

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

Site Supervisor

General Questions

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

To be responsible, under the direction of the Site Manager, for the day-to-day maintenance and security of the school premises and site, ensuring a safe working environment.

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

Responding to and fixing reported faulted Unlocking / securing buildings Administration and paperwork, including procurement and compliance issues Routine/scheduled checks & maintenance, ensuring the safety, compliance, health and safety and functionality of the estate Coordination of contractors for repair and maintenance Supervising colleagues / cleaning team Porterage and room set up Transport coordination	% of time
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Roughly, what percentage of time do you spend on each?

	Main tasks/duties/responsibilities	% of time
1	Responding to and fixing reported faulted Unlocking / securing buildings	40% 5%
2	Administration and paperwork , including procurement and compliance issues Routine/scheduled checks & maintenance, ensuring the safety, compliance, health and safety and functionality of the estate	10% 20%
3	Coordination of contractors for repair and maintenance	10%
4	Supervising colleagues / cleaning team	5%
5	Porterage and room set up	5%
6	Transport coordination	5%

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	Assist with events and open evenings, including traffic management in car park	3 per year
2	Vehicle checks, repairs and maintenance	5 per year

	3	Transporting students & staff	Once per day with the occasional day trip	
	4			

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 knowledge to ensure safe working practices adhered to, including the implementation of polices and procedures for maintenance and recording of information.	GCSE English and match or equivalent
(2) Procedural (e.g. procedures instructions for carrying out tasks)	Sound knowledge of all operating procedures relating to fixtures, fittings, machinery and equipment for safe use. Also knowledge of H&S / professional practice policies	Accreditation were required (e.g. COSHH, scaffolding) On job training/experience
(3) Equipment (e.g. machines, tools, instruments)	Sound knowledge of safe operation of broad range of equipment, tools and plant in order to maintain site in good condition.	Training as provided/recommended by manufacturer (as relevant) On job training
(4) Administrative systems	Good knowledge of school administration systems, including room bookings, email and other communications to facilitate organisation of repairs.	On job training
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Good working knowledge of operating practices across all organisational departments to help coordinate work whilst minimising impact on other school activities.	On job training
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	General knowledge of a broad range of specialist functions including H&S and risk management, fire regulations, electrical, gas and water safety. Required to identify hazards and manage maintenance effectively.	On job training Shadowing Formal courses
(7) Other languages and cultures	No specific knowledge required, but a general awareness and appreciation of other cultures and languages important in order to positively promote diversity and equality	On job training
(8) Other, please specify	Good knowledge of site property, plant and equipment, including understanding of Occupation and Maintenance manuals in order to coordinate swift and efficient repairs.	On job training and induction

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

Whether a repair can be carried out 'in house' to a safe and appropriate standard. Identify solutions and decide on most appropriate action for long term efficiency and effectiveness.

Example 2

Prioritising workload in order to ensure jobs are dealt with in an appropriate order, meeting the needs of customers and complying with scheduled maintenance checks, and minimising the impact on teaching and learning.

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

Whether or not to evacuate the building based on information from the fire alarm system and / or the BMS.

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

2 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:

How to repair a BMS (Building Management System) controlled air handling unit.

Indicate nature and complexity of information / situation:

The BMS provides fault codes. These then need checking against physical operation of the system. Compare the information presented and interrogate manuals to identify how to repair.

How do you interpret or analyse the information / situation?

Physically checking plant and then interpret the combination of evidence to establish most likely issue and instigate required repair.

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		
	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			
Trying to identify and implement a long term solution to a repetitive issue. For example, repeated failure of door closure systems required change of system, not just replacement with same.			
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 for set up of exams including liaising with community team, exams officer, school diary etc.			
6.	Are any other forms of mental skill required for your job? If so, please list them below and explain what purposes you require them for.		
Mental Skill		Purpose required for	
Patience		Dealing with range of pressures and demands	
Prioritising		Getting reactive maintenance completed without compromising on scheduled activities.	

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"/>	Colleagues (peers) and cleaners to ensure safe operation of tools and machinery
Team working skills	<input checked="" type="checkbox"/>	With whole school colleagues to plan appropriate timings and methods for work
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/>	To ensure cleaners and other site team colleagues are effective and efficient in their duties
Advising, guiding skills	<input checked="" type="checkbox"/>	All colleagues, with regards appropriate use of property, plant and equipment
Persuading, influencing skills	<input checked="" type="checkbox"/>	To ensure immediate colleagues and cleaners are working to required standards
Counselling skills	<input type="checkbox"/>	
Conciliating skills	<input type="checkbox"/>	
Advocacy skills	<input type="checkbox"/>	
Negotiating skills	<input checked="" type="checkbox"/>	With contractors re. prices/contract terms/deadlines and quality of work
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	All school colleagues & external contractors to establish issues & explain planned response
Written communication skills	<input checked="" type="checkbox"/>	All school colleagues & external contractors to establish issues & explain planned response
Oral presentation skills	<input type="checkbox"/>	
Other interpersonal or communication skills	<input type="checkbox"/>	
2.		
Are you required to use a language (oral or written) other than English?		
No	<input checked="" type="checkbox"/>	Go to the next question
Yes	<input type="checkbox"/>	Complete the table below
Language	Used to communicate with.	Used for.

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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.

1.			Tick 1 box to indicate the keyboard skills needed for your job:		
Required		Used for.			
Not required, or 2-finger operation with no time constraints	<input checked="" type="checkbox"/>	Basic email communication with colleagues and contractors as well as recording information to databases/spreadsheets			
Precision required, keyboard used for some aspects of work	<input type="checkbox"/>				
Precision and speed, keyboard skills integral to main duties	<input type="checkbox"/>				
Considerable precision and speed, keyboard skills e.g. for data input	<input type="checkbox"/>				
2.			Tick 1 box to indicate whether driving skills are needed for your job, and state the nature and complexity of the vehicle driven.		
Required		Nature of Vehicle		Purpose of driving	
Not required (other than for driving to and from work)	<input 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 checked="" type="checkbox"/>	Minibus, Vans, 'genie' lifts		Repairs and maintenance of fleet, deliveries, high level access transporting of staff, students and goods/materials.	
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		
Dexterity and hand/eye coordination	Use of hand tools Intricate repairs, mechanical and cleaning equipment		Precision to ensure competent repair Safe control and appropriate use		
Spatial awareness and coordination	Moving large and heavy objects around site safely		Precision to avoid damage and/or injury		
Balance	working at heights, using ladders		safe control and use		

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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:

Check emails for instructions | check calendars and plan own workload | check cleaner 'communication board' (or similar process) | routines formed and embedded over time (segregation of duties) | Calendar reminders (whole school events) | delegated responsibilities from Site Manager

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

**Internal school/Trust policies and procedures (e.g. safe and professional conduct)
 Safeguarding policies
 COSHH regulations, Fire policy (as advised by Fire Officer and regulations),
 HSE advice – e.g. working at height guidance, risk assessments etc.**

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

Example 1

Stock control - what products to order and when to order them for cleaning function

Example 2

When and how to fix routine repairs such as broken door closures.

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

Example 1

Any repair that requires fixing at cost (i.e. in excess of stock items or contracted repair agreement)

Example 2

Decision to close or restrict access to an area of the school building/premises

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

Team meetings	Line Manager	Weekly
Informal 'catch ups'	Line Manager	Daily
Appraisal (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 type="checkbox"/>	Go to the next section – Mental Demands			
Yes	<input checked="" type="checkbox"/>	Go to the next question			
3.	Does your job require periods of standing and walking beyond normal movement between indoor working area?				
No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	For what purposes?			
		How long are these periods of standing and walking?			
		And how often do they occur?		times per	
4.	Does your job require lifting and/or carrying of items or equipment (beyond light office materials, such as pens, pencils and limited quantities of paper)?				
No	<input type="checkbox"/>	Go to the next question			
Yes	<input checked="" type="checkbox"/>	Complete the table below:			
What and why		How heavy	How far	For how long	How often % working time
E.g. bucket of water, for floor washing		5 kg?	50m (up flight of stairs)	5 mins	1 per day – 2%
Parcels / deliveries		10kg	100m	5 min	2%
Ladders (or similar)		15kg	200m	5 min	1%
Goal posts (or similar)		50kg	20m	2 min	1%
Furniture for exams, meetings and events		15kg	100m	1 hour	1 per week
5.	Does your job require pushing and/or pulling of items or equipment?				

No	<input type="checkbox"/>	Go to the next question		
Yes	<input checked="" type="checkbox"/>	Complete the table below:		
What and why	How heavy	How far	For how long	How often % working time
Pallets of paper	500kg	50m	5 min	2 per week
Goal posts (or similar)	50kg	100m	5 min	2 per week
Astroturf machine (assisted)	100kg	1km	1 hour	5 per year
Deliveries to departments	150kg	100m	1 hour	5 per year
Retractable seating	100+kg	10m	5 min	1-3 per day
Carpet cleaners/buffers	25kg	1km	1 hour	5 or more per year
6.	Does your job require rubbing, scrubbing, digging or similar form of physical effort?			
No	<input type="checkbox"/>	Go to the next question		
Yes	<input checked="" type="checkbox"/>	Which of these, and for what purposes?	Dig out drainage ditches to clear of debris/build up, scrubbing the floors and stair treads	
		How long at any one time do you rub and/or scrub, dig or similar?	3 hours	
		And how often?	1 per term	
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	Repairs in minibus Repairs to fixed furniture Plumbing repairs to sinks/toilets/water fountains/showers Carpet/floor repair and scrubbing	30 mins	2 per day	
Stretching	High level repairs / cleaning Displaying pictures, banners etc	30 mins	2 per day	

Kneeling	Access to under counter areas Machine/appliance repairs	30 mins or more	
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 smell	Fire detection Leaks (gas/water)	5 mins	2 per term
Visual attention	Assessing cleanliness and safety of school environment Identifying hazards and potential faults	Ongoing	Every day
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%
Attention to detail	Checking repairs are safely carried out, check contracts	30 minutes	2 per day

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

No Go to the next question

Yes Complete the table below:

Form of work related pressure	Source	For how long	How often % working time
E.g. Telephone interruptions (e.g. to clerical tasks)	Suppliers, other staff	2-20 mins per call	10-20 times per day
Conflicting demands	Staff and students (requests for assistance)	10 mins	5 per day
Deadlines	Preventative maintenance schedule	Variable	weekly

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.)

3.	Does your job involve any other form of emotional demand?		
No	<input type="checkbox"/>	Go to the next section – Responsibility for People	
Yes	<input checked="" type="checkbox"/>	Compete the table below:	
Emotional Demand	Why	For how long	How often
Stress	Unreasonable expectations for response times	Variable	1 per month

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
Preventative maintenance		All building users	Having a safe environment in which to work/operate
Responsive repairs		All building users	Having a safe environment in which to work/operate
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 type="checkbox"/>	Go to the next question	Yes <input checked="" 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
Ensure compliance with COSHH requirements	Potentially any building user	Prevention of access to potential hazardous material and reduce opportunity for misuse
Fire safety checks	Potentially any building user	Ensuring systems are operational and fit to protect people and buildings
Maintaining safe access and egress (fire safety regulations)	All building users	Use of a safe environment
Legionella Testing (quality & temperature checks)	All building users	Use of a safe environment and prevention of disease
(B) Enforce	Who direct impact on	Nature of impact
Breaches of health and safety policy/best practice	All Building users	Maintaining safe environment for all by removing hazards
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
Support with preparation of safe working practice procedures	Safe and consistent practice in relation to building occupation	Staff, students, contractors, visitors
5.	Do you have any other responsibilities for people, including health and safety?	
Other responsibilities	Who benefits	How benefit

General responsibility for, and awareness of, whole school environment	All building users	Removal of hazards and providing a safe place to be.
Preparing internal policies and procedures	Building users	Safe practice adopted across the school site

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
Cleaners		Demonstrating / training	1 per month
Colleagues / peers		Guiding, demonstrating, training	Ad-hoc
2.	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:	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
Cleaners (20 approx) Site Assistants	Cleaning Daily tasks / responsive repairs	1,2,3,4 2,3	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	£15	Petty cash expenditure	1 per term
Security of cash and other financial resource			
Handling of cheques, invoices, other financial transaction documents			
Accounting for receipts or expenditures	£150k	Petty cash expenditure / purchases	1 per term
Authorising expenditures			
Budget setting			
Budget monitoring	£150k	Monitor expenditure over year	ongoing
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 <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
Maintain logs/records of preventative checks, storing of contracts	Record on paper and transfer to computer records	Daily
Maintain records of chemicals used for future reference	Record on paper and transfer to computer records	Ad-hoc
2.	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
Department record sheets for recording jobs completed, timekeeping etc.	Create pro forma for regular completion in order to monitor team output	1 per year
3.	Do you use any office or other equipment, tools or instruments, or vehicles, plant and machinery?	
No	<input type="checkbox"/>	Go to the next question
Yes	<input checked="" type="checkbox"/>	Complete the table below:
Equipment etc. used	Nature of use and responsibility	How often
E.g. Mower, rotovator and hedgecutter (£1500) Garden tools and wheelbarrow (£500)	Use and general cleaning and greasing as necessary Use and general cleaning	Daily
Power hand tools Astro turf maintenance machine Carpet/floor cleaners High level access equipment	[For carrying out repairs and maintenance as per intended use of equipment. Responsible for safe use and storage of this equipment.]	Daily Termly Termly Ad-hoc
4.	Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?	

No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>	Complete the table below:
Building / Location	Nature of responsibility	How often	
E.g. School site	Inspection of cleaning	Daily	
School Buildings Grounds PPE	Inspection of cleaning standards Litter picking/checking Broad range of preventative and responsive maintenance	Daily Daily Daily	
5.	Are you responsible for the adaptation, development or design of land, buildings, other construction works or equivalent?		
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" 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	
Adaption of internal or external spaces	coordination of projects as requested / responding to evolving school needs	twice per year	
6.	Are you responsible for the security of any buildings, external locations or equivalent?		
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" 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	
Whole school estate, including grounds and perimeter	Ensure daily routines are correctly implemented, including lock up and alarm control, CCTV Designated key holder	Daily	
7.	Do you order or control the stock of any equipment or supplied?		
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>	Complete the table below:
Equipment/supplies ordered or controlled	Value	How often	
E.g. Ordering and stock control or departmental stationery from central supplies	£15000 pa	Monthly order	
Ordering cleaning supplies, materials and sundries	£5000 per annum	Approx. £1500 per termly order	
8.	Are you responsible for any personal possessions of others?		

No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>	Complete the table below:
Personal possessions	Nature of responsibility	How often	
lost property if found and content of lockers if cutting locks off (e.g. during holiday clear out)	Move to a designated safe location or return to owner if identifiable.	1 per week	
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	
Loose furniture, fixtures and equipment	Securing best value and compliance with procurement policy	monthly	
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
Internal school environment	60%
External school grounds	20%
Roof	10%
Plant rooms	10%

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

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

3. Do you experience any unpleasant environmental working conditions? (e.g. dust, dirt, temperature extremes and variations, humidity, noise, vibration, fumes, smells, steam, smoke, grease, oil, confined spaces, cramped conditions)?

No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>	Complete 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%	
Noise Cold Smell	Boilers/plant room Working externally Drains / toilet repairs	30 mins 2 hours 1 hour	1 per day 3 per week (seasonal) Ad-hoc	

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%		
Swearing / derogatory comments from students, parents etc.	1 minute	1 per tem		

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%		

Working at height		Variable	20%
Injury from tools/equipment (cuts, burns etc.)			
Electric shock			
6.	Do you encounter any other disagreeable or unpleasant working conditions in your job?		
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>	Complete the table below:
What and Nature		How long at any one time	How often - % working time
Cleaning of bodily fluids, namely vomit, blood and urine.		10 mins	4 -5 per month
7.	Do you wear any form of protective clothing to carry out your job?		
No <input type="checkbox"/>	Questionnaire Complete	Yes <input checked="" type="checkbox"/>	Complete the table below:
What	Why	How long at any one time	How often - % working time
PPE – safety boots	Identified as required protection via risk assessments for role	Ongoing	100%
Gloves		30 mins	5%
Face mask		30 mins	2%

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*	