**Job Demands Analysis (Form JA1)**

**Uses:**

* For identification of significant demands associated with particular posts/jobs.
* For supply to Occupational Health for use in association with Pre-Employment Health Screening
* For supply to Occupational Health for use in association with any Management Referral
* For supply to candidates applying for jobs with the Council as part of the recruitment pack. It is recommended that a section is added to the Person Specification that covers the key demands a written document describing the actual nature of the demands may also be useful (e.g. a description of a typical day). This ensures that candidates are aware of the demands that will be placed upon them. Significant demands may be added to Person Specifications.
* To prioritise areas for management action
* To provide a record that risk assessment needs have been considered where no specific detailed risk assessment has been produced because it is not deemed to be necessary
* For completion by employees to indicate how demands are personally perceived to assist with identifying areas to prioritise for support

**Demands Identification Form**

A more simple tick sheet is included at the end of this section, which can be used to identification demands associated with a particular post or job without further rating the levels of significance. It can be used:

* For supply to Occupational Health for use in association with Pre-Employment Health Screening
* For supply to Occupational Health for use in association with any Management Referral
* For supply to candidates applying for jobs with the Council as part of the recruitment pack. It is recommended that this be accompanied with a written document describing the actual nature of the demands that are faced (e.g. a description of a typical day). This ensures that candidates are aware of the demands that will be placed upon them. Significant demands may be added to Person Specifications.

FORM JA1 – JOB ANALYSIS: ASSESSMENT OF DEMANDS ON INDIVIDUALS

|  |
| --- |
| **Job identification/reference: Sports Coach** |
| **Form completed by (*name & position*): Z Lang – Operations Manager** | **Date: 08/01/18** |
| **Significant Demands Associated with the Job** | **Insignificant/**Not applicable | **Indicative Level**  |
|  |  | 1 | 2 | 3 | 4 | 5 |
| A - PHYSICAL REQUIREMENTS: |  |  |  |  |  |  |
| 1 | Lifting objects that are heavy or difficult to grasp or hold (including people) |  |  |  | **✓** |  |  |
| 2 | Exertion other than lifting e.g. manual handling activity, prolonged walking, playing sports, etc. |  |  | **✓** |  |  |  |
| 3 | Repetitive movements (involving any part of the body) |  | **✓** |  |  |  |  |
| 4 | Prolonged sitting, standing or static posture |  | **✓** |  |  |  |  |
| 5 | Bending, stooping, twisting or stretching |  | **✓** |  |  |  |  |
| 6 | Climbing stairs | **✓** |  |  |  |  |  |
| 7 | Tasks requiring good balance (e.g. use of ladders, scaffolding, etc.) | **✓** |  |  |  |  |  |
| 8 | Use of respiratory protective equipment | **✓** |  |  |  |  |  |
| 9 | Precise hand co-ordination/dexterity |  | **✓** |  |  |  |  |
| **B - SENSORY REQUIREMENTS:** |  |  |  |  |  |  |
| 1 | Visual: Sensory work with colours, the need to distinguish perception of fine visual detail, need for visual performance and colour recognition, etc. |  |  | **✓** |  |  |  |
| 2 | Auditory: Need for good hearing |  |  | **✓** |  |  |  |
| **C - CONTACT/EXPOSURES:** |  |  |  |  |  |  |
| 1 | Noise: 80 dB(A) (around the level at which it becomes difficult to hear normal conversation at a distance of 2 metres) or higher for several minutes or more |  | **✓** |  |  |  |  |
| 2 | Noise: Loud explosive or impact noises | **✓** |  |  |  |  |  |
| 3 | Food/drink e.g. food handlers | **✓** |  |  |  |  |  |
| 4 | Sources of infection (e.g. animals, soil contaminated by tetanus or animal urine/faeces, ill or infectious clients, body fluids, etc.) |  |  |  |  | **✓** |  |
| 5 | Hazardous substances (e.g. chemicals, fumes, dusts, etc. that are toxic, may cause sensitisation reactions, act as irritants or corrosives) |  |  | **✓** |  |  |  |
| 6 | Contact with vibrating surfaces and/or equipment | **✓** |  |  |  |  |  |
| **D - PHYSICAL CONDITIONS:** |  |  |  |  |  |  |
| 1 | Work at height (above 2 metres) |  | **✓** |  |  |  |  |
| 2 | Work below ground | **✓** |  |  |  |  |  |
| 3 | Work under high/low air pressures | **✓** |  |  |  |  |  |
| 4 | Adverse weather and/or temperatures |  |  | **✓** |  |  |  |
| 5 | Work in confined spaces | **✓** |  |  |  |  |  |
| 6 | Lone working |  | **✓** |  |  |  |  |
| 7 | Potential for violent attack (e.g. jobs requiring specific information/training on risk recognition and avoidance of attacks by clients, animals, etc.) |  |  | **✓** |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Significant Demands Associated with the Job** | **Insignificant/**Not applicable | **Indicative Level**   |
|  |  | 1 | 2 | 3 | 4 | 5 |
| E - NON-PHYSICAL DEMANDS: |  |  |  |  |  |  |
| 1 | Managerial responsibilities (accountabilities/planning) |  | **✓** |  |  |  |  |
| 2 | Decision making responsibilities |  | **✓** |  |  |  |  |
| 3 | Responsibility for resources *e.g. budgets, equipment, staff (as resource), etc.* |  |  | **✓** |  |  |  |
| 4 | Work under pressures of time/service delivery |  |  | **✓** |  |  |  |
| 5 | Night work | **✓** |  |  |  |  |  |
| 6 | On call/irregular/unpredictable hours/shift work |  | **✓** |  |  |  |  |
| 7 | Work in professional isolation | **✓** |  |  |  |  |  |
| 8 | Limited management support *(lower level of support, higher demand)* |  |  | **✓** |  |  |  |
| 9 | Limited support from colleagues and peers *(lower level of support, higher demand)* |  |  | **✓** |  |  |  |
| 10 | Work requiring deep concentration and/or concentration for long periods of time |  | **✓** |  |  |  |  |
| 11 | Contact with client/customer group |  |  |  |  | **✓** |  |
| *12* | Responsibility for people’s welfare e.g. *staff (as people), clients, customers, etc.*  |  |  |  |  | **✓** |  |
| 13 | Contact with potentially abusive/violent clients or others |  |  | **✓** |  |  |  |
| 14 | Exposure to emotionally or psychologically demanding situations |  | **✓** |  |  |  |  |
| 15 | Work with limited/restricted resources |  | **✓** |  |  |  |  |
| 16 | Potential for poor results given high levels of input/effort |  | **✓** |  |  |  |  |
| 17 | Inappropriate working conditions/environment given the nature of tasks e.g. noise temperature, lighting, distractions, etc. |  |  | **✓** |  |  |  |
| 18 | Limited control over pace of work, work patterns, working conditions, rest breaks and interruptions *(lower control, higher demand)* |  | **✓** |  |  |  |  |
| 19 | Need for specialist knowledge/skills |  |  | **✓** |  |  |  |
| 20 | Need to undertake new, or other, tasks that may potentially be outside existing competency limits |  | **✓** |  |  |  |  |
| 21 | Requirement to undertake mundane tasks *(more mundane, higher demand)* |  |  | **✓** |  |  |  |
| 22 | Limited scope for personal development *(lower scope, higher demand)* |  | **✓** |  |  |  |  |
| 23 | Limited scope for use of initiative *(lower scope, higher demand)* |  |  | **✓** |  |  |  |
| 24 | Potential for lack of clarity over own job role *(less clarity, higher demand)* |  | **✓** |  |  |  |  |
| 25 | Potential for conflicting demands and expectations *(higher conflict, higher demand)* |  | **✓** |  |  |  |  |
| 26 | Potential for poor understanding of job role by others *(poorer understanding, higher demand)* |  | **✓** |  |  |  |  |
| 27 | Potential for change in job role, reporting lines, team structures, job demands, etc.  |  | **✓** |  |  |  |  |
| **F – OTHER (include any demands that are peculiar to the job):**  |  |  |  |  |  |  |
| Driving - **specify** (car, PCV, HGV, motorcycle, other);  | **✓** |  |  |  |  |  |
| Use of mechanical equipment |  | **✓** |  |  |  |  |
| Use of visual display equipment  |  |  | **✓** |  |  |  |
| ***Specify****;*  |  |  |  |  |  |  |
| ***Specify****; Computer* |  |  |  |  |  |  |
| ***Specify****;* |  |  |  |  |  |  |

 Guidance on JA1: Issue 3: April 2010

**JOB ANALYSIS: ASSESSMENT OF DEMANDS ON INDIVIDUALS**

**GUIDANCE ON COMPLETING FORM JA1**

**Introduction and summary**

**How JA1 can be used**

The form is an indicator tool that can be used to:

*Managers*

* Assist managers to design or redesign of jobs with a view to helping staff to cope and to maintain performance
* Assist managers to identify of areas of inherent demand for which support systems may be useful
* Assist managers to identify demands which could be adjusted to assist individuals to take up employment in light of their personal needs
* Assist managers to identify how individuals perceive demands in order to provide personalised support
* Provide documentary evidence that demands have been considered where managers decide that there is no need to produce a written risk assessment
* Assist in identifying the need for occupational health assessments when internal transfers, changes to existing posts, etc. occur

*Individuals*

* Allow individuals to consider the demands of a job before applying
* Allow individuals to consider whether there is any support that they may wish to seek that will enable or assist them to cope with job demands

*Occupational Health*

* Provide information to Occupational Health for use during pre-employment assessment and referrals so that issues of fitness to work and recommendations for support, etc. are more accurately based on work demands

JA1 provides a simple breakdown of what is involved in carrying out a job and provides a checklist for managers and employees to allow them to consider the job in a manner that they may not have used previously. The process provides subjective indicative information that can be used in a variety of ways to improve the design and control of jobs and support systems.

The form may be supplemented by written information e.g. “A day in the life of …” to assist in clarifying why demands have been highlighted.

Two jobs even where they are within a single team and share a title can present some significantly different demands. Generic assessments can be useful because they can assist with consistency but these should be reviewed against each post to ensure that any peculiarities and differences can be taken into account.

**Who should complete form JA1**

Forms may be completed by:

* Managers – this is the only real option when new posts are designed
* Teams – as part of consultation exercises and feedback
* Individuals – where perceptions of demands may vary and when personalised support may be needed

**Relationship to other management procedures**

The assessment process involves a job analysis of a type that is complementary to other job related management documentation such as Job Descriptions and Person Specifications. It can also be used as a mechanism to identify areas where more in-depth risk assessments should be carried out.

The form is not used in connection with any job evaluation scheme that the Council may adopt.

**Guide to rating demands (table follows)**

|  |  |
| --- | --- |
| **Demand rating** | **Description** |
| insignificant/not applicable | The demand may or may not be present or may occasionally occur but would not be sufficiently significant to be considered as a characteristic of the job. |
| 1 | The demand is likely to be present or to occur from time to time but not to a level which would:* usually require specialist skills in order for staff to cope with it, and/or
* be likely to present significant levels of risk to those carrying out the job
 |
| 2 | The demand is likely to be present or to occur from time to time but staff would not usually be placed at significant risk due to it and would not usually need specialist skills in order to cope. However, the demand may be sufficiently significant to require consideration within arrangements:* to control overall collective levels of demand
* that are designed to support individual’s personal needs
 |
| 3 | The demand is a characteristic of the job and consideration should be given to:* any appropriate training or development needs that would assist staff to cope with it, and/or
* any appropriate support arrangements that would assist staff to cope with it, and/or
* an assessment of risks arising from it and appropriate control arrangements
 |
| 4 | The demand is a characteristic of the job and will usually require:* appropriate training and/or development provisions to assist staff to cope with it, and/or
* appropriate support arrangements to assist staff to cope with it, and/or
* an assessment of risks arising from it and identification of appropriate control arrangements
 |
| 5 | A very high demand which would not arise in relation to most jobs and should be limited to a few categories of demand in jobs where it does arise. The demand may require significant investment in:* appropriate training and/or development provisions to assist staff to cope with it, and/or
* appropriate support arrangements to assist staff to cope with it, and/or
* an assessment of risks arising from the demand and identification of appropriate control arrangements
 |

**Table of comparative examples**

The following table gives examples as general guidance to assist in setting demands in context.

It is important to note that the actual demands of any two jobs will usually differ in some regard. The table should be used to provide context only - even if a job involves a specific activity listed in the table consideration will need to be given to the demands of the actual job.

Two ticks indicate areas where the level of demand would vary dependant on factors such as the relative importance of responsibilities, the actual amount of time involved in relation to a demand, etc.

|  |  |
| --- | --- |
|  | LEVEL OF SIGNIFICANCE |
|  |  | 1 | 2 | 3 | 4 | 5 |
| **EXERTION** (other than lifting) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Traffic Warden walking 4 miles per shift on a flat route |  | ✓ |  |  |  |  |
| Traffic warden walking 8 miles per shift on a hilly route |  |  | ✓ |  |  |  |
| Office worker performing sedentary work | ✓ |  |  |  |  |  |
| Cleaner using cloths, vacuum cleaners, brushes, internally |  |  | ✓ |  |  |  |
| External sweeping of large areas of ground |  |  |  | ✓ |  |  |
| Gardening including digging soft earth and some hard earth |  |  |  |  | ✓ |  |
| Trench digging |  |  |  |  |  | ✓ |
|  |  |  |  |  |  |  |
| **CONTACT WITH FOOD** (preparation/handling) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Building attendants delivering (but not preparing) sandwiches |  | ✓ |  |  |  |  |
| Home care worker preparing food for a client |  |  | ✓ |  |  |  |
| School cook |  |  |  |  |  | ✓ |
|  |  |  |  |  |  |  |
| **CONTACT WITH BODY FLUIDS** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Leisure attendants in a sports centre, classroom assistant |  | ✓ |  |  |  |  |
| Care assistants, home carers |  |  | ✓ |  |  |  |
| Drainage (including sewer) inspectors |  |  |  | ✓ |  |  |
| General Nurse |  |  |  |  | ✓ |  |
| Surgeon |  |  |  |  |  | ✓ |
|  |  |  |  |  |  |  |
| **MANAGERIAL RESPONSIBILITIES** (accountability) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Worker at an ‘operative’ level with limited leeway as to how they carry out tasks | ✓ |  |  |  |  |  |
| Worker at an operative level with significant leeway as to how they carry out tasks |  | ✓ |  |  |  |  |
| Supervisor overseeing co-workers carrying out mundane or basic tasks |  | ✓ |  |  |  |  |
| Supervisor overseeing workers who perform a significant amount of decision making |  |  | ✓ |  |  |  |
| A professional who has no staff reporting to them but has specific responsibilities in relation to a particular area of work |  |  | ✓ | ✓ |  |  |
| Manager of a team of professionals |  |  |  | ✓ |  |  |
| Manager with responsibilities for development of strategies and accountable for their implementation |  |  |  | ✓ | ✓ |  |
| Organisational Head, Prime Minister |  |  |  |  |  | ✓ |
|  |  |  |  |  |  |  |
| **RESPONSIBILITY FOR PEOPLE** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| A care worker looking after a vulnerable client |  |  |  | ✓ |  |  |
| A care worker manager with responsibility for both vulnerable client and team members |  |  |  |  | ✓ |  |
| A manager in charge of a small team of professionals |  |  | ✓ |  |  |  |
| A senior manager responsible for several teams of professionals |  |  |  | ✓ |  |  |
| A classroom teacher |  |  |  |  | ✓ |  |
| A gardener | ✓ |  |  |  |  |  |
| A senior gardener who supervises a team of operatives |  | ✓ | ✓ |  |  |  |
| A surgeon carrying out major life threatening surgery |  |  |  |  |  | ✓ |
| The head of a hospital trust with responsibility for staff and decisions on distribution of resources for health care |  |  |  |  |  | ✓ |

**Further guidance on assessing demands**

Whoever (individual or group) is completing the form is asked to apply their knowledge and experience to identify the level of significance of each potential workplace demand.

Managers will need to use their foresight in the case of new or proposed jobs.

The level of significance is simply indicated by ticking the appropriate box.

**How do you decide on the right level of significance?**

The analysis on the form is not intended to be a precise measure. The analysis is intended to show that consideration has been given to a comprehensive range of demands and to provide a tool to identify areas that require further analysis. There will be some variation from person to person of the perception of the significance of a demand. This is not unusual within health and safety risk assessment as very few assessments provide accurately measured risks. Job analysis aids the risk assessment process by breaking down jobs into constituent parts so that consideration is given to a comprehensive range of factors.

Also, there will actual variation from individual to individual as to how significant a particular demand is. A very strong person will find lifting demands less significant than a weaker person. Demands may also become more or less significant depending on a workers experience, level of training and even personal nature. So, there is no one correct answer and it is appropriate to take account of individual perceptions - especially if effective action is to be taken following the analysis.

However, there are limits to the range of perceptions if job analysis is to provide a useful system given overriding organisational needs to develop reasonable generic job control, design, and support arrangements.

The remainder of this document provides:

* Examples for comparison to assist in moderating assessments to within a reasonable range of perceived significance.
* Consideration of how any relevant objective published standards should apply to the job analysis process e.g. Workplace Exposure Limits, Noise Action Levels, etc.
* Guidance on when it maybe appropriate to take further action following job analysis

**Getting Demands in Perspective**

**Think beyond your own profession**

Familiarity with the demands of work within your own professional area is helpful in completing the analysis. However, it can be useful to have a think about other areas of work in order to put familiar the demands in context.

For example:

* You may feel that a post (especially one within your own professional area) requires a high degree of specialised knowledge and skills. You may initially consider that a significance level of 5 is appropriate for this demand, on comparing the same job to a Court Room Barrister or Brain Surgeon, you may think that a level of 3 may be a better representation.
* If you are considering work involving exertion, e.g. a gardener, you may give it a significance level of 5 but on comparing it to a hod carrier you may decided on a level of 3 or 4;

(Alternatively, in both cases you may still fell that 5 is appropriate).

**Use Generic Assessments to provide a “benchmark”**

Where several jobs exist that cover the same areas of work, it can be helpful to develop a generic assessment for all the posts to ensure consistency. It may also be possible in some areas of work to choose a post as a ‘reference point’ in order to evaluate different but related posts.

However, the ‘standardised’ forms would need to be adapted where any of the posts have particular demands that do not apply to the posts. Even posts with a shared Job Description may have different demands, so any generic analysis should always be verified for each specific post and appropriate adjustments made to it so that the actual post is represented.

In some cases it maybe that an individual is fit to work in one job because of different demands even where the responsibilities of the posts are identical. This may assist in making reasonable adjustments or phasing a return to work.

E.g. the demands on a Parking Warden are different dependant on whether they work a flat or hilly patch. A generic assessment would be appropriate providing that an adjustment was made to the “exertion demands” to reflect the actual circumstances of each post. It might be possible for a Parking Warden to work on the patch with lower demands where they could not manage to work where hill climbing is required.

**Applying published standards**

As a “rule of thumb”:

* work that involves exposure up to a guidance standard should be assessed at level 3,
* work that involves exposure up to a strict standard should be assessed at level 4

Examples include:

Guidance standards

HSE Guidance on appropriate weights for manual handling

The First Action Level for Noise

Strict Standards

Workplace Exposure Limits for chemicals

The Second and Peak Action Levels for Noise

Visual Display Equipment Users

People who would be classified as “users” under the legislation should meet four or more of the following criteria:

* The job cannot be undertaken effectively with out the use of a visual display unit;
* The worker has no discretion as to use or non-use of the VDU;
* The worker is required to be adequately trained or possess a particular skill in order to undertake the job;
* The VDU must be used over continuous periods of an hour or more;
* The worker uses the VDU more or less daily;
* The worker requires a high level of attention and concentration to avoid critical error;
* Fast transfer of information is required.

For guidance, someone who just meets the requirement for “user” classification would be given a significance level of 2 on the JA1 form. Over and above this, the amount and nature of use will dictate whether a higher level of significance should be given. I would be possible for someone who is not classified as a ‘user’ to have significant demands where less than 4 criteria apply but the demands of those that do apply is high.

**Guidance on when it maybe appropriate to take further action following job analysis**

Whenever a high demand is discovered consideration should be given to whether it is unnecessary (i.e. it can be removed or controlled by better job design and control) or it is an inherent aspect of the job (in which case monitoring and support systems may be appropriate).

As a second “rule of thumb” further formal assessments should be considered whenever a significance value of 3 or above is indicated. The JA1 assessment may need to be reviewed in light of any changes introduced through the further assessment process.