

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

Attendance Officer

General Questions

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

To ensure attendance records are obtained, maintained, processed and made available in a timely manner to ensure children are accurately and safely cared for.

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

Receiving and processing information regarding student attendance	% of time
Receiving and processing information about student absence	
Analysing information and advising colleagues if escalation required	
Updating and maintain student records using MIS	
Communicating with parents regarding all attendance matters	
Preparing reports for senior leaders & other colleagues regarding attendance matters	
Liaising with school wide colleagues regarding all current matters relevant to work	
General school administration support	

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

	Main tasks/duties/responsibilities	% of time
1	Receiving and processing information regarding student attendance	25%
2	Receiving and processing information about student absence	10%
3	Analysing information and advising colleagues if escalation required	5%
4	Updating and maintain student records using MIS	15%
5	Communicating with parents regarding all attendance matters	10%
6	Preparing reports for senior leaders & other colleagues regarding attendance matters	10%
7	Liaising with school wide colleagues regarding all current matters relevant to work	10%
8	General school administration support	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	Attend attendance meetings (BWT colleagues)	1 x term
2	Preparing significant reports for VP and pastoral team	1 x term
3	Reporting to Trust EWO to support court cases, prosecution etc.	2 x term
4	Cover school reception as required	1 x week

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	Sound knowledge of numeracy for communicating with families and of numeracy for accurate data analysis and reporting	GCSE level A-C
(2) Procedural (e.g. procedures instructions for carrying out tasks)	In depth knowledge of all procedures relating to reporting, recording and responding to absence of students.	On job training and experience
(3) Equipment (e.g. machines, tools, instruments)	Good knowledge of using standard office equipment for administrative types tasks	Experience, on job training, self-taught
(4) Administrative systems	Good knowledge of broad range of academy admin systems, including MIS, communications software (ConnectEd), email, calendars etc.	On job training or bespoke training for software packages.
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Good knowledge of all school and trust policies regarding attendance in order to discharge duties appropriately and to advise colleagues/families correctly. Also good knowledge of all procedures relating to running of academy day.	On job training
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Good knowledge of trigger points regarding student attendance and when intervention may be needed so appropriate colleagues can be made aware. This includes national conventions on coding consistency and penalty charge limits etc.	On job and experience Peer support Specialist updates
(7) Other languages and cultures	General awareness of different languages and cultures in order to treat people respectfully and without discrimination	Experience and general awareness
(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			
Student appears absent but parent reports they should be at school. It is then necessary to analyse all available information, including late lists, electronic records and visual checks of the school, talking to other students to ascertain whereabouts and report back / escalate as appropriate.			
Example 2			
Usual electronic process of recording attendance fails (either for small number of student or whole school). It is then necessary to use secondary techniques to gather information manually and process so that is fit for purpose.			
2.	In the box below, give an example of the most difficult or important decisions or recommendations you make or problems you solve.		
The decision to contact a parent to explain that their child is not at school, having performed all usual preliminary checks. This presents worry for the parent but also reputational risks for 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?)			
1	times per	month	
3.	Do you ever have to interpret or analyse information or situations in order to make a decision or recommendation, or to solve a problem?		
No	<input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>
		Give an example in the box below:	
Example of decision / recommendation / problem:			
Decision to contact families regarding missing children			
Indicate nature and complexity of information / situation:			
Child has not been recorded at school but parent informs school that student should be here.			
How do you interpret or analyse the information / situation?			
Firstly check automatic registers. Then proceed to visually review hard copy 'late lists' from all school classes, then investigate with peers and friendship groups as well as visual search of school. Depending on evidence obtained, escalate procedures as necessary.			

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		
1	The work requires creative skills for solving straightforward problems		
2	The work requires creative and developmental skills for solving varied problems		
	The work requires creative and developmental skills for solving difficult problems		
	The work requires creative and developmental skills for producing innovative solutions to major problems.		
Give an example for the option you have marked 1, as being most typical			
Understanding our families and working out the best ways to communicate with them depending on the situation and their personalities.			
5.	Does your work require you to plan ahead or organise for the future?		
No <input type="checkbox"/>	Go to the next question		
Yes <input checked="" type="checkbox"/>	What period do these planning/organising activities mainly cover? (NB: please note the period over which planning activities take place, not the time-scale for what is planned)	Short term (days, up to weeks)	<input checked="" type="checkbox"/>
		Medium term (months, up to a year)	<input type="checkbox"/>
		Long term (more than a year)	<input type="checkbox"/>
	Please give a typical example below:		
	Planning workload to allow time for routine tasks such as producing monitoring reports.		
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	
Memory		Good quality interaction with students and families, ensuring high level of customer service	

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 type="checkbox"/>	
Training skills	<input type="checkbox"/>	
Team working skills	<input checked="" type="checkbox"/>	With all school colleagues to ensure records are accurate etc. To ensure effective two way communication to make sure appropriate level of knowledge of students is maintained so they are supported if necessary.
Motivational/team leading skills – includes own staff	<input type="checkbox"/>	
Advising, guiding skills	<input checked="" type="checkbox"/>	Advising students and families about attendance matters, including sanctions. Also advising other colleagues about issues identified so can be followed up appropriately.
Persuading, influencing skills	<input checked="" type="checkbox"/>	Persuading families and students to attend and to utilise new school communication technologies.
Counselling skills	<input type="checkbox"/>	
Conciliating skills	<input type="checkbox"/>	
Advocacy skills	<input type="checkbox"/>	
Negotiating skills	<input type="checkbox"/>	
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	For range of interactions, via phone or in person, with colleagues, students and families
Written communication skills	<input checked="" type="checkbox"/>	For emailing, texting, and other communications with families regarding attendance
Oral presentation skills	<input type="checkbox"/>	
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.
3.	Are you required to use any form of recognised sign language?	
No <input checked="" type="checkbox"/>	Go to the next section – Physical Skills	
Yes <input type="checkbox"/>	Complete the table below	
Form of sign language	Used to communicate with	Used for

Physical skills

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

1.			Tick 1 box to indicate the keyboard skills needed for your job:		
Required			Used for.		
Not required, or 2-finger operation with no time constraints		<input type="checkbox"/>			
Precision required, keyboard used for some aspects of work		<input type="checkbox"/>			
Precision and speed, keyboard skills integral to main duties		<input checked="" type="checkbox"/>	Updating daily attendance records which must be accurate for fire records, safeguarding whereabouts of students and if taken to court should we pursue action.		
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		

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:	
Following a set daily procedure for recording attendance and then responding accordingly Reacting to problems reported Prioritising independently how to respond to all issues that present each day		
2.	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
All school policies regarding attendance, fire etc. All standard school safeguarding procedures National regulations regarding school attendance recording procedures		
3.	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
Example 1		
If computerised attendance records fail on a given day I would decide the most appropriate route to obtain the information considering the circumstances.		
Example 2		
Sending messages (via text or school App) to individual families or larger groups/whole parent group regarding non critical/sensitive matters		
4.	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
Example 1		
If a student cannot be swiftly located having been reported potentially not in school this would be then reported to safeguarding officer.		
Example 2		
Decision on content of wording for communication to school parents on matters that are potentially complicated for the school to manage, could cause reputational damage or are sensitive in nature.		
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	annually
Informal catch ups	Designated VP	Daily
Team meetings/discussions	Line manager	Monthly

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 type="checkbox"/>	Go to the next question			
Yes	<input checked="" type="checkbox"/>	For what purposes?	Data input each day to ensure fire records accurate		
		How long do you have to maintain this position at any one time?	2 hours		
		And how often?	1	times per	day
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	Transposing data accurately into MIS and other computer systems	2 hours	1 per day
Visual	Compiling appropriate messages (e.g. text/SMS comms) to parents from lists/records	2 hours	1 per day
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%
Checking calculations/info	Making sure that systems are generating accurate data	30 minutes	2 per day
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
Deadlines	To ensure daily attendance record prepared as quickly as possible each day	ongoing	1 per day
conflicting demands / interruptions	Parents calling when trying to compile daily reports	5 mins	30 per day
	Colleagues requesting for messages to be sent home	10 minutes	1 per day
	SLT requesting data regarding a student	10 minutes	2 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.)

Parents

Angry parents who do not agree with school policy or procedures or who feel the role is interfering

1 x week

Parents may report a whole range of personal and difficult circumstances that could result in child being absent. It is necessary to listen and understand these situations

1 x week

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

No



Go to the next section – Responsibility for People

Yes



Complete 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
Maintaining accurate records as to students whereabouts		Students	This is part of the overall responsibility and duty to safeguard children in our care.
2.	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.
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
5.	Do you have any other responsibilities for people, including health and safety?	
Other responsibilities	Who benefits	How benefit
Maintaining fire registers as part of school fire procedure and plan	Students	Accurate records kept of who is in building should there be a need to evacuate.

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	
Administrative colleagues	Demonstrating procedures	2 x 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

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 checked="" type="checkbox"/>	Go to the next question	Yes <input 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			
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 <input checked="" type="checkbox"/>	Go to the next section – Responsibility for Physical Resources	Yes <input type="checkbox"/>	Please specify below:
Responsibility	Nature of Impact		

Responsibility for Physical and Information Resources

This factor measures the DIRECT (hands on) responsibility of the jobholder for physical resources, including information systems, equipment or tools, buildings, supplies or stocks, and personal possessions of others.

1.	Are you responsible for any manual or computer information?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below	
Information for which responsible		Nature of responsibility	How often
E.g. Computerised personnel (50 fields) and sickness absence records for 1000 employees		Input accurately data on computer, undertake pre-set analyses, maintain confidentiality and security	Daily
Computerised attendance records of all students		To check attendance data gathered and then to ensure is it accurately transferred and entered into the school MIS systems. Fire records and other reports are then generated from this.	daily
2.	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
3.	Do you use any office or other equipment, tools or instruments, or vehicles, plant and machinery?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Equipment etc. used		Nature of use and responsibility	How often
E.g. Mower, rotovator and hedgecutter (£1500) Garden tools and wheelbarrow (£500)		Use and general cleaning and greasing as necessary Use and general cleaning	Daily
Standard office and reprographic machinery		In course of daily duties	daily
4.	Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?		
No	<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>
			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 checked="" type="checkbox"/>	Go to the next question		Yes <input 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
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 checked="" type="checkbox"/>	Go to the next question	Yes	<input 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
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 checked="" type="checkbox"/>	Go to the next section – Working Conditions	Yes	<input type="checkbox"/>
				Complete 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 based (or similar)	99%
Potential for home visit	1%

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 type="checkbox"/>	Go to the next question		Yes <input checked="" 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%		
Swearing, aggressive parents/carers	2 minutes	1 x week		

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*