Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

School Data Officer

General Questions

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

To provide a comprehensive school data management service, including administrative, analytical and reporting services to management and staff across the Academy.

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

	% of time
Preparing and producing student progress reports Analysis of data (broad range) Target setting for student outcomes at GCSE and KS5 (using baseline data) Maintaining the school MIS and other systems with all info pertaining to new and existing staff and students Preparing, producing and sending data returns (Trust, LA and national) General administrative duties Building and maintaining school timetable in designated system	

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

	Main tasks/duties/responsibilities	% of time
1	Preparing and producing student progress reports	15%
2	Analysis of data (broad range)	50%
3	Target setting for student outcomes at GCSE and KS5 (using baseline data)	5%
4	Maintaining the school MIS and other systems with all info pertaining to new and existing staff and students	10%
5	Preparing, producing and sending data returns (Trust, LA and national)	5%
6	General administrative duties	5%
7	Building and maintaining school timetable in designated system	10%

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	FOI requests, ad-hoc data returns, union queries etc.	1 x term
2	Analysis of examination results (mocks and external exams)	1 x term
3	Admissions of new year intake	1 x year
4	Set up of annual timetable	1 x year

		Tables checking exercise (matching school data to government held data)	2 x year	

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	High level of literacy and numeracy required for accurate analysis of school information and accurate reporting, both internally and externally	**GCSE minimum**
(2) Procedural (e.g. procedures instructions for carrying out tasks)	Comprehensive knowledge of all BWT policies and procedures pertaining to data protection, management and return. Internal school procedures including reporting templates, parental engagement etc.	On job training
(3) Equipment (e.g. machines, tools, instruments)	Working knowledge of all school standard office equipment	**On job training**
(4) Administrative systems	Good working knowledge of school internal systems including Office (diaries, emails, Word) as well high level knowledge of Microsoft Excel and in depth knowledge of bespoke systems including the school MIS and SISRA (observe and analytics) for majority of job functions	**On job** **Specialist training from software providers** **Courses/CPD (e.g. ALPS, Raise, FFT)**
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Good operational knowledge of whole school organisation/structure and procedures in order to be effective in providing appropriate advice and guidance to staff and senior colleagues regarding data. Good knowledge also needed to plan work effectively around school timetable and operations.	**On job**
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Sound knowledge of legislation and regulations relating to data protection. Strong knowledge of data analysis, processing and reporting techniques. Strong knowledge of how school performance is measured in terms of student outcomes so as to prepare and present data appropriately (Progress 8	**On job training** **Specific training courses (e.g advanced excel, bespoke software packages,MIS)**

		measures etc). Good knowledge of school MIS in order to allocate staff access to info at appropriate levels. Good knowledge of admissions policies and criteria.	
(7)	Other languages and cultures	**General understanding and awareness of diversity**	
(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

Problem of information needed to produce student reports not being provided on time. Would therefore have to chase up information from colleagues, amend deadlines and work plans in order to ensure that reports do get prepared and distributed in a timely manner.

Example 2

When processing a data check, the information generated is not as expected. It would therefore be necessary to analyse further to establish if the data is correct or if there has been an error at some stage in generating the report. This could involve analysing system controls, potential for human error, problems in system calculations etc. This is essential to ensure final info presented in free from error.

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

Recommending to the Principal that examination result figures are ready to be put into the public domain (or reported to Trust for internal exams) having analysed and checked for all possible errors, omissions etc. This, if got wrong, can cause significant reputational damage to school or colleagues.

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

6	times per	**year**

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:

School is contacted by DfE to say a data return contains errors

Indicate nature and complexity of information / situation:

This problem would be brought about by two sets of data not matching and could relate to large volumes of data such as students' personal details, academic enrolments etc. This data would all be recorded electronically

How do you interpret or analyse the information / situation?

There would be a need to check school's own data records and look for any errors/omissions. This may involve running reports and scrutinising databases. It may also be necessary to contact other establishments/schools to ascertain if a student is dual registered elsewhere. This would involve manual data checking. Analyse the information received stating there are errors to identify what is required and then make any necessary adjustments before returning update information.

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

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

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

Creating and designing report layouts within CMIS to meet the requirements of school leaders. Solving problems with data when it does not pull out of CMIS accurately – may be required to create/recreate reporting templates.

5.	Does your work require you to plan ahead or organise for the future?

No ☐	Go to the next question

	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)	☒
Yes ☒		Long term (more than a year)	☐
	Please give a typical example below:		
	Planning for examination results (GCSE and A Level), by checking that all systems are in place and working effectively throughout the year so that final results are calculated in accordance with guidance/rules and present the required information. For example the change from reporting on 5 A*-C to Progress 8 measure will take a long time to implement.		

6.	Are any other forms of mental skill required for your job? If so, please list them below and explain what purposes you require them for.

Mental Skill	Purpose required for
Patience/tolerance	Responding to frequent changes requests to information requirements
Concentration	Long periods of data analysis and entry
Self-motivation	Working independently for large periods of time

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**
Example: Caring Skills		☒	Providing personal services to clients in their homes
Example: Caring Skills		☒	Assessing client's care needs
Example: Negotiating Skills		☒	Negotiating tender contract details
Caring skills		☐	
Training skills		☐	
Team working skills		☒	**With all teachers and senior leaders ensure full understanding and presentation of required data. Working with administrative teams to ensure that good quality service provided overall to staff, students and families.**
Motivational/team leading skills – includes own staff		☐	
Advising, guiding skills		☒	**A wide range of colleagues in use of school data systems and reporting pro-formas. Advising senior colleagues of potential issues and preventative measures relating to data protection.**
Persuading, influencing skills		☒	**With teaching colleagues to ensure that data is collected on time and in format required.**
Counselling skills		☐	
Conciliating skills		☐	
Advocacy skills		☐	
Negotiating skills		☒	**Negotiating changes / extension to deadlines for submitting reports to regional and national agencies.**
Oral (spoken) communication skills		☒	**For communicating effectively with all colleagues regarding data preparation, interpretation and to explain requirements. For effectively explaining and discussing issues with other schools and outside agencies.**
Written communication skills		☒	**For formal correspondence regarding queries over school data with external agencies, for communicating with staff via email and with families via letters over reports, results etc.**
Oral presentation skills		☒	**For explaining to staff use of new systems and when required reporting to SLT.**
Other interpersonal or communication skills		☐	

2.	Are you required to use a language (oral or written) other than English?		
No ☒	Go to the next question		
Yes ☐	Complete the table below		
Language	Used to communicate with.		Used for.

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	☐		
Precision required, keyboard used for some aspects of work	☐		
Precision and speed, keyboard skills integral to main duties	☐		
Considerable precision and speed, keyboard skills e.g. for data input	☒	**Accurate entry of personal and progress data into electronic systems is a core function of the role that must always be performed accurately as is subject to external scrutiny.**	

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)	☒		
Normal driving skills e.g. for travel between work locations	☐		
Other driving skills e.g. for specialist vehicles/plant	☐		

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	☒	Go to the next section – Initiative and Independence
Yes	☐	Complete the table below

Skill	Used for	Precision / Speed
E.g. Dexterity	Peeling, chopping vegetables	Economical use, portion control, restricted time

Initiative and Independence

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

1.	How do you know what you should be doing each day? Explain briefly below:

Responding to enquires received and the requirements of the academy calendar

Responding to/implementing projects/work as set by Principal

Set routines are timetabled (e.g. student report dates, national census returns etc.)

Generally this is all prioritised independently and work is a mix of responsive and pre-planned/ scheduled task

2.	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:

BWT policies (particularly data protection)

Statutory guidance and procedures on student data returns and results, including how to calculate headline figures etc.

Data protection legislation

Safeguarding policies, e.g. KCSIE

3.	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.

Example 1

Missing reports from teaching colleagues. Postholder would chase member of staff in question and ascertain issues, offering help and guidance as appropriate.

Example 2

If data was missing from a census return (provided to DfE), for example looked after children data, postholder would contact relevant colleagues and agencies to ensure that full and accurate information was ultimately provided.

4.	Give 2 examples of problems or decisions you would refer to your supervisor or manager:

Example 1

Missing or a delay with reports resulting in the need to postpone the sending of reports home to parents. If parents are expecting this information it would be necessary to inform the Principal so that communications can be sent and the issue resolved as soon as possible.

Example 2

If there was a <u>significant</u> issue identified with performance data (i.e. performance was not at all in line with expectations) postholder would report to line manager (e.g. VP) in order that full investigations could be conducted prior to reporting to performance figures to the Principal.

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	Line Manager	Annual
One-to-one meeting	Line Manager (VP)	Weekly
Informal catch ups	Principal	As required

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	☐	Go to the next question		
Yes	☒	For what purposes?	**Data entry and analysis (often required to meet regular deadlines)**	
		How long do you have to maintain this position at any one time?	**3 hours**	
		And how often?	**2**	Per	**day**

2.	Does your job involve any other physical demands?	
No	☒	Go to the next section – Mental Demands
Yes	☐	Go to the next question

3.	Does your job require periods of standing and walking beyond normal movement between indoor working area?		
No	☒	Go to the next question	
Yes	☐	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	☒	Go to the next question
Yes	☐	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	☒	Go to the next question			
Yes	☐	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	☒	Go to the next question
Yes ☐	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	☒	Go to the next question	
Yes	☐	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	☒	Go to the next question
Yes	☐	Compete the table below:

Form of sensory attention	Needed for	For how long	How often % working time
E.g. Visual & listening attention	Watching children at play	Average 2 hours	Once a week – 5%
Visual – attention to detail	**Transposing large volumes of complex numerical and text data between different systems or from hard copy to electronic**	**5 hours**	**Daily 50% of working time**

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	☐	Go to the next question
Yes	☒	Compete 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%
Totalling and tallying	Preparing large census returns and checking/comparing data sets	2 hours	4 times a year
Checking for duplication and over allocation	Creation of, and maintaining timetable	2 hours	Varies throughout the year. More regular in build up to start of year.
Accuracy of detail	**Data entry**	**5 hours**	**1 per day (50%)**

3.	Is your job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?		
No ☐	Go to the next question		
Yes ☒	Compete the table below:		

Form of work related pressure	Source	For how long	How often % working time
E.g. Telephone interruptions (e.g. to clerical tasks)	Suppliers, other staff	2-20 mins per call	10-20 times per day
Conflicting demands	**Responding to staff/SLT requests alongside other dealines**	**Up to 3 hours**	**1 x week**
interruptions	**Staff requests / help needed**	**Up to 30 mins**	**2 x day**
Deadlines	**Internal (data points), national returns, results days etc.**	**Variable**	**1 x month**

4.	Does your job involve any other form of mental demand?		
No ☒	Go to the next section – Emotional Demands		
Yes ☐	Compete the table below:		

Mental Demand	Source	For how long	How often % working time
Multi-tasking	**Often required to be working simultaneously on different tasks**	**Variable**	**Variable**

Emotional Demands

Emotional demands are those arising from contacts or work with other people. For instance, those who are angry, difficult, upset or unwell; or in circumstances such as to cause stress to the jobholder.

1. Does your job involve contact (in person or by telephone) with people who by their circumstances or behaviour (for example homelessness, mentally ill, terminally ill) cause you emotional stress or upset? People can include the public, service users (including pupils) or other employees of the organisation, but not your immediate work colleagues.	
☐ Yes Please give examples.	☒ No

2. These people – who are they?	Cause of emotional stress or upset	Frequency of stress (daily/monthly/etc.)

3.	Does your job involve any other form of emotional demand?		
No ☒	Go to the next section – Responsibility for People		
Yes ☐	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 ☒	Go to the next section – Responsibility for Supervision/Direction/Co-ordination of Employees		
Yes ☐	Compete 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

2.	Are any people reliant, i.e. personally dependent, on you for their care and welfare?		
No ☒	Go to the next question	Yes ☐	Compete the table below:

Reliant people (who benefit)	Needs of reliant people (how people benefit)	What done for reliant people (task/duty)
E.g. SEN students	Physical and social support	Food preparation, bathing, and talking to students including assessing their needs and state of health.

3.	Do you implement, or enforce (i.e. have formal responsibility for initiating prosecution against failures to comply) any Statutory Regulations which have a direct impact on the health, safety or wellbeing of people?		
No ☒	Go to the next question	Yes ☐	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
4. Do you have other responsibilities, not listed above, which impact on the wellbeing of people? For example development of policies or providing advice, guidance or interpretation of procedures or regulations which impact on the wellbeing of people. (Only include within this answer any responsibility that has as its main focus the wellbeing of people.)		
Responsibility	Nature of Impact	Who impact on
5. Do you have any other responsibilities for people, including health and safety?		
Other responsibilities	Who benefits	How benefit

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 ☐	Go to the next question	Yes ☒	Compete the table below:

Whom (Job Groups)	What (i.e. demonstrating, guiding, training)	How often
New colleagues, existing colleagues	**Demonstrating / guiding and cascade training in use of existing systems, new systems, changes to systems** **Training teaching colleagues on how to interpret data that a system may produce**	Up to 15 times a year 2 per year

2.	Does your job directly involve the supervision, co-ordination or management of employees or others in an equivalent position?
No ☒	Go to the next section – Responsibility for Financial Resources
Yes ☐	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

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	☒	Go to the next question		Yes ☐	Compete the table below:	
Financial responsibility			**Value**	**Nature of impact**		**How often**
Handling cash						
Security of cash and other financial resource						
Handling of cheques, invoices, other financial transaction documents						
Accounting for receipts or expenditures						
Authorising expenditures						
Budget setting						
Budget monitoring						
Long term financial planning						
Income collection or generation						
Other, please specify						

2.	Do you have any other responsibilities that focus on the authority's financial policies or well-being? For example, for developing financial policies and procedures or for providing advice, guidance or interpretation of policies or procedures. (Only include within this answer a responsibility which has as its main focus the authority's financial policies or wellbeing)

No	☒	Go to the next section – Responsibility for Physical Resources	Yes ☐	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 ☐	Go to the next question	
Yes ☒	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
Computerised data records	**Set up / amend new employee and student data in MIS**	**daily**
Computerised student progress data and results info (MIS and SISRA systems)	**Accurately entering and updating from range of sources and ensuring data is correct and useable for reporting. Producing reports.**	**daily**
All school data records relevant for annual census returns	**Accurately entering and updating from range of sources and ensuring data is correct and useable for reporting. Producing reports.**	**Daily**

2.	Do you adapt, design or develop any information systems?	
No ☐	Go to the next question	
Yes ☒	Compete 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
school reporting system	**Produced system to meet requirements/specification set by Principal**	**Annually**
	Designing and adapting reporting templates to captures student data	**Termly**
School MIS and data systems	**Programming reports within system capabilities**	**Termly**
Spread sheets	**Creating and adapting spread sheets to report on range of bespoke requests by SLT**	**Termly**

3.	Do you use any office or other equipment, tools or instruments, or vehicles, plant and machinery?	
No ☐	Go to the next question	
Yes ☒	Compete 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
Standard office equipment	**Use for discharging admin duties**	**daily**

4.	Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?		
No ☒	Go to the next question	Yes ☐	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 ☒	Go to the next question	Yes ☐	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 ☒	Go to the next question	Yes ☐	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

7.	Do you order or control the stock of any equipment or supplied?		
No ☒	Go to the next question	Yes ☐	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

8.	Are you responsible for any personal possessions of others?		

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

Physical resources	Planning responsibility	How often
E.g. Food for schools	Securing most economical purchase of food to appropriate quality standards in accordance with procurement procedures	Continuously

10.	Do you have any other form of responsibility for physical resources, for example, developing policies or procedures in relation to physical resources, or providing advice, guidance or interpretation of policies and procedures?

No	⊠	Go to the next section – Working Conditions	Yes	☐	Compete the table below:

What	Nature of responsibility	How often

Working Conditions

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

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

Places of work	% of Time
Office environment	**100%**

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?	

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%

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%
Students – general antisocial behaviour around Parents – angry parents who disagree with an issue relating to student report (format or content) or an issue with admissions, wrong data etc.		**5 mins** **5 mins**	**1 x term** **2 x year**

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%

6.	Do you encounter any other disagreeable or unpleasant working conditions in your job?		
No ⊠	Go to the next question	Yes ☐	Compete 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 ⊠	Questionnaire Complete		Yes ☐	Compete 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***	