

Outwood Grange Academies Trust

Job Analysis Questionnaire

Job title

Art and Technology Technician

General Questions

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

Supporting teaching and learning in the Technology and Art departments on a day to day basis as directed by the Heads of Department.

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

1. Preparation of materials and assisting with the demonstration of lessons
2. Maintaining an inventory and management of materials and stock, including risk assessments
3. Assisting teachers to support teaching and learning in the classroom including working with small groups of students
4. To ensure each teaching room is tidy and clean and free from hazards
5. General administration duties

Roughly, what percentage of time is spent each?

	Main tasks/duties/responsibilities	% of time
1	Preparation of materials and assisting with the demonstration of lessons	45%
2	Maintaining an inventory and management of materials and stock, including risk assessments	10%
3	Assisting teachers to support teaching and learning in the classroom including working with small groups of students	25%
4	To ensure each teaching room is tidy and clean and free from hazards	10%
5	General administration duties	10%

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

	Occasional tasks	How often
1	Ordering of resources and stock.	
2	Reporting of faulty machinery and liaising with contractors	
3	Assisting with stock taking.	

1. What knowledge is needed to be able to do the 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	Basic literacy and numeracy skills for following instructions regarding equipment and following procedure.	Level 2 qualifications
(2)	Procedural (e.g. procedures instructions for carrying out tasks)	Internal policies and procedures and manufacturers guidelines for maintaining equipment and ordering stock.	On the job experience – up to 3 months
(3)	Equipment (e.g. machines, tools, instruments)	Knowledge of the manufacturer's guidance for setting up and maintaining equipment.	On the job experience – up to 3 months
(4)	Administrative systems	Use of standard Microsoft Office packages	On the job experience – up to 3 months
(5)	Organisational (e.g. own and other sections/departments), including arrangements and policies	Works under the direction on the Teachers and Heads of Departments under established policies and procedures.	On the job experience – up to 3 months
(6)	Specialist (e.g. finance, IT, social work), including practical, theoretical and conceptual knowledge	n/a	n/a
(7)	Other languages and cultures	n/a	n/a
(8)	Other, please specify	n/a	n/a

Mental Skills

This measures what analytical, problem solving and judgement skills are needed 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 which are made, or problems which are solved, on a day to day, or regular, basis.

Example 1

The post holder will decide when to place an order to replenish stock and equipment.

Example 2

The post holder will decide on an alternative method for learning when working with small groups of students.

2. In the box below, give an example of the most difficult or important decisions or recommendations which are made or problems which are solved.

If a student is misbehaving then the post holder will recommend use of the consequences system to the classroom teacher.

How often does the post holder expect to take a decision or solve a problem of this type (e.g. once a month, twice a year?)

Three

times per

Week

3. Do the post holder 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:

Indicate nature and complexity of information / situation:

How do you interpret or analyse the information / situation?

4.	What are the requirements of the 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		
1	The work requires creative skills for solving straightforward problems		
2	The work requires creative and developmental skills for solving varied problems		
	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 which is marked 1, as being most typical			
The post holder works within policies and can refer to management with any queries.			
5.	Does the work require planning ahead or organising for the future?		
No <input checked="" type="checkbox"/>	Go to the next question		
Yes <input type="checkbox"/>	What period do these planning/organising activities mainly cover? (NB: please note the period over which planning activities take place, not the time-scale for what is planned)	Short term (days, up to weeks)	<input type="checkbox"/>
		Medium term (months, up to a year)	<input type="checkbox"/>
		Long term (more than a year)	<input type="checkbox"/>
	Please give a typical example below:		
6.	Are any other forms of mental skill required for the job? If so, please list them below and explain what purposes they are required for.		
Mental Skill		Purpose required for	

Interpersonal and communication skills

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

1.	Tick the boxes below to show which forms of interpersonal and communication skills are needed for the 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"/> Working across departments with students and staff
	Motivational/team leading skills – includes own staff	<input type="checkbox"/>
	Advising, guiding skills	<input checked="" type="checkbox"/> Working with small groups of students and ensuring equipment is used within guidelines
	Persuading, influencing skills	<input type="checkbox"/>
	Counselling skills	<input type="checkbox"/>
	Conciliating skills	<input type="checkbox"/>
	Advocacy skills	<input type="checkbox"/>
	Negotiating skills	<input checked="" type="checkbox"/> Working with students and staff and liaising with contractors
	Oral (spoken) communication skills	<input checked="" type="checkbox"/> Working across departments with a range of audiences
	Written communication skills	<input checked="" type="checkbox"/> Preparing materials and maintaining inventories
	Oral presentation skills	<input checked="" type="checkbox"/> Working with small groups of students
	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.	Does the job require the use of 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 the 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"/>	Ordering of resources and stock, maintaining an inventory and management of materials and stock and supporting staff in the use of ICT		
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 the 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 the 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	Using heat treatment facilities, preparing for food demonstrations, cutting materials		Economical use with limited time restrictions		

Initiative and Independence

This factor looks at the independence the job requires. 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 does the postholder know what should be done each day? Explain briefly below:	
Instruction from line manager and based on the needs of the departments		
2.	What instructions, procedures, policies, legislation, govern the postholders' work? Explain briefly below:	
Internal policies and manufacturers guidelines		
3.	Give 2 examples of problems or decision the postholder would deal with themselves, without reference to a supervisor or manager.	
Example 1		
If stock levels are low then the post holder will raise a purchase order for these to be replenished.		
Example 2		
If equipment is not working properly the post holder will attempt to fix it in line with the manufacturers guidelines.		
4.	Give 2 examples of problems or decisions the postholder would refer to their supervisor or manager:	
Example 1		
If equipment cannot be fixed in line with guidelines then the post holder would refer this to the teacher to decide on a replacement		
Example 2		
If a student was displaying difficult behaviour the post holder would refer this to the teacher to deal with in line with consequences.		
5.	What form(s) of direction, management or supervision does the postholder 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

Instructions	Teachers/Head of Dept	Daily
Department meetings	Teachers	Once per week

Physical Demands

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

1.	Does the job require the postholder 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 does the postholder have to maintain this position at any one time?		
		And how often?		times per
2.	Does the 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 the 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 the 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 type="checkbox"/>	Go to the next question		
Yes	<input checked="" 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%
Art materials such as clay	20kg	10m (from storage to desk)	2 mins	Ad hoc – 1%
Ingredients for demonstrations	4kg	10m (from storage to desk)	2 mins	Twice per day – 2%

5.	Does the 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 the job require rubbing, scrubbing, digging or similar form of physical effort?			
No	<input type="checkbox"/>	Go to the next question		
Yes	<input checked="" type="checkbox"/>	Which of these, and for what purposes?	Scrubbing to ensure areas are clean	
		How long at any one time do you rub and/or scrub, dig or similar?	Up to 20 mins	
		And how often?	Once per day	
7.	Does the 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 the 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 concentration, alertness and attention to detail required by the job.

1.	Does the 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
E.g. Visual & listening attention		Watching children at play	Average 2 hours
Visual attention		Using heat treatment facilities and maintaining equipment	Daily
2.	Does the 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 checked="" type="checkbox"/>	Go to the next question	
Yes	<input type="checkbox"/>	Complete the table below:	
Form of mental concentration		Needed for	For how long
E.g. Totalling and tallying receipts		Balancing cash office accounts	30 mins (if tallies) to 1 hour
3.	Is the 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	
Last minute requests	Teachers	Up to 20 mins per request	Twice per day	
4.	Does the 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 the job involve contact (in person or by telephone) with people who by their circumstances or behaviour (for example homelessness, mentally ill, terminally ill) cause 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.)

3. Does the 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.	Does the postholder 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
Maintaining equipment		Students	Have access to safe equipment which improves learning
Cleaning storage areas		Students and staff	Access to a clean learning environment
2.	Are any people reliant, i.e. personally dependent, on the postholder 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.	Does the postholder implement, or enforce (i.e. have formal responsibility for initiating prosecution against failures to comply) any Statutory Regulations which have a direct impact on the health, safety or wellbeing of people?		
No	<input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/> Complete the table below:

(A) Implement		Who direct impact on	Nature of impact
E.g. Implement food regulations		People eating in public places	Ensuring health of people through maintenance of food hygiene standards
(B) Enforce		Who direct impact on	Nature of impact
4.	Does the postholder 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.	Does the postholder 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 the job involve demonstrating the postholder's own duties, giving advice and guidance or training other employees?

No Go to the next question Yes Complete the table below:

Whom (Job Groups)	What (i.e. demonstrating, guiding, training)	How often

2. Does the job directly involve the supervision, co-ordination or management of employees or others in an equivalent position?

No Go to the next section – Responsibility for Financial Resources

Yes 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)
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Location Codes:	S = Same workplace as self Number = number of other workplaces e.g. 1 = 1x other, 10 = 10x others.
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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.	Are there 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. Is the postholder directly responsible for financial resources?

No Go to the next question Yes 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. Are there any other responsibilities that focus on the Trust’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 Trust’s financial policies or wellbeing)

No Go to the next section – Responsibility for Physical Resources Yes 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.	Is the postholder 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
Risk assessments for school trips	Ensure completed fully and accurately	Once per term
2.	Does the postholder adapt, design or develop any information systems?	
No	<input checked="" type="checkbox"/>	Go to the next question
Yes	<input type="checkbox"/>	Complete the table below:
Information system (type & size)	How adapt/design	How often
E.g. Departmental accounts system with 500 cost centres and 100 cost codes	Draw up specification for information to be held and analysis requirements for programmer to execute	Once a year
3.	Does the postholder 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
Heat treatment facilities	Used for practical lessons	Weekly
Washing facilities	Ensure laundry is washed and dried for lessons	Daily
Sewing machines	Ensure set up correctly and safe to use	Daily
ICT Equipment including printers/photocopiers etc.	Preparing materials	Daily

Workshop tools and machinery		Assisting students and ensuring safe to use	Weekly
4.	Is the postholder 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"/>
Compete the table below:			
Building / Location		Nature of responsibility	How often
E.g. School site		Inspection of cleaning	Daily
5.	Is the postholder 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.	Is the postholder 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.	Does the postholder order or control the stock of any equipment or supplied?		
No <input type="checkbox"/>	Go to the next question		Yes <input checked="" 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

Order resources and stock for each department	£500	Monthly order
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8. Is the postholder responsible for any personal possessions of others?

No Go to the next question Yes Complete the table below:

Personal possessions	Nature of responsibility	How often

9. Is the postholder responsible for the planning of purchasing and the development of physical resources?

No Go to the next question Yes 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. Does the postholder 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 Go to the next section – Working Conditions Yes 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 does the postholder normally work in? (e.g. office, clients' homes, public library, council parks and gardens, vehicle). Give approximate % of time.	
	Places of work	% of Time
	Class room	80%
	Workshop	20%

2.	If there is outside work, is the postholder 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.	Does the postholder 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"/>
		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%
Noise	Students in classroom and machinery in workshops	Up to 30 mins	Daily
Dust	When using machinery	Up to 30 mins	Weekly
Heat	Using heat facilities and in cooking classroom	Up to 1 hour	Daily

4.	Does the postholder experience any verbal abuse, aggression or other anti-social behaviour from people (other than from 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%
Swearing from students		Up to 2 mins	Once per year

5.	Does the postholder encounter any hazards in their job?		
No	<input type="checkbox"/>	Go to the next question	Yes <input checked="" 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%	
Being cut or burnt when using equipment	10 mins	Once per year	
6. Does the postholder encounter any other disagreeable or unpleasant working conditions in the job?			
No <input checked="" type="checkbox"/>	Go to the next question	Yes <input type="checkbox"/>	
		Compete the table below:	
What and Nature	How long at any one time	How often - % working time	
7. Does the postholder wear any form of protective clothing to carry out their job?			
No <input type="checkbox"/>	Questionnaire Complete	Yes <input checked="" type="checkbox"/>	
		Compete the table below:	
What	Why	How long at any one time	How often - % working time
Safety goggles	To protect eyes from dust	Up to 30 mins	Daily
Jacket	To protect clothing	2 hours	Daily
Gloves	To protect skin	Up to 30 mins	Daily

Questionnaire Completed By:	Date:
Lauren Billups	26 April 2019