

# Brooke Weston Trust – Job Families

## Job Evaluation Questionnaire

### Job title

Curriculum Support Manager

### General Questions

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

To manage and organise cover in the absence of a teacher through deployment of cover supervisors and supply staff. To organise and provide induction and support for supply staff and cover supervisors.

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

<p>To manage and organise classroom cover in the absence of a teacher, through deployment of cover supervisors, teaching staff or supply staff.</p> <p>To source work for students where either none is provided or is unsuitable. Liaise with head of departments or classroom teachers.</p> <p>To organise and provide induction and support for supply staff and cover supervisors.</p> <p>Provide lesson cover</p>	<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	To manage and organise classroom cover in the absence of a teacher, through deployment of cover supervisors, teaching staff or supply staff.	20%
2	To source work for students where either none is provided or is unsuitable. Liaise with head of departments or classroom teachers.	15%
3	To organise and provide induction and support for supply staff and cover supervisors.	5%
4	Provide lesson cover	60%

Are there any tasks/duties which you do occasionally, or at a certain time of the year? If yes, please list and state how often you do them.

	Occasional tasks	How often you do them
1	Organise departmental planning and training days	Annually
2	Support school-wide learning initiatives	Ongoing throughout the year
3	Assistance with planning school events	Once a year

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	<b>Good literacy and numeracy skills to support students with their work. Good literacy skills in particular for interpreting written instructions from teachers/Head of Department</b>	<b>GCSE maths and English</b>
(2) Procedural (e.g. procedures instructions for carrying out tasks)	<b>In-depth understanding of delivery of curriculum within school. Understanding of assessment procedures. Understanding of behaviour management system and student care procedures.</b>	<b>On the job training (staff training, peer support, shared resources) Previous experience – 1 year</b>
(3) Equipment (e.g. machines, tools, instruments)	<b>Basic office equipment. Understanding and safe use of science and DT equipment</b>	<b>On the job training</b>
(4) Administrative systems	<b>Microsoft Office package Use of management information system and other school databases.</b>	<b>On the job training</b>
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	<b>In-depth understanding of the school day (structure, timetable). Understanding of trips and visits schedule and policies.</b>	<b>On the job training (peer support, policies and procedures)</b>
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	<b>Knowledge of school curriculum, assessment procedures and behaviour management system. Understanding of safeguarding procedures. Understanding of financial management (allocated budget)</b>	<b>On the job training (peer support, policies and procedures)</b>
(7) Other languages and cultures	<b>Some knowledge of French, Spanish, German, Latin in supporting lesson delivery BPE – Empathetic in delivery of Various Cultures and Religious Beliefs in curriculum delivery</b>	<b>Prior knowledge Curriculum support materials Teacher support notes Personal interest</b>

(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 required to ensure appropriate timetabling for students, ensuring staff skillset matches needs of the students.**

Example 2

**Postholder checks the work provided by teachers for cover lessons to ensure it is suitable for the staff allocated. Postholder adjusts the work where necessary, which may include preparation of resources.**

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

**When it is necessary to request external supply cover in the interests of students, knowing it will impact on the budget.**

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

Three or four

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:

**When a school trip/visit is organised requiring attendance of a number of members of teaching staff, postholder is required to ensure the appropriate cover is provided to ensure continued high provision of teaching/cover for students.**

Indicate nature and complexity of information / situation:

**Complex in ensuring a variety of lessons are covered by staff with appropriate skillset.**

How do you interpret or analyse the information / situation?

**Planning required to ensure appropriate cover, assessing needs of the students, discussing requirements with teaching staff. To deploy cover internally and QA lesson cover and delivery.**

4.	What are the requirements of your job for creative or developmental skills (in the broadest sense e.g. designing a page layout, working out how to deal with a difficult client, drawing up a new policy or procedure?)		
Please rank the following statements according to how typically they apply to the job (1 = most typical, 2 = next most typical etc.) Leave blank any statements which do not apply.			
	The work is designed in such a way that creative and developmental skills are not necessary		
2	The work requires creative skills for solving straightforward problems		
1	The work requires creative and developmental skills for solving varied problems		
3	The work requires creative and developmental skills for solving difficult problems		
4	The work requires creative and developmental skills for producing innovative solutions to major problems.		
Give an example for the option you have marked 1, as being most typical			
<b>Creative skills required for ensuring cover when there are numerous members of staff away on a trip, whilst there are insufficient staff available to provide cover.</b>			
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:			
<b>Planning cover for when staff are on training/trips/visits. Cover allocated up to a week in advance. Cover for sickness is organised as and when required.</b>			
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	
Quick/logical/adaptable thinking skills		To ensure 'best fit' solution for deployment of effective cover and an ability to respond to any classroom situations which arise.	
Subject knowledge		Covering/Teaching across the full range of academic subjects.	

## 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 type="checkbox"/>	
Training skills	<input checked="" type="checkbox"/>	Training/delivery of lessons to students
Team working skills	<input checked="" type="checkbox"/>	Working across the school with a range of different departments to support their cover requirements
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/>	Team-leading skills(team of cover supervisors)
Advising, guiding skills	<input checked="" type="checkbox"/>	To advise and guide the students on the work that has been allocated, advising/guiding
Persuading, influencing skills	<input checked="" type="checkbox"/>	Encourage the class to complete their work, influencing good behaviour of students
Counselling skills	<input type="checkbox"/>	
Conciliating skills	<input type="checkbox"/>	
Advocacy skills	<input type="checkbox"/>	
Negotiating skills	<input checked="" type="checkbox"/>	Negotiating with classroom teachers/head of department over appropriate cover for lessons
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	Effective oral communication with students to deliver lessons, liaising with staff over cover requirements, oral instructions to cover supervisors
Written communication skills	<input checked="" type="checkbox"/>	Delivery of lessons, communicating with staff, interpreting written instructions
Oral presentation skills	<input checked="" type="checkbox"/>	Delivery of lessons
Other interpersonal or communication skills	<input checked="" type="checkbox"/>	Patience with last minute unavoidable requests
<b>2.</b>	Are you required to use a language (oral or written) other than English?	
No	<input type="checkbox"/>	Go to the next question
Yes	<input checked="" type="checkbox"/>	Complete the table below
Language	Used to communicate with.	Used for.

<b>Various</b>	<b>Students</b>	<b>Delivery of cover lessons with the Modern Foreign Languages department</b>
<b>3.</b>	Are you required to use any form of recognised sign language?	
No <input checked="" type="checkbox"/>	Go to the next section – Physical Skills	
Yes <input type="checkbox"/>	Complete the table below	
<b>Form of sign language</b>	<b>Used to communicate with</b>	<b>Used for</b>

## 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"/>	<b>Communicating with staff over cover requirements via email, record keeping staff absence.</b>	
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
<b>Sensory and dexterity skills</b>	<b>Preparing science/DT practical lessons – use of relevant equipment that requires dexterity</b>		<b>Precision required, no requirement for speed. To ensure safe use of.</b>

## 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 generally set own agenda for the day, as per job description and as per the requests submitted by schools/senior leaders for cover support. Post holder has access to line manager if there are any issues. It is a reactive role where postholder responds to requests made of them by schools.	
<b>2.</b>	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
	Internal school guidance and procedures, wider BWT policies and governmental legislation.	
<b>3.</b>	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
	Example 1	
	<b>Where the postholder has been given cover work which is not suitable for the class, postholder will make a decision to adapt the lesson to suit the needs of the students. No reference will be made to the head of department/classroom teacher but they may be informed afterwards.</b>	
	Example 2	
	<b>In line with the behaviour management policy, postholder may discipline a student who is behaving poorly and encourage them to behave in a more appropriate manner.</b>	
<b>4.</b>	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
	Example 1	
	<b>When the postholder is unable to provide lesson cover from a range of deployable staff/supply staff a referral is made to the line manager.</b>	
	Example 2	
	<b>An extreme behaviour/safeguarding issue involving students.</b>	
<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

<b>Regular meeting</b>	<b>Line manager</b>	<b>Weekly</b>
<b>Performance management</b>	<b>Line manager</b>	<b>Annually</b>

## 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 checked="" type="checkbox"/>	Go to the next question		
Yes	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%
<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 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?			
<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%
<b>Visual and listening attention</b>	<b>Monitoring behaviour of students under postholder's supervision</b>	<b>Up to 1 ½ hours</b>	<b>Daily</b>
<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 checked="" type="checkbox"/>	Go to the next question	
Yes	<input type="checkbox"/>	Complete the table below:	
Form of mental concentration	Needed for	For how long	How often % working time
E.g. Totalling and tallying receipts	Balancing cash office accounts	30 mins (if tallies) to 1 hour	Twice per day – 20%
<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
<b>Telephone and Physical interruptions</b>	<b>Staff</b>	<b>2-10 mins</b>	<b>5 times per day</b>
<b>Tight deadlines – students waiting to be taught/supervised if a member of staff is absent. Cover must be allocated</b>	<b>Staff</b>	<b>Every lesson where a teacher is absent</b>	<b>Everyday</b>
4.	Does your job involve any other form of mental demand?		
No <input type="checkbox"/>	Go to the next section – Emotional Demands		
Yes <input checked="" type="checkbox"/>	Complete the table below:		
Mental Demand	Source	For how long	How often % working time
<b>Being confident with curriculum delivery across all year groups across all curriculum areas</b>	<b>Access to the relevant knowledge skills and understanding required to be able to deliver the curriculum effectively</b>	<b>For every lesson where weak cover is provided</b>	<b>15%</b>
<b>Confidence in managing all behaviour issues with classes of 25 students aged 11-18</b>	<b>Students</b>	<b>Every lesson</b>	<b>80%</b>
<b>Coping with obstructive staff when being allocated cover</b>	<b>Staff</b>	<b>As and when the situation occurs</b>	<b>5%</b>

## Emotional Demands

Emotional demands are those arising from contacts or work with other people. For instance, those who are angry, difficult, upset or unwell; or in circumstances such as to cause stress to the jobholder.

1. Does your job involve contact (in person or by telephone) with people who by their circumstances or behaviour (for example homelessness, mentally ill, terminally ill) cause you emotional stress or upset? People can include the public, service users (including pupils) or other employees of the organisation, but not your immediate work colleagues.



Yes

Please give examples.



No

2. These people – who are they?

Cause of emotional stress or upset

Frequency of stress (daily/monthly/etc.)

Students with additional needs

Exposure to students with difficult family backgrounds, additional needs, emotional issues.

Daily

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

No



Go to the next section – Responsibility for People

Yes



Complete the table below:

Emotional Demand	Why	For how long	How often

## Responsibility for People – Wellbeing

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

<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	
<b>To organise the cover of lessons when the teachers are absent</b>	<b>The students, and the teachers who need their lessons covering</b>	<b>The staff and the students</b>	
<b>General duty of care to provide a supportive &amp; caring learning environment</b>	<b>Pupils</b>	<b>Learning environment where they feel confident, safe and secure to allow them to develop and learn. More accessible curriculum and better learning outcomes</b>	
<b>2.</b>	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.	
<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
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
<b>Management of classroom – responsible member of staff to handle welfare concerns</b>	Maintaining a safe and secure learning environment	Students
5.	Do you have any other responsibilities for people, including health and safety?	
Other responsibilities	Who benefits	How benefit
Ensure H&S policy is followed within the lesson	Students	Appropriate procedures relating to handling of chemicals, science/DT equipment are followed, ensuring their health and safety.

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

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

<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
<b>Cover supervisors New staff</b>	<b>Guidance Demonstrating, guiding, training</b>		<b>Ongoing Ad hoc</b>
<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:	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
<b>Cover supervisors (1) Supply staff (varies)</b>	<b>Covering lessons Covering lessons</b>	<b>1,2,3,4,5,6,7,8,9,10 1,2,3,4,5,6</b>	<b>S S</b>

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 checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Financial responsibility	Value	Nature of impact	How often
Handling cash			
Security of cash and other financial resource			
Handling of cheques, invoices, other financial transaction documents			
Accounting for receipts or expenditures			
Authorising expenditures			
Budget setting			
Budget monitoring			
Long term financial planning			
Income collection or generation			
Other, please specify			
<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
Computerised personnel and sickness absence records for employees.	Input accurately data on management information system. Monitor/track staff attendance in-line with Trust policies. Presents data trends to weekly management meeting. Maintain confidentiality with staff personal health/circumstances information	<b>Daily / Termly</b>
<b>2.</b>	Do you adapt, design or develop any information systems?	
No	<input checked="" type="checkbox"/>	Go to the next question
Yes	<input type="checkbox"/>	Compete 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
<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"/>	Compete 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 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
<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 checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Building / External Location	Nature of responsibility		How often
E.g. 15 multipurpose inside and outside sports centres (£15m)	Draw up, and ensure compliance with security policy for the centres, their contents and users		Daily on an ongoing basis
<b>7.</b>	Do you order or control the stock of any equipment or supplied?		
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	Complete the table below:
Equipment/supplies ordered or controlled	Value		How often
E.g. Ordering and stock control or departmental stationery from central supplies	£15000 pa		Monthly order
<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 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
<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 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
<b>Office/classroom environment</b>	<b>100%</b>

**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%		
<b>Verbal abuse / aggression from students</b>	<b>Seconds/minutes</b>	<b>Very occasionally</b>		

**5.** Do you encounter any hazards in your job?

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

<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>