

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

Assistant Librarian

General Questions

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

To supervise the day to day running of library services to provide a comprehensive service for pupils and staff, promoting the library as a resource centre and promoting literacy, information and research skills.

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

Issuing and returning stock Keep library and stock in correct order Planning for library events (e.g. internal and external visits) Coordinating student initiatives (e.g. reading mentors) Induct and support students and colleagues in use of library Supporting regular sessions delivered by outside agencies (e.g. careers)	% of time
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Roughly, what percentage of time do you spend on each?

	Main tasks/duties/responsibilities	% of time
1	Issuing and returning stock	25%
2	Keep library and stock in correct order	5%
3	Planning for library events (e.g. internal and external visits) Coordinating student initiatives (e.g. reading mentors)	10% 5%
4	Induct and support students and colleagues in use of library	15%
5	Supporting regular sessions delivered by outside agencies (e.g. careers)	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	Chasing up overdue books	Termly
2	Production of information regarding library use (e.g. "library star")	6 x year
3	Open evenings	1 x year
4	Giving talks/support to particular groups	Ad-hoc
5	Production of reports	Variable

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 good level of numeracy required to support children’s learning and to make full use of the library resource for staff and students	GCSE or equivalent (A-C)
(2) Procedural (e.g. procedures instructions for carrying out tasks)	Sound knowledge of general school procedures in order to contribute to effective running of school day and student experiences and to model behaviours	On job training
(3) Equipment (e.g. machines, tools, instruments)	Basic knowledge of school administration and reprographics resources for production of materials and simple resources	On job training
(4) Administrative systems	Basic knowledge in order to communicate effectively and understand school processes, including use of emails	On job training
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Sound knowledge of general school structures in order to operate effectively and consistently in departments or across the whole school with all students and staff. Good understanding of curriculum offer to support access to appropriate resources	On job training
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Good knowledge of bespoke Library Information Management System, research techniques and children’s literature in order to be effective in discharging main purpose of the role	On job training
(7) Other languages and cultures	Basic appreciation of the impact and value of equality and diversity	On job training
(8) Other, please specify	Knowledge of school wide initiatives and extra-curricular offer to add value appropriately (e.g. Careers advice)	On job training

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

Recommendations to students regarding research and information relevant to their enquiry. This will require judgement and analysis skills to understand the desired outcome and to identify or signpost to relevant material.

Example 2

Using judgement to decide whether to loan materials and books to students already at their limit or with whom there is a dispute regarding overdue items. Analysis of circumstances required and judgement needed as to appropriate course of action.

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

Helping teaching staff with in depth research to support curriculum delivery on a new initiative and recommending suitable materials.

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

2 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:

Problem of overdue books – these require returning to help manage stocks and minimise losses.

Indicate nature and complexity of information / situation:

The library information management system can produce reports of overdue stock. This information is relatively straight forward but the application of different techniques to maximise recovery of stock is required.

How do you interpret or analyse the information / situation?

Management information system is interrogated to generate list of overdue items. This is visually matched and checked to stock in the library and the situation is then analysed by applying knowledge of students and their situations to decide how best to approach the task of recovering the stock.

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			
Design and create posters and other display materials for promoting a library initiative around the school (e.g. window displays) to maximise participation.			
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 type="checkbox"/> Medium term (months, up to a year) <input checked="" type="checkbox"/> Long term (more than a year) <input type="checkbox"/>	
	Please give a typical example below:		
	Planning library events, for example special days, book week, author visits etc.		
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 / resilience		To keep encouraging and motivating students and to ensure appropriate use of the library at all times.	
Organisational skills		To plan ahead for events and lesson support, to assist schemes and initiatives such as student librarians, reading mentors etc.	

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 checked="" type="checkbox"/>	Staff & students in use of library. Also reading mentors & student librarians for their duties	
Team working skills	<input checked="" type="checkbox"/>	With librarian & teachers to prepare appropriate resources & remain efficient	
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/>	To motivate reading mentors (volunteers) and student librarians (volunteers)	
Advising, guiding skills	<input checked="" type="checkbox"/>	Guiding new colleagues and students in use of library, behaviour and research techniques	
Persuading, influencing skills	<input checked="" type="checkbox"/>	Encouraging students to meet behaviour expectations and reluctant readers to read	
Counselling skills	<input type="checkbox"/>		
Conciliating skills	<input type="checkbox"/>		
Advocacy skills	<input type="checkbox"/>		
Negotiating skills	<input checked="" type="checkbox"/>	With staff regarding access to library at certain days/times etc. for lessons	
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	Staff, students, outside agencies to fully contribute to delivery of effective service	
Written communication skills	<input checked="" type="checkbox"/>	Staff, students, outside agencies and parents (letters, emails) to assist library operation	
Oral presentation skills	<input checked="" type="checkbox"/>	For working with student groups and supporting outside agencies (e.g. careers advice)	
Other interpersonal or communication skills	<input checked="" type="checkbox"/>	Empathy, understanding and welcoming to provide a caring and supportive environment	
2.	Are you required to use a language (oral or written) other than English?		
No	<input checked="" type="checkbox"/>	Go to the next question	
Yes	<input type="checkbox"/>	Complete the table below	
Language	Used to communicate with.		Used for.

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

No Go to the next section – Physical Skills

Yes Complete the table below

Form of sign language	Used to communicate with	Used for

Physical skills

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

1.	Tick 1 box to indicate the keyboard skills needed for your job:		
Required		Used for.	
Not required, or 2-finger operation with no time constraints	<input type="checkbox"/>		
Precision required, keyboard used for some aspects of work	<input checked="" type="checkbox"/>	Email, use of school admin systems. Also accuracy needed when issuing/returning books on LMS in busy periods	
Precision and speed, keyboard skills integral to main duties	<input type="checkbox"/>		
Considerable precision and speed, keyboard skills e.g. for data input	<input type="checkbox"/>		
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
Dexterity	'Jacketing' (covering) books.		Needs to be done precisely to ensure longevity

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:	
	Library booking sheets / timetables (lessons) / electronic diaries / school room booking systems Own initiative by responding to environment – i.e. maintain environment and serving customers Discussion / instruction with/from librarian	
2.	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
	CILIP (Chartered Institute of Library and Information Professionals) School policies and procedures for standard school operation Safeguarding legislation	
3.	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
	Example 1	
	Management of school's library information management system, including issuing and returning of stock and management of overdue items	
	Example 2	
	Management of behaviour in the library	
4.	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
	Example 1	
	Postholder would be involved in identifying stock/resources requirement but would be signed off by line manager.	
	Example 2	
	Postholder would consult with line manager regarding deletion of stock from the system database and permanently altering records relating to library assets, however this would be authorised by the line manager.	
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 (Librarian)	Annual
Regular / informal discussions	Librarian	Daily

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?	When using library computer system		
		How long do you have to maintain this position at any one time?	30 minutes		
		And how often?	3	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	Go to the next question				
Yes	X	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%	
Carrying boxes of books	15kg	50m	5 mins	2 x day	
5.	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
Pushing trolley of books for re-shelving stock		75kg	20m	1 minute	10 x day
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 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%	
Kneeling		To put away books	5 mins	10 x day	
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	Inputting data and information accurately into LMS	2 hours	daily
Visual	Supervising children and behaviour in the library	8 hours	Daily
Visual	Stock check/control	2 hours	4 x term
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%
Reading, counting and tallying	Preparing library management reports	3 hours	1 x fortnight
Totalling and analysing	Establishing initiative success, e.g. accelerated reader	2 hours	1 x month
Visual and interpretation	Reading Service (i.e. skimming journals and books for key word analysis/archiving)	4 hours	1 x term
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"/>	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	
Deadlines	Library events and lessons delivered in library	Variable	Variable	
Conflicting demands	Staff (requests – planned and reactive)	Variable	weekly	
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"/>	Compete the table below:		
Mental Demand	Source	For how long	How often % working time	
Multi-tasking	Varied nature of role	Variable	20%	

Emotional Demands

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

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

Yes

Please give examples.

No

2. These people – who are they?

Cause of emotional stress or upset

Frequency of stress (daily/monthly/etc.)

Students

Contact with students who may display anti-social behaviour.

Variable

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	
General duty of care to provide a supportive & caring learning environment	Pupils	Learning environment where they feel confident, safe and secure to allow them to develop and learn. More accessible curriculum resources and better learning outcomes	
Role model for behaviour and responsibility	Pupils	Improved social skills and whole child development aspirations	
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
General responsibility for creating a safe environment in which students can work and socialise effectively	Students	Better opportunity to achieve learning and personal goals

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
Students and new staff		Demonstrating use of library systems and resources	Ad-hoc (new intake busy each 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 Go to the next question Yes 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 organisation'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 organisation'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	<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
Maintaining accurate records of loan stock and library use		Input information accurately using dedicated Library Management System	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 equipment (copiers, guillotine, etc.)		For preparing general lesson resources and admin tasks	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 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
In conjunction with Librarian, stationary supplies, miscellaneous resources and books are ordered	Up to £10k (as per delegated library budget)		Monthly orders
8.	Are you responsible for any personal possessions of others?		
No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>
			Complete the table below:
Personal possessions	Nature of responsibility		How often

Personal possessions including medication, inhalers etc.	Look after for limited periods (e.g. transferring from classroom to medical room, during PE lessons etc.)	Occasional / as required
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
Library and other similar indoor environments	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 checked="" type="checkbox"/>	Go to the next question		Yes <input 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%	

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%	
Swearing / antisocial behaviour from students		2 mins	1 x term	

5. Do you encounter any hazards in your job?

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

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*