

# Brooke Weston Trust – Job Families

## Job Evaluation Questionnaire

### Job title

IT Manager

### General Questions

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

Overall responsibility for IT network. Develops and implements the school's IT strategy and service provision including managing all aspects of IT technical support in the school.

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

- |    |   | % of time |
|----|---|-----------|
| 1. | Responsible for ensuring all students and staff have access to the required IT resources through management of capital replenishment/maintenance programme. |           |
| 2. | Essential maintenance of the school network and IT/AV equipment.  |           |
| 3. | Ensure the network is secure – appropriate use and management of firewall, anti-virus, network permissions  |           |
| 4. | Management of end-user service support- Train staff in correct use of IT equipment (including the IT induction of new staff and their IT requirements)      |           |

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

|   | Main tasks/duties/responsibilities  | % of time |
|---|---|-----------|
| 1 | Responsible for ensuring all students and staff have access to the required IT resources through management of capital replenishment/maintenance programme. | 30%       |
| 2 | Essential maintenance of the school network and IT/AV equipment.  | 20%       |
| 3 | Ensure the network is secure – appropriate use and management of firewall, anti-virus, network permissions  | 20%       |
| 4 | Management of end-user service support.   | 30%       |

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 | Carrying out essential maintenance during holiday periods | 5 x per year           |
| 2 | Managing IT installations                                 | As required            |
| 3 | Disaster recovery   | As required            |
| 4 | New student intake – access cards and profile set ups     | Annual and as required |

|  |   |   |                  |  |
|--|---|---|------------------|--|
|  | 5 | Software Installations (as requested by teaching staff) | 5-8 times a 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   | Good literacy and numeracy skills required – written and oral instructions to staff. Analysing and interpreting data (i.e. budget management)  | GCSE maths and English   |
| (2)  | Procedural (e.g. procedures instructions for carrying out tasks)                                      | Knowledge of a range of different procedures which are complex. For example, troubleshooting a range of different IT, AV, telephony, printing issues which require a number of steps to resolve.   | Experience required – 3 years.   |
| (3)  | Equipment (e.g. machines, tools, instruments)   | In-depth knowledge of IT equipment (as well as basic understanding of telephones, printers, access control etc.).  | Experience required – 3 years.   |
| (4)  | Administrative systems  | Knowledge and understanding of management information systems, other software such as PS financials, third party payment software, access control systems, experienced in databases and spreadsheets   | Experience required – 3 years.<br>On the job training for newly implemented cloud-based software.    |
| (5)  | Organisational (e.g. own and other sections/departments), including arrangements and policies         | In-depth knowledge (and formulation) of internal IT processes and procedures. Awareness and understanding of Trust-wide IT service and policies governed by as well as wider developments in IT in education.<br><b>Good management knowledge to ensure premises team can operate effectively within school day and can appropriately guide team/colleagues.</b> | Experience required – 3 years.   |
| (6)  | Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge | Specialist knowledge required for electronics and scripting. Theoretical knowledge of networks and IT systems.   | CCNA or equivalent Manufacture accreditations (Microsoft, COMPTIA)<br>Experience required – 3 years. |
| (7)  | Other languages and cultures  | n/a  | n/a  |

|     |                       |  |  |
|-----|-----------------------|--|--|
| (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

There is an issue with internet connectivity within the school which is affecting a number of students and staff. Post holder would analyse the situation to identify the possible source of the problem and to come up with an appropriate solution based on judgement.

Example 2

Catering tills are unable to process transactions – post holder identifies possible sources of the problem and identifies various possible solutions.

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

Recommendations on future IT provision and implementation/roll-out of new software across the school

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

4 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:

Data protection breach – sensitive personal data shared with others.

Indicate nature and complexity of information / situation:

Complex due to the nature of the information shared and possible impact of the leak. Identification of the source, reason for the leak and future mitigation may be difficult to resolve.

How do you interpret or analyse the information / situation?

Conduct thorough investigation of information that has been leaked, analyse possible impact, look to diffuse risk and take steps to prevent future leak. Discuss with Data Protection Officer and act accordingly.

|   |   |  |  |
|---|---|--|--|
| <b>4.</b>   | What are the requirements of your job for creative or developmental skills (in the broadest sense e.g. designing a page layout, working out how to deal with a difficult client, drawing up a new policy or procedure?) |  |  |
| Please rank the following statements according to how typically they apply to the job (1 = most typical, 2 = next most typical etc.) Leave blank any statements which do not apply.   |   |  |  |
|   | The work is designed in such a way that creative and developmental skills are not necessary   |  |  |
|   | The work requires creative skills for solving straightforward problems  |  |  |
| <b>3</b>  | The work requires creative and developmental skills for solving varied problems   |  |  |
| <b>1</b>  | The work requires creative and developmental skills for solving difficult problems  |  |  |
| <b>2</b>  | The work requires creative and developmental skills for producing innovative solutions to major problems.   |  |  |
| Give an example for the option you have marked 1, as being most typical   |   |  |  |
| Intermittent access to student profiles with no clear reason as to what the issue is. Use of creative skills to explore a number of possible options to resolve the issue, either providing a temporary or permanent solution so as to ensure minimal impact on teaching and learning time. |   |  |  |
| <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?<br>(NB: please note the period over which planning activities take place, not the time-scale for what is planned)                                     | Short term (days, up to weeks) <input type="checkbox"/><br>Medium term (months, up to a year) <input type="checkbox"/><br>Long term (more than a year) <input checked="" type="checkbox"/> |  |
| Please give a typical example below:  |   |  |  |
| Capital maintenance and replenishment programmes are planned for over a year in advance in order to allocate appropriate budget and ensure appropriate IT provision across the school.  |   |  |  |
| <b>6.</b>   | Are any other forms of mental skill required for your job?<br>If so, please list them below and explain what purposes you require them for.   |  |  |
| Mental Skill  |   | Purpose required for   |  |
| Judgement skills  |   | Overseeing quality of work and service provided by IT team.  |  |

## 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.<br>Say what each is used for and with whom they are used. |  |
| Form of skill   |   | Used for and with whom   |
| <i>Example: Caring Skills</i>                         | <input checked="" type="checkbox"/>   | Providing personal services to clients in their homes  |
| <i>Example: Caring Skills</i>                         | <input checked="" type="checkbox"/>   | Assessing client's care needs  |
| <i>Example: Negotiating Skills</i>                    | <input checked="" type="checkbox"/>   | Negotiating tender contract details  |
| Caring skills   | <input type="checkbox"/>  |  |
| Training skills                                       | <input checked="" type="checkbox"/>   | Training on equipment for IT/AV colleagues and other staff and students  |
| Team working skills                                   | <input checked="" type="checkbox"/>   | Working with IT/AV colleagues/ <b>direct reports</b> within school, other school colleagues, peers in other schools          |
| Motivational/team leading skills – includes own staff | <input checked="" type="checkbox"/>   | Motivating IT/AV colleagues  |
| Advising, guiding skills                              | <input checked="" type="checkbox"/>   | Advice to IT/AV colleagues, students and staff on appropriate use of equipment, recommendations on implementing new software |
| Persuading, influencing skills                        | <input checked="" type="checkbox"/>   | Required for IT vision and planning – influencing Principal/SLT on school requirements                                       |
| Counselling skills                                    | <input type="checkbox"/>  |  |
| Conciliating skills                                   | <input type="checkbox"/>  |  |
| Advocacy skills                                       | <input type="checkbox"/>  |  |
| Negotiating skills                                    | <input checked="" type="checkbox"/>   | Negotiating with suppliers   |
| Oral (spoken) communication skills                    | <input checked="" type="checkbox"/>   | Clear oral instructions to staff and students  |
| Written communication skills                          | <input checked="" type="checkbox"/>   | Clear written instructions to staff and students (via email, user manuals, reports)  |
| Oral presentation skills                              | <input checked="" type="checkbox"/>   | For training purposes (staff and students)   |
| 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.  |

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

**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 type="checkbox"/>  |   |  |
| Precision and speed, keyboard skills integral to main duties          | <input type="checkbox"/>  |   |  |
| Considerable precision and speed, keyboard skills e.g. for data input | <input checked="" type="checkbox"/>   | Required for systems maintenance, software installations, accurate scripting and programming. |  |
| <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 type="checkbox"/>  |   |  |
| Normal driving skills e.g. for travel between work locations          | <input checked="" type="checkbox"/>   | Car   | Between work locations                           |
| 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   | Repairs to equipment (small screws and parts), cabling  |   | Precision required due to size of equipment      |
| Co-ordination of limbs  | Use of ladders for setting up, fixing, replacing screens, projectors. Stretching of limbs.  |   | Precision required due to working at height      |
|   |   |   |  |
|   |   |   |  |
|   |   |   |  |



## 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?<br>Explain briefly below:   |                                   |
|           | Post holder sets the agenda for the day and is responsible for the organisation/prioritisation of their workload.  |                                   |
| <b>2.</b> | What instructions, procedures, policies, legislation, govern you work?<br>Explain briefly below:   |                                   |
|           | Sets internal procedures within the school, adapted from Trust expectations set by IT Director, wider Trust policies and overarching government regulations (i.e. safeguarding, data protection).  |                                   |
| <b>3.</b> | Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.  |                                   |
|           | Example 1  |                                   |
|           | A teacher requests to use a personal device for recording lessons – post holder would recommend inappropriate use of personal device for safeguarding and security reasons.<br><b>Management/deployment of staff to ensure an effective IT service is provided.</b>  |                                   |
|           | Example 2  |                                   |
|           | A teacher asks if they can order a piece of software to use in their lessons. I will look at the type of software, what it does, whether it is compatible with the network, I might suggest an alternative, but ultimately I will make the decision as to whether it can be ordered or not and will then inform the teacher. |                                   |
| <b>4.</b> | Give 2 examples of problems or decisions you would refer to your supervisor or manager:  |                                   |
|           | Example 1  |                                   |
|           | Purchasing of additional IT hardware which has not been factored into the capital replenishment programme. Reference to manager to approve additional expenditure.   |                                   |
|           | Example 2  |                                   |
|           | Poor quality of service received from third party service provider, issues are unresolvable – referred to IT Director to resolve.  |                                   |
| <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                     |

|   |   |  |
|---|---|--|
| IT team meeting                         | IT staff                                    | Weekly (informal catch ups daily)                |
| 1.1 with line manager                   | Principal                                   | Fortnightly<br>Access to when required.          |
| Catch up meeting with Trust IT Director | IT Director                                 | Monthly.<br>Access to when required.             |
| Network meetings                        | Peer IT Managers across BWT and IT Director | Quarterly<br>Access to colleagues when required. |

## 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? | Sitting at keyboard for majority of the time but not constrained. |                          |
|   |  | 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 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                |
| <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%           |
| Delivery of IT consumables                                | 10-15kg  | 100m maximum  | 5 mins  | Weekly – 5%              |
| Moving IT hardware (computer monitors, printers, servers) | Up to 20kg   | 5 metres maximum  | 2 mins  | Monthly – 20%            |
|   |  |   |   |                          |
|   |  |   |   |                          |
| <b>5.</b>   | Does your job require pushing and/or pulling of items or equipment?  |   |   |                          |

|   |   |   |                          |                          |
|---|---|---|--------------------------|--------------------------|
| 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 |
| Movement of deliveries (parts, consumables) | 10-15kg max   | Within school building  | 10 mins                  | Weekly – 5%              |
|   |   |   |                          |                          |
| <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 type="checkbox"/>  | Go to the next question   |                          |                          |
| Yes   | <input checked="" 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%          |                          |
| Stretched in an awkward position            | To fix screens, fixing switches to patch panels                                       | 20 mins at any one time   | Weekly – 10%             |                          |
| Kneeling                                    | Working in roof spaces or on the floor for cabling, general maintenance of equipment  | 20 mins at any one time   | Weekly – 20%             |                          |
| Lying down on the ground                    | Cabling, troubleshooting  | 20 mins at any one time   | Weekly – 10%             |                          |
| <b>8.</b>                                   | Does your job involve any other form of physical demand?                              |   |                          |                          |
| Physical demand                             | Why   | For how long  | How often % working time |                          |
|   |   |   |                          |                          |

## Mental Demands

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

| <b>1.</b>  | Does your job require more than general awareness and sensory (i.e. using eyes, ears, touch or smell) attention, (e.g. more than general attention for watching children at play, word processing text or inputting data)? |                                |                                      |
|--|--|--------------------------------|--------------------------------------|
| No   | <input type="checkbox"/>   | Go to the next question        |                                      |
| Yes  | <input checked="" type="checkbox"/>  | Complete the table below:      |                                      |
| Form of sensory attention  | Needed for   | For how long                   | How often<br>% working time          |
| E.g. Visual & listening attention  | Watching children at play  | Average 2 hours                | Once a week – 5%                     |
| Visual and listening attention   | AV – Adjusting sound and lighting in theatre   | 1 hour at any one time         | Weekly – 10%                         |
| Visual and listening attention   | Management of servers, back up checks – lights to indicate it is operational   | 5 mins at any one time         | Daily – 5%                           |
| Sensory attention  | Ensuring optimum environmental conditions for server maintenance   | 10-15 mins at any one time     | Weekly – 10%                         |
| Visual attention   | Supervision of IT monitoring systems to ensure safe use of systems   | 30 mins at any one time        | Daily – 20%                          |
| <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<br>% working time          |
| E.g. Totalling and tallying receipts   | Balancing cash office accounts   | 30 mins (if tallies) to 1 hour | Twice per day – 20%                  |
| Concentration for repairing equipment  | Ensuring equipment is working  | Up to an hour at any one time  | 5 x per year during vacation periods |
| Concentration for solving problems with IT equipment                                       | Ensuring AV is operational and does not impact on T&L  | Up to 30 mins at any one time  | Daily – 40%                          |
| Concentration for report writing, building spreadsheets, preparing and delivering training | Developing IT vision for the school, building systems for management of data   | Up to 2 hours at any one time  | Monthly or as and when               |

|                                |  |                               |                           |
|--------------------------------|--|-------------------------------|---------------------------|
| Mental concentration and focus | Setting up student profiles (new intake) | Up to 2 hours at any one time | Annually (or as and when) |
|--------------------------------|--|-------------------------------|---------------------------|

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

No  Go to the next question

Yes  Complete the table below:

| Form of work related pressure  | Source                            | For how long                              | How often % working time  |
|--|-----------------------------------|---|---|
| E.g. Telephone interruptions (e.g. to clerical tasks)                                  | Suppliers, other staff            | 2-20 mins per call                        | 10-20 times per day   |
| Ongoing, regular deadlines – response to support requests                              | SLT, staff, students              | Up to 20 requests                         | Deadlines are ongoing, some daily, some over a period of weeks/months |
| Conflicting demands  | Staff, students, SLT, IT Director | Up to 20 requests, 5 from SLT/IT Director | Daily requests  |
| Regular interruptions through support requests, telephone interruptions from suppliers | Staff, students, SLT, suppliers   | 2-20 mins per interruption                | 10-20 times per day   |

**4.** Does your job involve any other form of mental demand?

No  Go to the next section – Emotional Demands

Yes  Complete the table below:

| Mental Demand | Source | For how long | How often % working time |
|---------------|--------|--------------|--------------------------|
|               |        |              |                          |
|               |        |              |                          |
|               |        |              |                          |

## Emotional Demands

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

1. Does your job involve contact (in person or by telephone) with people who by their circumstances or behaviour (for example homelessness, mentally ill, terminally ill) cause you emotional stress or upset? People can include the public, service users (including pupils) or other employees of the organisation, but not your immediate work colleagues.

Yes

Please give examples.

No

2. These people – who are they?

Cause of emotional stress or upset

Frequency of stress (daily/monthly/etc.)

| <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   |  |
| Safety testing on IT equipment, cordon off areas for significant repairs   | Staff, students, visitors   | Health and safety   |  |
| Maintaining network security, restricting access to inappropriate websites | Staff, students, visitors   | Safeguarding and cyber-security   |  |
| <b>2.</b>  | Are any people reliant, i.e. personally dependent, on you for their care and welfare?   |   |  |
| No   | <input checked="" type="checkbox"/>   | Go to the next question   | Yes <input type="checkbox"/> Complete the table below: |
| Reliant people (who benefit)   | Needs of reliant people (how people benefit)  | What done for reliant people (task/duty)  |  |
| E.g. SEN students  | Physical and social support   | Food preparation, bathing, and talking to students including assessing their needs and state of health. |  |
|  |   |   |  |
|  |   |   |  |
| <b>3.</b>  | Do you implement, or enforce (i.e. have formal responsibility for initiating prosecution against failures to comply) any Statutory Regulations which have a direct impact on the health, safety or wellbeing of people? |   |  |
| No   | <input checked="" type="checkbox"/>   | Go to the next question   | Yes <input type="checkbox"/> Complete the table below: |
| (A) Implement  | Who direct impact on  | Nature of impact  |  |



|  |   |  |
|--|---|--|
| E.g. Implement food regulations  | People eating in public places  | Ensuring health of people through maintenance of food hygiene standards                                |
| Health and Safety Act  | Staff, students, visitors   | Safe use of equipment or movement around equipment.<br>Working in line with H&S standards and guidance |
| Electrical regulations   | Staff, students, visitors   | Safe use of equipment  |
| (B) Enforce  | Who direct impact on  | Nature of impact   |
|  |   |  |
|  |   |  |
| <b>4.</b>  | Do you have other responsibilities, not listed above, which impact on the wellbeing of people? For example development of policies or providing advice, guidance or interpretation of procedures or regulations which impact on the wellbeing of people. (Only include within this answer any responsibility that has as its main focus the wellbeing of people.) |  |
| Responsibility   | Nature of Impact  | Who impact on  |
| Postholder provides advice and guidance around data protection, social media, safeguarding concerns with use of IT | Greater awareness of various related policies and safe use of IT  | Staff, students, visitors  |
| <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   |   |
| IT technicians<br>(Guidance to other staff)   | Demonstrating, guiding, training on relevant equipment   | Daily – ongoing   |   |
| <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<br><b>2</b> = Regular checking work<br><b>3</b> = Regular allocation of work<br><b>4</b> = Organisation of work<br><b>5</b> = Evaluation and appraisal of work | <b>6</b> = Evaluation of working methods<br><b>7</b> = Employee development<br><b>8</b> = Recruitment<br><b>9</b> = Discipline<br><b>10</b> = Co-ordination and management<br>(the work of staff may be co-ordinated or managed through others' direct supervision) |   |
| Location Codes:   | S = Same workplace as self<br>Number = number of other workplaces e.g. 1 = 1x other, 10 = 10x others.  |   |   |
| Employees supervised etc.,<br>No's, Job Groups  | Type of work   | Type of Responsibility Code   | Location Code   |
| E.g. 4 Finance Assistants<br>1 Secretary/Clerical   | Order processing<br>Typing and WP operating  | 1,2,3,4,5,6,8,9<br>2,5  | S<br>S  |
| IT technicians  | Responding to support works by staff<br>Carrying out essential maintenance of equipment  | 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                            |
| Advice and guidance on appropriate use of IT equipment                        | Proper use of equipment and self-sufficiency in operating it independently  | Staff, students  |

## Responsibility for Financial Resources

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

|  |  |  |                           |
|--|--|--|---------------------------|
| <b>1.</b>  | Are you directly responsible for financial resources?  |  |                           |
| No <input type="checkbox"/>  | Go to the next question  | Yes <input checked="" type="checkbox"/>        | Complete the table below: |
| Financial responsibility   | Value  | Nature of impact                               | How often                 |
| Handling cash  |  |  |                           |
| Security of cash and other financial resource                        |  |  |                           |
| Handling of cheques, invoices, other financial transaction documents |  |  |                           |
| Accounting for receipts or expenditures                              |  |  |                           |
| Authorising expenditures   |  |  |                           |
| Budget setting   |  |  |                           |
| Budget monitoring  | £20k   | Departmental budget – authorisation by Finance | Annual budget             |
| 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                                |
| Responsible for all computerised records, including; all files and applications; staff and student data; financial records  | Responsible for the maintenance of the data, arranging back-up of data, maintaining high levels of security and confidentiality                     | 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                          |
| Adaptation of existing information systems in line with school requirements<br>Building of new information systems (i.e. digitalised student registration, resources booking system, digital reply slips) | Analyse current system, identify possible improvement and develop programme to improve.<br><br>Request specification from staff member and execute. | As required (no more than quarterly) |
| <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)<br>Garden tools and wheelbarrow (£500)  | Use and general cleaning and greasing as necessary<br>Use and general cleaning  | Daily                                |
| IT repair toolkit<br>All IT infrastructure<br>AV specialist equipment – e.g. mixing desk, sound recording   | Responsible for use, maintenance, care replenishment of all IT equipment  | Daily                                |
| <b>4.</b>   | Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?   |                                      |

|  |   |   |                           |
|--|---|---|---------------------------|
| No <input checked="" type="checkbox"/>   | Go to the next question   | Yes <input type="checkbox"/>            | Complete the table below: |
| Building / Location  | Nature of responsibility  |   | How often                 |
| E.g. School site   | Inspection of cleaning  |   | Daily                     |
|  |   |   |                           |
| <b>5.</b>  | Are you responsible for the adaptation, development or design of land, buildings, other construction works or equivalent? |   |                           |
| No <input checked="" type="checkbox"/>   | Go to the next question   | Yes <input type="checkbox"/>            | Complete the table below: |
| Land / Building etc.   | Nature of responsibility  |   | How often                 |
| E.g. Gardens – 1 acre  | Landscaping of borders  |   | Twice per year            |
|  |   |   |                           |
| <b>6.</b>  | Are you responsible for the security of any buildings, external locations or equivalent?                                  |   |                           |
| No <input checked="" type="checkbox"/>   | Go to the next question   | Yes <input type="checkbox"/>            | Complete the table below: |
| Building / External Location   | Nature of responsibility  |   | How often                 |
| E.g. 15 multipurpose inside and outside sports centres (£15m)                    | Draw up, and ensure compliance with security policy for the centres, their contents and users                             |   | Daily on an ongoing basis |
|  |   |   |                           |
| <b>7.</b>  | Do you order or control the stock of any equipment or supplied?   |   |                           |
| No <input 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             |
| IT/AV consumables  | Up to £2000k (authorised by finance)  |   | Monthly                   |
|  |   |   |                           |
| <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"/>            | Complete the table below: |
| Personal possessions  | Nature of responsibility   | How often                               |                           |
|   |  |   |                           |
| <b>9.</b>   | Are you responsible for the planning of purchasing and the development of physical resources?  |   |                           |
| No <input 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                            |                           |
| IT and AV equipment for school  | Ensuring appropriate IT provision is in place to support T&L needs. Sets IT strategy and vision for the school with SLT.   | Continuously                            |                           |
| <b>10.</b>  | Do you have any other form of responsibility for physical resources, for example, developing policies or procedures in relation to physical resources, or providing advice, guidance or interpretation of policies and procedures? |   |                           |
| No <input checked="" type="checkbox"/>  | Go to the next section – Working Conditions  | Yes <input type="checkbox"/>            | Complete the table below: |
| What  | Nature of responsibility   | How often                               |                           |
| Guidance and procedures for staff on use of IT equipment (e.g. acceptable use policy) | Develops in-house procedures/guidance for staff and students in line with the overarching acceptable use policy.   | Annually                                |                           |

## 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 | 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%                              |                           |
| Noise/temperature               | Working in server room            | 30 mins                  | 5 x per year                            |                           |
| Dust                            | Maintenance on equipment          | Up to an hour            | Weekly – 5%                             |                           |

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

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

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

| No <input 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%          |   |                           |



|   |                                 |   |
|---|---------------------------------|---|
| Electrocution from maintenance/testing  | 30 mins                         | Daily                                   |
| Falling from heights  | 30 mins                         | 5 x per year                            |
| Injury from lifting   | 20 mins                         | Weekly                                  |
| <b>6. Do you encounter any other disagreeable or unpleasant working conditions in your job?</b> |                                 |   |
| 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. Do you wear any form of protective clothing to carry out your job?</b>                    |                                 |   |
| No <input type="checkbox"/>   | Questionnaire Complete          | Yes <input checked="" type="checkbox"/> |
| What  |                                 | How long at any one time                |
| Why   |                                 | How often - % working time              |
| Hard hat  | When up the ladder              | Up to 30 mins                           |
| Gloves  | Maintaining stage lights (heat) | Up to 30 mins                           |
|   |                                 | 5 x per year                            |
|   |                                 | 5 x per year                            |

| 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> |  |