		Continuously
Development of in-house procedures and policies for extended provision.	Development, implementation of and monitoring		Continuously
Development of in-house procedures and policies for administering medication.	Development, implementation of and monitoring		Continuously

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-based	70%
Home visits	30%

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

Yes Go to the next question

No When are you not required to work outdoors?
 When getting out the car to do home visits.
 If doing team teach on the playground.

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 Go to the next question Yes Compete the table below:

Environmental working condition	Nature	How long at any one time	How often - % working time
E.g. Noise	Children shouting in a playground	½ hour	Approx 15%
dust, dirt, smells, cramped conditions, faeces, general unsanitary conditions	Attending home visits	up to 2 hours	30% of working time
Bodily fluids	Personal care for students with additional needs	Up to 20 mins	10% of working time

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

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

Nature and source of abuse/aggression	How long at any one time	How often - % working time
E.g. Swearing from angry parents or members of the public		5 per day – less than 5%
Swearing and other aggressive behaviour from parents.	up to 2 hours	weekly occurrence
Threats of physical violence	up to 30 mins	weekly occurrence

5. Do you encounter any hazards in your job?

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

Hazard	How long at any one time	How often - % working time
E.g. Being cut when cleaning lawn mower blades	10 minutes	Once a day – 1-2%
Home visits – hazards of who is going to open the door, hazards of dogs in homes. Postholder is vulnerable	up to 30 mins	30% of working time

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*	