

# Brooke Weston Trust – Job Families

## Job Evaluation Questionnaire

### Job title

Finance Officer (secondary)

### General Questions

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

To undertake a range of finance support responsibilities to ensure the efficient and effective use of the school's budget, under the direction of senior staff.

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

- |   |                  |
|---|------------------|
| <ol style="list-style-type: none"> <li>1. Undertaking a range of financial procedures including processing orders, invoices, making bank payments etc.</li> <li>2. Undertaking monthly checks and reporting on budgetary position.</li> <li>3. Sales ledger for student accounts.</li> <li>4. Maintaining financial records (including payroll data entry)</li> <li>5. Administrative duties as and when required.</li> </ol> | <b>% of time</b> |
|---|------------------|

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

	Main tasks/duties/responsibilities	% of time
1	Undertaking a range of financial procedures including processing orders, invoices, making bank payments etc.	40%
2	Undertaking monthly checks and reporting on budgetary position.	15%
3	Sales ledger for student accounts.	10%
4	Maintaining financial records (including payroll data entry)	30
5	Administrative duties as and when required.	5%

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

	Occasional tasks	How often you do them
1	Production of sales statements to parents	Termly
2	Year-end processes	1 x per year
3	External audit preparation	Quarterly
4	Support for residential planning	Ad hoc
5	Arrange contracts with external providers (e.g. music peripatetic)	1 x per 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	Good numeracy skills for budget management/interpreting data. Good literacy skills for producing letters or instructions (via email).	GCSE maths and English On the job instruction
(2) Procedural (e.g. procedures instructions for carrying out tasks)	All financial procedures within the Academy – processing invoices, carrying out month-end processes.	On the job training Previous experience – minimum 1 year
(3) Equipment (e.g. machines, tools, instruments)	Office equipment.	On the job training
(4) Administrative systems	Microsoft Excel – use of spreadsheets for budget management. Use of databases – PS financials, management information system Microsoft Word/Outlook – letters to parents, instructions to others	On the job training
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Understanding of arrangements and policies within Academy financial department	On the job training Previous experience – minimum 1 year
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Specialist financial knowledge – required for effective budget management	Basic bookkeeping qualification AAT Previous experience – minimum 1 year
(7) Other languages and cultures	N/A	N/A
(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.			
<b>1.</b>	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			
Post holder regularly resolves issues with payment for suppliers which has been escalated by the Finance Assistant – this will involve a number of steps to identify a suitable solution.			
Example 2			
Pre-authorisation of purchase orders depending on availability of budgets within relevant departments.			
<b>2.</b>	In the box below, give an example of the most difficult or important decisions or recommendations you make or problems you solve.		
Management of the student sales ledger – if a parent has not paid for a trip, visit, or transport, post holder makes recommendations to management on whether student can be allowed to attend/use the facility.			
How often do you expect to take a decision or solve a problem of this type (e.g. once a month, twice a year?)			
Once		times per	weekly
<b>3.</b>	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:
Example of decision / recommendation / problem:			
Following an external audit, post holder may make recommendations to Cluster Business Manager on how a particular finance procedure or process can be improved to make management more efficient or to resolve a particular issue.			
Indicate nature and complexity of information / situation:			
Information may be relatively complex based on the detail of the audit and the concern that has been raised. The impact of the concern may be large, therefore important to be properly considered.			
How do you interpret or analyse the information / situation?			
Listen to outcome of audit, assess the feedback that has been provided and compare to current working methods. Identify possible changes to method of operation within the department and make recommendation to management.			
<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.

	The work is designed in such a way that creative and developmental skills are not necessary
<b>2</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>3</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

Errors arise in the financial reports for the Academy due to inaccuracies in the database. Creative skills required to identify possible cause of the problem and takes necessary steps to correct in order that reports are accurate from which decisions can be made.

**5.** Does your work require you to plan ahead or organise for the future?

No  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:

Preparation for month-end checks and monitoring of staffing budget.

**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).

<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 for Finance Assistant
Team working skills	<input checked="" type="checkbox"/>	Working with Finance colleagues within school, other school colleagues, peers in other schools
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/>	Motivating Finance Assistants
Advising, guiding skills	<input checked="" type="checkbox"/>	Advice to Finance Assistants, members of staff planning residentials, Cluster Business Manager on Academy budget
Persuading, influencing skills	<input type="checkbox"/>	
Counselling skills	<input type="checkbox"/>	
Conciliating skills	<input type="checkbox"/>	
Advocacy skills	<input type="checkbox"/>	
Negotiating skills	<input checked="" type="checkbox"/>	Negotiating with parents regarding credit control (i.e. late/non- payments)
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	Clear oral instructions to staff, students, suppliers
Written communication skills	<input checked="" type="checkbox"/>	Clear written instructions/letters to staff, students, parents (via email, letters)
Oral presentation skills	<input type="checkbox"/>	
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 type="checkbox"/>		
Precision and speed, keyboard skills integral to main duties	<input checked="" type="checkbox"/>	Required for regular data input onto databases. Requirement for accuracy.	
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 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.

<b>1.</b>	How do you know what you should be doing each day? Explain briefly below:	
Post holder sets the agenda and prioritises workload for the day however works within established guidelines, procedures and deadlines as set by the Finance Director and Cluster Business Manager.		
<b>2.</b>	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
Post holder follows the BWT Finance Handbook, set by the Finance Director, and Trust policies and procedures.		
<b>3.</b>	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
Example 1		
An invoice is paid in error – postholder would identify and rectify the error without reference to a supervisor.		
Example 2		
If an internal audit flagged up a particular issue, post holder would take necessary actions to rectify the problem in readiness for the next audit.		
<b>4.</b>	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
Example 1		
A member of staff wishes to purchase resources which are not within their budget. Reference is made to the manager to determine whether the resources are essential and if so, which budget they should come from.		
Example 2		
Payment for goods/services cannot be made by invoice or direct debit, only credit card. Use of credit card must be authorised by the Finance Director.		
<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

Admin/Finance meeting	Post holder Finance and admin team	Weekly
1.1 with line manager	Cluster Business Manager	Weekly Access to when required.
Business Managers meeting	Finance Director Cluster Business Managers All Business Managers	Fortnightly
Finance team meeting	Principal Executive Principal Cluster Business Manager	Fortnightly

## 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?	Sitting at keyboard for majority of the time but not constrained.	
		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	<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%
<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%
Visual and listening attention	Answering phone enquiries, responding to staff enquiries	Up to 30 mins at any one time	Daily - 30%
Visual attention	Counting cash	10-15 mins at any one time	Daily – 10%
Visual attention	Inputting data on database/spreadsheets	Average 2 hours	Daily – 40%
<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%
Mental concentration	Month-end checks and processes	Up to 3 hours at any one time. 2 days in total to complete	Monthly
Mental concentration	Producing reports from PS financials to analyse budget	3-4 hours at any one time	Monthly
Mental concentration	Payments for parents – dinners, trips, uniforms, visits	1 hour at any one time	Daily

<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
Telephone, face-to-face, email interruptions	Parents, suppliers, other schools	2-20 mins per call	Approx. 30 times per day
Conflicting demands	Staff, students, Cluster Business Manager, Finance Director	Up to 2 hours	Weekly
Regular deadlines – monthly deadlines for finance	Principal, Cluster Business Manager, Finance Director	2 days	Monthly
<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 checked="" type="checkbox"/>	Go to the next section – Responsibility for Supervision/Direction/Co-ordination of Employees	
Yes	<input 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>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
<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
<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	
Finance Assistants	Demonstrating, guiding, training	Responsible for induction of finance staff and support as and when required	
<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
Finance Assistants	Processing orders, assisting with processing payments	1,2,3,4,5,6,7,8,9,10	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.

<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	Up to £15000 for secondary	Monitoring of cash for trips, visits, meals	Monthly
Security of cash and other financial resource	Up to £15000 for secondary	Secure storage of cash	Monthly
Handling of cheques, invoices, other financial transaction documents	Variable	Accurate and up to date payment of invoices in a secure manner	Monthly
Accounting for receipts or expenditures	Up to £7M for secondary	Accurate management of income and expenditure	Continuously
Authorising expenditures	N/A	Principal authorises expenditure	N/A
Budget setting	Up to £7M for secondary	Set by Finance Director and Cluster Business Manager. Post holder makes adjustments	Annually
Budget monitoring	Up to £7M for secondary	Academy budget – monitored to ensure effective management of allocation.	Daily
Long term financial planning	N/A	N/A	N/A
Income collection or generation	N/A	N/A	N/A
Other, please specify			
<b>2.</b> Do you have any other responsibilities that focus on the academy'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 academy's financial policies or wellbeing)			
No <input type="checkbox"/>	Go to the next section – Responsibility for Physical Resources	Yes <input checked="" type="checkbox"/>	Please specify below:
Responsibility	Nature of Impact		

Provision of advice and guidance to members of staff based on financial policies and procedures which are in place.

Appropriate management of budget and staffing of the Academy.

### 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
Financial data – PS financials, paper records Access to student records	Responsible for maintain accuracy and security  Maintain confidentiality and security		Daily Daily
<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"/>	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
<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 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 type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>
			Complete the table below:
Equipment/supplies ordered or controlled	Value		How often
E.g. Ordering and stock control or departmental stationery from central supplies	£15000 pa		Monthly order
Ordering stationery or other resources on behalf of other staff.	Up to £5000 (authorised by Principal)		Weekly 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
Office environment	100%

**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"/>	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 type="checkbox"/>	Go to the next question		Yes <input checked="" type="checkbox"/>	Complete the table below:
Nature and source of abuse/aggression	How long at any one time	How often - % working time		
E.g. Swearing from angry parents or members of the public		5 per day – less than 5%		
Swearing or verbal abuse from parents in reception	2-20 minutes	Termly – less than 5%		

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

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

<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"/>	Complete the table below:
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"/>	Complete the table below:
What	Why	How long at any one time	How often - % working 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>	