

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

Safeguarding Officer

General Questions

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

Responsible for day-to-day management of safeguarding and delivery of a wellbeing service to students as a Designated Senior Lead within the school. Responsible for promoting and maintaining a culture of awareness of safeguarding across the school (in the form of training, regular communications and assemblies).

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

1. Day-to-day management of safeguarding and child protection referrals taking the appropriate actions with referrals, liaison with outside agencies, children and parents.
2. Caseload management for specific child protection cases, attending all multi-agency meetings, court hearings and other strategy meetings as appropriate. To support families and children through emotional difficulties within a safe and nurturing environment as part of this role.
3. Responsible for developing and maintaining a culture of awareness of safeguarding through delivery of training, programmes, assemblies on related topics. Management of the CPOMS safeguarding referral system to ensure its proper use in highlighting potential concerns.
4. Support students with wellbeing/pastoral issues i.e. mental health, pregnancies, self-esteem issues, liaising and referring onto specialist external agencies where appropriate
5. Contribution to child protection and safeguarding meetings, including preparation of reports for these meetings, to ensure that the best outcome is achieved for the child and their family

% of time

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

Due to the nature of the role and fluctuation in requirements, the main areas of responsibilities differ in %s of time from week to week due to the reactive nature of the responsibilities.

	Main tasks/duties/responsibilities	% of time
1	Day-to-day management of safeguarding and child protection referrals taking the appropriate actions with referrals, liaison with outside agencies, children and parents.	20%
2	Caseload management for specific child protection cases, attending all multi-agency meetings, court hearings and other strategy meetings as appropriate. To support families and children through emotional difficulties within a safe and nurturing environment as part of this role.	20%

3	Responsible for developing and maintaining a culture of awareness of safeguarding through delivery of training, programmes, assemblies on related topics. Management of the CPOMS safeguarding referral system to ensure its proper use in highlighting potential concerns.	20%
4	Support students with wellbeing/pastoral issues i.e. mental health, pregnancies, self-esteem issues, liaising and referring onto specialist external agencies where appropriate	20%
5	Contribution to child protection and safeguarding meetings, including preparation of reports for these meetings, to ensure that the best outcome is achieved for the child and their family	20%

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

	Occasional tasks	How often you do them
1	Delivering of Safeguarding training on an annual basis for all staff and ongoing throughout the year for new starters.	Variable
2	Acts as designated teacher for Looked After Children	Ongoing
3	To plan, staff and organise all safeguarding training throughout the year	Ongoing
4	Provision of advice and support for staff wellbeing	Ongoing

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 required for preparation of statements and reports which become legal documents. Ensuring accuracy and clarity of information being presented. High level of literacy for training other staff and communicating safeguarding/child protection messages to a range of people. Numeracy skills for analysing student attendance data to identify trends and patterns.	GCSE maths and English Experience
(2) Procedural (e.g. procedures instructions for carrying out tasks)	SG – full awareness of safeguarding and child protection procedures with an understanding of wider national developments and frameworks. Responsible for development of in-house procedures for staff to follow. To ensure up to date with serious case reviews to identify impact on current school operation, and amend procedures where required.	DSL training Industry-related training on specific safeguarding topics. self-directed learning by researching Local Children Safeguarding Board website
(3) Equipment (e.g. machines, tools, instruments)	Basic office equipment – laptop/computer, phone	On the job training
(4) Administrative systems	Management of operation of CPOMS (safeguarding referral system). Ensure this is properly updated and checked for quality of record-entry, reports generated from system by postholder for sharing with other stakeholders (i.e. governors). Postholder makes recommendations for modification of system with Trust Safeguarding personnel. Use of Microsoft Office (letter-writing to parents, external agencies, PowerPoints for staff training)	On the job training (provided by external company) Experience of working with safeguarding referral system. On the job training Experience
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Understanding of all BWT policies and procedures relating to safeguarding and child protection. Wider knowledge of safeguarding through work with local authority and national	DSL training Experience of working in similar safeguarding/child protection role

		updates communicated through DfE. Understanding of wider social care. Knowledge of procedures for day-to-day operation of the school.	On the job training Experience of working in similar role
(6)	Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Specialist knowledge of safeguarding and child protection, awareness of theoretical concepts and practical actions and procedures that are to be developed and adhered to. Reports to senior leadership, governors and external bodies (i.e. Ofsted) on this topic as a specialist in this field. Awareness of wider social care system.	DSL training Experience of working in similar safeguarding/child protection role Industry-related training
(7)	Other languages and cultures	Knowledge and awareness of other cultures and implications for safeguarding and child protection (e.g. FGM, honour based violence).	On the job training Industry-related training Experience of working in similar role
(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			
Judgement skills – based on information presented at a child protection conference by various agencies, postholder is required to make a decision on whether the child needs to remain on a child protection plan. Postholder is required to use skill in handling other people’s comments and coming to their own view and arguing their case.			
Example 2			
Judgement skills – postholder is required to make decisions on whether to instigate an Early Help Assessment based on the level of neglect or child protection issues the child is experiencing. Postholder is required to use tact and discretion as to whether putting them on an EHA is best for the needs of the child.			
2.	In the box below, give an example of the most difficult or important decisions or recommendations you make or problems you solve.		
Decision made by postholder to recommend social care for a student who is at risk. This involves student being taken away from their family.			
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		per	week
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:			
Child Protection conference paperwork is shared with postholder half an hour prior to meeting. This contains complex information about child protection concerns related to a student. Postholder is required to decide whether, based on the contents of the paperwork, the student should remain on a child protection plan or if they should be referred to social care.			
Indicate nature and complexity of information / situation:			
The information is presented shortly before the meeting and can contain complex information. The situation can also be complicated in terms of people concerned with the child protection issue. The implication of the decision made by the postholder can be contentious as it will also affect siblings who may be in other schools. Postholder is challenged at these meetings on their assessments. On occasions, postholder is requested to perform checks requested by MASH, including child protection referrals, attendance, and progress at school.			
How do you interpret or analyse the information / situation?			
Postholder has to make assessment based on the information that has been presented and consider their own experience in related cases. Postholder comes to a judgement based on this information. Postholder’s judgement may be challenged at the meeting.			

4.	What are the requirements of your job for creative or developmental skills (in the broadest sense e.g. designing a page layout, working out how to deal with a difficult client, drawing up a new policy or procedure?)		
Please rank the following statements according to how typically they apply to the job (1 = most typical, 2 = next most typical etc.) Leave blank any statements which do not apply.			
	The work is designed in such a way that creative and developmental skills are not necessary		
	The work requires creative skills for solving straightforward problems		
2	The work requires creative and developmental skills for solving varied problems		
1	The work requires creative and developmental skills for solving difficult problems		
3	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			
Majority of time is spent solving difficult problems – creative skills are required for identifying solutions based on assessment of the situation. SG referrals are generally varied and a number of options/avenues can be considered, however there are some cases which are more difficult (these are less frequent).			
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) Medium term (months, up to a year) Long term (more than a year)	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Please give a typical example below:			
Preparing for child protection conferences, court cases, ensuring all requested paperwork/reports are in place.			
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	
Resilience		When dealing with significant cases of abuse and seeing children with injuries that have been intentionally caused or children living in significant neglect. Parents also talk about their own abuse such as domestic violence.	

Sensitivity, discretion and confidentiality	A staff member could want to talk about their post in confidence without any further action being taken. A parent may want to talk about a form of abuse to them.
Prioritising	Whilst the post holder has a vast amount of responsibilities organising themselves efficiently and effectively is a necessity.

Interpersonal and communication skills

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

1.	Tick the boxes below to show which forms of interpersonal and communication skills are needed for your job. Say what each is used for and with whom they are used.	
Form of skill		Used for and with whom
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/>	Providing personal services to clients in their homes
<i>Example: Caring Skills</i>	<input checked="" type="checkbox"/>	Assessing client's care needs
<i>Example: Negotiating Skills</i>	<input checked="" type="checkbox"/>	Negotiating tender contract details
Caring skills	<input checked="" type="checkbox"/>	Provision of safeguarding and child protection services to all students. Wellbeing for staff.
Training skills	<input checked="" type="checkbox"/>	Provision of safeguarding and child protection training for staff.
Team working skills	<input checked="" type="checkbox"/>	Alongside SLT, promoting and maintaining culture of awareness for safeguarding, working with colleagues within school and external agencies to get the best for the child
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/>	Developing and maintaining culture of safeguarding awareness amongst staff.
Advising, guiding skills	<input checked="" type="checkbox"/>	Advice and guidance to parents and external agencies on safeguarding and child protection issues. Advice to staff on wellbeing issues.
Persuading, influencing skills	<input checked="" type="checkbox"/>	Persuasion and influencing skills with external agencies and families on particular courses of actions to be followed which will impact on students.
Counselling skills	<input checked="" type="checkbox"/>	Protective behaviours for students. Supporting staff with wellbeing issues.
Conciliating skills	<input checked="" type="checkbox"/>	Conciliation between parents for the best interest of the student, conciliation between staff.
Advocacy skills	<input checked="" type="checkbox"/>	Advocate on behalf of the student when representing them at CP conferences or other safeguarding-related meetings.
Negotiating skills	<input checked="" type="checkbox"/>	Negotiation with external agencies on best solution for students.
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	Representing the student at meetings in an articulate and clear manner – conveying important and sensitive information.
Written communication skills	<input checked="" type="checkbox"/>	Representing the student at meetings in an articulate and clear manner (in the form of a report) – conveying important and sensitive information.
Oral presentation skills	<input checked="" type="checkbox"/>	Required for training of members of staff.
Other interpersonal or communication skills	<input checked="" type="checkbox"/>	Being able to be objective and tactful in assessments and decision making.
2.	Are you required to use a language (oral or written) other than English?	

No Go to the next question

Yes Complete the table below

Language	Used to communicate with.	Used for.

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

No Go to the next section – Physical Skills

Yes Complete the table below

Form of sign language	Used to communicate with	Used for

Physical skills

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

1.	Tick 1 box to indicate the keyboard skills needed for your job:		
Required		Used for.	
Not required, or 2-finger operation with no time constraints	<input type="checkbox"/>		
Precision required, keyboard used for some aspects of work	<input type="checkbox"/>		
Precision and speed, keyboard skills integral to main duties	<input checked="" type="checkbox"/>	Writing reports/letters, updating student records, taking notes.	
Considerable precision and speed, keyboard skills e.g. for data input	<input type="checkbox"/>		
2.	Tick 1 box to indicate whether driving skills are needed for your job, and state the nature and complexity of the vehicle driven.		
Required		Nature of Vehicle	Purpose of driving
Not required (other than for driving to and from work)	<input type="checkbox"/>		
Normal driving skills e.g. for travel between work locations	<input checked="" type="checkbox"/>	Car	Home visits and meetings
Other driving skills e.g. for specialist vehicles/plant	<input type="checkbox"/>		
3.	Are there any other forms of physical skill (dexterity, co-ordination or sensory skills) required for your job (e.g. for operating equipment, machinery or tools for preparing food)?		
No	<input checked="" type="checkbox"/>	Go to the next section – Initiative and Independence	
Yes	<input type="checkbox"/>	Complete the table below	
Skill	Used for		Precision / Speed
E.g. Dexterity	Peeling, chopping vegetables		Economical use, portion control, restricted time

Initiative and Independence

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

1.	How do you know what you should be doing each day? Explain briefly below:	
	Postholder works within broad remit of job description and priorities workload accordingly. Works within broad guidelines of Local Children Safeguarding Board and BWT policies. Postholder is responsible for balancing ongoing child protection caseload with day-to-day referrals.	
2.	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
	SG – BWT policies, LCSB, DfE and Ofsted guidance. There is a framework within which postholder operates.	
3.	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
	Example 1	
	Postholder handles all safeguarding/child protection cases and would refer a case to MASH where it met the criteria and would handle the case from thereon.	
	Example 2	
	Where a member of staff did not log a concern in a timely and complete manner, postholder would address with the member of staff and put together a programme of training to support all staff in recognising where there is a potential safeguarding issue.	
4.	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
	Example 1	
	Safeguarding concern about a member of staff would be referred to a supervisor/manager for direction on how to proceed.	
	Example 2	
	Postholder would refer to supervisor/manager on whether sensitive information about a student can be disclosed if it supports another investigation.	
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
	Performance management	Principal
		Annual

Access to Principal as and when needed (catch up usually weekly)		

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?	Postholder is required to sit at a desk when writing reports but can leave at any point.	
		How long do you have to maintain this position at any one time?	3 hours at any one time	
		And how often?	1	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"/>	Compete the table below:	
Form of sensory attention	Needed for	For how long	How often % working time
E.g. Visual & listening attention	Watching children at play	Average 2 hours	Once a week – 5%
Concentrated listening attention	Listening to student disclosures, picking up specific information to record. Listening during CP conferences	Up to 2 hours	Daily
Concentrated observing attention	Observing body language of students when making a disclosure or when meeting with parents. Reviewing non-verbal behaviours to judge if change in tact is required (i.e. signs of distress or aggression)	Up to 2 hours	Daily
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"/>	Compete the table below:	
Form of mental concentration	Needed for	For how long	How often % working time
E.g. Totalling and tallying receipts	Balancing cash office accounts	30 mins (if tallies) to 1 hour	Twice per day – 20%
Enhanced mental attention	Reviewing CP reports and other documents relating to safeguarding/child protection. Review of case files.	2-3 hours	Daily
Concentrated mental attention	Writing reports for CP conferences or other external agencies – must be factual and accurate as	2-3 hours	Weekly

	it may be presented in court.		
Concentrated mental attention	Analysis of information (reports or data) presented to identify possible solutions which will improve the situation for the student	2 hours	Daily
Enhanced mental attention	Quality assurance of safeguarding referral records, ensuring it is complete and factual.	1-2 hours	Daily

3. Is your job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

No Go to the next question

Yes Complete the table below:

Form of work related pressure	Source	For how long	How often % working time
E.g. Telephone interruptions (e.g. to clerical tasks)	Suppliers, other staff	2-20 mins per call	10-20 times per day
Conflicting demands	Balancing caseload with daily safeguarding referrals	up to an hour	10-20 times per day
Changing deadlines	MASH request information, some child protection cases need to be dealt with urgently depending on severity, timescales for preparation for strategy discussions may change		Daily change to timescales and deadlines
Frequent interruptions	Students, staff, parents – postholder is main person for safeguarding therefore is the hub of advice and knowledge	up to an hour	10-20 times per day

4. Does your job involve any other form of mental demand?

No Go to the next section – Emotional Demands

Yes Complete the table below:

Mental Demand	Source	For how long	How often % working time

Emotional Demands

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

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



Yes

Please give examples.



No

2. These people – who are they?

Cause of emotional stress or upset

Frequency of stress (daily/monthly/etc.)

Students, parents, staff

Working with people in crisis (homelessness, drug/alcohol abuse, domestic violence, assault). Children are subject to abuse in the family home and disclose to postholder. Postholder has an active role in determining best possible course of action for student with social care, which could involve removal of a child from the family. Post holder is exposed to seeing injuries and hearing sensitive and confidential information. Staff liaise with postholder for support and advice on personal issues. Intense emotional demands placed on postholder.

Daily

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

No



Go to the next section – Responsibility for People

Yes



Compete the table below:

Emotional Demand	Why	For how long	How often

Responsibility for People – Wellbeing

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

1.	Do you undertake any tasks or duties which have a direct impact on people?		
No	<input type="checkbox"/>	Go to the next section – Responsibility for Supervision/Direction/Co-ordination of Employees	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Task / Duty		Who benefits	How people benefit
E.g. Preparing and serving meals		Pupils and staff	Regular nutritious meals maintaining health of pupils and staff
Wellbeing support – safeguarding of students, support for staff		Parents, pupils and staff	Effective support to students of concern. Promotion of awareness of safeguarding through regular training provided to students, parents and staff. Support for staff wellbeing.
2.	Are any people reliant, i.e. personally dependent, on you for their care and welfare?		
No	<input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/> Complete the table below:
Reliant people (who benefit)		Needs of reliant people (how people benefit)	What done for reliant people (task/duty)
E.g. SEN students		Physical and social support	Food preparation, bathing, and talking to students including assessing their needs and state of health.
Vulnerable students with additional needs, and by extension the parents		Social support from external agencies	Reliant on postholder for accessing external agencies who are able to support them
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

(B) Enforce	Who direct impact on	Nature of impact
Policies and procedures for attendance and safeguarding/child protection, in line with Education Act	Students	Keeping children safe
Statutory duty of care to formally report any acts of inappropriate behaviour of staff to the Designated Officer.	Children and staff.	Keeping children safe
4.	Do you have other responsibilities, not listed above, which impact on the wellbeing of people? For example development of policies or providing advice, guidance or interpretation of procedures or regulations which impact on the wellbeing of people. (Only include within this answer any responsibility that has as its main focus the wellbeing of people.)	
Responsibility	Nature of Impact	Who impact on
Development of in-house procedures to support wellbeing of students. Postholder sets up training on related safeguarding, child protection issues to raise awareness.	Effective wellbeing support is provided to students and training is provided to staff	Students and by extension, parents and families
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
All staff (new and existing)		demonstrating, guiding, training on CPOMS safeguarding referral system	Ad hoc
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
Provision of advice and support for staff on wellbeing matters	Wellbeing of staff	Staff 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.

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
Student records – safeguarding referrals on CPOMs		Ensure that these records are maintained, up to date and kept confidentially. Postholder is required to quality assure records made by other staff to ensure the appropriate level of content is included. Records are shown to Ofsted during inspection and during audits. Records must be accurate as decisions are made based on these.	Daily
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
CPOMS safeguarding referral system		Postholder liaises with Trust personnel to request modifications to the system to allow specific reporting	Ad hoc
3.	Do you use any office or other equipment, tools or instruments, or vehicles, plant and machinery?		
No	<input type="checkbox"/>	Go to the next question	
Yes	<input checked="" type="checkbox"/>	Complete the table below:	
Equipment etc. used		Nature of use and responsibility	How often
E.g. Mower, rotovator and hedgecutter (£1500) Garden tools and wheelbarrow (£500)		Use and general cleaning and greasing as necessary Use and general cleaning	Daily
Office equipment		Use of	Daily
4.	Are you responsible for the cleaning, maintenance or repair of buildings, external creations or equivalent?		
No	<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/> Complete the table below:

Building / Location		Nature of responsibility	How often
E.g. School site		Inspection of cleaning	Daily
5.	Are you responsible for the adaptation, development or design of land, buildings, other construction works or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
Compete the table below:			
Land / Building etc.		Nature of responsibility	How often
E.g. Gardens – 1 acre		Landscaping of borders	Twice per year
6.	Are you responsible for the security of any buildings, external locations or equivalent?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
Compete the table below:			
Building / External Location		Nature of responsibility	How often
E.g. 15 multipurpose inside and outside sports centres (£15m)		Draw up, and ensure compliance with security policy for the centres, their contents and users	Daily on an ongoing basis
7.	Do you order or control the stock of any equipment or supplied?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
Compete the table below:			
Equipment/supplies ordered or controlled		Value	How often
E.g. Ordering and stock control or departmental stationery from central supplies		£15000 pa	Monthly order
8.	Are you responsible for any personal possessions of others?		
No <input checked="" type="checkbox"/>	Go to the next question		Yes <input type="checkbox"/>
Compete 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 type="checkbox"/>	Go to the next section – Working Conditions		Yes <input checked="" type="checkbox"/>	Complete the table below:
What	Nature of responsibility			How often
Development of in-house procedures and policies for making safeguarding referrals (adaptation of Trust policy). Provides advice on Trust policy.	Development, implementation of and monitoring effectiveness. Provision of advice.			Continuously

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-based	70%
Home visits	30%

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

Yes <input checked="" type="checkbox"/>	Go to the next question	
No <input type="checkbox"/>	When are you not required to work outdoors?	When getting out the car to do home visits.

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 type="checkbox"/>	Go to the next question	Yes <input checked="" 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%
dust, dirt, smells, cramped conditions, faeces, general unsanitary conditions	Attending home visits	up to 2 hours	30% of working time

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 and other aggressive behaviour from parents.	up to 2 hours	weekly occurrence	
Threats of physical violence	up to 30 mins	weekly occurrence	

5. Do you encounter any hazards in your job?

No <input type="checkbox"/>	Go to the next question	Yes <input checked="" 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%	
Home visits – hazards of who is going to open the door, hazards of dogs in homes. Postholder is vulnerable	up to 30 mins	30% of working time	

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"/>	Complete the table below:
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"/>	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.			
Employee Sign* & Print Name		Date*	
Line Manager Sign* & Print Name		Date*	