

# Brooke Weston Trust – Job Families

## Job Evaluation Questionnaire

### Job title

Community Lettings Manager

### General Questions

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

Responsible for the management of hiring out sports and business facilities to the public.

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

<ol style="list-style-type: none"> <li>1. Taking bookings and actively seeking opportunities for further bookings</li> <li>2. Cashing up at the end of the day and banking at the end of the week</li> <li>3. Sorting the rotas for casual staff and Community Lettings Assistant</li> <li>4. Setting up equipment i.e. sports equipment including safety checks</li> <li>5. First aid responsibilities</li> <li>6. Key holder responsibilities</li> </ol>	<b>% of time</b>
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Roughly, what percentage of time do you spend on each?

	Main tasks/duties/responsibilities	% of time
1	Taking bookings and actively seeking opportunities for further bookings	50%
2	Cashing up at the end of the day	15%
3	Sorting the rotas for casual staff and Community Lettings Assistant	10%
4	Setting up equipment i.e. sports equipment	10%
5	First aid responsibilities	5%
6	Key holder responsibilities	10% (100% responsible)

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	Promotion of facilities via social media	Ad hoc – as and when
2	Ordering stock – food/drinks for customers	Once every month
3	Setting up equipment of significant size e.g. goalposts	Every term
4	Ensuring facilities are set up for big events at the school	Once per month
5	Completing risk assessments	Once per term/as and when required
6	Setting pricing	Annually

1. What knowledge is needed to be able to do your job properly under the listed headings and how is the knowledge normally acquired?		
Type of knowledge	What knowledge needed and for what purpose	How normally acquired
E.g. Procedural	Processing an order for stationery	On the job instruction and experience – minimum 1 year
(1) Literacy and numeracy	Numeracy – used for cashing up, accounting for invoices, inputting information onto PS financials. Literacy – writing sales receipts for customers, writing guidance notes for community users.	GCSE maths and English
(2) Procedural (e.g. procedures instructions for carrying out tasks)	Rules and regulations are set by postholder, adapted from school policies and procedures (e.g. safeguarding). Understanding of finance procedures – generating invoices, order process. Knowledge of appropriate customer service – deliver training to other staff to ensure build up reputation of the facilities. Knowledge of management of staff	In house/on the job training Awareness of rules and regulations Previous experience
(3) Equipment (e.g. machines, tools, instruments)	Sports equipment e.g. goals, nets – knowledge of how to safely set these up. Support of Site staff to set up heavy equipment. Completing risk assessments on equipment.	Experience In house/on the job training
(4) Administrative systems	PS financials Microsoft Office package – including email Booking system database (clubwise) Access control systems	Provider training In house/on the job training Experience
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Detailed knowledge of community lettings as postholder is at management level. Awareness of wider school policies e.g. safeguarding, H&S.	In house/on the job training Experience
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Business knowledge – knowing how to price up hire costs and how to market the facilities competitively. Knowledge of customer service.	Experience Customer service training

(7)	Other languages and cultures		
(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**

Postholder regularly makes decisions about how much to charge a group that does not turn up to their booking – this is the manager’s discretion as to whether they are charged at full rate.

**Example 2**

Postholder regularly makes decisions on deployment of Community Lettings staff, including setting up rotas, providing relevant training (such as customer service training).

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

Postholder makes recommendation to the Principal of the academy about how to maximise income by changing what is offered to the community and also by recommending where the school can invest in equipment or pitches to generate more interest and more money.

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

Up to 12	times per	Year
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**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	<input type="checkbox"/>	Go to the next question	Yes	<input checked="" type="checkbox"/>	Give an example in the box below:
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Example of decision / recommendation / problem:

Decision making – when a group of people are playing football on a pitch and there is a downpour of rain, postholder has to make a decision as to whether they should be taken off the pitch.

Indicate nature and complexity of information / situation:

Postholder has to ensure they are complying with H&S regulations – ensure customers are not posing risk to themselves. Also to consider possible long term damage to the pitch.

How do you interpret or analyse the information / situation?

Balance of customer relationship, damage to the pitch – consideration of whether to rebook for another date, charge ½ the cost of the booking.

<b>4.</b>	What are the requirements of your job for creative or developmental skills (in the broadest sense e.g. designing a page layout, working out how to deal with a difficult client, drawing up a new policy or procedure?)		
Please rank the following statements according to how typically they apply to the job (1 = most typical, 2 = next most typical etc.) Leave blank any statements which do not apply.			
<b>2</b>	The work is designed in such a way that creative and developmental skills are not necessary		
<b>3</b>	The work requires creative skills for solving straightforward problems		
<b>1</b>	The work requires creative and developmental skills for solving varied problems		
<b>4</b>	The work requires creative and developmental skills for solving difficult problems		
	The work requires creative and developmental skills for producing innovative solutions to major problems.		
Give an example for the option you have marked 1, as being most typical			
Creative skills for dealing with difficult customers who are unhappy – creative skills required for dealing with them in a professional manner.			
<b>5.</b>	Does your work require you to plan ahead or organise for the future?		
No <input type="checkbox"/>	Go to the next question		
Yes <input checked="" type="checkbox"/>	What period do these planning/organising activities mainly cover? (NB: please note the period over which planning activities take place, not the time-scale for what is planned)	Short term (days, up to weeks) <input checked="" type="checkbox"/> Medium term (months, up to a year) <input type="checkbox"/> Long term (more than a year) <input type="checkbox"/>	
Please give a typical example below:			
Short term planning – organising bookings for community users, developing pricing structures, generating interest in facilities hire through general promotion.			
<b>6.</b>	Are any other forms of mental skill required for your job? If so, please list them below and explain what purposes you require them for.		
Mental Skill		Purpose required for	

## Interpersonal and communication skills

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

<b>1.</b>		
Tick the boxes below to show which forms of interpersonal and communication skills are needed for your job. Say what each is used for and with whom they are used.		
Form of skill		Used for and with whom
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/>	Providing personal services to clients in their homes
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/>	Assessing client's care needs
<i>Example: Negotiating Skills</i>	<input checked="" type="checkbox"/>	Negotiating tender contract details
Caring skills	<input checked="" type="checkbox"/>	Caring skills for management of employees
Training skills	<input checked="" type="checkbox"/>	Training employees on the job, providing customer service training
Team working skills	<input checked="" type="checkbox"/>	Working with Community Lettings team, Site team, and others across the school
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/>	Working with Community Lettings team, Site team, and others across the school
Advising, guiding skills	<input checked="" type="checkbox"/>	Advising employees on carrying out their roles. Advice/recommendations to senior leadership team on how to promote facilities hire
Persuading, influencing skills	<input checked="" type="checkbox"/>	Influencing skills to senior leadership team on how to promote facilities hire
Counselling skills	<input checked="" type="checkbox"/>	Counselling skills for management of employees
Conciliating skills	<input checked="" type="checkbox"/>	Mediating skills for management of employees
Advocacy skills	<input checked="" type="checkbox"/>	Advocate for own staff
Negotiating skills	<input checked="" type="checkbox"/>	For pricing, discount negotiation with community users/customers
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	For communicating with staff, members of the public. Excellent customer service required
Written communication skills	<input checked="" type="checkbox"/>	For communicating with staff, members of the public. Excellent customer service required
Oral presentation skills	<input checked="" type="checkbox"/>	For training staff
Other interpersonal or communication skills	<input type="checkbox"/>	
<b>2.</b>		
Are you required to use a language (oral or written) other than English?		
No	<input checked="" type="checkbox"/>	Go to the next question
Yes	<input type="checkbox"/>	Complete the table below
Language	Used to communicate with.	Used for.

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**3.** Are you required to use any form of recognised sign language?

No  Go to the next section – Physical Skills

Yes  Complete the table below

Form of sign language	Used to communicate with	Used for

## Physical skills

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

<b>1.</b>	Tick 1 box to indicate the keyboard skills needed for your job:		
Required		Used for.	
Not required, or 2-finger operation with no time constraints	<input type="checkbox"/>		
Precision required, keyboard used for some aspects of work	<input checked="" type="checkbox"/>	Email communication. Typing qualification not required.	
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"/>		
<b>2.</b>	Tick 1 box to indicate whether driving skills are needed for your job, and state the nature and complexity of the vehicle driven.		
Required		Nature of Vehicle	Purpose of driving
Not required (other than for driving to and from work)	<input 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"/>		
<b>3.</b>	Are there any other forms of physical skill (dexterity, co-ordination or sensory skills) required for your job (e.g. for operating equipment, machinery or tools for preparing food)?		
No	<input type="checkbox"/>	Go to the next section – Initiative and Independence	
Yes	<input checked="" type="checkbox"/>	Complete the table below	
Skill	Used for		Precision / Speed
E.g. Dexterity	Peeling, chopping vegetables		Economical use, portion control, restricted time
Co-ordination of limbs and dexterity	Movement of equipment in facilities		Precision required to prevent injury
Co-ordination of limbs and dexterity	Movement of staging to prepare for events		Precision required to prevent injury



## Initiative and Independence

This factor looks at how independent you have to be within your job. This takes into account the nature and level of supervision of the jobholder, the level and degree of direction and guidance provided by policies, precedents, procedures and regulations, and whether the jobholder works on their own or with others.

<b>1.</b>	How do you know what you should be doing each day? Explain briefly below:	
	Postholder sets their agenda for the day and prepares their own checklist of tasks to complete. Postholder has overall day-to-day management responsibility of this service so defines own workload, according to the needs of the school.	
<b>2.</b>	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
	Postholder sets own internal policies and procedures for use of facilities by community users, based on the wider school policies (e.g. H&S, safeguarding).	
<b>3.</b>	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
	Example 1	
	Postholder would make decisions around opening the facilities changing rooms earlier than the start of the group's session to enable them the time to change and warm up, providing this does not conflict with the timings of the school day or safeguarding procedures.	
	Example 2	
	Postholder would deal with an angry customer directly, would investigate the complaint and seek to resolve the issues. Postholder may negotiate payment terms or booking terms.	
<b>4.</b>	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
	Example 1	
	If the postholder was unable to resolve a complaint by a customer or a local resident, this would be referred to the line manager to resolve, as per the complaints policy.	
	Example 2	
	Postholder requires authorisation from a manager when ordering any equipment.	
<b>5.</b>	What form(s) of direction, management or supervision do you receive, from whom and how often?	
	Form of direction etc.	From whom (job title)
		How often (times per week)
	E.g. Regular team meetings	Supervisor – Senior Social Worker
		Every 2 weeks

General informal catch up	Line manager	Once per month
Performance management	Line manager	Annually

## Physical Demands

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

<b>1.</b>	Does your job require you to sit in a fixed or constrained position (e.g. sitting at a computer keyboard or in a vehicle driving seat, standing at a drawing board)?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	For what purposes?		
		How long do you have to maintain this position at any one time?		
		And how often?		times per
<b>2.</b>	Does your job involve any other physical demands?			
No	<input checked="" type="checkbox"/>	Go to the next section – Mental Demands		
Yes	<input type="checkbox"/>	Go to the next question		
<b>3.</b>	Does your job require periods of standing and walking beyond normal movement between indoor working area?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	For what purposes?		
		How long are these periods of standing and walking?		
		And how often do they occur?		times per
<b>4.</b>	Does your job require lifting and/or carrying of items or equipment (beyond light office materials, such as pens, pencils and limited quantities of paper)?			
No	<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%
Sports equipment i.e. goal posts	10kg	Less than 40m	Up to 10 mins	Daily
Moving examination tables	5kg	Less than 40m	Up to an hour	Seasonal (1-2 per year)
<b>5.</b>	Does your job require pushing and/or pulling of items or equipment?			

No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	Complete the table below:			
What and why		How heavy	How far	For how long	How often % working time
<b>6.</b>	Does your job require rubbing, scrubbing, digging or similar form of physical effort?				
No	<input type="checkbox"/>	Go to the next question			
Yes	<input checked="" type="checkbox"/>	Which of these, and for what purposes?		Scrubbing/cleaning – ensuring changing rooms are fit for use	
		How long at any one time do you rub and/or scrub, dig or similar?		20 mins	
		And how often?		Twice per week	
<b>7.</b>	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%	
<b>8.</b>	Does your job involve any other form of physical demand?				
Physical demand		Why	For how long	How often % working time	

## Mental Demands

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

<b>1.</b>	Does your job require more than general awareness and sensory (i.e. using eyes, ears, touch or smell) attention, (e.g. more than general attention for watching children at play, word processing text or inputting data)?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	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%
General visual and listening attention	General alertness to movement of community users throughout the building	Up to 5 hours	Daily
<b>2.</b>	Does your job require more than general mental attention or concentration (e.g. more than general mental attention for repeated manual calculations, drafting a complex report)?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	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%
Concentrated mental attention	Cashing up takings - ensure bagged properly for collection.	15 mins	Daily
	Maintain records of cash takings	1 ½ hours	Weekly
Concentrated mental attention	Putting together policies and procedures for community users	Up to an hour	As and when required
Enhanced mental attention	Checking invoices	30 mins	Weekly

<b>3.</b>	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"/>	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 (known)	Finance deadlines (for payroll) Invoices, takings updated on PSF	Monthly	10% of working time
Interruptions	Telephone calls – customers	Up to 20 mins	10-20 per day
	First Aid – customers and school staff	Up to 30 mins	5% of working time
<b>4.</b>	Does your job involve any other form of mental demand?		
No	<input checked="" type="checkbox"/>	Go to the next section – Emotional Demands	
Yes	<input type="checkbox"/>	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.)

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

## Responsibility for People – Wellbeing

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

<b>1.</b>	Do you undertake any tasks or duties which have a direct impact on people?		
No	<input type="checkbox"/>	Go to the next section – Responsibility for Supervision/Direction/Co-ordination of Employees	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Task / Duty		Who benefits	How people benefit
E.g. Preparing and serving meals		Pupils and staff	Regular nutritious meals maintaining health of pupils and staff
Providing facilities lettings service for community users		Students and staff can benefit as well as members of the public. Income generation for the school.	Access to space to carry out community/leisure activities in a safe environment
<b>2.</b>	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, staff		Safeguarding policies and procedures are followed	Monitoring access into the site
<b>3.</b>	Do you implement, or enforce (i.e. have formal responsibility for initiating prosecution against failures to comply) any Statutory Regulations which have a direct impact on the health, safety or wellbeing of people?		
No	<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/> Complete the table below:
(A) Implement		Who direct impact on	Nature of impact



E.g. Implement food regulations	People eating in public places	Ensuring health of people through maintenance of food hygiene standards
(B) Enforce	Who direct impact on	Nature of impact
Health and safety policy/best practice	All Building users	Maintaining safe environment for all by removing hazards
Policies and procedures for safeguarding	Students	Keeping children safe
<b>4.</b>	Do you have other responsibilities, not listed above, which impact on the wellbeing of people? For example development of policies or providing advice, guidance or interpretation of procedures or regulations which impact on the wellbeing of people. (Only include within this answer any responsibility that has as its main focus the wellbeing of people.)	
Responsibility	Nature of Impact	Who impact on
Development of advice around conduct of community users around the academy	To ensure facilities are used in a safe way and in compliance with safeguarding procedures	Staff, students, members of the public
<b>5.</b>	Do you have any other responsibilities for people, including health and safety?	
Other responsibilities	Who benefits	How benefit

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

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

<b>1.</b> Does your job involve demonstrating your own duties, giving advice and guidance or training other employees?			
No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/> Complete the table below:
Whom (Job Groups)	What (i.e. demonstrating, guiding, training)	How often	
Casual workers Community Lettings Assistant	Demonstrating, guiding, training Demonstrating, guiding, training	On the job/as and when On the job/as and when	
<b>2.</b> Does your job directly involve the supervision, co-ordination or management of employees or others in an equivalent position?			
No <input type="checkbox"/>	Go to the next section – Responsibility for Financial Resources		
Yes <input checked="" type="checkbox"/>	List below the employees/supervised/co-ordinated/managed, their job group and types of work and enter appropriate responsibility and location codes.		
Responsibility Codes:	<b>1</b> = Regular instructions <b>2</b> = Regular checking work <b>3</b> = Regular allocation of work <b>4</b> = Organisation of work <b>5</b> = Evaluation and appraisal of work	<b>6</b> = Evaluation of working methods <b>7</b> = Employee development <b>8</b> = Recruitment <b>9</b> = Discipline <b>10</b> = Co-ordination and management (the work of staff may be co-ordinated or managed through others' direct supervision)	
Location Codes:	<b>S</b> = Same workplace as self <b>Number</b> = number of other workplaces e.g. <b>1</b> = 1x other, <b>10</b> = 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
Casual workers Community Lettings Assistant	Support the running of the community lettings service Support the running of the community lettings service	1-10 1-10	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.

<b>1.</b>	Are you directly responsible for financial resources?		
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>	Complete the table below:
Financial responsibility	Value	Nature of impact	How often
Handling cash (and banking)	£1000k	Handled safely	Daily
Security of cash and other financial resource	£1000k	Secured safely	Daily
Handling of cheques, invoices, other financial transaction documents	Up to £3k	Checked, recorded on PSF, stored and passed onto necessary finance personnel	Monthly
Accounting for receipts or expenditures	Up to £3k	Checked, recorded on PSF, stored and passed onto necessary finance personnel	Monthly
Authorising expenditures			
Budget setting			
Budget monitoring	Yes – set by academy	Ensure spend within budget	Ongoing
Long term financial planning	Yes – set by academy	Ensure spend within budget	Ongoing
Income collection or generation	Yes	Generating income for the school	Ongoing
Other, please specify			
<b>2.</b>	Do you have any other responsibilities that focus on the authority's financial policies or well-being? For example, for developing financial policies and procedures or for providing advice, guidance or interpretation of policies or procedures. (Only include within this answer a responsibility which has as its main focus the authority's financial policies or wellbeing)		
No <input checked="" type="checkbox"/>	Go to the next section – Responsibility for Physical Resources	Yes <input type="checkbox"/>	Please specify below:
Responsibility	Nature of Impact		

### Responsibility for Physical and Information Resources

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

<b>1.</b>	Are you responsible for any manual or computer information?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below	
Information for which responsible		Nature of responsibility	How often
E.g. Computerised personnel (50 fields) and sickness absence records for 1000 employees		Input accurately data on computer, undertake pre-set analyses, maintain confidentiality and security	Daily
Personnel records		Up to date, maintain confidentiality and security	As and when required
Booking records		Up to date, maintain confidentiality and security	Daily
<b>2.</b>	Do you adapt, design or develop any information systems?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Information system (type & size)		How adapt/design	How often
E.g. Departmental accounts system with 500 cost centres and 100 cost codes		Draw up specification for information to be held and analysis requirements for programmer to execute	Once a year
Development of booking system (calendar)		Draw up specification for information to be held and analysis requirements for programmer to execute	One off project
<b>3.</b>	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
<b>4.</b>	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
Changing rooms, facilities	Ensure facilities are left in a clean environment ready for school use	Daily
Astroturf	Arranging for astroturf to be maintained on an annual basis (£3k)	Annually
<b>5.</b>	Are you responsible for the adaptation, development or design of land, buildings, other construction works or equivalent?	
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>
Complete the table below:		
Land / Building etc.	Nature of responsibility	How often
E.g. Gardens – 1 acre	Landscaping of borders	Twice per year
<b>6.</b>	Are you responsible for the security of any buildings, external locations or equivalent?	
No <input 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
All school site	Key holder for the building – ensuring it is secure	Daily
<b>7.</b>	Do you order or control the stock of any equipment or supplied?	
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>
Complete the table below:		
Equipment/supplies ordered or controlled	Value	How often
E.g. Ordering and stock control or departmental stationery from central supplies	£15000 pa	Monthly order
Drinks/snacks First aid supplies	£600-£1000 Variable	Every 2-3 months As and when required
<b>8.</b>	Are you responsible for any personal possessions of others?	
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>
Complete the table below:		

Personal possessions	Nature of responsibility	How often
<b>9.</b>	Are you responsible for the planning of purchasing and the development of physical resources?	
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" 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
Building up physical resource of equipment for community users to access	Ensure the physical equipment is available for community use, generation of interest in the facilities on offer	Continuously
<b>10.</b>	Do you have any other form of responsibility for physical resources, for example, developing policies or procedures in relation to physical resources, or providing advice, guidance or interpretation of policies and procedures?	
No <input type="checkbox"/>	Go to the next section – Working Conditions	Yes <input checked="" type="checkbox"/>
		Complete the table below:
What	Nature of responsibility	How often
Developing policies/procedures	Guidance on appropriate use of facilities, use of equipment in a H&S compliant manner	Continuously

## 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
Indoor environment	90%
Outdoor environment	10%

**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?	Extreme weather	

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

No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>	Complete the table below:
Environmental working condition	Nature	How long at any one time	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 checked="" type="checkbox"/>	Go to the next question		Yes <input 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%		

**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%		



Hazards from moving/lifting heavy equipment		Up to 10 mins	Daily
<b>6.</b> Do you encounter any other disagreeable or unpleasant working conditions in your job?			
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
What and Nature		How long at any one time	How often - % working time
<b>7.</b> Do you wear any form of protective clothing to carry out your job?			
No <input checked="" type="checkbox"/>	Questionnaire Complete		Yes <input type="checkbox"/>
What		Why	How long at any one time

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