

# Brooke Weston Trust – Job Families

## Job Evaluation Questionnaire

### Job title

Catering Manager

### General Questions

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

To take responsibility for the safe, effective and efficient operation of all aspects of catering services within one or more schools.

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

Oversee smooth running of restaurant Menu production - daily Stock management – overseeing ordering etc. Health and Safety management Assisting the chefs in the preparation of food	<b>% of time</b>
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Roughly, what percentage of time do you spend on each?

	Main tasks/duties/responsibilities	% of time
1	Oversee smooth running of restaurant	40%
2	Menu production - daily	5%
3	Stock management – overseeing ordering etc.	10%
4	Health and Safety management	5%
5	Assisting the chefs in the preparation of food	40%

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	Staff rotas/management of staff	1 per term or as required
2	Stock take	1 per month
3	Planning of termly menu	1 per term
4	Staff training (i.e. COSHH, food safety)	As required

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	Literacy – Menu production, emails – good level of English Numeracy – Stock take, calculating daily figures etc.	Education/on the job training
(2)	Procedural (e.g. procedures instructions for carrying out tasks)	Knowledge of a wide range of procedures involved in the management of a kitchen.	Previous experience Formal relevant qualifications
(3)	Equipment (e.g. machines, tools, instruments)	Good knowledge and understanding of a range of kitchen equipment. Understanding of using in a safe manner.	Acquired through experience On the job training
(4)	Administrative systems	Use of databases and spreadsheets. Use of Microsoft Office package and emails. (i.e. stock ordering system, health and safety checks)	Acquired through experience On the job training
(5)	Organisational (e.g. own and other sections/departments), including arrangements and policies	Good knowledge and understanding of the kitchen environment. Policies and procedure relevant to the environment – statutory, BWT policies and H&S.	Acquired through experience On the job training
(6)	Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	NVQ Level 2&3 catering and hospitality Standard of Hygiene qualification (Higher Food Hygiene).	College training
(7)	Other languages and cultures	General awareness of cultures, equality and diversity.	Acquired through experience On the job training
(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

Contact with suppliers to rectify missing products or damaged goods. Make decision to change menu if product not available in time.

### Example 2

Having to change the rota when a member of staff phones in sick. Catering Manager responsible for organising staff cover.

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

Child in the restaurant i.e. no money on card and verbal/abusive to staff. Catering Manager is responsible to deal with it himself, or escalate to VP.

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

1 times 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  Go to the next question Yes  Give an example in the box below:

Example of decision / recommendation / problem:

- Stock issues

Indicate nature and complexity of information / situation:

- Risk of not being able to feed the student.

How do you interpret or analyse the information / situation?

- Analysing supplier catalogues to source alternatives. Recommendations from reps.

<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		
2	The work requires creative skills for solving straightforward problems		
1	The work requires creative and developmental skills for solving varied problems		
	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			
Student who is allergic to a certain product. Unsure as to whether a food item contains the ingredient they are allergic to. Catering Manager explanation of the product and investigate further – frequent.			
<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 checked="" 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:			
Short term – Menu production on a daily basis Medium term – Planning stock takes (monthly basis), staff rotas (termly).			
<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"/>	Staff training – undertake as and when required.
Team working skills	<input checked="" type="checkbox"/>	Finance team, catering team, VP, co-ordination and working together.
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/>	Maintain a motivated catering team.
Advising, guiding skills	<input checked="" type="checkbox"/>	Supporting apprentices
Persuading, influencing skills	<input checked="" type="checkbox"/>	Introducing a new rota, for example
Counselling skills	<input type="checkbox"/>	
Conciliating skills	<input type="checkbox"/>	
Advocacy skills	<input type="checkbox"/>	
Negotiating skills	<input checked="" type="checkbox"/>	With suppliers to obtain best deal
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	Effective communicate with staff, students, senior leaders
Written communication skills	<input checked="" type="checkbox"/>	Menu writing email correspondence
Oral presentation skills	<input type="checkbox"/>	
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.

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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.

<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 checked="" type="checkbox"/>	Menu production, emails	
Precision and speed, keyboard skills integral to main duties	<input type="checkbox"/>		
Considerable precision and speed, keyboard skills e.g. for data input	<input type="checkbox"/>		
<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"/>	Car	To and from work
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 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	Cooking/preparing food, use of kitchen equipment		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:	
	Generally sets own agenda from knowledge of how a kitchen operates and knowledge of running a restaurant. Wider school policies and procedure. Postholder is able to refer to a manager if required.	
<b>2.</b>	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
	School policies and procedures, Local authority inspectors, Healthy Eating Plans – Government Legislation, Trust policies and procedures.	
<b>3.</b>	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
	Example 1	
	When supplies haven't been delivered postholder makes decision to amend menu or pursue other alternative action.	
	Example 2	
	Staff not turning up for work, seeking alternative methods of operation in order that it does not impact service delivery.	
<b>4.</b>	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
	Example 1	
	Problem with an invoice i.e. non-payment.	
	Example 2	
	Serious student incident in restaurant i.e. fighting or stealing.	
<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)
		How often (times per week)
	E.g. Regular team meetings	Supervisor – Senior Social Worker
		Every 2 weeks



Informal meeting	School Business Manager	As and when
Performance Management	Assistant Principal	Annually

## 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 type="checkbox"/>	Go to the next section – Mental Demands		
Yes	<input checked="" 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 checked="" type="checkbox"/>	For what purposes?	Fulfilling the role of the job	
		How long are these periods of standing and walking?	7 hours on feet/standing	
		And how often do they occur?	1	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 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%
Dealing with deliveries of stock i.e. crate of tins (to help out if and when required).	10kg	Up to 20m	1 min	2 per day
Heavy saucepans	6kg	9ft	2 minutes	2/3 per day
Serving dishes (full)	5kg	Trolley to a service counter	20 minutes	1 per day
Kitchen equipment (saucepans, plates, cutlery, food containers)	Variable	Up to 20m	20 minutes	1 per day
<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
Trolleys – between areas in the kitchen		Variable	30ft	10 minutes	Occasionally
<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%	
Crouching		Movement of stock	15 minutes	1 per day	
<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 checked="" type="checkbox"/>	Go to the next question	
Yes	<input 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%
Sensory attention	Food preparation and serving food	Up to 4 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%
Mental concentration	Calculations and planning for stock control	Up to 1 ½ hours	Daily
<b>3.</b>	Is your job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?		
No	<input checked="" type="checkbox"/>	Go to the next question	

Yes <input 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
Ensuring food is prepared on time	Needs of the school/timetable	4 hours	1 per day
Interruptions – corporate requests	Staff, suppliers	10 minutes	Daily
<b>4.</b>	Does your job involve any other form of mental demand?		
No <input checked="" type="checkbox"/>	Go to the next section – Emotional Demands		
Yes <input type="checkbox"/>	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.)

<b>3.</b>	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.

<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
Planning and creating menus		Pupils and staff	Regular nutritious meals maintaining health of pupils and staff
<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 type="checkbox"/>	Go to the next question	Yes <input checked="" 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
Implement food regulations	People eating in the restaurant	Ensuring health of people through maintenance of food hygiene standards
<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	
Catering staff	demonstrating, guiding, training	As 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
Head Chef	Food preparation	5, 7, 8, 9, 10	S
Assistant Chefs/Food prep	Food preparation	5, 6, 7, 8, 9, 10	S
Catering Assistants	General kitchen duties/front of house	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	S

Restaurant Supervisor	Supervising the Restaurant.	1, 2, 3, 4, 5, 6, 7, 8, 9, 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.

<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	£10k per week	Authorise invoices	Daily
Accounting for receipts or expenditures			
Authorising expenditures			
Budget setting			
Budget monitoring	£10k per week	Monitor spend and gross profit	Weekly
Long term financial planning			
Income collection or generation			
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 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.

<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
Stock control information Financial records		Input accurately data on computer, undertake pre-set analyses, maintain confidentiality and security	Daily
<b>2.</b>	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
<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 kitchen equipment including mixers, meat slicing machine, slicer, food blenders.		Used in the preparation/production of food. General cleaning.	Daily
<b>4.</b>	Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?		
No	<input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/> Complete the table below:

Building / Location		Nature of responsibility	How often
E.g. School site		Inspection of cleaning	Daily
School restaurant		Ensuring cleaning checklist has been completed.	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"/>
Compete 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 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
<b>7.</b>	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
Stock control of fresh/dry foods/disposables		£10k per week	Daily
<b>8.</b>	Are you responsible for any personal possessions of others?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
Compete 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 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
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 type="checkbox"/>	Go to the next section – Working Conditions		Yes <input checked="" type="checkbox"/>	Complete the table below:
What	Nature of responsibility			How often
Replacement of kitchen equipment	Ensure the piece of equipment meets the needs of the kitchen			As and when

## 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
Kitchen	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 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 type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>	Complete the table below:
Environmental working condition	Nature	How long at any one time	How often - % working time	
E.g. Noise	Children shouting in a playground	½ hour	Approx 15%	
Grease Temperature Smells	Preparation of food/food environment	Up to 5 hrs	80%	

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

No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>	Complete the table below:
Nature and source of abuse/aggression	How long at any one time	How often - % working time		
E.g. Swearing from angry parents or members of the public		5 per day – less than 5%		
Aggression from students	1 minute	Once		

**5.** Do you encounter any hazards in your job?

No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>	Complete the table below:
Hazard	How long at any one time	How often - % working time		
E.g. Being cut when cleaning lawn mower blades	10 minutes	Once a day – 1-2%		

Being cut – using slicers Burnt – using ovens, hot fat Slipping over		6 hrs	80%
<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"/>
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 type="checkbox"/>	Questionnaire Complete		Yes <input checked="" type="checkbox"/>
What		Why	How long at any one time
Chef whites		Protect individual and protect the food	8 hrs
			100%

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>	