

# Brooke Weston Trust – Job Families

## Job Evaluation Questionnaire

### Job title

Admission Manager

### General Questions

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

To manage the admissions procedure across the academy, both transition and in year for all year groups.  
To manage the process of off rolling students and take responsibility for the accuracy of the student database and files.

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

1. Admissions
2. Off Rolling Students
3. Student Database and Files
4. Transition from Primary School
5. Transition into Sixth form including external applicants
6. Fair Access Panel Meetings
7. General Administrative Duties

**% of time**

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

	Main tasks/duties/responsibilities	% of time
1	Admissions	30%
2	Off Rolling Students	15%
3	Student Database and Files	10%
4	Transition from Primary School	10%
5	Transition into Sixth Form	5%
6	Fair Access Panel Meetings	20%
7	General Administrative Duties	10%

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	Open Evenings and Transition events	3 times a year
2	Supporting Census returns	3 times a year
3	Admissions Appeals	1 a year as part of transitions process Ad hoc for in year admissions if year group full

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	High level of literacy and numeracy required for formal correspondence with staff, parents, external agencies, local authority etc. and numeracy for accuracy of data with regard to admissions figures, projections etc.	GCSE Minimum
(2) Procedural (e.g. procedures instructions for carrying out tasks)	Comprehensive knowledge of admissions policy within BWT. Comprehensive understanding of legal frameworks and regulations for Admissions, Off Rolling, Fair Access Protocols, etc.	Minimum 3 years' experience and practical knowledge of working in this specialist area
(3) Equipment (e.g. machines, tools, instruments)	Working knowledge of all school standard office equipment	On the job training
(4) Administrative systems	Good working knowledge of school internal systems including office, as well as bespoke systems such as MIS, LA protocol, Secure Access, Egress	On the job training
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Specialist knowledge of whole school organisation and procedures in order to be effective in providing the right advice and ensuring the Academy's interests. Good knowledge of wider BWT structures and hierarchy.	On the Job training
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Specialist knowledge of LA and National regulations and legal frameworks pertaining to Admissions, Fair Access Protocols and the student database. Such as The School Admissions Code, The Fair Access Protocol, Promoting the Education of Looked After Children, Children Missing From Education, Elective Home Education.	Specific training courses in relation to legal compliance Minimum 3 years' experience and practical knowledge of working in this specialist area

(7)	Other languages and cultures	Awareness off and empathy for.	On the job training
(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

An admissions application has been received for an in year admission, the post holder should collate and analyse and interpret information from a variety of sources and use their knowledge of the legal framework to make a judgement as to whether this admission should be referred to the Fair Access Panel under the Fair Access Protocols.

### Example 2

Required to investigate student that is possibly leaving the academy or is a child missing from education, The posts holder will need to collaborate with a variety of stakeholders and multi agencies to ascertain and interpret the action required around off rolling the student to ensure compliance.

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

When making a referral to Fair Access Panel having analysed the admissions data and information, making a recommendation to the Principal for approval and then ensuring evidence is clear and concise and delivering at FAP for consideration.

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	Per month
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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:

When making a referral to Fair Access Panel having analysed the admissions data and information, making a recommendation to the Principal for approval and then ensuring evidence is clear and concise and delivering at FAP for consideration.

Indicate nature and complexity of information / situation:

There is a requirement to ensure the school complies with all relevant legal frameworks including the schools admissions code, the fair access protocol and the BAIP agreement in order to achieve a fair and lawful process

How do you interpret or analyse the information / situation?

Through engaging with various stakeholders to ascertain the potential provision available for the prospective student and whether the academy can meet the needs of the child. Analysis of all the information provided at point of admission .

<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>3</b>	The work requires creative skills for solving straightforward problems		
<b>3</b>	The work requires creative and developmental skills for solving varied problems		
<b>1</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			
Making decisions and recommendations as to whether the academy should accept and application or refer to FAP			
<b>5.</b>	Does your work require you to plan ahead or organise for the future?		
No <input type="checkbox"/>	Go to the next question		
Yes <input checked="" type="checkbox"/>	What period do these planning/organising activities mainly cover? (NB: please note the period over which planning activities take place, not the time-scale for what is planned)	Short term (days, up to weeks)	<input 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:			
Process of admissions / transition, projecting student numbers that will assist with the curriculum and staffing decisions. Organising events and supporting marketing materials to promote the academy.			
<b>6.</b>	Are any other forms of mental skill required for your job? If so, please list them below and explain what purposes you require them for.		
Mental Skill		Purpose required for	
Patience		When dealing with members of the public and Local Authorities	
Empathy		With families when cases may be referred to appeal or FAP	
Resilience		Dealing with FAP and appeals for complex cases.	

## 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 type="checkbox"/>	
Team working skills	<input checked="" type="checkbox"/>	SLT to ensure understanding of academy policy and national regulations
Motivational/team leading skills – includes own staff	<input type="checkbox"/>	
Advising, guiding skills	<input checked="" type="checkbox"/>	Families on admission appeals / processes and BWT policies
Persuading, influencing skills	<input checked="" type="checkbox"/>	At FAP and admissions appeals as well as Principal for recommendations
Counselling skills	<input type="checkbox"/>	
Conciliating skills	<input checked="" type="checkbox"/>	With families/LA to resolve disputes and disagreements around admissions and appeals
Advocacy skills	<input checked="" type="checkbox"/>	In order to achieve fair, transparent and consistent application of all processes and to protect the academy
Negotiating skills	<input checked="" type="checkbox"/>	Negotiating skills are required in order to resolve a range of issues with families, external agencies and LA
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	Effective communication required with a variety of audiences
Written communication skills	<input checked="" type="checkbox"/>	Formal correspondance in compliance with regulations
Oral presentation skills	<input checked="" type="checkbox"/>	FAP or appeal panel
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"/>	Notes, minutes, complex meetings where documents may be required for legal reference / evidence	
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:	
	Responding to work load in relations to any one area of the post, prioritising workload independently, work is a mixture of responsive and pre-planned / scheduled tasks	
<b>2.</b>	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
	BWT policies. School Admission Code, Fair Access Protocols, Children Missing From Education, Elective Home Education, Admissions Appeals Code etc	
<b>3.</b>	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
	Example 1	
	Making a decision as to whether to report a child missing from education based on the information collated from various stakeholders	
	Example 2	
	Making a decision to refer a case to FAP where there is a clear reason for referral under the Fair Access Protocols	
<b>4.</b>	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
	Example 1	
	An admissions request from a child who has been in alternative provision and there is a need to involve members of the senior leadership team to agree a suitable provision and allocate BAIP funding to support the child's provision	
	Example 2	
	An admissions application is going to appeal.	
<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

Performance Management	Line Manager	Annually
One to one meetings	Line Manager / SLT Lead	Weekly
Informal catch ups	Principal	Depending on time in academic year.

## 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	<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 checked="" type="checkbox"/>	Go to the next question	
Yes	<input 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>Listening</b>	Attending FAP or admissions appeals,	2 hours	Once a week
<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%
<b>Reviewing / checking</b>	Admissions and appeals	2 hours	Weekly
<b>Attention to detail</b>	<b>Writing up notes to present to FAP</b>	<b>2 hours</b>	<b>weekly</b>
<b>Attention to details</b>	<b>Writing case to take to appeal panel</b>	<b>2 hours</b>	<b>Twice per year / ad hoc</b>
<b>Attention to detail</b>	<b>Student number projections and analysis of trend data</b>	<b>2 hours</b>	<b>Weekly during transition period November - July</b>

<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:	
<b>Form of work related pressure</b>	<b>Source</b>	<b>For how long</b>	<b>How often % working time</b>
E.g. Telephone interruptions (e.g. to clerical tasks)	Suppliers, other staff	2-20 mins per call	10-20 times per day
<b>Conflicting demands</b>	Responding to admission request and other conflicting tasks within formal timescale compliance	1 hour	Weekly
<b>Deadlines</b>	Admissions, FAP, Appeals, EHE, CME	variable	Weekly
<b>Telephone / physical interruptions</b>	Staff / parents / agencies	Up to 30 minutes	5 x days
<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:	
<b>Mental Demand</b>	<b>Source</b>	<b>For how long</b>	<b>How often % working time</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.)
Families	Dealing with complex, difficult admissions, time related pressures, can cause upset.  Occasionally involvement with Social Care around LAC	Monthly  Termly

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

## Responsibility for People – Wellbeing

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

<b>1.</b>	Do you undertake any tasks or duties which have a direct impact on people?		
No	<input type="checkbox"/>	Go to the next section – Responsibility for Supervision/Direction/Co-ordination of Employees	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Task / Duty	Who benefits	How people benefit	
E.g. Preparing and serving meals	Pupils and staff	Regular nutritious meals maintaining health of pupils and staff	
<b>Ensuring processes are upheld with regard to child missing from education protocols</b>	Pupils	Ensuring the LA is provided with the details or CME and therefore the pupil's whereabouts is investigated and they are not at risk	
<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 type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/> Complete the table below:
(A) Implement	Who direct impact on	Nature of impact	



E.g. Implement food regulations	People eating in public places	Ensuring health of people through maintenance of food hygiene standards
<b>Implementing CME regulations</b>	<b>Pupils missing from education</b>	Ensuring the safeguarding of a child through identification to the LA.
(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	
<b>Colleagues</b>	Training reception staff on how to deal with admissions enquiries	As 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 checked="" type="checkbox"/>	Go to the next section – Responsibility for Financial Resources		
Yes <input 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

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
<b>Giving advice and making recommendations around the best course of action for an admission</b>	<b>Consistent application of policies</b>	Managers and teams within the academy.

## 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 student records, MIS system and paper student files		Ensure data is inputted accurately and changes to student records are completed in timely fashion by all staff	Weekly
<b>2.</b>	Do you adapt, design or develop any information systems?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Information system (type & size)		How adapt/design	How often
E.g. Departmental accounts system with 500 cost centres and 100 cost codes		Draw up specification for information to be held and analysis requirements for programmer to execute	Once a year
<b>Develop and implement processes and systems for reporting or child leaving the academy / admissions.</b>		Creation of spreadsheets, processes, forms for collation of information from staff. Parent Information Packs	As required
<b>3.</b>	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
<b>Standard office equipment</b>		Use for discharging admin duties	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	
Policy advice	Provision of advice and guidance on the admissions and other related policies to senior leaders, parents and other key stakeholders		Daily	

## 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 environment</b>	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"/>	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>Angry parents</b>	<b>10 minutes</b>	1 a term		

**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"/>	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>	