

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

School HR Administrator

General Questions

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

Provide a generalist HR service to management and staff across the Academy, supporting with implementation of a broad range of strategic and operational HR matters.

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

Recruitment (advertising, interviewing, on-board to existing staff) Employer relations (disciplinary, grievances, flexible working etc) Compliance (training records, planning etc) Project work (restructures, new initiatives) Administration (DBS processing etc) Payroll General advice and support to colleagues on application of BWT policies	% of time
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Roughly, what percentage of time do you spend on each?

	Main tasks/duties/responsibilities	% of time
1	Recruitment (advertising, interviewing, on-board to existing staff)	10%
2	Employer relations (disciplinary, grievances, flexible working etc)	25%
3	Compliance (maintaining single central record, training records, planning etc)	5%
4	Project work (restructures, new initiatives)	10%
5	Administration (DBS processing etc)	5%
6	Payroll	10%
7	General advice and support to colleagues on application of BWT policies	25%

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	FOI requests, data returns, union queries etc	Ad hoc
2	Supporting timetabling and staffing plans	Ad hoc
3	Supporting admin team with census returns, school events etc.	Ad hoc
4		

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, colleagues etc. and numeracy for accuracy of supporting payroll, etc.	GCSE minimum
(2) Procedural (e.g. procedures instructions for carrying out tasks)	Comprehensive knowledge of all BWT policies pertaining to staff and internal school procedures including payroll, absence, working time etc.	On the job training
(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 (diaries, emails, Word, Excel etc.) as well bespoke systems including the EPM HR & Payroll portal, school MIS (for staff attendance info) and Orovia staff budgeting software.	On the job training
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Good operational knowledge of whole school organisation/structure and procedures in order to be effective in providing the right advice. Good knowledge of all BWT policies pertaining to staff. Good knowledge of wider BWT structures and hierarchy to assist with appropriate escalation.	On the job training
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Knowledge of legislation and regulations relating to broad range of staffing and employment matters in order to help identify /prevent issues and to support all staff appropriately. Knowledge of BWT pay structures and systems including performance management of all colleagues.	Qualification (member of CIPD) On job training Specific training courses (e.g equality and diversity)
(7) Other languages and cultures	Awareness of	

(8)	Other, please specify		
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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			
Monitoring and reviewing staff absence records to ascertain if escalation through the staff absence policy is required. Would analyse absences, including reasons, and make recommendations to Principal about appropriate course of action.			
Example 2			
Colleagues regularly discuss concerns or raise queries regarding working practice or conduct of others. Judgement and analytical skills are required to determine most appropriate course of action (e.g. has a policy been breached, does the matter require further investigation/escalation, what support should be offered/action taken etc.).			
2.	In the box below, give an example of the most difficult or important decisions or recommendations you make or problems you solve.		
Analysing a situation or applying judgement of a situation to BWT policies to establish if it is likely that a colleague has committed misconduct or gross misconduct and then recommending to the Principal that a colleague is suspended. This requires good understanding of range of conduct thresholds and associated risks to organisation, children and staff.			
How often do you expect to take a decision or solve a problem of this type (e.g. once a month, twice a year?)			
1		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	<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:			
Deciding whether (and recommending to proceed if appropriate) a proposed restructure of a staff team can be delivered efficiently and will achieve organisational objectives.			
Indicate nature and complexity of information / situation:			
This will involve a review of staffing budgets and costs, as well as understanding of all steps to be worked through in order to achieve a fair and lawful process that delivers long term objectives.			
How do you interpret or analyse the information / situation?			
Existing structure would be compared to proposed structure and quality assurance of anticipated efficiencies would be carried out to make sure achievable. This would require detailed analysis of whole projects costs, staffing costs etc. Numerical analysis would be key and engagement of professional partners required.			

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		
3	The work requires creative skills for solving straightforward problems		
1	The work requires creative and developmental skills for solving varied problems		
2	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			
After identifying an issue with staff induction, I developed a new process and produced a new handbook applicable to all new staff at the academy. This assisted induction, integration and settling of new colleagues.			
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:			
The whole process of recruitment – from advertising through to planning the shortlisting, scheduling, mapping out the tasks, structure of interviews, through to pre-employment checks and start of new colleague.			
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	
Patience		To allow people time to fully convey any difficult issues they may be trying to disclose.	
Empathy/Sympathy		To enhance employer engagement in the supportive HR function and to give people confidence to approach post holder.	
Resilience		Many issues/investigations can be difficult and take a long time to resolve. It is important to maintain professionalism throughout, to ensure matters are fully resolved, and to withstand any attempts (deliberate or otherwise) by colleagues to influence actions/decisions.	

Interpersonal and communication skills

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

1. Tick the boxes below to show which forms of interpersonal and communication skills are needed for your job. Say what each is used for and with whom they are used.		
Form of skill		Used for and with whom
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/>	Providing personal services to clients in their homes
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/>	Assessing client's care needs
<i>Example: Negotiating Skills</i>	<input checked="" type="checkbox"/>	Negotiating tender contract details
Caring skills	<input type="checkbox"/>	
Training skills	<input type="checkbox"/>	
Team working skills	<input checked="" type="checkbox"/>	With all service area managers and subject leads, inc. SLT to ensure full understanding and implementation of school policy/procedure
Motivational/team leading skills – includes own staff	<input type="checkbox"/>	
Advising, guiding skills	<input checked="" type="checkbox"/>	All colleagues of range of HR issues and interpretation and implementation of BWT policies
Persuading, influencing skills	<input checked="" type="checkbox"/>	Managers – to follow correct course of action in order to avoid disputes/claims at later date. All colleagues (as they may present) to feel safe when reporting an issue/whistleblowing – staff often feel uneasy or are not prepared to make formal complaint initially
Counselling skills	<input type="checkbox"/>	
Conciliating skills	<input checked="" type="checkbox"/>	With colleagues as part of initial attempts to resolve disputes/disagreements or to pacify colleagues
Advocacy skills	<input checked="" type="checkbox"/>	In order to achieve fair, consistent and transparent treatment of all staff and to protect the organisation, an HR colleagues should be a strong advocate of the Trusts policies, procedures and ethical position. I act as a moral guardian.
Negotiating skills	<input checked="" type="checkbox"/>	Negotiating skills are required in order to resolve a range of issues with colleagues within parameters pre-agreed either through policy or discussion with senior colleague. (e.g. appropriate dress code, annual leave requests, pay for leave of absence, agreeing reasonable adjustments)
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	For inducting staff, communications effectively with all colleagues regarding broad range of issues

Written communication skills	<input checked="" type="checkbox"/>	For formal correspondence regarding serious matters as well and routine communications and literature/guidance documents.
Oral presentation skills	<input checked="" type="checkbox"/>	For inducting groups of new starters and explaining staff related processes
Other interpersonal or communication skills	<input type="checkbox"/>	
2.	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.
3.	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
Form of sign language	Used to communicate with	Used for

Physical skills

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

1.			Tick 1 box to indicate the keyboard skills needed for your job:		
Required		Used for.			
Not required, or 2-finger operation with no time constraints		<input type="checkbox"/>			
Precision required, keyboard used for some aspects of work		<input type="checkbox"/>			
Precision and speed, keyboard skills integral to main duties		<input checked="" type="checkbox"/>	Notes/minutes of complex meetings where documents may be required for future reference/evidence.		
Considerable precision and speed, keyboard skills e.g. for data input		<input type="checkbox"/>			
2.			Tick 1 box to indicate whether driving skills are needed for your job, and state the nature and complexity of the vehicle driven.		
Required		Nature of Vehicle		Purpose of driving	
Not required (other than for driving to and from work)		<input 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"/>			
3.			Are there any other forms of physical skill (dexterity, co-ordination or sensory skills) required for your job (e.g. for operating equipment, machinery or tools for preparing food)?		
No	<input checked="" type="checkbox"/>	Go to the next section – Initiative and Independence			
Yes	<input type="checkbox"/>	Complete the table below			
Skill		Used for		Precision / Speed	
E.g. Dexterity		Peeling, chopping vegetables		Economical use, portion control, restricted time	

Initiative and Independence

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

1.	How do you know what you should be doing each day? Explain briefly below:	
	<p>Responding to enquires received Responding to/implementing projects/work as set by Principal Set routines are timetabled (e.g. payroll cut off etc) Generally this is all prioritised independently and work is a mix of responsive and pre-planned/ scheduled tasks</p>	
2.	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
	<p>BWT policies (particularly staff related) STPC (Standard Teachers Pay and Conditions) Legislation relating to employment matters (e.g. right to work in UK, working time directive, equality act 2010) Safeguarding policies, e.g. KCSIE</p>	
3.	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
	<p>Example 1 A decision to progress a colleague through the stages of the absence monitoring policy resulting in a 'stage 2' referral/meeting taking place. At that meeting the Principal makes a decision on whether to dismiss or otherwise.</p>	
	<p>Example 2 Resolving an issue of over or under payment to a member of staff.</p>	
4.	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
	<p>Example 1 A DBS doesn't come back clear so reference would be made to the Principal before progressing further with employment arrangements of the individual</p>	
	<p>Example 2 An allegation is made to the HR colleague regarding conduct of another employee. This would be referred with a recommended course of to the Principal.</p>	
5.	What form(s) of direction, management or supervision do you receive, from whom and how often?	
	Form of direction etc.	From whom (job title)
		How often (times per week)
	E.g. Regular team meetings	Supervisor – Senior Social Worker
		Every 2 weeks

Performance Management	Line Manager	Annual
One-to-one meeting (discussion / planning / updating re. caseload)	Line Manager (Principal)	Weekly
Informal catch ups	Principal	Daily

Physical Demands

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

1.	Does your job require you to sit in a fixed or constrained position (e.g. sitting at a computer keyboard or in a vehicle driving seat, standing at a drawing board)?			
No	<input 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
2.	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		
3.	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
4.	Does your job require lifting and/or carrying of items or equipment (beyond light office materials, such as pens, pencils and limited quantities of paper)?			
No	<input checked="" type="checkbox"/>	Go to the next question		
Yes	<input type="checkbox"/>	Complete the table below:		
What and why	How heavy	How far	For how long	How often % working time
E.g. bucket of water, for floor washing	5 kg?	50m (up flight of stairs)	5 mins	1 per day – 2%
5.	Does your job require pushing and/or pulling of items or equipment?			

No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	Complete the table below:			
What and why		How heavy	How far	For how long	How often % working time
6.	Does your job require rubbing, scrubbing, digging or similar form of physical effort?				
No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	Which of these, and for what purposes?			
		How long at any one time do you rub and/or scrub, dig or similar?			
		And how often?			
7.	Does your job require working in an awkward position (e.g. crouching, kneeling)?				
No	<input checked="" type="checkbox"/>	Go to the next question			
Yes	<input type="checkbox"/>	Complete the table below:			
Position		Why	For how long	How often % working time	
E.g. Kneeling		To scrub kitchen floor	20-30 mins	1 per day – 10%	
8.	Does your job involve any other form of physical demand?				
Physical demand		Why	For how long	How often % working time	

Mental Demands

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

1.	Does your job require more than general awareness and sensory (i.e. using eyes, ears, touch or smell) attention, (e.g. more than general attention for watching children at play, word processing text or inputting data)?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Form of sensory attention	Needed for	For how long	How often % working time
E.g. Visual & listening attention	Watching children at play	Average 2 hours	Once a week – 5%
Listening	Minuting complex investigation meetings and disciplinary hearings. The evidence gained could be subject to significant scrutiny.	Up to 3 hours	1 / term
2.	Does your job require more than general mental attention or concentration (e.g. more than general mental attention for repeated manual calculations, drafting a complex report)?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Form of mental concentration	Needed for	For how long	How often % working time
E.g. Totalling and tallying receipts	Balancing cash office accounts	30 mins (if tallies) to 1 hour	Twice per day – 20%
Reviewing/checking	Payroll confirmations	2 hours	1 / month
Attention to detail	Writing report on outcomes of investigations	2 hours	1 / month
Attention to detail	Conducting interviews – ensuring processes followed consistently and that Safer recruitment processes adhered to.	4 hours	1 / month

	Documenting thorough interview responses/evidence.		
Attention to detail	Planning efficiencies/restructures etc, checking of financial calculations, staffing hours etc.	2 hours	1 / month
3.	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"/>	Compete the table below:		
Form of work related pressure	Source	For how long	How often % working time
E.g. Telephone interruptions (e.g. to clerical tasks)	Suppliers, other staff	2-20 mins per call	10-20 times per day
Conflicting demands	Responding to serious accusations/new issues etc. conflicting with pre-planned work	Up to 3 hours	1 per term
Telephone/physical interruptions	Staff, agencies etc	Up to 30 mins	5 x day
Deadlines	Internal (payroll etc.) Ad-hoc meetings, hearings, recruitment activity etc.	Variable	1 x week.
4.	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"/>	Compete 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.)

Staff

Dealing with a colleague who is disclosing personal, difficult issues that may be health related and/or other personal issues

2 x month

Dealing with colleagues who are facing serious disciplinary matters or redundancy matters (would be aware of long term personal impact and distress).

1 x term

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.

1.	Do you undertake any tasks or duties which have a direct impact on people?		
No <input type="checkbox"/>	Go to the next section – Responsibility for Supervision/Direction/Co-ordination of Employees		
Yes <input checked="" type="checkbox"/>	Complete the table below:		
Task / Duty	Who benefits	How people benefit	
E.g. Preparing and serving meals	Pupils and staff	Regular nutritious meals maintaining health of pupils and staff	
Overseeing/embedding/advising/implementation of HR procedures e.g. professional and safe conduct policy	Staff and students	Working in a compliant and supportive environment in the knowledge that they will be treated fairly and with respect.	
2.	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.	
3.	Do you implement, or enforce (i.e. have formal responsibility for initiating prosecution against failures to comply) any Statutory Regulations which have a direct impact on the health, safety or wellbeing of people?		
No <input 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
Training in 'safer recruitment' is a requirement of the post, and I sit on the majority of interview panels.		Staff and students	Ensuring only suitable candidates are employed (through thorough interrogation and checks as per guidance).
(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
Responsible for giving advice and guidance on BWT policies		Providing assurance, guidance etc. regarding content and interpretation to end user of policies which are often complex	Staff
Identifying and responding to weaknesses or opportunities to improve provisions for staff wellbeing		For example, reviewing and updating staff induction procedures, including drawing their attention to relevant policies and procedures.	Staff
		Ensuring correct implementation of statutory changes to employment terms and conditions (e.g. introduction of holiday pay for casual employees)	Staff

5.	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.

1.	Does your job involve demonstrating your own duties, giving advice and guidance or training other employees?		
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>	Complete the table below:
Whom (Job Groups)	What (i.e. demonstrating, guiding, training)	How often	
New colleagues	Demonstrating / guiding	At least termly	

2.	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:	1 = Regular instructions 2 = Regular checking work 3 = Regular allocation of work 4 = Organisation of work 5 = Evaluation and appraisal of work	6 = Evaluation of working methods 7 = Employee development 8 = Recruitment 9 = Discipline 10 = Co-ordination and management (the work of staff may be co-ordinated or managed through others' direct supervision)	

Location Codes:	S = Same workplace as self Number = number of other workplaces e.g. 1 = 1x other, 10 = 10x others.		
Employees supervised etc., No's, Job Groups	Type of work	Type of Responsibility Code	Location Code
E.g. 4 Finance Assistants 1 Secretary/Clerical	Order processing Typing and WP operating	1,2,3,4,5,6,8,9 2,5	S S
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	
Giving advice to service area managers on how to effectively manage their teams in line with policy	More efficient services and consistent application of policies	Managers and their teams in 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.

1.	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			
2.	Do you have any other responsibilities that focus on the authority's financial policies or well-being? For example, for developing financial policies and procedures or for providing advice, guidance or interpretation of policies or procedures. (Only include within this answer a responsibility which has as its main focus the authority's financial policies or wellbeing)		
No <input checked="" type="checkbox"/>	Go to the next section – Responsibility for Physical Resources	Yes <input type="checkbox"/>	Please specify below:
Responsibility	Nature of Impact		

Responsibility for Physical and Information Resources

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

1.	Are you responsible for any manual or computer information?	
No	<input type="checkbox"/>	Go to the next question
Yes	<input checked="" type="checkbox"/>	Complete the table below
Information for which responsible	Nature of responsibility	How often
E.g. Computerised personnel (50 fields) and sickness absence records for 1000 employees	Input accurately data on computer, undertake pre-set analyses, maintain confidentiality and security	Daily
Computerised personnel records	Set up new employees correctly with terms and conditions, pay etc. including changes, variances etc.	Weekly
Single Central Record (SCR)	Maintaining the electronic statutory SCR in line with guidance	As required
Maintaining training records	Ensuring compliance with regulations and ensuring qualifications do not expire	As required
2.	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
Adaptation of absence monitoring spread sheet to keep relevant with triggers etc.	Ensure spread sheet is formulated to flag when colleagues hit triggers and check it is operating as intended	annually
3.	Do you use any office or other equipment, tools or instruments, or vehicles, plant and machinery?	
No	<input type="checkbox"/>	Go to the next question
Yes	<input checked="" type="checkbox"/>	Complete the table below:
Equipment etc. used	Nature of use and responsibility	How often
E.g. Mower, rotovator and hedgecutter (£1500) Garden tools and wheelbarrow (£500)	Use and general cleaning and greasing as necessary Use and general cleaning	Daily
Standard office equipment	Use for discharging admin duties	daily

4.	Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
Building / Location			How often
Nature of responsibility			Complete the table below:
E.g. School site			Inspection of cleaning
			Daily
5.	Are you responsible for the adaptation, development or design of land, buildings, other construction works or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
Land / Building etc.			How often
Nature of responsibility			Complete the table below:
E.g. Gardens – 1 acre			Landscaping of borders
			Twice per year
6.	Are you responsible for the security of any buildings, external locations or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
Building / External Location			How often
Nature of responsibility			Complete the table below:
E.g. 15 multipurpose inside and outside sports centres (£15m)			Draw up, and ensure compliance with security policy for the centres, their contents and users
			Daily on an ongoing basis
7.	Do you order or control the stock of any equipment or supplied?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
Equipment/supplies ordered or controlled		Value	How often
E.g. Ordering and stock control or departmental stationery from central supplies		£15000 pa	Monthly order

8.	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
9.	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
10.	Do you have any other form of responsibility for physical resources, for example, developing policies or procedures in relation to physical resources, or providing advice, guidance or interpretation of policies and procedures?		
No <input checked="" type="checkbox"/>	Go to the next section – Working Conditions	Yes <input type="checkbox"/>	Complete the table below:
What	Nature of responsibility		How often

Working Conditions

This factor measures any exposure to unpleasant working conditions, for example dirt, dust, heat and cold.

1. What kind of places do you normally work in? (e.g. office, clients' homes, public library, council parks and gardens, vehicle). Give approximate % of time.

Places of work	% of Time
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"/>	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%		
Staff – aggressive/upset as content of discussions	5 mins	1 x month		

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%		

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

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