

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

Teaching Assistant with Medical Responsibility

General Questions

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

To work with designated students with complex health issues, providing support with wellbeing and emotional social issues, under the direction of a classroom teacher.
Provision of 1.1 medical support for designated student/s.

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

- | | |
|---|------------------|
| <ol style="list-style-type: none"> 1. Administer medication to students, maintaining associated equipment to support student. 2. Updating medical and school records accordingly. 3. Liaise with parents, medical professionals (i.e. school nurse) about the student's condition. | % of time |
|---|------------------|

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

	Main tasks/duties/responsibilities	% of time
1	Administer medication to students, maintaining associated equipment to support student.	80%
2	Updating medical and school records accordingly.	10%
3	Liaise with parents, medical professionals (i.e. school nurse) about the student's condition.	10%

Are there any tasks/duties which you do occasionally, or at a certain time of the year? If yes, please list and state how often you do them.

	Occasional tasks	How often you do them
1	Playground duty	Daily
2	Attend sports days and school trips	Annually and up to 4 trips per year
3	Attend meetings with SENCO, social care and annual review meetings	Up to 3-4 times per 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 level of literacy required for reading through medical records or letters. Good level of numeracy required for determining dosage of medication.	GCSE of equivalent (A-C) / practical knowledge and experience
(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 also procedures to support child development. Knowledge of procedures for administering medication or maintaining medical equipment.	Specialist training with school nurse (updated annually) Experience – 1-2 years
(3) Equipment (e.g. machines, tools, instruments)	Knowledge of associated medical equipment relating to student's health needs (i.e. insulin pumps, oxygen tank, ventilator, suction machine, saturation monitor)	Specialist training with school nurse (updated annually) Experience – 1-2 years
(4) Administrative systems	Basic knowledge in order to communicate effectively and understand school processes, including use of emails and other systems to access/record student information. Updating home-school books, completion of forms	On the 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. Particular knowledge of evacuation procedure.	On the job training
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Specialist knowledge of health needs of designated student, including terminology, medicines, support required.	Specialist training with school nurse Experience – 1-2 years
(7) Other languages and cultures		

(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

If the student's health levels are changing, as indicated on the medical equipment, postholder will take the decision to adjust the medical equipment (i.e. adjust oxygen levels).

Example 2

If a student is reacting to the cold or other external conditions postholder may have to take the decision to remove a blockage or take other appropriate action.

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

Once all other options have been exhausted, postholder may have to remove and replace medical equipment i.e. a tube has been blocked and needs replacing which is a serious issue.

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

once	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 <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:

A student shows signs that they are struggling physically – upon review of the medical equipment, postholder makes decision to take action

Indicate nature and complexity of information / situation:

Assessment of physical signs and symptoms and numbers on the medical monitors

How do you interpret or analyse the information / situation?

Based on experience and knowledge, postholder takes decision to adjust medication or levels of oxygen supply, for example, and continues to monitor. This will be relayed back to the medical professional.

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		
3	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			
General monitoring of medical equipment to ensure health levels are not deteriorating and are stable. Follows established protocols as set out by the school nurse.			
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 for upcoming school trips – check if equipment can be transported and used offsite, staffing requirements, places for medical intervention if required			
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	
Emotional intelligence		To intervene at the right time and in the right way to improve outcomes for individuals	
Empathetic		To student's medical health needs	
Mental agility		To react quickly, maintaining engagement in learning	
Organisational skills		Ensuring access to all resources	

Interpersonal and communication skills

This factor looks at the context, complexity and nature of the subject matter to be communicated; and the context, form, process and potential difficulty of the actual interaction with the recipient(s).

1.	Tick the boxes below to show which forms of interpersonal and communication skills are needed for your job. Say what each is used for and with whom they are used.	
Form of skill		Used for and with whom
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/>	Providing personal services to clients in their homes
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/>	Assessing client's care needs
<i>Example: Negotiating Skills</i>	<input checked="" type="checkbox"/>	Negotiating tender contract details
Caring skills	<input checked="" type="checkbox"/>	provision of medical 1.1 support for student
Training skills	<input type="checkbox"/>	
Team working skills	<input checked="" type="checkbox"/>	with parents, medical professionals, other staff to ensure student constantly cared for
Motivational/team leading skills – includes own staff	<input type="checkbox"/>	
Advising, guiding skills	<input checked="" type="checkbox"/>	advising classroom teachers and other staff and parents of medical issues for handover
Persuading, influencing skills	<input checked="" type="checkbox"/>	persuading student to take medication or accept intervention
Counselling skills	<input type="checkbox"/>	
Conciliating skills	<input type="checkbox"/>	
Advocacy skills	<input checked="" type="checkbox"/>	advocate on behalf of student to ensure they are included in school activities where possible
Negotiating skills	<input checked="" type="checkbox"/>	negotiate with teachers to find ways for student to be included in school activities
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	communication with student, parents, teachers on medical-related issues
Written communication skills	<input checked="" type="checkbox"/>	updating records relating to student
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 type="checkbox"/>	Go to the next section – Physical Skills	
Yes <input checked="" type="checkbox"/>	Complete the table below	
Form of sign language	Used to communicate with	Used for
Makaton Cued articulation	Students	Communication of basic information

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 checked="" type="checkbox"/>	Basic email communication or updating student records	
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 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 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	
Co-ordination of limbs	Movement of medical equipment and supplies around the school and classroom	Ensure carrying equipment appropriately and movement around classroom to ensure tubes do not get caught up	
Dexterity – hand/eye co-ordination	Precise medical intervention – syringes for administering medication, inserting tubes	Precision required.	

--	--	--

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:

Daily routine set by school nurse, or adapted based on information from medical team at handover in the morning. All procedures are strictly followed, these are set by school nurse and parent.

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

Protocols set by the nurse and parents
 School policies (supporting students with medical needs)

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

Example 1

Decision taken to remove student from class without reference to a teacher if medical intervention is required.

Example 2

Decision to administer medication (i.e. insulin due to low blood sugar levels) based on physical symptoms of student and medical monitors.

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

Example 1

If there was a serious issue with the medical equipment, such as failure, or if health deteriorated significantly, postholder would refer to parent and inform immediate line manager.

Example 2

Reference to manager about storage and movement of equipment throughout the school i.e. general accessibility.

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 review	Line manager	Annually
School nurse review	School nurse	Termly?

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 administering medication/undergoing medical intervention	
		How long do you have to maintain this position at any one time?	10 minutes at any one time	
		And how often?	2	times per
2.	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		
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 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%
Medical equipment i.e. suction machine, nebuliser, ventilator	5kg+	Around school building	20 mins	Daily – 5-6 times per day
Oxygen tank, milk pump	5kg+	Around school building	20 mins	Daily – 5-6 times per 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
Student using wheelchair	up to 40kg	Around school building	10 mins	daily
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/crouching	administer medication/intervene at any time in the day, any location (i.e. assembly)	up to 10 mins	3-4 times per 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 and listening attention	constantly checking state of health – any physical symptoms of distress or discomfort	7 hours	100% of working time
2.	Does your job require more than general mental attention or concentration (e.g. more than general mental attention for repeated manual calculations, drafting a complex report)?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Form of mental concentration	Needed for	For how long	How often % working time
E.g. Totalling and tallying receipts	Balancing cash office accounts	30 mins (if tallies) to 1 hour	Twice per day – 20%
Concentrated mental attention	administering medication (ensure correct dosage), intervening with equipment	Up to 10 mins	3-4 times per day

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
Conflicting demands	Supporting one student but assists others when possible	2-20 mins	5-6 times per day
Regular deadlines	administering medicine on time	2-10 mins	Up to 2 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.)

Students

Work with assigned students with severe medical health needs. Require lots of support and intervention throughout the day. Students are reliant on postholder for care throughout the day.

Daily

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

No



Go to the next section – Responsibility for People

Yes



Compete the table below:

Emotional Demand	Why	For how long	How often

Responsibility for People – Wellbeing

This factor measures any job responsibilities which have a DIRECT (hands on) impact on the well-being of individual, or groups of, people.

1.	Do you undertake any tasks or duties which have a direct impact on people?		
No	<input type="checkbox"/>	Go to the next section – Responsibility for Supervision/Direction/Co-ordination of Employees	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Task / Duty		Who benefits	How people benefit
E.g. Preparing and serving meals		Pupils and staff	Regular nutritious meals maintaining health of pupils and staff
Responsible for healthcare requirements of designated students		Student, parents, teachers	Allowing student to access education through supporting medical needs
2.	Are any people reliant, i.e. personally dependent, on you for their care and welfare?		
No	<input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/> Complete the table below:
Reliant people (who benefit)		Needs of reliant people (how people benefit)	What done for reliant people (task/duty)
E.g. SEN students		Physical and social support	Food preparation, bathing, and talking to students including assessing their needs and state of health.
Students with medical needs		Medical and pastoral support	Maintain medical equipment, administer medication, provision of hygiene/personal care
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	
Fellow postholders Reception staff	Shadowing, peer-to-peer observations Demonstrating basic duties in case of emergency	Ad hoc Ad hoc	
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
Medical records/notes for the student, equipment checklists		Maintain in a secure and confidential location, ensure kept up to date.	Ongoing
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
Medical equipment i.e. suction machine, nebuliser, ventilator		Maintaining and safe use of, ensuring safe storage	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
Ordering medical supplies i.e. gloves, sanitiser		Forwarded to finance for processing or provided by parents	Ad hoc
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, medical equipment, chairs/walkers/standers	Look after throughout the day, use of and application throughout the day	Daily
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"/>
Compete the table below:		
Physical resources	Planning responsibility	How often
E.g. Food for schools	Securing most economical purchase of food to appropriate quality standards in accordance with procurement procedures	Continuously
10.	Do you have any other form of responsibility for physical resources, for example, developing policies or procedures in relation to physical resources, or providing advice, guidance or interpretation of policies and procedures?	
No <input checked="" type="checkbox"/>	Go to the next section – Working Conditions	Yes <input type="checkbox"/>
Compete the table below:		
What	Nature of responsibility	How often

Working Conditions

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

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

Places of work	% of Time

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

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

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"/>	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%	
Smell Dirt	bodily fluid, blood, vomit, suction liquid	15-20 mins	Up to twice per day	

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

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

5. Do you encounter any hazards in your job?

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

Needles Heavy and powerful equipment Exposure to catching infection	10 mins throughout the day 2-3 days (if health condition deteriorates)	daily daily ad hoc
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
7. Do you wear any form of protective clothing to carry out your job?		
No <input type="checkbox"/>	Questionnaire Complete	Yes <input checked="" type="checkbox"/>
What		How long at any one time
Why		How often - % working time
Gloves and apron	When administering medication or medical intervention	up to 15 mins
		up to 10 times per day

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*	