

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

Student Support Manager

General Questions

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

To manage the student support services across the Academy, including the provision of pastoral and wellbeing support services to students with a team of Student Support Officers.

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

- | | % of time |
|---|------------------|
| 1. Day to day management of the Student Support Services – line management of a team of 5 Student Support Officers. | |
| 2. To provide a programme of internal and external interventions covering a range of areas i.e. mental health, healthy relationships, smoking clinic, anti-bullying. Postholder also delivers sessions. | |
| 3. Responsibility for supporting senior leadership team with student behavioural issues, developing strategies and schemes to improve behaviour across the school. Overall management of the on-call system and isolation room. | |
| 4. Organising staff duty rota – for breaktimes, lunchtimes, detention, and isolation. | |
| 5. As a Designated Senior Lead, responsibility for management of safeguarding and child protection referrals taking the appropriate actions with referrals, liaison with outside agencies, children and parents. | |

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

	Main tasks/duties/responsibilities	% of time
1	Day to day management of the Student Support Services – line management of a team of 5 Student Support Officers.	20%
2	To provide a programme of internal and external interventions covering a range of areas i.e. mental health, healthy relationships, smoking clinic, anti-bullying. Postholder also delivers sessions.	20%
3	Responsibility for supporting senior leadership team with student behavioural issues, developing strategies and schemes to improve behaviour across the school. Overall management of the on-call system and isolation room.	20%
4	Organising staff duty rota – for breaktimes, lunchtimes, detention, and isolation.	20%
5	As a Designated Senior Lead, responsibility for management of safeguarding and child protection referrals taking the appropriate actions with referrals, liaison with outside agencies, children and parents.	20%

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	Parents' evenings – organise the whole event for every year group.	Monthly
2	Management of the departmental budget, organising resources for the Student Support Services.	As and when required
3	Organise the annual student admission testing, assisting with organising students into sets and their timetables.	Annually
4	Administering, storage and dispensing of medication.	As and when required.
5	Reports to external bodies (i.e. Ofsted) on impact of Student Support Services programme	As and when required.

1. What knowledge is needed to be able to do your job properly under the listed headings and how is the knowledge normally acquired?		
Type of knowledge	What knowledge needed and for what purpose	How normally acquired
E.g. Procedural	Processing an order for stationery	On the job instruction and experience – minimum 1 year
(1) Literacy and numeracy	Literacy – writing reports for SLT on behaviour, pastoral support. Updating student records, developing guidance notes for staff and students. Numeracy – analysing data to measure impact of interventions.	GCSE maths and English. On the job experience.
(2) Procedural (e.g. procedures instructions for carrying out tasks)	DSL responsibilities – full awareness of safeguarding and child protection procedures with an understanding of wider national developments and frameworks. Pastoral and behaviour – in-depth knowledge and creation of procedures for behaviour management in line with the school improvement plan. Procedures are followed by Student Support Officers. Management – knowledge of procedures for line management of staff.	Training - experience – knowledge of how to manage behaviour, management
(3) Equipment (e.g. machines, tools, instruments)	General office equipment.	On the job experience.
(4) Administrative systems	Knowledge of use of CPOMS, Management Information System, Microsoft Office, Email.	On the job experience.
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	In depth knowledge and development of the Student Support Services department. In-depth knowledge of the school day to ensure an efficient service can be provided. Knowledge of organisational policies relating to behaviour, safeguarding, pastoral support and wellbeing.	2-3 years' experience required.

(6)	Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Specialist knowledge of behaviour, pastoral support and wellbeing, awareness of theoretical concepts and practical actions and procedures that are to be developed and adhered to. Reports to senior leadership and external bodies (i.e. Ofsted) on this topic as a specialist in this field. Delivery of training to all staff.	2-3 years' experience required. On the job training – courses in behaviour management, safeguarding, protective behaviours, a range of pastoral issues and DSL training.
(7)	Other languages and cultures	In-depth knowledge of a range of cultures due to nature of the role dealing with complex cases from a range of students.	On the job experience.
(8)	Other, please specify		

Mental Skills

This measures what analytical, problem solving and judgement skills you need to do the job. It also looks at creativity and development skills, design, handling people, developing policies and procedures and planning and strategy.

1. In the boxes below, give 2 examples of decisions or recommendations you make, or problems you solve, on a day to day, or regular, basis.

Example 1

Postholder is responsible for making regular decisions on a daily basis as to the Student Support Service provision – a timetable is prepared for the Student Support Officers based on priority need, however this can be adjusted on an hour-by-hour basis based on the issues that have arisen that day.

Example 2

Postholder will make regular decisions as to which students are to be sent to isolation or which students require additional interventions or behaviour support plans, depending on the severity of the behavioural concerns. Postholder will design these support plans.

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

Where all strategies and resources have been exhausted within school and escalated to the highest level of responsibility within the school, postholder will make recommendations to the Principal on whether the student should be considered for external provision.

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 20	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:

A student or member of staff will disclose information about a student to the postholder about a wellbeing concern i.e. mental health issue, pastoral issue which the postholder will be expected to provide support for in order that the student can continue to access their education.

Indicate nature and complexity of information / situation:

Complex due to personal issues which are being discussed, these must be discussed discretely and confidentially. Complex for postholder to assess what intervention needs to be put in place and how impact of this intervention can be demonstrated (i.e. academic achievement, attendance, behaviour log). The student's home life may also be complicated which will require discretion from the postholder.

How do you interpret or analyse the information / situation?

Postholder will assess situation based on meetings with the students, referrals made through CPOMS, and any other data about the student (i.e. attendance record, academic achievement, behaviour log).

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		
	The work requires creative skills for solving straightforward problems		
2	The work requires creative and developmental skills for solving varied problems		
1	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			
Postholder will need to utilise creative skills/adaptation in how a procedure is applied to a student – as each case is unique postholder will need to assess the best methods in supporting them which may not be suitable for everyone. These adaptations include student-student mediation, bespoke timetables, and reintegration strategies.			
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 type="checkbox"/> Medium term (months, up to a year) <input checked="" type="checkbox"/> Long term (more than a year) <input type="checkbox"/>	
	Please give a typical example below:		
	Postholder plans the programme of interventions a term in advance.		
6.	Are any other forms of mental skill required for your job? If so, please list them below and explain what purposes you require them for.		
Mental Skill		Purpose required for	

Interpersonal and communication skills

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

1. Tick the boxes below to show which forms of interpersonal and communication skills are needed for your job. Say what each is used for and with whom they are used.	
Form of skill	Used for and with whom
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/> Providing personal services to clients in their homes
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/> Assessing client's care needs
<i>Example: Negotiating Skills</i>	<input checked="" type="checkbox"/> Negotiating tender contract details
Caring skills	<input checked="" type="checkbox"/> Core function of the role is providing support services to students (behaviour, pastoral, wellbeing). Student Support Services is the main point of contact for all pastoral/wellbeing/behavioural needs.
Training skills	<input checked="" type="checkbox"/> Training own team on behaviour/wellbeing/pastoral support.
Team working skills	<input checked="" type="checkbox"/> Line management of a team of 5, team working with Heads of Department, Raising Standards Leader and PDBW VP.
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/> Motivational skills for own team, other staff and students.
Advising, guiding skills	<input checked="" type="checkbox"/> Advising and guiding team members and staff on matters related to student welfare, i.e. strategies to use. Advising and guiding skills for parents on how to best support students at home.
Persuading, influencing skills	<input checked="" type="checkbox"/> Persuading and influencing skills for senior leadership team in terms of contribution to the school improvement plan.
Counselling skills	<input type="checkbox"/> Provision of mental health support to students through building of good relationships with students (no counselling qualification required).
Conciliating skills	<input type="checkbox"/>
Advocacy skills	<input checked="" type="checkbox"/> Acts as an advocate of the student when liaising with teaching staff, parents and external agencies.
Negotiating skills	<input checked="" type="checkbox"/> Negotiation skills with students and parents to adopt a particular course of action. Negotiation on pricing with external agencies.
Oral (spoken) communication skills	<input checked="" type="checkbox"/> Through communication in meetings with parents, students, external agencies.
Written communication skills	<input checked="" type="checkbox"/> Through report-writing, email communication, updating student records.
Oral presentation skills	<input checked="" type="checkbox"/> For use when providing training to other members of staff.

Other interpersonal or communication skills

2. Are you required to use a language (oral or written) other than English?

No Go to the next question

Yes Complete the table below

Language	Used to communicate with.	Used for.

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

No Go to the next section – Physical Skills

Yes Complete the table below

Form of sign language	Used to communicate with	Used for

Physical skills

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

1.	Tick 1 box to indicate the keyboard skills needed for your job:		
Required		Used for.	
Not required, or 2-finger operation with no time constraints	<input type="checkbox"/>		
Precision required, keyboard used for some aspects of work	<input type="checkbox"/>		
Precision and speed, keyboard skills integral to main duties	<input checked="" type="checkbox"/>	To update student records and for email communication with external agencies.	
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 checked="" type="checkbox"/>	Car	Home visits and meetings
Other driving skills e.g. for specialist vehicles/plant	<input type="checkbox"/>		
3.	Are there any other forms of physical skill (dexterity, co-ordination or sensory skills) required for your job (e.g. for operating equipment, machinery or tools for preparing food)?		
No	<input checked="" type="checkbox"/>	Go to the next section – Initiative and Independence	
Yes	<input type="checkbox"/>	Complete the table below	
Skill	Used for		Precision / Speed
E.g. Dexterity	Peeling, chopping vegetables		Economical use, portion control, restricted time

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 works within broad remit of job description and prioritises workload accordingly. Postholder is responsible for the development and management of the Student Support Services for all students. Postholder is responsible for balancing ongoing caseload and intervention delivery alongside day-to-day referrals.	
2.	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
	Behaviour and attendance policy, postholder develops internal procedures for these policies. Reference to the Ofsted framework, ensuring the school provides the relevant support. Safeguarding – BWT policies, LCSB, DfE and Ofsted guidance.	
3.	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
	Example 1	
	Based on the outcomes of student surveys, postholder will identify any common themes arising from the survey and put the necessary support in place for the students. I.e. postholder developed an anti-bullying programme which was used across the whole school and included a range of initiatives such as the anonymous ‘helpme@’ email account for students or parents to raise a concern.	
	Example 2	
	Postholder makes regular decisions as to what the intervention/support programme for students should look like and implements these independently of the line manager. Postholder assesses impact of these interventions to demonstrate effective support has been provided. I.e. development of a mentoring programme across the school.	
4.	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
	Example 1	
	All considerations for fixed term exclusions are to be referred to the line manager to decide and action.	
	Example 2	
	If the postholder was making a decision/change which would impact on the whole-school day, this would be referred to the line manager as this would affect timetables, duty rotas etc.	
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
Regular meetings	Line manager VP	Once per week Access to as and when needed
Informal discussion	Principal	As and when needed
Regular team meeting	Student support team	Weekly meeting but meet each other daily.
Performance review	Line Manager (VP)	Annual

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 type="checkbox"/>	Go to the next question			
Yes	<input checked="" type="checkbox"/>	For what purposes?	Supervising the isolation room		
		How long do you have to maintain this position at any one time?	45 minutes at a time		
		And how often?	8	times per	week
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 type="checkbox"/>	Go to the next question			
Yes	<input checked="" type="checkbox"/>	For what purposes?	Responding to behaviour issues around the school, as referred on the on-call system.		
		How long are these periods of standing and walking?	Up to 75mins.		
		And how often do they occur?	Several	times per	day
4.	Does your job require lifting and/or carrying of items or equipment (beyond light office materials, such as pens, pencils and limited quantities of paper)?				
No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	Complete the table below:			
What and why		How heavy	How far	For how long	How often % working time
E.g. bucket of water, for floor washing		5 kg?	50m (up flight of stairs)	5 mins	1 per day – 2%
5.	Does your job require pushing and/or pulling of items or equipment?				

No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	Complete the table below:			
What and why		How heavy	How far	For how long	How often % working time
6.	Does your job require rubbing, scrubbing, digging or similar form of physical effort?				
No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	Which of these, and for what purposes?			
		How long at any one time do you rub and/or scrub, dig or similar?			
		And how often?			
7.	Does your job require working in an awkward position (e.g. crouching, kneeling)?				
No	<input 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%
Concentrated observing attention	Observing body language of students when making a disclosure or when meeting with parents. Reviewing non-verbal behaviours to judge if change in tact is required (i.e. signs of distress or aggression)	Up to 2 hours	Daily
Concentrated listening attention	Listening to student disclosures, picking up specific information to record.	Up to 2 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 type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Form of mental concentration	Needed for	For how long	How often % working time
E.g. Totalling and tallying receipts	Balancing cash office accounts	30 mins (if tallies) to 1 hour	Twice per day – 20%
Enhanced mental attention	Analysing student data (attendance, academic achievement) to assess impact of interventions	Up to an hour	Three times per week
Enhanced mental attention	Creating a student behaviour support plan	Up to 2 hours	Three times per week
Concentrated mental attention	Preparing reports for SLT/Principal/Ofsted on delivery and impact of	Up to 2 hours	Termly

	Student Support Services team		
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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	Balancing caseload with daily safeguarding, behavioural and pastoral referrals	Up to an hour	10-20 times per day
Frequent interruptions	Students, staff, parents – postholder is main person for student support therefore is the hub of advice and knowledge	up to an hour	10-20 times per day
Changing deadlines	Regular change of deadlines, workload depends on urgency and is constantly re-prioritised.		Daily change to timescales and deadlines

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.)

Student and parents

Working with people in crisis (homelessness, drug/alcohol abuse, domestic violence, assault). Children are subject to abuse in the family home and disclose to postholder. Postholder has an active role in determining best possible course of action for student in terms of support the school can put in place. Post holder is exposed to hearing sensitive and confidential information which causes emotional stress on the job holder.

Daily

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

No Go to the next section – Responsibility for People

Yes 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.

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
Wellbeing support – for all students		Parents, pupils and staff	Effective support to students of concern. Promotion of awareness of student wellbeing, behaviour and safeguarding through regular training provided to students, parents and staff.
2.	Are any people reliant, i.e. personally dependent, on you for their care and welfare?		
No	<input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/> Complete the table below:
Reliant people (who benefit)		Needs of reliant people (how people benefit)	What done for reliant people (task/duty)
E.g. SEN students		Physical and social support	Food preparation, bathing, and talking to students including assessing their needs and state of health.
Vulnerable students with additional needs, and by extension the parents		Support from external agencies, additional medial needs require tailored support in school	Reliant on postholder for developing support plans to allow students to continue accessing their education.
Students with medical needs		Access to medication/support throughout the school day	Bespoke plans for them to continue to access their education.
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
Development and management of the Student Support Services		Development of policies, procedures and advice to students and parents on key issues i.e. social media, self-harming.	Students and parents
5.	Do you have any other responsibilities for people, including health and safety?		
Other responsibilities		Who benefits	How benefit

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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
Teacher inductions		Training on the behaviour management and wellbeing support structures within the school.	As and when required.
Student Support Officers		Demonstrating, guiding and training	Daily
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
5 Student Support Officers	Provision of wellbeing, pastoral and behaviour support to students, in line with school procedures.	1-10	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 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	Up to £200-£300 a month	Selling locker keys and ties	Daily
Security of cash and other financial resource		Cash stored in locked cupboard	Daily
Handling of cheques, invoices, other financial transaction documents			
Accounting for receipts or expenditures			
Authorising expenditures			
Budget setting		Budget is set by Finance department (up to £2k)	
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
Students records – behaviour, pastoral, wellbeing, achievement, attendance, progress reports, behavioural and teaching and learning data.	Updated, maintained, and stored confidentially.		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 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
Office equipment	Use of		Daily
4.	Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?		
No	<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/> Complete the table below:

Building / Location	Nature of responsibility	How often
E.g. School site	Inspection of cleaning	Daily
5.	Are you responsible for the adaptation, development or design of land, buildings, other construction works or equivalent?	
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>
Compete the table below:		
Land / Building etc.	Nature of responsibility	How often
E.g. Gardens – 1 acre	Landscaping of borders	Twice per year
6.	Are you responsible for the security of any buildings, external locations or equivalent?	
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>
Compete the table below:		
Building / External Location	Nature of responsibility	How often
E.g. 15 multipurpose inside and outside sports centres (£15m)	Draw up, and ensure compliance with security policy for the centres, their contents and users	Daily on an ongoing basis
7.	Do you order or control the stock of any equipment or supplied?	
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>
Compete 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
Resources/stationery for the office	Up to £2k	Annually
8.	Are you responsible for any personal possessions of others?	
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>
Compete the table below:		
Personal possessions	Nature of responsibility	How often

Students' mobile phones Medication for students	Safe storage of. Safe storage and dispensing of.	daily responsibility. daily responsibility.
9.	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
Development of resources for various interventions	Resources such as leaflets, guidance notes, and briefing notes on issues related to student wellbeing.	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
Corridors	80%
Office	20%

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

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

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

No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>	Compete the table below:
Environmental working condition	Nature	How long at any one time	How often - % working time	
E.g. Noise	Children shouting in a playground	½ hour	Approx 15%	

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

No <input type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>	Compete the table below:
Nature and source of abuse/aggression	How long at any one time	How often - % working time		
E.g. Swearing from angry parents or members of the public		5 per day – less than 5%		
Swearing, abusive language and threatening behaviour from students	Up to an hour	As and when – 15% of working time		

5. Do you encounter any hazards in your job?

No <input type="checkbox"/>	Go to the next question		Yes <input checked="" 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%		

Home visits – hazards of who is going to open the door, hazards of dogs in homes. Postholder is vulnerable	up to 30 mins	Up to 3 times per week.
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 often - % working time
How long at any one time		Compete the table below:
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		How often - % working time
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*	