

Brooke Weston Trust – Job Families

Job Evaluation Questionnaire

Job title

Extended Provision Manager

General Questions

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

To manage the daily running of the Extended Provision. To ensure all children, especially those children whose parents have called at the last minute, are collected and taken to the extended provision safely. To acknowledge our vulnerable families who are in need of support within the Extended Provision.

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

	% of time

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

	Main tasks/duties/responsibilities	% of time
1	Daily planning of activities – term time and holiday time. Including management of resources to support the daily running of the provision.	20% (bulk planning done half termly. Holiday planning conducted half termly)
2	To communicate with external agencies and provide extended provision hours for vulnerable children and promote their welfare whilst they are within the provision.	20% (can be communicating daily with external agencies – hard to break down to a percentage of time)
3	Maintain the administrative aspect of the Extended Provision – daily registers, evidence gathering, school to home communication etc	20% (in reality daily for a greater percentage)
4	Ensuring the right mix of staff, communicate with staff, training and preparation of staff, staff wellbeing	20% (ongoing – greater percentage)
5	Liaising with parents through a variety of different methods including some that can be confrontational.	20% (in reality daily for a greater percentage)

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		
2		
3		
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	Literacy skills for communicating to parents and colleagues. Numeracy for analysing student data.	GCSE English and maths
(2) Procedural (e.g. procedures instructions for carrying out tasks)	BWT and Beanfield Primary School policies and procedures. Safeguarding and attendance procedures. Local Authority procedures and guidelines	In house training External training
(3) Equipment (e.g. machines, tools, instruments)	Office Equipment Small kitchen appliances	Experience
(4) Administrative systems	School MIS – SIMS Microsoft Office packages – word, excel	Experience In house training
(5) Organisational (e.g. own and other sections/departments), including arrangements and policies	Knowledge of attendance and safeguarding. Knowledge of in house (within own school) child protection procedures. Knowledge of regional/national legislation.	Experience In house training
(6) Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	Knowledge of different vulnerabilities of students and parents. Identifying students vulnerabilities and providing for their basic care needs.	External training In house training Experience
(7) Other languages and cultures	Awareness of other cultures ie honour based violence, spirit possession	External 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

Where there is a family crisis and students need to be taken into the Extended Provision immediately, the post holder has to make a very quick decision to ensure their safety and that the family's needs are met. Often dealing with issues such as domestic violence, eviction or mental health issues.

Example 2

Making decisions as to the capability of the staff who are working within the Extended Provision. Addressing the needs of the staff to ensure the Extended Provision meets the high standards required by the post holder and the school.

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

Parents turn up drunk to collect their child from school. The post holder makes the decision to refuse to hand the children over, usually causing confrontation. If there are external agencies involved, they are contacted ie social care. If there are no external agencies involved, the post holder has to make the decision to call the police. The child safety and welfare is looked after whilst external agencies and the post holder are trying to achieve the best possible outcome for the child.

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 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

Go to the next question

Yes

Give an example in the box below:

Example of decision / recommendation / problem:

Child persistently absent from school. Living in neglect. Poor academic levels. Difficult to engage socially.

Indicate nature and complexity of information / situation:

The complexity of the situation is based on mental health, poverty, social awareness and abuse.

How do you interpret or analyse the information / situation?

Communication daily with staff involved and members from other organisations working with the family. Capturing the evidence as to the students' academic progress, their social skills and their overall demeanour.

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		
4	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			
Managing the needs of the students (and their families) who are either in immediate crisis or need the care due to family situations. The post holder has to manage the risk assessment and staff ratios on a daily basis.			
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 checked="" type="checkbox"/>
		Long term (more than a year)	<input checked="" type="checkbox"/>
Please give a typical example below:			
Short term – student registers (who is attending) and staff rotas Medium term – planning ie activities, resources, staff rotas Long term – facilities for the provision, expansion of the provision, obtaining evidence on the impact of the provision			
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	
Organisational Communication Resilience Discretion Confidentiality		Understanding the needs of the children and their families	

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"/>	To provide care for the children emotionally and physically
Training skills	<input checked="" type="checkbox"/>	To train staff in the daily organisation of safeguarding, behaviour, vulnerabilities and activities
Team working skills	<input checked="" type="checkbox"/>	Maintaining the best team to cater for all the needs and scenarios that are presented daily
Motivational/team leading skills – includes own staff	<input checked="" type="checkbox"/>	Motivating the staff to create an environment which is safe, fun and nurturing
Advising, guiding skills	<input checked="" type="checkbox"/>	Sharing skills, knowledge, experience and giving advice on situations
Persuading, influencing skills	<input checked="" type="checkbox"/>	Persuading parents to send their children to the provision, to ensure they achieve the best outcomes whilst at school. Persuading the children to follow the school rules.
Counselling skills	<input checked="" type="checkbox"/>	To deal with any issues of crisis or emotions of parents and any safeguarding or sensitive issues from the children.
Conciliating skills	<input type="checkbox"/>	
Advocacy skills	<input checked="" type="checkbox"/>	Advocating the Extended Provision at all times to families in need. Ensuring the children's voice is given to external agencies accurately and factually.
Negotiating skills	<input checked="" type="checkbox"/>	Negotiate with staff regarding rotas, particularly during holiday periods. Negotiate with external agencies as they would want all the children in their cases to attend the extended provision at all times. Negotiating with parents as to the appropriateness of the provision for either special needs or severe medical needs.
Oral (spoken) communication skills	<input checked="" type="checkbox"/>	Communicating with students, staff, parents and external agencies.
Written communication skills	<input checked="" type="checkbox"/>	Referrals to external agencies ie child protection issues. Letters to parents. Extended Provision information on social media.
Oral presentation skills	<input checked="" type="checkbox"/>	Present to external agencies information regarding students and also to the school principal.
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 checked="" type="checkbox"/>	Communication to parents, staff and external agencies	
Precision and speed, keyboard skills integral to main duties	<input type="checkbox"/>		
Considerable precision and speed, keyboard skills e.g. for data input	<input type="checkbox"/>		
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	Students can access the extended provision
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 type="checkbox"/>	Go to the next section – Initiative and Independence	
Yes	<input checked="" type="checkbox"/>	Complete the table below	
Skill	Used for		Precision / Speed
E.g. Dexterity	Peeling, chopping vegetables		Economical use, portion control, restricted time
Dexterity	Food preparation		Economical use, portion control, restricted time, healthy provision

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:	
	The post holder sets the planning and the activities in the Extended Provision. Post holder liaises with parents / admin office with regard to the amount of extra children that are coming on a daily basis and then communicate this to the staff. The post holder's experience identifies families in crisis or vulnerable children from across the school and accepts them into the safe environment of the provision.	
2.	What instructions, procedures, policies, legislation, govern you work? Explain briefly below:	
	BWT policies and procedures. School level internal policies and procedures. Local authority guidance. Instructions and guidance from NCC on extended provision.	
3.	Give 2 examples of problems or decision you would deal with yourself, without reference to a supervisor or manager.	
	Example 1	
	Staff sickness. The post holder would identify staff to cover or prioritise their own workload to work within the provision and ensure the staff absence procedure is followed.	
	Example 2	
	When families in crisis have been identified to the post holder, a decision will be made to support the family and bring the children into the extended provision to ensure their basic needs are met.	
4.	Give 2 examples of problems or decisions you would refer to your supervisor or manager:	
	Example 1	
	If a member of staff whistle blows to the post holder, as their office is a safe, nurturing and caring environment, the post holder follows procedure and will speak to their line manager.	
	Example 2	
	If a member of staff comes into work under the influence of substances, the post holder would refer this to their line manager.	
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

Every Child Matters Meetings	Line Manager – Principal	Weekly
Extended Provision Team Meetings	EP staff	Half termly
External Agency Meetings	Social Care, Early Help Prevention Team, Health Services	Monthly
Performance Management	Line Manager – Principal	Annual

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 type="checkbox"/>	Go to the next section – Mental Demands		
Yes	<input checked="" 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 type="checkbox"/>	Go to the next question		
Yes	<input checked="" type="checkbox"/>	For what purposes?	Standing, physical activities with students	
		How long are these periods of standing and walking?	Up to 3 hours	
		And how often do they occur?	1	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	Go to the next question			
Yes	X	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%
Food provision	5kg	200m	5 mins	1 per half term
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 type="checkbox"/>	Go to the next question			
Yes	<input checked="" 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%	
Crouching, kneeling		To communicate or play with the students	20 mins	Several times per day	
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%
Visual and listening attention	Being aware of where the children are at all times and listening out for any disclosure or issues raised by the children.	All the time	Daily
Perception	Visually acknowledging any differences or concerns with the students Recognising any changes in their presentation with the parents either verbally, visually or emotionally.	All the time	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"/>	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%
Emotional awareness	Any changes noticed in staff, students or parents	All the time	Daily
Alert and aware	Any changes noticed in staff, students or parents	All the time	Daily

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"/>	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
Deadlines – responding to parental requests	Parents	Up to 20 mins	3 times per week
4.	Does your job involve any other form of mental demand?		
No <input type="checkbox"/>	Go to the next section – Emotional Demands		
Yes <input checked="" type="checkbox"/>	Complete the table below:		
Mental Demand	Source	For how long	How often % working time
Conflict with parents	Parents	Up to 1 hour	1 per week
Ensuring communication is provided quickly and accurately to ensure the students are safe	Students, parents, staff	20 mins	Daily

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.)

Mentally ill parents
Aggressive parents

Because they are not meeting the needs of their children and as a nurturing provision these needs need to be met. They can also direct insults or personal comments to the post holder. Parents can be in emotional crisis or suicidal.

2 per week

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	
Providing basic needs for students	Students	Providing food and clothing, warmth, shelter and safety	
Ensuring students are attending the Extended Provision	Students	Health, safety and well-being of the students	
Serving healthy meals	Students	Maintaining the health of the students	
Supporting the students well-being	Students	By social engagement, appropriate play and behavior	
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.	
Extended Provision students	Nurture, stay healthy, safety, wellbeing, social skills, physical development, appropriate play	Providing a stable safe environment to have their needs met.	
Parents	Providing emotional support	Providing a safe environment.	
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	
If a student makes a disclosure	Student and parent	To ensure the student comes to no further significant harm	
(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	
5.	Do you have any other responsibilities for people, including health and safety?		
Other responsibilities	Who benefits	How benefit	

Health and Safety and security of site	Students and staff	Students and staff are kept safe.
--	--------------------	-----------------------------------

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	
Extended Provision staff	Role modelling good practise and providing advice and guidance.	Daily	
2.	Does your job directly involve the supervision, co-ordination or management of employees or others in an equivalent position?		
No <input type="checkbox"/>	Go to the next section – Responsibility for Financial Resources		
Yes <input checked="" type="checkbox"/>	List below the employees/supervised/co-ordinated/managed, their job group and types of work and enter appropriate responsibility and location codes.		
Responsibility Codes:	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
Extended Provision Staff	Engaging with students in play, eating and well being	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	S
3.	Do you have other responsibilities not listed above, which impact on staff even though there is no direct managerial or supervisory relationship?		
Responsibility	Nature of Impact	Employees affected – give numbers and job group where relevant	
E.g. Giving legal advice on employee discipline and employment tribunal cases	Effects individual managers and overall management	Staff and managers throughout Trust	

Responsibility for Financial Resources

This factor measures the DIRECT (hands on) responsibility of the jobholder for financial resources, including budgets, accounting for expenditure or the administration of invoices etc.

1.	Are you directly responsible for financial resources?		
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>	Complete the table below:
Financial responsibility	Value	Nature of impact	How often
Handling cash			
Security of cash and other financial resource			
Handling of cheques, invoices, other financial transaction documents			
Accounting for receipts or expenditures	Up to £50	Resources for Extended Provision, providing for students needs	Weekly
Authorising expenditures			
Budget setting			
Budget monitoring			
Long term financial planning			
Income collection or generation	Up to £300	Credit control	1 per month
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
Maintaining a separate data base for student contact information	Input accurately data on computer, maintain confidentiality and security	Daily
Maintaining student well-being records (including first aid information)	Input accurately data on computer, maintain confidentiality and security	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
All the Extended Provision information systems ie register, collection sheets, student data information	Thought through the requirements and developed a system	3 times per year
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
General office equipment Small kitchen appliances	General use	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"/>	Complete 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 type="checkbox"/>	Go to the next question	Yes <input checked="" 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	
Building and external gates	Ensure the children are safeguarded at all times	Daily	
7.	Do you order or control the stock of any equipment or supplied?		
No <input type="checkbox"/>	Go to the next question	Yes <input checked="" type="checkbox"/>	Complete the table below:
Equipment/supplies ordered or controlled	Value	How often	
E.g. Ordering and stock control or departmental stationery from central supplies	£15000 pa	Monthly order	
All Extended Provision stock – food, stationary, activities, outdoor equipment etc	? CST to locate on PSF	Weekly	
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 type="checkbox"/>	Go to the next section – Working Conditions	Yes <input checked="" type="checkbox"/>	Complete the table below:
What	Nature of responsibility	How often	
Extended Provision Handbook	Ensuring all staff working to all policies and procedures – BWT and in house	Annually	

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
Classroom, open environment	50%
Outdoor space	30%
Office	20%

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?	If pouring with rain	

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%		
Parents – confrontation and anger	Up to 30 mins	1 per half 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%		

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*