

# Brooke Weston Trust – Job Families

## Job Evaluation Questionnaire

### Job title

Senior IT Technician

### General Questions

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

To support the use of IT within the school environment through maintenance of IT software, hardware and related equipment, and providing support to staff and pupils to ensure administration and learning outcomes are maximised.

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

1. Ongoing system maintenance and trouble-shooting
2. Computer repairs
3. Routine checks on equipment
4. Installing software and maintaining hardware
5. Assessing new equipment/software to be implemented

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

	Main tasks/duties/responsibilities	% of time
1	Ongoing system maintenance and trouble-shooting, including telephony	40%
2	Computer repairs	10%
3	Routine checks on equipment	10%
4	Installing software and maintaining hardware, including imaging computers/laptops	25%
5	Assessing new equipment/software to be implemented	15%

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

	Occasional tasks	How often you do them
1	Technical support for significant events (open days, parents evenings, meetings)	10+ meetings/events per year
2	Support the manager in trialling new systems, carrying out testing where necessary	3-4 times per year
3	In-depth maintenance checks in holiday periods (checking keyboards, mice, AV equipment etc.)	Termly
4	Installation of new IT hardware and software	Termly
5	Access cards – creating and distributing	Annually and as required
6	Running reports on user access, attendance or other custom reports	

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	Basic literacy and numeracy skills for communication, processing orders	GCSE maths and English
(2) Procedural (e.g. procedures instructions for carrying out tasks)	Knowledge required for a range of different procedures for a range of tasks. For example, software installations, changing user account passwords.	Experience, on the job instruction
(3) Equipment (e.g. machines, tools, instruments)	Knowledge of IT equipment to be able to undertake basic repairs to laptops/computers. Familiarity with projectors and AV equipment.	Experience On the job instruction/training
(4) Administrative systems	Knowledge of management information systems (admin rights), word processing, databases	Experience On the job instruction/training Software- specific training
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Awareness and understanding of IT department policies and procedures.	On the job instruction
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Specialist knowledge for broad range of IT systems (hardware and software) e.g. running diagnostics.	Specialist training
(7) Other languages and cultures	n/a	n/a
(8) Other, please specify		

Mental Skills			
This measures what analytical, problem solving and judgement skills you need to do the job. It also looks at creativity and development skills, design, handling people, developing policies and procedures and planning and strategy.			
<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			
A member of staff/student is unable to logon to their account. Analysis required as to why they are unable to logon (has the account been disabled, is it blocked?) and arrive at a suitable solution.			
Example 2			
A member of staff/student is trying to access a website that has been blocked by the internet filter. Assessment as to whether it is safe to allow access and carrying out the procedure to unblock it if appropriate.			
<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.		
Disaster recovery – cause of the issues are pinpointed following investigation and a recommendation is made to the Network Manager or Principal.			
How often do you expect to take a decision or solve a problem of this type (e.g. once a month, twice a year?)			
Two		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:			
Fault in the network – actions taken to view the information on the servers to locate the fault. Follow steps to resolve the issue, provided it is not a major fault. All major faults (which may result in a crash of the entire network) are referred to the Network Manager or offsite support.			
Indicate nature and complexity of information / situation:			
Fairly complex in determining what the fault is and why it is occurring. The implications are big as it could potentially affect all staff and students.			
How do you interpret or analyse the information / situation?			
Analysis of network performance, locating the errors and applying correct procedures to remedy the problem.			
<b>4.</b>	What are the requirements of your job for creative or developmental skills (in the broadest sense e.g. designing a page layout, working out how to deal with a difficult client, drawing up a new policy or procedure?)		
Please rank the following statements according to how typically they apply to the job (1 = most typical, 2 = next most typical etc.) Leave blank any statements which do not apply.			
	The work is designed in such a way that creative and developmental skills are not necessary		
<b>2</b>	The work requires creative skills for solving straightforward problems		
<b>1</b>	The work requires creative and developmental skills for solving varied problems		

<b>3</b>	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			
Request for a particular piece of software to be purchased and rolled out across the school. Consideration of whether this is compatible with BWT policies, Data Protection law, and developing a route by which it can be accessed through the firewall.			
<b>5.</b>	Does your work require you to plan ahead or organise for the future?		
No <input type="checkbox"/>	Go to the next question		
Yes <input checked="" type="checkbox"/>	What period do these planning/organising activities mainly cover? (NB: please note the period over which planning activities take place, not the time-scale for what is planned)	Short term (days, up to weeks)	<input checked="" type="checkbox"/>
		Medium term (months, up to a year)	<input type="checkbox"/>
		Long term (more than a year)	<input type="checkbox"/>
Please give a typical example below:			
Rolling out new software – scheduled in advance so as not to cause interruptions to staff/students, planned from implementation through to end user support.			
<b>6.</b>	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	
n/a		n/a	

## Interpersonal and communication skills

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

<b>1.</b>		
Tick the boxes below to show which forms of interpersonal and communication skills are needed for your job. 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"/>	Basic training for students and staff
Team working skills	<input checked="" type="checkbox"/>	Team-working skills required within own department and across the school/s
Motivational/team leading skills – includes own staff	<input type="checkbox"/>	
Advising, guiding skills	<input checked="" type="checkbox"/>	Provision of advice and guidance for staff/students on IT applications
Persuading, influencing skills	<input type="checkbox"/>	
Counselling skills	<input type="checkbox"/>	
Conciliating skills	<input type="checkbox"/>	
Advocacy skills	<input type="checkbox"/>	
Negotiating skills	<input type="checkbox"/>	
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	Communication with staff/students
Written communication skills	<input checked="" type="checkbox"/>	For providing basic instructions to staff, recording requests on ticketing systems etc.
Oral presentation skills	<input type="checkbox"/>	
Other interpersonal or communication skills	<input checked="" type="checkbox"/>	Professional telephone manner for communicating with visitors and suppliers.
<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.

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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.

<b>1.</b>	Tick 1 box to indicate the keyboard skills needed for your job:		
Required		Used for.	
Not required, or 2-finger operation with no time constraints	<input type="checkbox"/>		
Precision required, keyboard used for some aspects of work	<input type="checkbox"/>		
Precision and speed, keyboard skills integral to main duties	<input type="checkbox"/>		
Considerable precision and speed, keyboard skills e.g. for data input	<input checked="" type="checkbox"/>	Required for systems maintenance, software installations, accurate scripting and programming.	
<b>2.</b>	Tick 1 box to indicate whether driving skills are needed for your job, and state the nature and complexity of the vehicle driven.		
Required		Nature of Vehicle	Purpose of driving
Not required (other than for driving to and from work)	<input type="checkbox"/>		
Normal driving skills e.g. for travel between work locations	<input checked="" type="checkbox"/>	<b>car</b>	<b>between work locations</b>
Other driving skills e.g. for specialist vehicles/plant	<input type="checkbox"/>		
<b>3.</b>	Are there any other forms of physical skill (dexterity, co-ordination or sensory skills) required for your job (e.g. for operating equipment, machinery or tools for preparing food)?		
No	<input type="checkbox"/>	Go to the next section – Initiative and Independence	
Yes	<input checked="" type="checkbox"/>	Complete the table below	
Skill	Used for		Precision / Speed
E.g. Dexterity	Peeling, chopping vegetables		Economical use, portion control, restricted time
Dexterity	Repairs on connections, computers/laptops, rewiring		Precision required
Co-ordination skills	Working on ladders for cabling, light fittings		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.

<b>1.</b>	How do you know what you should be doing each day? Explain briefly below:	
	Determine by assigned work through ticketing system, led by Network Manager (system by which requests for IT assistance are made from staff to the IT team). Higher priority jobs are selected by the IT Technician. Otherwise, tasks are identified whilst undergoing routine checks.	
<b>2.</b>	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
	Internal IT processes and procedures, Trust policies and wider Data Protection legislation.	
<b>3.</b>	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
	Example 1	
	Fault with the smartboard in a classroom i.e. computer not linked to whiteboard. Diagnostics undertaken in order to solve the problem. Testing of software and suggesting alternatives if applicable.	
	Example 2	
	Websites are being blocked by the internet filter – based on knowledge of the internal policies, allow access to the webpage by following the set procedures.	
<b>4.</b>	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
	Example 1	
	There is a major network issue (such as ransom attacks) that cannot be solved with the established procedures – this is referred to the Network Manager.	
	Example 2	
	A member of staff is using computer hardware to access inappropriate information – this is referred to the Network Manager and/or Principal.	
<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
	Regular team meetings	IT Team (including Network Manager)
	Informal catch ups (reporting back of main issues to Network Manager)	Network Manager
	<b>Performance management</b>	<b>Line Manager</b>
		<b>Annual</b>



## Physical Demands

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

<b>1.</b>	Does your job require you to sit in a fixed or constrained position (e.g. sitting at a computer keyboard or in a vehicle driving seat, standing at a drawing board)?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	For what purposes?		
		How long do you have to maintain this position at any one time?		
		And how often?		times per
<b>2.</b>	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		
<b>3.</b>	Does your job require periods of standing and walking beyond normal movement between indoor working area?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	For what purposes?		
		How long are these periods of standing and walking?		
		And how often do they occur?		times per
<b>4.</b>	Does your job require lifting and/or carrying of items or equipment (beyond light office materials, such as pens, pencils and limited quantities of paper)?			
No	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%
Moving full computer units	5kg	Variable – across school site	10 mins	20% per day
Server moving/fitting	20kg	Variable – within school site	Variable	5% per year Infrequent
UPS power supply	50kg	Variable – within school site	Variable	5% per year Infrequent
Deliveries (toners, parts)	1-10kg	Variable – across school site	Variable	Weekly

Whiteboards, furniture, projectors, computers, laptops	Variable	Variable (no more than 100m)	15 mins	Ongoing
<b>5.</b>	Does your job require pushing and/or pulling of items or equipment?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	Complete the table below:		
What and why	How heavy	How far	For how long	How often % working time
<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%	
Laying on floor	Working under workstations for cabling, to reach switches and equipment etc.	10-15 minutes	1 per week – 10%	
Kneeling	Working in roof spaces or on the floor for cabling, general maintenance of equipment	20 mins at any one time	Weekly – 20%	
Stretched in an awkward position	To fix screens, fixing switches to patch panels	20 mins at any one time	Weekly – 10%	
<b>8.</b>	Does your job involve any other form of physical demand?			
Physical demand	Why	For how long	How often % working time	

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**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  Go to the next question

Yes  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 attention	Supervision of IT monitoring systems to ensure safe use of systems	30 mins at any one time	Daily – 20%
Visual and listening attention	AV – Adjusting sound and lighting in theatre	1 hour at any one time	Weekly – 10%
Sensory attention	Ensuring optimum environmental conditions for server maintenance	10-15 mins at any one time	Weekly – 10%
Visual and listening attention	Management of servers, back up checks – lights to indicate it is operational	5 mins at any one time	Daily – 5%

**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  Go to the next question

Yes  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%
Mental attention	Data entry, server updates Laptop imaging	Up to an hour Up to 3 hours	1-2 per week Once per month

Concentration for repairing equipment	Ensuring equipment is working	Up to an hour at any one time	5 x per year during vacation periods
Concentration for solving problems with IT equipment	Ensuring AV is operational and does not impact on T&L	Up to 30 mins at any one time	Daily – 40%
Concentration for report writing, building spreadsheets, preparing and delivering training	Developing IT vision for the school, building systems for management of data	Up to 2 hours at any one time	Monthly or as and when
Mental concentration and focus	Setting up student profiles (new intake)	Up to 2 hours at any one time	Annually (or as and when)

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

No  Go to the next question

Yes  Complete the table below:

Form of work related pressure	Source	For how long	How often % working time
E.g. Telephone interruptions (e.g. to clerical tasks)	Suppliers, other staff	2-20 mins per call	10-20 times per day
Regular interruptions from staff/students with IT issues	Staff, students	2-20 mins	15-25 times per day
Conflicting priorities with ticketing system and SLT	Staff, students, expectations from manager	Up to 20 requests, 5 from IT Manager/Director	Daily requests
Deadlines from manager	e.g. Rollout of software updates	Up to 20 requests	Deadlines are ongoing, some daily, some over a period of weeks

**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

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## Emotional Demands

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

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

Yes

Please give examples.

No

2. These people – who are they?

Cause of emotional stress or upset

Frequency of stress (daily/monthly/etc.)

<b>3.</b>	Does your job involve any other form of emotional demand?		
No	<input checked="" type="checkbox"/>	Go to the next section – Responsibility for People	
Yes	<input type="checkbox"/>	Compete the table below:	
Emotional Demand	Why	For how long	How often

## Responsibility for People – Wellbeing

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

<b>1.</b>	Do you undertake any tasks or duties which have a direct impact on people?		
No	<input type="checkbox"/>	Go to the next section – Responsibility for Supervision/Direction/Co-ordination of Employees	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Task / Duty	Who benefits	How people benefit	
E.g. Preparing and serving meals	Pupils and staff	Regular nutritious meals maintaining health of pupils and staff	
Safety testing on electrical equipment	Staff and students	Health and safety	
e-safety procedures (blocking particular websites, provision of IT advice)	Students	Wellbeing, safeguarding of students	
Maintaining network security, restricting access to inappropriate websites	Staff, students, visitors	Safeguarding and cyber-security	
<b>2.</b>	Are any people reliant, i.e. personally dependent, on you for their care and welfare?		
No	<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/> Complete the table below:
Reliant people (who benefit)	Needs of reliant people (how people benefit)	What done for reliant people (task/duty)	
E.g. SEN students	Physical and social support	Food preparation, bathing, and talking to students including assessing their needs and state of health.	
<b>3.</b>	Do you implement, or enforce (i.e. have formal responsibility for initiating prosecution against failures to comply) any Statutory Regulations which have a direct impact on the health, safety or wellbeing of people?		
No	<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/> Complete the table below:
(A) Implement	Who direct impact on	Nature of impact	

E.g. Implement food regulations	People eating in public places	Ensuring health of people through maintenance of food hygiene standards
(B) Enforce	Who direct impact on	Nature of impact
<b>4.</b> Do you have other responsibilities, not listed above, which impact on the wellbeing of people? For example development of policies or providing advice, guidance or interpretation of procedures or regulations which impact on the wellbeing of people. (Only include within this answer any responsibility that has as its main focus the wellbeing of people.)		
Responsibility	Nature of Impact	Who impact on
<b>5.</b> Do you have any other responsibilities for people, including health and safety?		
Other responsibilities	Who benefits	How benefit
Setting up equipment in a safe manner for events (i.e. cables set up discretely, not blocking of fire exits)	Visitors, staff, students	Health and safety

#### 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	
IT apprentices		Demonstrating, guiding and training inexperienced employees on basic tasks.		As required (for induction purposes)	
<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:	<b>S</b> = 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	
<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		

Advice and guidance to staff on implications of data protection, safeguarding, social media	Efficient use of IT equipment and ensuring compliance with statutory regulations	All staff, students and visitors.
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### 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.

<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
Computerised MIS containing staff/student records	Maintain information in a safe, confidential, accurate and up to date manner.	Daily
Maintenance of server which holds all school documents	As above.	As above.
<b>2.</b>	Do you adapt, design or develop any information systems?	
No	<input type="checkbox"/>	Go to the next question
Yes	<input checked="" type="checkbox"/>	Complete the table below:
Information system (type & size)	How adapt/design	How often
E.g. Departmental accounts system with 500 cost centres and 100 cost codes	Draw up specification for information to be held and analysis requirements for programmer to execute	Once a year
Adaptation of existing information systems in line with school requirements Building of new information systems (i.e. digitalised student registration, resources booking system, digital reply slips)	Analyse current system, identify possible improvement and develop programme to improve.  Request specification from staff member and execute.	As required (no more than quarterly)
<b>3.</b>	Do you use any office or other equipment, tools or instruments, or vehicles, plant and machinery?	
No	<input type="checkbox"/>	Go to the next question
Yes	<input checked="" type="checkbox"/>	Complete the table below:
Equipment etc. used	Nature of use and responsibility	How often
E.g. Mower, rotovator and hedgecutter (£1500) Garden tools and wheelbarrow (£500)	Use and general cleaning and greasing as necessary Use and general cleaning	Daily
IT repair toolkit All IT infrastructure AV specialist equipment – e.g. mixing desk, sound recording	Responsible for use, maintenance, care replenishment of all IT equipment	Daily
<b>4.</b>	Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?	

No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Building / Location	Nature of responsibility	How often	
E.g. School site	Inspection of cleaning	Daily	
<b>5.</b>	Are you responsible for the adaptation, development or design of land, buildings, other construction works or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Land / Building etc.	Nature of responsibility	How often	
E.g. Gardens – 1 acre	Landscaping of borders	Twice per year	
<b>6.</b>	Are you responsible for the security of any buildings, external locations or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Building / External Location	Nature of responsibility	How often	
E.g. 15 multipurpose inside and outside sports centres (£15m)	Draw up, and ensure compliance with security policy for the centres, their contents and users	Daily on an ongoing basis	
<b>7.</b>	Do you order or control the stock of any equipment or supplied?		
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>	Complete the table below:
Equipment/supplies ordered or controlled	Value	How often	
E.g. Ordering and stock control or departmental stationery from central supplies	£15000 pa	Monthly order	
Ordering IT consumables (sundries, keyboards, toner, lamps) (authorised by manager)	£2k	Termly	
<b>8.</b>	Are you responsible for any personal possessions of others?		
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Personal possessions	Nature of responsibility	How often	
<b>9.</b>	Are you responsible for the planning of purchasing and the development of physical resources?		

No <input 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 type="checkbox"/>	Go to the next section – Working Conditions	Yes <input checked="" type="checkbox"/>	Complete the table below:
What	Nature of responsibility		How often
Advice/guidance provided on use, maintenance and safety of computerised personal data in line with established data protection and safeguarding policies.	Advising on safe and proper use of data for students and staff.		Daily

Working Conditions			
This factor measures any exposure to unpleasant working conditions, for example dirt, dust, heat and cold.			
1.	What kind of places do you normally work in? (e.g. office, clients' homes, public library, council parks and gardens, vehicle). Give approximate % of time.		
Places of work			% of Time
Office/classroom environment.			100%
2.	If you work outside, are you required to do so in all weather conditions?		
Yes	<input type="checkbox"/>	Go to the next question	
No	<input checked="" type="checkbox"/>	When are you not required to work outdoors?	
3.	Do you experience any unpleasant environmental working conditions? (e.g. dust, dirt, temperature extremes and variations, humidity, noise, vibration, fumes, smells, steam, smoke, grease, oil, confined spaces, cramped conditions)?		
No	<input 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
E.g. Noise		Children shouting in a playground	½ hour
Noise		Sound testing or recording	1 hour
Dust		Maintenance of equipment	30 mins
Noise		Movement of students	Up to 30 mins
Noise/temperature		Working in server room	30 mins
How often - % working time			
			Approx 15%
			Weekly
			Weekly
			Daily
			5x per year, or daily 5 mins at a time
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"/> 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%
Abusive language from students		1-2 mins	1-2 times per week
5.	Do you encounter any hazards in your job?		
No	<input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/> Complete the table below:
Hazard		How long at any one time	How often - % working time
E.g. Being cut when cleaning lawn mower blades		10 minutes	Once a day – 1-2%
Electrocution when dealing with cabling, electrical sockets.		Minutes	Weekly – 20%

<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"/>	Complete the table below:
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 type="checkbox"/>	Questionnaire Complete	Yes <input checked="" type="checkbox"/>	Complete the table below:
What	Why	How long at any one time	How often - % working time
Steel toe-capped boots	Heavy lifting	During movement of heaving items	5% per year (infrequent)

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