

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

Careers Advisor

General Questions

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

To provide CEIAG (careers education, information, advice and guidance) service to students across the academy, supporting students with applications for college, university, apprenticeships and work placements.

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

- | | | % of time |
|----|--|-----------|
| 1. | UCAS co-ordinator – co-ordinates applications process with students and assists with preparing statements etc and other Post Year 13 applications. | |
| 2. | Post 16 and YR11 careers advice (college, university, apprenticeships etc.) | |
| 3. | Stakeholder engagement with external agencies, providers & employers. | |
| 4. | Raising aspiration through annual programme of events and trips, managing options process for GCSE and sixth form programme. | |
| 5. | Strategic development of CEIAG services throughout the school, responding to government initiatives and requirements; linking to curriculum development. | |

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

	Main tasks/duties/responsibilities	% of time
1	UCAS co-ordinator – co-ordinates applications process with students and assists with preparing statements etc.	20%
2	Post 16 and YR11 careers advice (college, university, apprenticeships etc.)	25%
3	Stakeholder engagement with students across the school	20%
4	Raising aspiration through annual programme of events and trips, managing options process for GCSE and A level	20%
5	Strategic development of CEIAG services throughout the school, responding to government initiatives and requirements.	15%

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	Contracts management for work experience placements, SLAs etc.	Annually
2	Managing work experience placements when students are out of school	Annually
3	Attendance at parents evenings, open evenings, transition days. Attendance at results day.	Annually/as and when requested

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 – assisting with preparation of CVs, personal statements, references, drafting schemes of work, local agreements. Numeracy – managing budget allocation, tracking data for student outcomes, tracking interventions applied particularly for SEN, PP, LAC students.	GCSE maths and English
(2) Procedural (e.g. procedures instructions for carrying out tasks)	Knowledge of the school day procedures, including safeguarding and prevent, managing data appropriately, data protection. Knowledge of UCAS application procedures, apprenticeship procedures, college application procedures, particularly alternative support for SEN, PP, LAC students.	On the job training Experience of working in education Provider training, e.g. UCAS provision
(3) Equipment (e.g. machines, tools, instruments)	Office equipment	On the job training
(4) Administrative systems	Careers search tool (New KUDOS) – managing user access UCAS system – UCAS co-ordinator role Unifrog, Microsoft Office package, Yammer Management information system, CPOMS	Designated online training for various packages. On the job training, shadowing
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Understanding of whole school structures – Heads of Department, SLT, all student related policies and procedures Knowledge of own department, careers advice, trips and visits co-ordination procedures, knowledge of wider government legislation and Ofsted guidance for careers advice for students	On the job training Experience Independent research
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Specialist knowledge for careers advice and guidance for students, understanding of qualifications and performance data for college/university applications.	Level 4 IAG (historically, this is likely to increase to Level 6 IAG)

(7)	Other languages and cultures	Awareness of and respect for. Understanding cultural barriers for students applying for certain jobs/placements/work experience.	Through experience
(8)	Other, please specify		

Mental Skills

This measures what analytical, problem solving and judgement skills you need to do the job. It also looks at creativity and development skills, design, handling people, developing policies and procedures and planning and strategy.

1. In the boxes below, give 2 examples of decisions or recommendations you make, or problems you solve, on a day to day, or regular, basis.

Example 1

A programme of delivery is prepared for the year by the postholder which holds a range of options which can be adapted throughout the year. Postholder analyses students' needs to identify where there are any potential gaps, to ensure the programme meets these needs, addresses issues that arise in delivering the programme and recommends possible solutions to ensure targeted students are engaged or delivery is changed to meet emerging requirements.

Example 2

Case by case issues with students – this will involve providing advice to students on a 1:1 basis depending on their aspirations, performance outcomes. This could also involve changing options through liaison with Heads of Department, provided it is feasible to transfer.

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

Strategic planning for the programme over the year, and planning a fall-back position if required. This is developed and adjusted throughout the year – this creates ongoing decisions to confirm and manage delivery.

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 Termly

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:

Analysing information about students' performance and future destinations in effort to minimise the number of NEET students (not in education, employment or training) by getting students on track to keep them in training/education and appropriately advise students in regards to their applications (choosing the right level of course to ensure progression).

Indicate nature and complexity of information / situation:

Reviewing all performance outcomes for all students to identify which students are not meeting targets to get into first or second choice college or university/college/apprenticeship, targeting those at risk, managing barriers to access.

How do you interpret or analyse the information / situation?

Highlight students not meeting targets and at risk of not meeting expectations to access first choice university/college/apprenticeship scheme, and prepare alternative back up options and/or arrange additional support to meet goal.

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		
1	The work requires creative and developmental skills for solving varied problems		
2	The work requires creative and developmental skills for solving difficult problems		
	The work requires creative and developmental skills for producing innovative solutions to major problems.		
Give an example for the option you have marked 1, as being most typical			
Being able to engage students on a regular basis by collating a variety of information (labour market information, gap year information, apprenticeship scheme information, changes to course entry requirements, application deadlines and requirements) and presenting it in a way that is regular and exciting for students – including delivery of classes, drop in sessions, assemblies etc.			
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) Medium term (months, up to a year) Long term (more than a year)	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
	Please give a typical example below:		
	Short term – trip planning, careers events, day to day delivery of careers programme Medium term – development of careers programme for the 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	
Judgement/diplomacy skills		Stakeholder management – working with employers and external agencies to contribute to regional agenda. Managing relationship with members of teaching staff who hold responsibility for embedding CEIAG in their curriculum – ensuring they are supporting students in their career aspirations.	

	Engaging with parents who are not supportive of their child's career choices – knowing when to persuade and influence the situation or when to stop pressing the issue.
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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"/>	Students future career paths and job prospects, 1.1 support
Training skills		<input checked="" type="checkbox"/>	Training and information for Year 11 tutors to support their tutees.
Team working skills		<input checked="" type="checkbox"/>	Working across school with HODs, SEN team, LAC team, teaching staff
Motivational/team leading skills – includes own staff		<input checked="" type="checkbox"/>	Encouragement to students
Advising, guiding skills		<input checked="" type="checkbox"/>	Students, staff, external agencies, stakeholders, potential employers
Persuading, influencing skills		<input checked="" type="checkbox"/>	HoDs, Students, staff, employers – encouragement, programme delivery
Counselling skills		<input checked="" type="checkbox"/>	Students when unhappy with outcomes and unable to access course
Conciliating skills		<input checked="" type="checkbox"/>	Between students and their families
Advocacy skills		<input checked="" type="checkbox"/>	Support students when at interview, or when in transition to college ensuring destination meets a student's particular needs
Negotiating skills		<input checked="" type="checkbox"/>	Negotiating with work experience placements, voluntary shadowing, placements with employers, between stakeholders
Oral (spoken) communication skills		<input checked="" type="checkbox"/>	Students, staff, stakeholders - general information sharing with range of students
Written communication skills		<input checked="" type="checkbox"/>	Drafting documents, information sheets and guidance notes for staff/students
Oral presentation skills		<input checked="" type="checkbox"/>	Running assemblies, workshops, classes for students
Other interpersonal or communication skills		<input type="checkbox"/>	
2.	Are you required to use a language (oral or written) other than English?		
No	<input checked="" type="checkbox"/>	Go to the next question	
Yes	<input type="checkbox"/>	Complete the table below	
Language	Used to communicate with.		Used for.

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3. Are you required to use any form of recognised sign language?

No Go to the next section – Physical Skills

Yes Complete the table below

Form of sign language	Used to communicate with	Used for

Physical skills

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

1.	Tick 1 box to indicate the keyboard skills needed for your job:		
Required		Used for.	
Not required, or 2-finger operation with no time constraints	<input type="checkbox"/>		
Precision required, keyboard used for some aspects of work	<input type="checkbox"/>		
Precision and speed, keyboard skills integral to main duties	<input checked="" type="checkbox"/>	Email communication with students and staff and external stakeholders. Reports, case notes and personal statement/reference editing. No typing qualification required.	
Considerable precision and speed, keyboard skills e.g. for data input	<input type="checkbox"/>		
2.	Tick 1 box to indicate whether driving skills are needed for your job, and state the nature and complexity of the vehicle driven.		
Required		Nature of Vehicle	Purpose of driving
Not required (other than for driving to and from work)	<input checked="" type="checkbox"/>		
Normal driving skills e.g. for travel between work locations	<input type="checkbox"/>		
Other driving skills e.g. for specialist vehicles/plant	<input type="checkbox"/>		
3.	Are there any other forms of physical skill (dexterity, co-ordination or sensory skills) required for your job (e.g. for operating equipment, machinery or tools for preparing food)?		
No	<input checked="" type="checkbox"/>	Go to the next section – Initiative and Independence	
Yes	<input type="checkbox"/>	Complete the table below	
Skill	Used for		Precision / Speed
E.g. Dexterity	Peeling, chopping vegetables		Economical use, portion control, restricted time

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

1.	How do you know what you should be doing each day? Explain briefly below:	
	As per job description for CEIAG. There are core tasks which need to be completed each day as part of the core school day delivery. Postholder generally organises own workload and sets own agenda. Postholder is responsible for day-to-day management of the CEIAG service but has access to supervisor (CEIAG lead) for support/direction.	
2.	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
	School policies, careers guidance and specification set by government and criteria set by Ofsted, legislation for apprenticeship levies, funding schemes, wider Trust policies.	
3.	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
	Example 1	
	Postholder would deliver classes/workshops to students around careers – postholder would set the agenda for the sessions without referring to a manager for approval on content; 1:1 advice and guidance delivery – target setting, contribution to student case management.	
	Example 2	
	Postholder will meet with external stakeholders (potential employers, contractors) on the detail of the programme. This would be arranged by the postholder and signed off by CEIAG lead.	
4.	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
	Example 1	
	When a student has requested to change options, postholder would refer to relevant heads of department to establish feasibility of a change, prepare a case and submit to SLT to sign off.	
	Example 2	
	Budgets are signed off by line manager. Contracts are arranged by postholder but signed off by management.	
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

Informal catch up meetings	Line manager (CEIAG lead)	Weekly
Informal catch up meetings	Head of Sixth Form	Weekly
Performance management	Line manager	Bi - Annually

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?		
		How long do you have to maintain this position at any one time?		
		And how often?		times per
2.	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		
3.	Does your job require periods of standing and walking beyond normal movement between indoor working area?			
No	<input checked="" 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
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%
Visual and listening attention	1.1 meetings with students – active listening	Up to 30 mins	Up to daily
Visual and listening attention	Monitoring students when delivering workshops/classes	Between 2-3 hours	6-7 times per year/as and when
Visual and listening attention	General monitoring movement of students around building	Variable, part of movement around building	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%
Concentrated mental attention	Data analysis (identify possible NEETs)	More than 3 hours, 4 days per year	Annually
Enhanced mental attention	Checking references, appraisals, applications	More than 3 hours, 3 days per year	Annually
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	
Regular deadlines	External deadlines (UCAS application, options selection)	Annual deadline	Annually	
Conflicting demands	Changes to options, dealing with a number and range of students on a daily basis	Ongoing – could range from 5 mins – 1 hour	Daily – up to 3	
Regular interruptions	Interruptions by students	5 – 30 mins	Daily – up to 3 per day	
4.	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.)

Students

May disclose sensitive information.
Postholder would refer to wellbeing team.

Once every 2 months, up to an hour

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
Provision of careers advice and guidance for students		Students	Increased awareness of opportunities for students, reducing NEET figures for the school, raising aspiration agenda.
Organising events/trips		Students	Encourage interest and engagement from students about future careers/education
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.
Students		When on a trip/visit	Ensure in compliance with trips policy, H&S policy, safeguarding policy
3.	Do you implement, or enforce (i.e. have formal responsibility for initiating prosecution against failures to comply) any Statutory Regulations which have a direct impact on the health, safety or wellbeing of people?		
No	<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/> Complete the table below:
(A) Implement	Who direct impact on		Nature of impact

E.g. Implement food regulations	People eating in public places	Ensuring health of people through maintenance of food hygiene standards
(B) Enforce	Who direct impact on	Nature of impact
4.	Do you have other responsibilities, not listed above, which impact on the wellbeing of people? For example development of policies or providing advice, guidance or interpretation of procedures or regulations which impact on the wellbeing of people. (Only include within this answer any responsibility that has as its main focus the wellbeing of people.)	
Responsibility	Nature of Impact	Who impact on
Development of CEIAG work experience programme, based on government and Ofsted requirements Assist with trips/visits advice for other members of staff	Access to opportunities, guidance and support for students for next steps once left school	Students
5.	Do you have any other responsibilities for people, including health and safety?	
Other responsibilities	Who benefits	How benefit
Risk assessment for trips/visits	Students	Attend trips and visits in a manner compliant with health and safety and in line with agreed Trust and academy policies.

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
Teaching staff and tutors		Guidance, advice on careers and trips/visits	Ongoing throughout the year
2. Does your job directly involve the supervision, co-ordination or management of employees or others in an equivalent position?			
No <input checked="" type="checkbox"/>	Go to the next section – Responsibility for Financial Resources		
Yes <input type="checkbox"/>	List below the employees/supervised/co-ordinated/managed, their job group and types of work and enter appropriate responsibility and location codes.		
Responsibility Codes:	1 = Regular instructions 2 = Regular checking work 3 = Regular allocation of work 4 = Organisation of work 5 = Evaluation and appraisal of work	6 = Evaluation of working methods 7 = Employee development 8 = Recruitment 9 = Discipline 10 = Co-ordination and management (the work of staff may be co-ordinated or managed through others' direct supervision)	
Location Codes:	S = Same workplace as self Number = number of other workplaces e.g. 1 = 1x other, 10 = 10x others.		
Employees supervised etc., No's, Job Groups	Type of work	Type of Responsibility Code	Location Code
E.g. 4 Finance Assistants 1 Secretary/Clerical	Order processing Typing and WP operating	1,2,3,4,5,6,8,9 2,5	S S

3.	Do you have other responsibilities not listed above, which impact on staff even though there is no direct managerial or supervisory relationship?	
Responsibility	Nature of Impact	Employees affected – give numbers and job group where relevant
E.g. Giving legal advice on employee discipline and employment tribunal cases	Effects individual managers and overall management	Staff and managers throughout Trust
Advice to teachers and external agencies when running careers events	Effective running of careers event for benefit of students	Teachers – up to 5 External agencies – up to 40 per event

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	Variable	Passed to finance to process	Fortnightly
Accounting for receipts or expenditures			
Authorising expenditures			
Budget setting			
Budget monitoring	£35000 CEIAG £10,000 Work Exp	Enabling effective spend throughout the year	Ongoing
Long term financial planning	As Above	Planning for the year ahead to ensure effective spend	Ongoing
Income collection or generation	£600 per year approx.	Applying for government funding for careers advice/engagement activities. Bids to cover cost of travel to careers events	Ongoing
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		

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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 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 and performance information	Ensuring these are up-to-date, secure and are stored confidentially.	Daily
UCAS applications, personal statements etc. for students	Ensuring these are up-to-date, secure and are stored confidentially.	Daily
Contracts with external agencies	Ensuring these are secure and accessible	As and when (annually)
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
Tracking system to assess destinations for students, based on performance grades (predicted or actual)	Use of spreadsheet which is modified where required	One off piece of work
3.	Do you use any office or other equipment, tools or instruments, or vehicles, plant and machinery?	
No	<input checked="" type="checkbox"/>	Go to the next question
Yes	<input 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	
4.	Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?	

No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Building / Location	Nature of responsibility		How often
E.g. School site	Inspection of cleaning		Daily
5.	Are you responsible for the adaptation, development or design of land, buildings, other construction works or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Land / Building etc.	Nature of responsibility		How often
E.g. Gardens – 1 acre	Landscaping of borders		Twice per year
6.	Are you responsible for the security of any buildings, external locations or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Building / External Location	Nature of responsibility		How often
E.g. 15 multipurpose inside and outside sports centres (£15m)	Draw up, and ensure compliance with security policy for the centres, their contents and users		Daily on an ongoing basis
7.	Do you order or control the stock of any equipment or supplied?		
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>	Complete the table below:
Equipment/supplies ordered or controlled	Value		How often
E.g. Ordering and stock control or departmental stationery from central supplies	£15000 pa		Monthly order
Prospectuses, documents, information workbooks for CEIAG department	No more than £500		Annual
8.	Are you responsible for any personal possessions of others?		

No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Personal possessions	Nature of responsibility	How often	
9.	Are you responsible for the planning of purchasing and the development of physical resources?		
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>	Complete the table below:
Physical resources	Planning responsibility	How often	
E.g. Food for schools	Securing most economical purchase of food to appropriate quality standards in accordance with procurement procedures	Continuously	
Suite of information about further study and career opportunities, including prospectuses, advice/help sheets for students	Ensuring these are available to students seeking further advice/guidance about next steps after school	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	
Advice and guidance is given to students based on legislation and initiatives from government	Provision of advice and guidance	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/classroom environment	90%
Trips/visits	10%

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

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

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

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

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"/>	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%		
Managing concerned/anxious staff when trying to change options – they can be negative or unhelpful	5 mins	2-3 times per year – rare		

5. Do you encounter any hazards in your job?

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

6. Do you encounter any other disagreeable or unpleasant working conditions in your job?					
No <input checked="" type="checkbox"/>		Go to the next question		Yes <input type="checkbox"/>	
What and Nature			How long at any one time		How often - % working time
7. Do you wear any form of protective clothing to carry out your job?					
No <input checked="" type="checkbox"/>		Questionnaire Complete		Yes <input type="checkbox"/>	
What		Why		How long at any one 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*