

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

Curriculum Support Officer (level 2)

General Questions

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

To provide cover in the absence of a teacher by supervising students who are carrying out work set by the teacher. To deliver timetabled classes to students, involving planning for lessons, preparation of resources, marking and assessing work.

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

| | |
|---|------------------|
| Provide cover for lessons where a teacher is absent, ensuring set pieces of work are completed Planning for timetabled lessons, with follow-up actions such as marking and assessing. Responsibility for supervising students whilst in lessons, involving behaviour management in line with agreed the academy's behaviour management system Delivering lessons to students | % of time |
|---|------------------|

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

| | Main tasks/duties/responsibilities | % of time |
|---|---|-----------|
| 1 | Provide cover for lessons where a teacher is absent, ensuring set pieces of work are completed | 25% |
| 2 | Planning for timetabled lessons, with follow-up actions such as marking and assessing. | 25% |
| 3 | Responsibility for supervising students whilst in lessons, involving behaviour management in line with agreed the academy's behaviour management system | 25% |
| 4 | Delivering lessons to students | 25% |

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 | Attending trips/visits with students | Annually/as required |
| 2 | School duties – monitoring detention, bus duties | Scheduled throughout the week |
| 3 | Tutor group responsibilities | Ongoing |
| 4 | Attending intake days/parents evenings | Annually/as required |

| 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 | Numeracy and literacy skills to be able to deliver lessons to a range of students. Literacy skills required for preparation of resources, lesson planning, marking and assessing work. | GCSE maths and English |
| (2) Procedural (e.g. procedures instructions for carrying out tasks) | In-depth understanding of delivery of curriculum within school. Understanding of assessment procedures. Understanding of behaviour management system and student care procedures. Knowledge of how to plan a lesson, knowing how to differentiate, subject knowledge of timetabled subject. | GCSE qualifications On the job training/shadowing others Previous experience – minimum 1 year |
| (3) Equipment (e.g. machines, tools, instruments) | Awareness of DT equipment, food hygiene | Food hygiene certificate |
| (4) Administrative systems | Management information system Assessment records, CPOMS Microsoft Office package | On the job training and experience |
| (5) Organisational (e.g. own and other sections/departments), including arrangements and policies | Understanding of department in which based (for timetabled classes) – understanding schemes of learning. In-depth understanding of the school day (structure, timetable). | On the job experience |
| (6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge | Specialist subject knowledge. Understanding of how to differentiate to support needs of all groups of students i.e. SEN, EAL | Specific in house training for SEN, EAL On the job training and experience. |
| (7) Other languages and cultures | Understanding/awareness of, preparing resources for students to differentiate lessons (i.e. availability of dictionaries) | On the job experience |

| | | | |
|-----|-----------------------|--|--|
| (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

Decisions are made on a daily basis how to deal with behaviour issues, in line with the academy's established behaviour management system.

Example 2

Recommendations made on a daily basis of what to teach the students, based on the interpretation of the schemes of work set by the Head of Department. This will involve designing how the lesson will be delivered, ensuring that learning objectives are met.

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

If there was a concern about a student who was not meeting their targets or having difficulty engaging in lessons, postholder would make a recommendation to the Head of Department on other interventions or strategies that could be put in place to support the student i.e. 1.1 intervention, recommendation to get assessed by SEN department.

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

Term

3. Do you ever have to interpret or analyse information or situations in order to make a decision or recommendation, or to solve a problem?

No

Go to the next question

Yes

Give an example in the box below:

Example of decision / recommendation / problem:

There are behaviour issues in the classroom by a particular student refusing to engage.

Indicate nature and complexity of information / situation:

This can be complex as the behaviour could disturb the learning of others. Complex as postholder is required to deescalate the situation whilst continuing teaching.

How do you interpret or analyse the information / situation?

Postholder will assess the impact of the student on the overall climate of the classroom, if it is out of hand another member of staff can be called to support. Alternatively, postholder can keep the student calm without drawing too much attention to their behaviour and continue with the lesson.

| | | | |
|--|---|--|--|
| 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 | | |
| 3 | 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 | | | |
| The postholder will plan a lesson but a new student may arrive with EAL needs which had not been accounted for as part of the lesson plan. Postholder would need to be creative on the spot to adapt their lesson to ensure this student can be engaged in the activities. | | | |
| 5. | Does your work require you to plan ahead or organise for the future? | | |
| No <input type="checkbox"/> | Go to the next question | | |
| Yes <input checked="" type="checkbox"/> | What period do these planning/organising activities mainly cover? (NB: please note the period over which planning activities take place, not the time-scale for what is planned) | Short term (days, up to weeks) <input checked="" type="checkbox"/> Medium term (months, up to a year) <input type="checkbox"/> Long term (more than a year) <input type="checkbox"/> | |
| Please give a typical example below: | | | |
| Short term – lesson planning takes days to organise. | | | |
| 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 | |
| | | | |

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"/> | Care for students, pastoral role as form tutor |
| Training skills | <input type="checkbox"/> | |
| Team working skills | <input checked="" type="checkbox"/> | Working alongside colleagues in the department and across the school |
| Motivational/team leading skills – includes own staff | <input checked="" type="checkbox"/> | Working as part of a team |
| Advising, guiding skills | <input checked="" type="checkbox"/> | Providing advice and guidance to students to assist with completion of work, advice to TA on support required during lessons |
| Persuading, influencing skills | <input checked="" type="checkbox"/> | Use of skills with students to encourage them to complete work |
| Counselling skills | <input checked="" type="checkbox"/> | Supporting students with personal issues or issues with school work |
| Conciliating skills | <input checked="" type="checkbox"/> | Mediation between students to deescalate situations |
| Advocacy skills | <input checked="" type="checkbox"/> | Ability to communicate effectively |
| Negotiating skills | <input checked="" type="checkbox"/> | Use of skills with students to encourage them to complete work |
| Oral (spoken) communication skills | <input checked="" type="checkbox"/> | Used for delivery of lessons |
| Written communication skills | <input checked="" type="checkbox"/> | Used for preparing resources, lesson planning, developing PowerPoint presentations |
| Oral presentation skills | <input checked="" type="checkbox"/> | Used for delivery of lessons |
| 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 Go to the next section – Physical Skills

Yes Complete the table below

| Form of sign language | Used to communicate with | Used for |
|-----------------------|--------------------------|----------|
| | | |

Physical skills

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

| | | | |
|---|---|--|--|
| 1. | Tick 1 box to indicate the keyboard skills needed for your job: | | |
| Required | | Used for. | |
| Not required, or 2-finger operation with no time constraints | <input type="checkbox"/> | | |
| Precision required, keyboard used for some aspects of work | <input type="checkbox"/> | | |
| Precision and speed, keyboard skills integral to main duties | <input checked="" type="checkbox"/> | Used for planning lessons, completing research for lessons, emailing staff. No requirement for typing qualification. | |
| Considerable precision and speed, keyboard skills e.g. for data input | <input type="checkbox"/> | | |
| 2. | Tick 1 box to indicate whether driving skills are needed for your job, and state the nature and complexity of the vehicle driven. | | |
| Required | | Nature of Vehicle | Purpose of driving |
| Not required (other than for driving to and from work) | <input checked="" type="checkbox"/> | | |
| Normal driving skills e.g. for travel between work locations | <input type="checkbox"/> | | |
| Other driving skills e.g. for specialist vehicles/plant | <input type="checkbox"/> | | |
| 3. | Are there any other forms of physical skill (dexterity, co-ordination or sensory skills) required for your job (e.g. for operating equipment, machinery or tools for preparing food)? | | |
| No | <input checked="" type="checkbox"/> | Go to the next section – Initiative and Independence | |
| Yes | <input type="checkbox"/> | Complete the table below | |
| Skill | Used for | | Precision / Speed |
| E.g. Dexterity | Peeling, chopping vegetables | | Economical use, portion control, restricted time |
| | | | |
| | | | |
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| | | | |
| | | | |

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: | |
| | When supplying cover for an absent teacher, postholder is directed on what work to cover in that lesson. With own timetabled lessons, postholder develops lessons, prepares resources, and completes follow up marking/assessment in line with the overall schemes of work prepared by the Head of Department. | |
| 2. | What instructions, procedures, policies, legislation, govern you work? Explain briefly below: | |
| | Postholder works as per schemes of learning (ensuring lesson objectives are met), which are set by the Head of Department. Postholder is also governed by school procedures and policies. | |
| 3. | Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager. | |
| | Example 1 | |
| | Behaviour management – when in lesson, postholder would make regular decisions on how to deal with behavioural issues in line with the academy’s behaviour management system, deciding which appropriate action would need to be taken (i.e. involvement of another member of staff, isolation). | |
| | Example 2 | |
| | Postholder would make decisions to adapt content of lessons for timetabled classes, depending on the needs of the students. Postholder adapts lesson plans and style of delivery depending on how students are engaging with the subject. | |
| 4. | Give 2 examples of problems or decisions you would refer to your supervisor or manager: | |
| | Example 1 | |
| | Where there was an issue with a student not meeting their targets, and all resources and strategies of the postholder had been exhausted, postholder would refer to Head of Department for further advice or to deal with the issue themselves. | |
| | Example 2 | |
| | Where there is difficulty building a relationship with a student and behaviour becomes a big issue which is unmanageable, postholder would refer to Head of Department to request moving to another class or for the Head of Department to deal with the issue themselves. | |
| 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 |

| | | |
|------------------------|-----------------------------------|---|
| Planning meetings | Line manager (Head of Department) | Fortnightly but access to when required |
| Performance management | Line manager (Head of Department) | Annually |
| | | |
| | | |

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 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 |
| 2. | Does your job involve any other physical demands? | | | |
| No | <input checked="" type="checkbox"/> | Go to the next section – Mental Demands | | |
| Yes | <input type="checkbox"/> | Go to the next question | | |
| 3. | Does your job require periods of standing and walking beyond normal movement between indoor working area? | | | |
| No | <input type="checkbox"/> | Go to the next question | | |
| Yes | <input checked="" type="checkbox"/> | For what purposes? | Walking around the classroom | |
| | | How long are these periods of standing and walking? | Up to an hour | |
| | | And how often do they occur? | 4 | times per |
| 4. | Does your job require lifting and/or carrying of items or equipment (beyond light office materials, such as pens, pencils and limited quantities of paper)? | | | |
| No | <input checked="" type="checkbox"/> | Go to the next question | | |
| Yes | <input type="checkbox"/> | Complete the table below: | | |
| What and why | How heavy | How far | For how long | How often % working time |
| E.g. bucket of water, for floor washing | 5 kg? | 50m (up flight of stairs) | 5 mins | 1 per day – 2% |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| 5. | Does your job require pushing and/or pulling of items or equipment? | | | |

| | | | | | |
|-----------------|---|---|--------------|--------------------------|--------------------------|
| No | <input checked="" type="checkbox"/> | Go to the next question | | | |
| Yes | <input type="checkbox"/> | Complete the table below: | | | |
| What and why | | How heavy | How far | For how long | How often % working time |
| | | | | | |
| | | | | | |
| 6. | Does your job require rubbing, scrubbing, digging or similar form of physical effort? | | | | |
| No | <input checked="" type="checkbox"/> | Go to the next question | | | |
| Yes | <input type="checkbox"/> | Which of these, and for what purposes? | | | |
| | | How long at any one time do you rub and/or scrub, dig or similar? | | | |
| | | And how often? | | | |
| 7. | Does your job require working in an awkward position (e.g. crouching, kneeling)? | | | | |
| No | <input 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% | |
| Crouching | | Assist students with their work | 5-10 mins | Up to 5x 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 | Monitoring behaviour of students under postholder’s supervision | Between 1-2 hours | 4 per day (each lesson) |
| | | | |
| | | | |
| 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% |
| Enhanced mental attention | Marking student work and assessments for timetabled classes | 2-3 hours | Every half term |
| Concentrated mental attention | Preparing presentations for lessons, reviewing student outcomes and data | Up to an hour | Daily |
| | | | |
| 3. | Is your job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands? | | |
| No | <input type="checkbox"/> | Go to the next question | |

Yes 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 deadlines | Marking work, assessment deadlines, ensuring resourced and planned for lessons | Ongoing | Every half term for assessment. Daily for lesson planning |
| Frequent interruptions | Safeguarding issues | Up to 10 mins | Once a week |

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 with additional needs

Exposure to students with difficult family backgrounds, additional needs, emotional issues. Supporting the social, emotional and mental health of students.

Daily

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

No



Go to the next section – Responsibility for People

Yes



Complete the table below:

| Emotional Demand | Why | For how long | How often |
|------------------|-----|--------------|-----------|
| | | | |
| | | | |

Responsibility for People – Wellbeing

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

| | | | |
|--|---|---|---|
| 1. | Do you undertake any tasks or duties which have a direct impact on people? | | |
| No | <input type="checkbox"/> | Go to the next section – Responsibility for Supervision/Direction/Co-ordination of Employees | |
| Yes | <input 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 | |
| To cover the lessons when the teachers are absent/delivery of timetabled lessons | The students, and the teachers who need their lessons covering | The staff and the students | |
| General duty of care to provide a supportive & caring learning environment | Pupils | Learning environment where they feel confident, safe and secure to allow them to develop and learn. More accessible curriculum and better learning outcomes | |
| 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 | Point of contact for safeguarding concerns | Ensure any nagging doubts or concerns are shared with designated safeguarding colleagues to ensure safety of students | |
| | | | |
| 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 |
| Management of classroom – responsible member of staff to handle welfare concerns | | Maintaining a safe and secure learning environment | Students |
| 5. | Do you have any other responsibilities for people, including health and safety? | | |
| Other responsibilities | | Who benefits | How benefit |
| Ensure H&S policy is followed within the lesson | | Students | Appropriate procedures relating to handling of chemicals, science/DT equipment are followed, ensuring their 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 |
| new colleagues | | demonstrating own duties | as and when |
| 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 | |
| Shadowing colleagues | Sharing best practice | Teaching staff in the department, fellow Curriculum Support Officers | |

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 |
| Student registers Student records Data/assessment tracking information | Ensure completed, submitted and accurate Ensure accurate, up to date, secure, confidential Ensure accurate, up to date, secure, confidential | | Every lesson Daily Daily |
| 2. | Do you adapt, design or develop any information systems? | | |
| No | <input checked="" type="checkbox"/> | Go to the next question | |
| Yes | <input type="checkbox"/> | Complete the table below: | |
| Information system (type & size) | How adapt/design | | How often |
| E.g. Departmental accounts system with 500 cost centres and 100 cost codes | Draw up specification for information to be held and analysis requirements for programmer to execute | | Once a year |
| | | | |
| 3. | Do you use any office or other equipment, tools or instruments, or vehicles, plant and machinery? | | |
| No | <input checked="" type="checkbox"/> | Go to the next question | |
| Yes | <input 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 |
| Basic office equipment | | | |
| 4. | Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent? | | |
| No | <input checked="" type="checkbox"/> | Go to the next question | Yes <input type="checkbox"/> Complete the table below: |

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

| | | | | |
|--|--|--|------------------------------|---------------------------|
| | | | | |
| 9. | Are you responsible for the planning of purchasing and the development of physical resources? | | | |
| No <input checked="" type="checkbox"/> | Go to the next question | | Yes <input type="checkbox"/> | Complete the table below: |
| Physical resources | Planning responsibility | | | How often |
| E.g. Food for schools | Securing most economical purchase of food to appropriate quality standards in accordance with procurement procedures | | | Continuously |
| | | | | |
| 10. | Do you have any other form of responsibility for physical resources, for example, developing policies or procedures in relation to physical resources, or providing advice, guidance or interpretation of policies and procedures? | | | |
| No <input checked="" type="checkbox"/> | Go to the next section – Working Conditions | | Yes <input type="checkbox"/> | Complete the table below: |
| What | Nature of responsibility | | | How often |
| | | | | |

Working Conditions

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

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

| Places of work | % of Time |
|------------------------------|-----------|
| Office/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"/> | Compete the table below: |
|--|-----------------------------------|--------------------------|------------------------------|--------------------------|
| Environmental working condition | Nature | How long at any one time | How often - % working time | |
| E.g. Noise | Children shouting in a playground | ½ hour | Approx 15% | |
| | | | | |

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

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

5. Do you encounter any hazards in your job?

| No <input checked="" type="checkbox"/> | Go to the next question | | Yes <input type="checkbox"/> | Compete the table below: |
|--|--------------------------|----------------------------|------------------------------|--------------------------|
| Hazard | How long at any one time | How often - % working time | | |
| E.g. Being cut when cleaning lawn mower blades | 10 minutes | Once a day – 1-2% | | |

| | | | | | |
|---|--|-------------------------|--------------------------|------------------------------|----------------------------|
| | | | | | |
| 6. Do you encounter any other disagreeable or unpleasant working conditions in your job? | | | | | |
| No <input checked="" type="checkbox"/> | | Go to the next question | | Yes <input type="checkbox"/> | |
| What and Nature | | | How long at any one time | | How often - % working time |
| | | | | | |
| 7. Do you wear any form of protective clothing to carry out your job? | | | | | |
| No <input checked="" type="checkbox"/> | | Questionnaire Complete | | Yes <input type="checkbox"/> | |
| What | | Why | | How long at any one time | |
| | | | | | |

| Authorisation | | | |
|---|--|--|--------------|
| I consider that this questionnaire is a fair and accurate statement of the requirements of the job. | | | |
| Employee Sign* & Print Name | | | Date* |
| Line Manager Sign* & Print Name | | | Date* |