### **Job Evaluation Questionnaire**

This questionnaire must be completed by the relevant line manager. In cases of re-grading the questionnaire should also be signed by the current post holder to confirm this is an accurate record.

When completing the questionnaire you should assume a fully acceptable standard of performance.

The questionnaire should then be submitted to your HR Manager with a copy of:

* A new job description
* A person specification which lists the essential qualifications, knowledge, experience and skills that would be required. When writing the specification you should always consider these requirements from a standpoint of recruiting from the external market and not as a description of the abilities of the current or previous post holder.
* An organisational chart showing line management relationships

Please remember this questionnaire applies to all staff in the University. Refer to the guidance document which will allow you to benchmark your answers to appropriate University levels.

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| Post Title |  | | | | | | | | | | | | | | | | | | | | | | | |
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| Section One: Qualifications | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Does the post require specific qualifications? | | | YES  Please list these below | | | | | | | | | NO  Please move to Section Two | | | | | | | | | | | | |
| 1. Please list the qualifications which are an essential requirement of the post | | |  | | | | | | | | | | | | | | | | | | | | | |
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| Section Two: Experience | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Does the post require specific experience | | | YES  Please complete b) below | | | | | | | | | | NO  Please move to Section Three | | | | | | | | | | | |
| 1. **What prior experience would someone need?**   (Answer as many as apply note can only be either iv. or v not both.) | | | | | | | | | | | | | | | | | | | | | | | | |
| i) Managing staff | | | | | | | | | | | | | | YES | | | | | |
| ii) Managing budgets | | | | | | | | | | | | | | YES | | | | | |
| iii) Operating specific equipment or processes | | | | | | | | | | | | | | YES | | | | | |
| iv) Experience at a similar level | | | | | | | | | | | | | | YES | | | | | |
| v) Experience at the level below | | | | | | | | | | | | | | YES | | | | | |
| vi) Experience of specific tasks (provide details in box below) | | | | | | | | | | | | | | YES | | | | | |
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| Section Three: Knowledge and Understanding | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Does the post require previous knowledge and understanding of specific processes or tasks? | | | | | | | YES  Provide details in box below | | | | | | | | | | | | | NO  Please move to 3b | | | | |
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| 1. **Does the** **post require theoretical understanding or application of concepts (if yes provide details).** | | | | | YES  Provide details in box below | | | | | | | | | | | | NO  Please move to section four | | | | | | | |
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| **Section Four: Supervision and Guidance Required** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **What level of supervision and guidance is given?**   (answer one only) | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Clear instructions about what to do and how to do it | | | | | | | | | | | | | |  | | |
| 1. General guidance about what to do | | | | | | | | | | | | | |  | | |
| 1. Guidance on outcomes only | | | | | | | | | | | | | |  | | |
| 1. **If the post holder encounters problems how accessible is assistance** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Immediately available | | | | | | | | | | | | | |  | | |
| 1. Accessible (within post holders service but away from immediate work unit) | | | | | | | | | | | | | |  | | |
| 1. Remote (outside the post holders service/subject/dept) | | | | | | | | | | | | | |  | | |
| 1. Does the post holder have discretion to vary the procedures and processes covering to their own work | | | | | | | YES  Complete section d below | | | | | | | | | | | | | NO  Please move to 4e | | | | |
| 1. If yes to what extent (Answer as many as apply) | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Can use discretion regarding order of activities | | | | | | | | | | | | | | | | | | | | | | |  |
| 1. Can use discretion to make minor modifications | | | | | | | | | | | | | | | | | | | | | | |  |
| 1. Required to make changes to areas procedures | | | | | | | | | | | | | | | | | | | | | | |  |
| 1. Required to make changes to School / Service procedures | | | | | | | | | | | | | | | | | | | | | | |  |
| 1. Determines procedures affecting School / Service (please provide examples in box below) | | | | | | | | | | | | | | | | | | | | | | |  |
| 1. Determines procedures affecting University (please provide examples in box below) | | | | | | | | | | | | | | | | | | | | | | |  |
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| 1. How often would the post holder be expected to find solutions to new problems?   (Answer one only) | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Rarely | | | | | |  | |
| 1. Occasionally | | | | | |  | |
| 1. Regular part of work | | | | | |  | |
| 1. Regularly requires innovative responses | | | | | |  | |
| 1. Essential | | | | | |  | |
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| **Section Five: Supervision and Guidance Given** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Does this post supervise others? | | | | YES  Move to section b below | | | | | | | | | | | NO  Please move to Section Six | | | | | | | | | |
| 1. If yes, does the post holder supervise employees who are   (Answer one only) | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Carrying out tasks in the same general area of work | | | | | | | | | | | | | |  | | |
| 1. Carrying out diverse tasks in the same general area of work | | | | | | | | | | | | | |  | | |
| 1. Carrying out diverse tasks across a range of different activities | | | | | | | | | | | | | |  | | |
| 1. Carrying out work across a diverse range of functions | | | | | | | | | | | | | |  | | |
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| **Section Six: Contacts** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. **Who does the post holder have regular contact with (contact that is essential to perform their duties. Regular means a normal part the job occurring with frequency)**   Answer as many as apply | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Students | | | | | | |  | |
| 1. Other staff within their department | | | | | | |  | |
| 1. Other staff outside their department | | | | | | |  | |
| 1. Other staff within their School/Service | | | | | | |  | |
| 1. Other staff outside their School/Service | | | | | | |  | |
| 1. Members of the public | | | | | | |  | |
| 1. Suppliers | | | | | | |  | |
| 1. Others (please provide details in the box below) | | | | | | |  | |
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| 1. **What is the level of regular contact**   Answer as many as apply \*(Managing involves the resolution of issues, not containment or initial response) | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Dealing with non-complex, general enquiries | | | | | | | | | |  | |
| 1. Managing simple requests for information | | | | | | | | | |  | |
| 1. Managing complex requests through non-standard responses | | | | | | | | | |  | |
| 1. Responding to angry or distressed individuals | | | | | | | | | |  | |
| 1. Managing angry or distressed individuals | | | | | | | | | |  | |
| 1. Formal presentations to small groups | | | | | | | | | |  | |
| 1. Formal presentation to large groups | | | | | | | | | |  | |
| 1. Formal presentation to groups on contentious matters | | | | | | | | | |  | |
| 1. Negotiating contracts (other than employment contracts) and service agreements.   Please provide examples in the box below | | | | | | | | | |  | |
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| 1. Chairing committees   Please provide details in box below | | | | | | | | | |  | |
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| **Section Seven: Planning** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Does the post holder plan expenditure | | | | | | | YES | | | | | | | | | | | | | NO | | | | |
| 1. If yes, at what level   (Answer one only) | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. School / Service | | | | | | | | | | | | | |  | |
| 1. Departmental | | | | | | | | | | | | | |  | |
| 1. Unit | | | | | | | | | | | | | |  | |
| 1. Specific activity   (Please provide details in the box below) | | | | | | | | | | | | | |  | |
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| 1. Project   (Please provide details in the box below) | | | | | | | | | | | | | |  | |
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| 1. Does the post holder plan work priorities   (outside the management of their own work) | | | | | | | | | | | YES | | | | | | | | NO | | | | | |
| 1. If yes, at what level   (Answer one only) | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. School / Service | | | | | | | | | | | | | |  | |
| 1. Departmental | | | | | | | | | | | | | |  | |
| 1. Unit | | | | | | | | | | | | | |  | |
| 1. Specific activity   (Please provide details in the box below) | | | | | | | | | | | | | |  | |
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| 1. Project   (Please provide details in the box below) | | | | | | | | | | | | | |  | |
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| **Both parties, by signature agree that this document, in conjunction with a current job description, reflects a true and accurate account of duties and responsibilities undertaken by the post holder.** | | | | | | | | | | | | | | | | | | | | | | | | |
| **Signed**  **(Employee)** | |  | | | | | | | | | | | | | | | | **Date** | | |  | | | |
| **Print Name**  **(Employee)** | |  | | | | | | | | | | | | | | | | | | | | | | |
| **Signed**  **(Line Manager)** | |  | | | | | | | | | | | | | | | | **Date** | | | |  | | |
| **Print Name**  **(Line Manager)** | |  | | | | | | | | | | | | | | | | | | | | | | |