

# Brooke Weston Trust – Job Families

## Job Evaluation Questionnaire

### Job title

Office Manager responsible for Examinations, Cover, Admissions, Exclusions, Administration team.

### General Questions

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

To manage the following service areas: examinations, teaching cover, admissions and exclusions administration and management of the administration team.

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

- |  | % of time |
|--|-----------|
| 1. Responsibility for managing the teaching cover on a daily basis, organising supply teachers where required.   |           |
| 2. Management of the examinations process for the Academy.   |           |
| 3. Responsibility for the administration of the admissions process (in year and co-ordinated scheme). This is extended to include preparation of paperwork for admissions appeals. |           |
| 4. Management of the administration team, including reception and reprographics.   |           |
| 5. Ensuring that the timetable is maintained and updated with student group changes.   |           |

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

	Main tasks/duties/responsibilities	% of time
1	Responsibility for managing the teaching cover on a daily basis, organising supply teachers where required.	20%
2	Management of the examinations process for the Academy.	20%
3	Responsibility for the administration of the admissions process (in year and co-ordinated scheme).	20%
4	Management of the administration team, including reception and reprographics.	20%
5	Ensuring that the timetable is maintained and updated.	20%

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	Student exclusions – generating letters for parents, informing the local authority, preparing paperwork for the exclusion panel with governors	2-3 per week for fixed term Permanent as & when
2	Student photographs – organising the schedule for photographs, commissioning the	1 per year

	photographer, organising distribution of photographs.	
3	Trips and Visits – managing the booking forms, ensuring all correct paperwork (i.e. medical forms, risk assessments) has been completed and returned before it is passed onto the Trips Co-ordinator for approval.	2 per month
4	Support Data Officer with census returns	3 per year
5	Management of communications to parents (i.e. by letter, text, website announcements)	Daily
6	Management of the logistics for the Trust assessment day at the academy – ensuring all students sit the test.	Annually

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	<p>Literacy skills for writing reports to SLT about exclusions or a briefing note about admissions or examinations. Literacy skills for proof-reading letters to parents, students &amp; external agencies updating computerised and manual information.</p> <p>Numeracy skills for analysing complex data – for example, breaking down exclusion figures into pupil groups (age, boys vs girls, disadvantaged etc.).</p>	5 GCSEs at C or above, including maths and English
(2) Procedural (e.g. procedures instructions for carrying out tasks)	<p>A full and complete knowledge of all examination systems for KS3, KS4, A-Level &amp; vocational. This includes, JCQ legislation, A2C, and all awarding body systems and websites.</p> <p>A full &amp; complete knowledge of internal systems for cover management, working with a range of external agencies (i.e. supply agencies). Having a complete understanding of teaching &amp; learning requirements for the purpose of updating and maintaining the CMIS timetabling.</p> <p>A full and complete knowledge of disciplinary procedures relating to student behaviour and exclusions (internal school behaviour policy and exclusions policy) Complete knowledge of the exclusions framework for schools.</p> <p>A full &amp; complete knowledge of policies &amp; procedures for school admissions, including legislation for fair access, pupil placement, appeals. Knowledge of the administration process involved for admissions and appeals.</p> <p>Management procedures – management of the administration, cover and examinations team within the school.</p> <p>Knowledge of procedures for trips and visits in terms of collating the necessary paperwork for the Educational Visits Co-ordinator to authorise.</p>	<p>BTEC Level 4 Exams Management is desirable but not essential</p> <p>Cover – On the job training &amp; collaboration</p> <p>Admissions and exclusions – 2-3 years' experience of working in a similar setting.</p> <p>Management experience – 2-3 years' experience</p>
(3) Equipment (e.g. machines, tools, instruments)	Basic office equipment	On the job training

(4)	Administrative systems	<p>A full and complete knowledge of all examination systems for KS3, KS4, A-Level &amp; vocational. This includes, JCQ legislation, A2C.</p> <p>Admissions – eduweb, Northamptonshire County Council websites &amp; systems.</p> <p>Academy MIS systems, websites, Outlook calendars, booking systems, cashless catering (Transact), My Ed.</p>	<p>BTEC Level 4 Exams Management is desirable but not essential</p> <p>On the job training &amp; collaboration</p> <p>Previous experience - 2-3 years' experience of working with similar systems.</p>
(5)	Organisational (e.g. own and other sections/departments), including arrangements and policies	<p>A full and complete knowledge of all examination policies &amp; procedures. A full and complete knowledge of in house administration policies &amp; procedures including the day to day operations within the academy, including routines for learning, discipline procedures &amp; all relevant BWT policies.</p> <p>A full and complete knowledge of all areas of office management including prioritising tasks, knowing all areas of the office and how they work.</p>	<p>A level 4 qualification (graduate level) in Exams management covers many of these areas at a theoretical &amp; practical level.</p> <p>On the job training &amp; collaboration</p> <p>Previous experience - 2-3 years' experience of working in a similar setting.</p>
(6)	Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	<p>A full and complete knowledge of all examination systems for KS3, KS4, A-Level &amp; vocational. This includes, JCQ legislation, A2C &amp; all awarding body policies, procedures &amp; regulations</p> <p>A full &amp; complete knowledge of Admissions &amp; exclusions policies and criteria, including exclusions framework for schools and the admissions framework set out by NCC &amp; the government.</p> <p>A full &amp; complete knowledge of day to day operations for administering cover &amp; office management including routines for learning, safeguarding, policies &amp; procedures for trips &amp; visits</p>	<p>BTEC Level 4 Exams Management</p> <p>On the job training &amp; collaboration</p> <p>Admissions and exclusions – 2-3 years' experience of working in a similar setting. Management experience – 2-3 years' experience</p>
(7)	Other languages and cultures	General awareness of equality and diversity	Knowledge of relevant BWT policy
(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.			
<b>1.</b>	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			
Postholder will be responsible for analysing exclusions data trends for students across the Academy by group (i.e. EAL, gender, disadvantaged). From this information, post holder will make recommendations to the Principal at how exclusions are being issued based on trends in the data. This includes the use of Microsoft Excel pivot tables & graphs.			
Example 2			
Postholder produces and interprets reports using the management information system to determine staff absence patterns to ascertain how much supply teaching certain classes or students have received during a given timeframe. Post holder will make recommendations to senior leadership team.			
<b>2.</b>	In the box below, give an example of the most difficult or important decisions or recommendations you make or problems you solve.		
Postholder identified a more streamlined process for collecting new student information. There were issues with parents/carers not returning important contact information to the school, so post holder developed a procedure for advertising to parents the need to complete and submit this information well in advance, with steps in place for follow-up reminders (phone calls, face to face meetings) to ensure the information is sent back to the school. This is an ongoing process throughout the year to ensure compliance with safeguarding & GDPR.			
How often do you expect to take a decision or solve a problem of this type (e.g. once a month, twice a year?)			
3	times per	year	
<b>3.</b>	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:			
In year admissions: Meeting held with head of year & parent to discuss possible admission to the academy. After the meeting it was discovered that there was a potential problem and the child could not be offered a place but parents had been given a start date.			
Indicate nature and complexity of information / situation:			
Not all the facts were present at the time of the meeting. Child had major SEN needs that were not flagged up to us by the local authority Parents were not open & honest about the situation at the time.			
How do you interpret or analyse the information / situation?			
<ol style="list-style-type: none"> <li>1. Contacted previous school to request detailed information about attendance, behaviour, etc</li> <li>2. Analysed the information once it was received and then discussed with head of year &amp; principal.</li> <li>3. Made a very difficult telephone call to parents to tell them their child did not have a place at the academy. Understandably the parents were upset &amp; angry but I reassured them that I would be speaking to the local authority directly about it.</li> </ol>			

4. Contacted the local authority to let them know what had happened and advise that I would be looking at the fair access framework & guidance before making a decision.
5. After looking at the fair access guidance a course of action identified. I identified that as the child has siblings at the school we would be asked to accept them. After consultation with the principal & the local authority I decided that the student would be admitted under fair access guidelines once a clear plan was in place. I informed the head of year that they should work closely with the SENCO to arrange this.
6. I telephoned the local authority to inform them that we would admit the student under fair access protocol and to discuss which point on the framework this would be. I then telephoned the parents to tell them the outcome.

**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
	The work requires creative skills for solving straightforward problems
1	The work requires creative and developmental skills for solving varied problems
2	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

Invigilators not turning up for exams.  
 Examination clashes- clashes for students the best way to ensure students take all exams and achieve their full potential. Eg students on a residential visit that clashes with an external examination. Finding the best solution so that the students can take the exam and continue with the residential.

Analysing and interpreting criteria and ranking for school admissions. There are strict guidelines around this including a complex ranking system. It is vital that this is correct and can be difficult and time consuming.

Where there is a clash of examinations for a student, postholder will be creative in finding the best solution that enables the student to attend the examination.

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

No  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 checked="" type="checkbox"/>
		Long term (more than a year)	<input type="checkbox"/>
Please give a typical example below:			

	<p>Short term – Day to day cover requirements, day to day office management  Medium term – Examinations preparation, timetables, seating, invigilation etc. New intake planning, BWT testing days, school photographs, long term cover requirements, trips &amp; visits, planning the administration workload calendar for the year ahead.</p>
<b>6.</b>	<p>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.</p>
Mental Skill	Purpose required for
<p>Patience  Tolerance  Empathy</p>	<p>To manage the expectations of the Academy staff and students and external stakeholders.</p>

## 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"/> Student welfare during examination season. Transition day, supporting students throughout the day at reception, finding their way around the academy & in the restaurant. Problems between staff & Reprographics. Dealing with parents who have concerns, ensuring they are put at ease.
Training skills	<input checked="" type="checkbox"/> Invigilator training following JCQ guidelines and policies. Cover supervisor induction programme. Admin staff training on policies and procedures for effective service to all stakeholders.
Team working skills	<input checked="" type="checkbox"/> Managing a group of people (15 invigilators, 4 admin staff, 3 cover supervisors) to work as a team to achieve the best environment, outcomes and working practices as outlined in the trusts policies & procedures to benefit the ethos of the Academy.
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/> Motivational skills for leading invigilators throughout examination season, ongoing motivational support for admin team & cover supervisors
Advising, guiding skills	<input checked="" type="checkbox"/> Advising staff on examination entries, specifications, course codes etc Giving advice to members of SLT & middle leaders on cover issues, Admissions, exams, exclusions & timetabling.
Persuading, influencing skills	<input checked="" type="checkbox"/> Persuasive skills with difficult students with regard to exams. Difficult parents regarding admissions & exclusions Difficult outside agencies such as social workers, local authority Discussions with the local authority with regard to admissions
Counselling skills	<input type="checkbox"/>
Conciliating skills	<input checked="" type="checkbox"/> Conciliating skills when dealing with difficult and distrustful parents.
Advocacy skills	<input checked="" type="checkbox"/> Advocating on behalf of the academy & trust in the admissions appeals process, attending panel meetings, preparing paperwork. Advocating on behalf of the academy & trust when dealing with parents & students regarding examinations



		Advocating on behalf of the academy & trust when dealing with parents and outside agencies regarding admissions.
Negotiating skills	<input checked="" type="checkbox"/>	Negotiation between admin team and other staff if there is an issue with admin support (reprographics issue). Negotiation by dealing with requests by priority order. Negotiating with teaching staff to provide cover at short notice.
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	Communicate internal and external stakeholders over the phone or at meetings. – emails, letters by telephone or face to face
Written communication skills	<input checked="" type="checkbox"/>	Preparing briefing notes, written documentation, proof-reading of letters, communication via email.
Oral presentation skills	<input checked="" type="checkbox"/>	Required for staff training and presenting to peers
Other interpersonal or communication skills	<input type="checkbox"/>	
<b>2.</b>	Are you required to use a language (oral or written) other than English?	
No	<input checked="" type="checkbox"/>	Go to the next question
Yes	<input type="checkbox"/>	Complete the table below
Language	Used to communicate with.	Used for.
<b>3.</b>	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.

<b>1.</b>	Tick 1 box to indicate the keyboard skills needed for your job:		
Required		Used for.	
Not required, or 2-finger operation with no time constraints	<input type="checkbox"/>		
Precision required, keyboard used for some aspects of work	<input type="checkbox"/>		
Precision and speed, keyboard skills integral to main duties	<input checked="" type="checkbox"/>	Processing information – examinations, cover, admissions, timetabling etc.	
Considerable precision and speed, keyboard skills e.g. for data input	<input type="checkbox"/>		
<b>2.</b>	Tick 1 box to indicate whether driving skills are needed for your job, and state the nature and complexity of the vehicle driven.		
Required		Nature of Vehicle	Purpose of driving
Not required (other than for driving to and from work)	<input type="checkbox"/>		
Normal driving skills e.g. for travel between work locations	<input checked="" type="checkbox"/>	Car	Travel between work locations
Other driving skills e.g. for specialist vehicles/plant	<input type="checkbox"/>		
<b>3.</b>	Are there any other forms of physical skill (dexterity, co-ordination or sensory skills) required for your job (e.g. for operating equipment, machinery or tools for preparing food)?		
No	<input 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.

<b>1.</b>	How do you know what you should be doing each day? Explain briefly below:
	Postholder works within overall remit of the job description. The majority of tasks are driven by the requirements of the academy (i.e. cover support, examinations management) and some are routine tasks which are known and planned for (admin support). Postholder organises own workload according to priorities of the academy.
<b>2.</b>	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:

Academy policies & procedures, wider BWT policies and procedures, awarding bodies, JCQ and local authority guidelines, DfE requirements – census returns. Exclusions frame work Admissions policies GDPR		
<b>3.</b>	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
Example 1		
Where a member of teaching staff has not notified the academy of their sickness absence, postholder is required to find a solution for cover that is suitable for the students that teacher is responsible for. Where a cover supervisor is not available, post holder will call on SLT or another member of staff to supervise the students until a suitable arrangement can be identified (i.e. supply teacher). Post holder works closely with the Principal by advising if there is a need to bring in supply teachers/cover supervisors from a supply agency.		
Example 2		
Post holder will make a decision as to whether a student is able to take an exam at home if they are too ill to attend the exam at school. Post holder will follow the process outlined in the JCQ guidelines to determine the appropriateness of student to complete the exam at home and complete a request for the examination board to allow the home environment to be a testing centre. Post holder would make a recommendation to the parent about what medical evidence would be required by the examination board. An invigilator would then be dispatched to invigilate the exam. A senior member of staff would be advised of this after the issue has been resolved by the post holder. This would not be a regular decision.		
<b>4.</b>	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
Example 1		
Where there is an issue of malpractice, post holder will conduct the investigation with the student and relevant members of staff and refer the case onto the Principal. The Principal and post holder will meet with the student and parent and explain that all potential malpractice incidents must be reported to the examination board regardless of the severity of the incident.		
Example 2		
The Principal would be responsible for deciding whether or not to admit a fair access student who had significant additional needs, where these needs were not previously apparent when a place was originally offered. Postholder will carry out investigations with previous school and local authority in order to present all the facts to the Principal so that an informed decision can be made.		
<b>5.</b>	What form(s) of direction, management or supervision do you receive, from whom and how often?	
Form of direction etc.	From whom (job title)	How often (times per week)
E.g. Regular team meetings	Supervisor – Senior Social Worker	Every 2 weeks
Regular meetings with line manager	Principal	Fortnightly
Regular meetings with line manager – cover	Vice Principal	Access to on a daily basis if required

Regular networking meetings	Examinations network and awarding bodies	Termly
Performance Management	Principal	Annual

## Physical Demands

This question establishes the normal physical demands which are placed on anyone doing the job.

<b>1.</b>	Does your job require you to sit in a fixed or constrained position (e.g. sitting at a computer keyboard or in a vehicle driving seat, standing at a drawing board)?				
No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	For what purposes?	Using desktop PC to fulfil role		
		How long do you have to maintain this position at any one time?	2 hours (out with exam season) – postholder can leave the desk when needed		
		And how often?	2	times per	Day
<b>2.</b>	Does your job involve any other physical demands?				
No	<input type="checkbox"/>	Go to the next section – Mental Demands			
Yes	<input checked="" type="checkbox"/>	Go to the next question			
<b>3.</b>	Does your job require periods of standing and walking beyond normal movement between indoor working area?				
No	<input type="checkbox"/>	Go to the next question			
Yes	<input checked="" type="checkbox"/>	For what purposes?	Administering the examinations		
		How long are these periods of standing and walking?	Walking – ¾ hour Standing – 1 hour (collating papers)		
		And how often do they occur?	Standing – 2 Walking - several	times per	day (during exam season and termly mock exams)
<b>4.</b>	Does your job require lifting and/or carrying of items or equipment (beyond light office materials, such as pens, pencils and limited quantities of paper)?				
No	<input type="checkbox"/>	Go to the next question			
Yes	<input checked="" type="checkbox"/>	Complete the table below:			
What and why		How heavy	How far	For how long	How often % working time
E.g. bucket of water, for floor washing		5 kg?	50m (up flight of stairs)	5 mins	1 per day – 2%
Lifting and carrying boxes of exam papers and exam equipment to and from the exam hall.		Up to 14.5 kg	Various	various	2 per day – during exam season
Lifting and carrying boxes of paper from reprographics for the main office printers.		Up to 5kg	100m	5 mins	Weekly or as required
<b>5.</b>	Does your job require pushing and/or pulling of items or equipment?				
No	<input type="checkbox"/>	Go to the next question			
Yes	<input checked="" type="checkbox"/>	Complete the table below:			
What and why		How heavy	How far	For how long	How often % working time

Transporting exam papers on a trolley from exam room to the exam store and vice versa	Up to 14.5 kg	Various	various	Variable throughout the year
<b>6.</b>	Does your job require rubbing, scrubbing, digging or similar form of physical effort?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	Which of these, and for what purposes?		
		How long at any one time do you rub and/or scrub, dig or similar?		
		And how often?		
<b>7.</b>	Does your job require working in an awkward position (e.g. crouching, kneeling)?			
No	<input type="checkbox"/>	Go to the next question		
Yes	<input checked="" type="checkbox"/>	Complete the table below:		
Position	Why	For how long	How often % working time	
E.g. Kneeling	To scrub kitchen floor	20-30 mins	1 per day – 10%	
Kneeling/working in a confined space	Unpacking and sorting examination paperwork to be secured safely in the exam store	Up to 1.5 hours	Daily (during exam season)	
<b>8.</b>	Does your job involve any other form of physical demand?			
Physical demand	Why	For how long	How often % working time	

### Mental Demands

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

<b>1.</b>	Does your job require more than general awareness and sensory (i.e. using eyes, ears, touch or smell) attention, (e.g. more than general attention for watching children at play, word processing text or inputting data)?			
No	<input type="checkbox"/>	Go to the next question		

Yes	<input checked="" type="checkbox"/>	Compete the table below:		
Form of sensory attention	Needed for	For how long	How often % working time	
E.g. Visual & listening attention	Watching children at play	Average 2 hours	Once a week – 5%	
Visual and listening attention	Invigilating examinations – being visually alert to ensure there is no malpractice	up to 2 hours at a time	Daily (during exam season)	
<b>2.</b>	Does your job require more than general mental attention or concentration (e.g. more than general mental attention for repeated manual calculations, drafting a complex report)?			
No	<input type="checkbox"/>	Go to the next question		
Yes	<input checked="" type="checkbox"/>	Compete the table below:		
Form of mental concentration	Needed for	For how long	How often % working time	
E.g. Totalling and tallying receipts	Balancing cash office accounts	30 mins (if tallies) to 1 hour	Twice per day – 20%	
Concentrated mental attention	Completing the Census with Data Officer for DFE return (seasonal)	2-3 hours	1 per day (seasonal)	
Concentrated mental attention	Making changes to the timetable to ensure effective delivery of the curriculum	2 hours	1 per day	
Concentrated mental attention	Exclusions and admissions data analysis	2-3 hours	Termly	
Concentrated mental attention	Checking examination entries for students on MIS (checking codes are correct)	2 hours	Daily	
Concentrated mental attention	Preparing and reviewing staff performance against agreed targets and objectives	5 hours Approx 1hr per member of staff	Twice yearly	
Concentrated mental attention	Identifying appropriate cover when a teacher has called in sick.	2 hours	Daily	
<b>3.</b>	Is your job subject to work-related pressures e.g. regular deadlines, frequent interruptions, and 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
Interruptions	Staff, students, parents, external agencies/suppliers	3-5 minutes	8-10 times per day, can be more
Conflicting demands	By nature of managing various support functions – examinations, admissions, exclusions, reception and reprographics.	Ongoing	Daily
Frequent need to switch between varied roles	High concentration requirements needed especially for cover – postholder may be notified in the morning of a staff member’s absence and will have to find suitable cover. This may require reorganisation of workload.	Ongoing	Daily
Varying deadlines	Senior team – an urgent all school letter may need to be sent to parents which postholder would co-ordinate. Postholder would be required to reorganise workload both for herself & the Admin team	Up to an hour	Weekly

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

No  Go to the next section – Emotional Demands

Yes  Compete the table below:

Mental Demand	Source	For how long	How often % working time
Balancing varied demands of the role	Examinations office management	Varies day to day	Varied



## 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

Exam pressures for students – postholder would deal with outside the exam hall. Some may have disclosed family issues/concerns which postholder is aware of.

Daily (during exam season)

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

No

Go to the next section – Responsibility for People

Yes X

Complete the table below:

Emotional Demand	Why	For how long	How often
Pressure of the impact of any faults with all aspects of exams, admissions, exclusions, cover management, All aspects of office management	Exams could be compromised  Admissions appeals could be compromised and impact on future outcomes.  If exclusion becomes permanent any mistakes could mean it being rejected on a technicality.  Mistakes with cover mean students don't receive excellent teaching and learning.  Deadlines missed for administration would mean consequences for the academy		

## Responsibility for People – Wellbeing

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

<b>1.</b>	Do you undertake any tasks or duties which have a direct impact on people?		
No	<input type="checkbox"/>	Go to the next section – Responsibility for Supervision/Direction/Co-ordination of Employees	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Task / Duty	Who benefits	How people benefit	
E.g. Preparing and serving meals	Pupils and staff	Regular nutritious meals maintaining health of pupils and staff	
Effective efficient operation of examinations	Pupils and staff/Stakeholders	Pupils – calm environment in which to take their exams – to work to their full potential. Staff – reassurance that students given optimum environment to work in.	
Effective administration of cover/admissions/exclusions/office management	Pupils/Staff/Stakeholders	pupils- ensuring they get the most effective teaching in the absence of usual teacher to enable them to make progress in their learning  Staff – To ensure lessons are effective in their absence to help contribute to the effective teaching & learning of students.  All stake holders to ensure a professional environment and high standards in line with the BWT core values	
<b>2.</b>	Are any people reliant, i.e. personally dependent, on you for their care and welfare?		
No	<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/> Complete the table below:
Reliant people (who benefit)	Needs of reliant people (how people benefit)	What done for reliant people (task/duty)	
E.g. SEN students	Physical and social support	Food preparation, bathing, and talking to students including assessing their needs and state of health.	

<b>3.</b>	Do you implement, or enforce (i.e. have formal responsibility for initiating prosecution against failures to comply) any Statutory Regulations which have a direct impact on the health, safety or wellbeing of people?								
No	<input checked="" type="checkbox"/>	Go to the next question				Yes	<input type="checkbox"/>	Complete the table below:	
<b>(A) Implement</b>			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>(B) Enforce</b>			Who direct impact on			Nature of impact			
<b>4.</b>	Do you have other responsibilities, not listed above, which impact on the wellbeing of people? For example development of policies or providing advice, guidance or interpretation of procedures or regulations which impact on the wellbeing of people. (Only include within this answer any responsibility that has as its main focus the wellbeing of people.)								
Responsibility			Nature of Impact			Who impact on			
Ensure wellbeing of admin and examinations staff and cover supervisors			Effective management to ensure workload is manageable and clear			Direct reports – admin team, cover supervisors and examinations team.			
<b>5.</b>	Do you have any other responsibilities for people, including health and safety?								

Other responsibilities	Who benefits	How benefit
Ensure risk assessments are completed for student for upcoming trips and visits before being signed off by the Educational Visits Co-ordinator	Staff and students	Any possible risks during a trip/visit are mitigated.

### Responsibility for Supervision/Direction/Coordination of Employees

This factor measures the DIRECT (hands on) responsibility of the job holder for the supervision, co-ordination or management of employees, or others in an equivalent position.

<b>1.</b>	Does your job involve demonstrating your own duties, giving advice and guidance or training other employees?		
No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/> Complete the table below:
Whom (Job Groups)	What (i.e. demonstrating, guiding, training)	How often	
Invigilators	Examination regulations and demonstrating, guiding and training on procedures Boards at BWT)	1 per year	
Office staff	Demonstrating, guiding, training admin team in-house	½ per year. As and when required	
Cover Supervisors	induction training into the academy & continuing development.	New starters & established staff – as and when	
<b>2.</b>	Does your job directly involve the supervision, co-ordination or management of employees or others in an equivalent position?		
No <input type="checkbox"/>	Go to the next section – Responsibility for Financial Resources		
Yes <input checked="" type="checkbox"/>	List below the employees/supervised/co-ordinated/managed, their job group and types of work and enter appropriate responsibility and location codes.		
Responsibility Codes:	<b>1</b> = Regular instructions <b>2</b> = Regular checking work <b>3</b> = Regular allocation of work <b>4</b> = Organisation of work <b>5</b> = Evaluation and appraisal of work	<b>6</b> = Evaluation of working methods <b>7</b> = Employee development <b>8</b> = Recruitment <b>9</b> = Discipline <b>10</b> = 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
1 Receptionist	Reception, first aid, medical	1, 2,3,4,5,6,7,8,9,10	S
1 Administrator	All general admin duties, first aid	1, 2,3,4,5,6,7,8,9,10	S
1 Attendance officer	All aspects of attendance (formal responsibilities fall under Vice Principal's accountability)	1, 2,3,4,5,6,7,8,9,10, 2,3,4,5,6,7,8,9,10	S S
1 Reprographics officer	Reprographics and reception	1,2,3,4,6,7, 8,9,10	S
15 Invigilators	Supervision of students during exams	1, 2,3,4,5,6,7,8,9,10	S
3 Cover supervisors	Covering lessons for absent staff, delivering own lessons		
<b>3.</b>	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	
Provision of advice to staff on correct paperwork for completion for trips and visits	All trips and visits are appropriately prepared for with no issues	All staff	
Provision of advice to staff on examinations, for example correct exam codes for students.	Ensure all examination entries are accurate	All teaching staff	

## Responsibility for Financial Resources

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

<b>1.</b>	Are you directly responsible for financial resources?		
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>	Complete the table below:
Financial responsibility	Value	Nature of impact	How often
Handling cash			
Security of cash and other financial resource			
Handling of cheques, invoices, other financial transaction documents	Various invoices	Ensure amount does not exceed departmental budget allowance.	Ongoing
Accounting for receipts or expenditures			
Authorising expenditures			
Budget setting			
Budget monitoring	£100,000	Ensure expenditure does not exceed departmental budget (for cover and exams)	Annual
Long term financial planning			
Income collection or generation			
Other, please specify			
<b>2.</b>	Do you have any other responsibilities that focus on the authority's financial policies or well-being? For example, for developing financial policies and procedures or for providing advice, guidance or interpretation of policies or procedures. (Only include within this answer a responsibility which has as its main focus the authority's financial policies or wellbeing)		
No <input checked="" type="checkbox"/>	Go to the next section – Responsibility for Physical Resources	Yes <input type="checkbox"/>	Please specify below:
Responsibility	Nature of Impact		

### Responsibility for Physical and Information Resources

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

<b>1.</b>	Are you responsible for any manual or computer information?	
No	<input type="checkbox"/>	Go to the next question
Yes	<input checked="" type="checkbox"/>	Complete the table below
Information for which responsible	Nature of responsibility	How often
E.g. Computerised personnel (50 fields) and sickness absence records for 1000 employees	Input accurately data on computer, undertake pre-set analyses, maintain confidentiality and security	Daily
Student records (management information system) Examination information Admissions information Exclusion information Sensitive information from SLT (teaching observation data) Academy timetable Academy Calendar	Accurate input of data, undertake complex analyses, maintain confidentiality and security at all times following the Academy & BWT policies and procedures  Ensure this is updated and maintained Ensure this is maintained and procedures followed for all events	Daily Weekly  Daily Daily
<b>2.</b>	Do you adapt, design or develop any information systems?	
No	<input checked="" type="checkbox"/>	Go to the next question
Yes	<input type="checkbox"/>	Complete the table below:
Information system (type & size)	How adapt/design	How often
E.g. Departmental accounts system with 500 cost centres and 100 cost codes	Draw up specification for information to be held and analysis requirements for programmer to execute	Once a year
Spreadsheet for tracking & analysing exclusion data	Develop a spreadsheet to allow breakdown of information using pivot tables.	As and when required.
<b>3.</b>	Do you use any office or other equipment, tools or instruments, or vehicles, plant and machinery?	
No	<input type="checkbox"/>	Go to the next question
Yes	<input checked="" type="checkbox"/>	Complete the table below:
Equipment etc. used	Nature of use and responsibility	How often
E.g. Mower, rotovator and hedge cutter (£1500) Garden tools and wheelbarrow (£500)	Use and general cleaning and greasing as necessary Use and general cleaning	Daily

Desktop pc Laptop Photocopier Franking machine		Use of equipment, report faults	Daily
<b>4.</b>	Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
			Complete the table below:
Building / Location		Nature of responsibility	How often
E.g. School site		Inspection of cleaning	Daily
<b>5.</b>	Are you responsible for the adaptation, development or design of land, buildings, other construction works or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
			Complete the table below:
Land / Building etc.		Nature of responsibility	How often
E.g. Gardens – 1 acre		Landscaping of borders	Twice per year
<b>6.</b>	Are you responsible for the security of any buildings, external locations or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
			Complete the table below:
Building / External Location		Nature of responsibility	How often
E.g. 15 multipurpose inside and outside sports centres (£15m)		Draw up, and ensure compliance with security policy for the centres, their contents and users	Daily on an ongoing basis
<b>7.</b>	Do you order or control the stock of any equipment or supplied?		
No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>
			Complete the table below:
Equipment/supplies ordered or controlled		Value	How often
E.g. Ordering and stock control or departmental stationery from central supplies		£15000 pa	Monthly order



General stationary Examination desks Flipcharts		Variable	Monthly order annual
<b>8.</b>	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
Student personal possessions e.g. mobile phone		During examinations or during school hours for confiscated phones.	Daily
<b>9.</b>	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
<b>10.</b>	Do you have any other form of responsibility for physical resources, for example, developing policies or procedures in relation to physical resources, or providing advice, guidance or interpretation of policies and procedures?		
No <input checked="" type="checkbox"/>	Go to the next section – Working Conditions	Yes <input type="checkbox"/>	Complete the table below:
What		Nature of responsibility	How often
Development of in-house examination procedures for invigilators based on JCQ guidelines		Ensure invigilation is compliant with relevant regulations.	Reviewed annually
Development of in-house administration procedures for admin team		To ensure a professional and efficient admin service is maintained	Reviewed annually

## Working Conditions

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

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

Places of work	% of Time
Office	70%
Exam store	20%
Exam room i.e. hall	10%

**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 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%	
Temperature variations Lack of light Confined space	Working in the exam store	½ hour	Daily	

**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%		
Angry or upset students out of their comfort zone or protective parents	5 minutes	Rarely		

**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%		

<b>6.</b> 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
<b>7.</b> 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	

<b>Authorisation</b>			
I consider that this questionnaire is a fair and accurate statement of the requirements of the job.			
<b>Employee Sign* &amp; Print Name</b>			<b>Date*</b>
<b>Line Manager Sign* &amp; Print Name</b>			<b>Date*</b>