

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

Curriculum Support Officer

General Questions

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

To cover in the absence of a teacher by supervising pupils who are carrying out work set out by the teacher in advance.

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

To ensure that the work set by the teachers is delivered to the students. To deal with class behaviour, or any other emergencies which may occur in the class room. To ensure that students have the correct equipment and materials they need to enable them to complete their lessons work.	% of time
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Roughly, what percentage of time do you spend on each?

	Main tasks/duties/responsibilities	% of time
1	Supervision of Students	10%
2	Behaviour Management	10%
3	Encouraging/helping students in the classroom, preparation of resources	20%
5	Delivering Lessons	60%

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	Assistance with planning school events, other administrative tasks	Once a year
2	Allocating car parking spaces for students, providing them with car parking permits.	Once a year
3	Timetabled lessons, including planning, marking	As and when
4	One to one student support	As and when
5	Support teachers with assistance in larger classes with behavioural needs	As and when
6	Support in the academy's internal isolation room	As and when

	7	Any other duties required by the academy e.g. support in detentions, homework club, bus duty	As and when required	
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1. What knowledge is needed to be able to do your job properly under the listed headings and how is the knowledge normally acquired?		
Type of knowledge	What knowledge needed and for what purpose	How normally acquired
E.g. Procedural	Processing an order for stationery	On the job instruction and experience – minimum 1 year
(1) Literacy and numeracy	Good literacy and numeracy skills to support students with their work. Good literacy skills in particular for interpreting written instructions from teachers/Head of Department	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.	On the job training (staff training, peer support, shared resources) Previous experience – 1 year
(3) Equipment (e.g. machines, tools, instruments)	Basic office equipment. Understanding and safe use of science and DT equipment	On the job training
(4) Administrative systems	Microsoft Office package Use of management information system and other school databases.	On the job training
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	In-depth understanding of the school day (structure, timetable). Understanding of trips and visits schedule and policies.	On the job training (peer support, policies and procedures)
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Knowledge of school curriculum, assessment procedures and behaviour management system. Understanding of safeguarding procedures. Knowledge of how to teach effectively to engage students of all ability types.	On the job training (peer support, policies and procedures)
(7) Other languages and cultures	Awareness and understanding of a range of languages, cultures and religious beliefs.	On the job training (peer support, shared resources)

(8)	Other, please specify		
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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

Postholder makes regular decisions on how to keep the students on task with their subject work

Example 2

Postholder is problem solving regularly when dealing with various behavioural and educational needs of students.

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

When the lesson is not compatible for the students postholder makes the decision to re-arrange the lesson work allocated assist the students.

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 day

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:

Postholder solves problems of students not understanding the lesson.

Indicate nature and complexity of information / situation:

Keeping confidence regarding the students information.

How do you interpret or analyse the information / situation?

Talking with the students to identify what the issues are and what possible routes can be taken to assist the student.

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		
2	The work requires creative skills for solving straightforward problems		
1	The work requires creative and developmental skills for solving varied problems		
3	The work requires creative and developmental skills for solving difficult problems		
4	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			
Postholder is required to think on their feet to deliver a good lesson for the students, in line with the scheme of work supplied by the classroom teacher/Head of Department.			
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:			
Planning/organising required on a short-term basis for the delivery of lessons.			
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 type="checkbox"/>	
Training skills	<input checked="" type="checkbox"/>	Training/delivery of lessons to students
Team working skills	<input checked="" type="checkbox"/>	Working across the school with a range of different departments to support their cover requirements, working with cover team
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/>	Team-leading skills(team of cover supervisors)
Advising, guiding skills	<input checked="" type="checkbox"/>	To advise and guide the students on the work that has been allocated
Persuading, influencing skills	<input checked="" type="checkbox"/>	Encourage the class to complete their work, influencing good behaviour of students
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"/>	Effective oral communication with students to deliver lessons, liaising with staff over cover requirements, external agencies
Written communication skills	<input checked="" type="checkbox"/>	Delivery of lessons, communicating with staff and parents, interpreting written instructions, providing written information on student performance
Oral presentation skills	<input checked="" type="checkbox"/>	Delivery of lessons
Other interpersonal or communication skills		
2.	Are you required to use a language (oral or written) other than English?	
No	<input type="checkbox"/>	Go to the next question
Yes	<input checked="" type="checkbox"/>	Complete the table below

Language	Used to communicate with.	Used for.
Various	Students	Delivery of cover lessons with the Modern Foreign Languages department
3.	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.

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

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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:

Postholder is provided with a daily brief on what lessons need to be covered, the year group, class and subject to teach. Postholder is provided with lesson materials to deliver to students. Postholder will communicate and feed back to staff regarding their lessons.

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

Clear instructions are provided by the classroom teacher. 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

Where the postholder has been given cover work which is not suitable for the class, postholder will make a decision to adapt the lesson to suit the needs of the students. No reference will be made to the manager but they may be informed afterwards.

Example 2

In line with the behaviour management policy, postholder may discipline a student who is behaving poorly and encourage them to behave in a more appropriate manner.

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

Example 1

When the postholder is unable to provide lesson cover due to the work set by the classroom teacher, a referral is made to the supervisor.

Example 2

Any safeguarding concerns are referred to the manager or appropriate school personnel who deal with safeguarding.

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)
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E.g. Regular team meetings	Supervisor – Senior Social Worker	Every 2 weeks
Daily direction of work	Line manager	Daily
Performance management	Line manager	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?	see TA JEQ		
		How long are these periods of standing and walking?			
		And how often do they occur?		times per	
4.	Does your job require lifting and/or carrying of items or equipment (beyond light office materials, such as pens, pencils and limited quantities of paper)?				
No	<input type="checkbox"/>	Go to the next question			
Yes	<input checked="" type="checkbox"/>	Complete the table below:			
What and why		How heavy	How far	For how long	How often % working time
E.g. bucket of water, for floor washing		5 kg?	50m (up flight of stairs)	5 mins	1 per day – 2%
Laptops, chargers, other resources		5kg	50m	5 mins	daily
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 checked="" type="checkbox"/>	Go to the next question			
Yes	<input 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%	
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	Up to 5 ½ hours	Daily
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 checked="" type="checkbox"/>	Go to the next question	
Yes	<input 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%
Mental concentration	Monitoring attendance figures, taking registers	up to 30 mins	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 <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	2-10 minutes	5 times per day
conflicting demands	responding to the needs of all students	during lesson	daily
4.	Does your job involve any other form of mental demand?		
No <input type="checkbox"/>	Go to the next section – Emotional Demands		
Yes <input checked="" type="checkbox"/>	Compete the table below:		
Mental Demand	Source	For how long	How often % working time
Confidence to deliver the curriculum/lessons across all year groups and all curriculum areas	Access to the relevant knowledge, skills and understanding required to be able to deliver the lessons effectively	Every lesson	20% working day (per lesson)

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
Stress	Challenging demands – resources not prepared, changing room booking	Up to 30 mins	Daily

Responsibility for People – Wellbeing

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

1.	Do you undertake any tasks or duties which have a direct impact on people?		
No	<input type="checkbox"/>	Go to the next section – Responsibility for Supervision/Direction/Co-ordination of Employees	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Task / Duty	Who benefits	How people benefit	
E.g. Preparing and serving meals	Pupils and staff	Regular nutritious meals maintaining health of pupils and staff	
To cover the lessons when the teachers are absent	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 checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/> Complete the table below:
Reliant people (who benefit)	Needs of reliant people (how people benefit)	What done for reliant people (task/duty)	
E.g. SEN students	Physical and social support	Food preparation, bathing, and talking to students including assessing their needs and state of health.	
3.	Do you implement, or enforce (i.e. have formal responsibility for initiating prosecution against failures to comply) any Statutory Regulations which have a direct impact on the health, safety or wellbeing of people?		
No	<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/> Complete the table below:
(A) Implement	Who direct impact on	Nature of impact	

E.g. Implement food regulations	People eating in public places	Ensuring health of people through maintenance of food hygiene standards
(B) Enforce	Who direct impact on	Nature of impact
4.	Do you have other responsibilities, not listed above, which impact on the wellbeing of people? For example development of policies or providing advice, guidance or interpretation of procedures or regulations which impact on the wellbeing of people. (Only include within this answer any responsibility that has as its main focus the wellbeing of people.)	
Responsibility	Nature of Impact	Who impact on
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 checked="" 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

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
Maintaining computer records of lesson plans provided by teachers. Update of management information system or behaviour management information system and registers	Ensuring records are up to date and maintained confidentially and securely	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"/>
Building / Location			How often
Nature of responsibility			Complete the table below:
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"/>
Land / Building etc.			How often
Nature of responsibility			Complete the table below:
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"/>
Building / External Location			How often
Nature of responsibility			Complete the table below:
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"/>
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	95%
Outside – whilst on duty	5%

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

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

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%		
Angry/poor behaviour from students	2-5 minutes	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*