

JOB DESCRIPTION QUESTIONNAIRE

JOB TITLE	SCHOOL CLEANER	JOB REF NO	AAAD8010
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BASIC JOB PURPOSE

Undertake the cleaning of designated areas.

NO	MAIN RESPONSIBILITIES	APPROX %
1.	Undertake cleaning, washing, sweeping, vacuum cleaning, emptying of litter bins, polishing and dusting of the designated areas (which may include toilets and shower area) and fixtures and fittings, using, where appropriate, powered equipment.	
Notwithstanding the detail in this job description, in accordance with the School's/Council's Flexibility Policy the job holder will undertake such work as may be determined by the Head Teacher/Governing Body from time to time, up to or at a level consistent with the Main Responsibilities of the job.		

Are there any tasks/duties which the jobholder carries out only occasionally or at certain times in the year? If NO, go to next section. If YES, please list them and say how frequently they are performed.

OCCASIONAL TASKS

HOW OFTEN PERFORMED?

Holiday cleans, cleaning down of furniture, cupboards, Cut back, floors stripped re-sealed & polished (different cleans for different holidays).

Every 6 – 7 weeks

1 RESPONSIBILITY FOR SUPERVISION / DIRECTION / COORDINATION OF EMPLOYEES

Employees directly supervised by jobholder

Not Applicable

What does the supervision / management of these employees involve? (e.g. allocating work, training for the job, assessing performance - see guidance notes)

Other Employees supervised by jobholder (not in a direct line relationship)

Not Applicable

What does the supervision of these employees involve?

Does the job involve supervision, direction or management of people who are not employees? e.g. contractors, students on secondment

Not Applicable

Does the jobholder develop policy or provide advice and information which impacts on the supervision / direction / coordination of employees? **No**

2 RESPONSIBILITY FOR FINANCIAL RESOURCES

Give details of any direct responsibility for financial resources.

Not applicable

Does the jobholder develop policy or provide advice and information which impacts on financial resources?

No

3 RESPONSIBILITY FOR PHYSICAL RESOURCES

Physical resource	Nature of responsibility of jobholder	How often is the responsibility exercised?
Electrical Cleaning Equipment – Vacuums (£50 - £120), Wet pick ups (£150 – £200), buffers (£500)	• Safe use & Storage • H & S checks • Maintenance & emptying	Daily
Cleaning equipment, including mops, brushes, buckets, cleaning clothes etc	• Safe use & storage • Maintenance & repair • Cleaning	Daily
Cleaning fluids – COSH regulated approx (Approx £200 per cleaner per annum, on cleaning fluids and cleaning equipment.)	• Safe use & storage • Mix to required strengths • Notify supervisor when stocks are running low	Daily

Does the jobholder develop policy or provide advice and information which impacts on physical resources?

No

4 RESPONSIBILITY FOR IMPACT ON PEOPLE

<u>Task/Duty</u>	<u>Who benefits?</u>	<u>How they benefit?</u>
Cleaning of the rooms	Pupils, Parents, teachers, public	Use of clean environmentally friendly facilities, hygienically clean.

Does the Jobholder develop policy or provide advice and information which impacts on people? **NO**

5 KNOWLEDGE

Type of knowledge	What knowledge is essential?	Why are these needed?	How is it normally acquired?
Literacy	Reading	Reading job cards	General Education and on the job experience.
Numeracy	Adding, subtraction,	Calculating dilution for chemicals.	General Education and on the job experience.
Qualifications	NVVQ 1 in cleaning	Cleaning methods and relevant legislation e.g. Health & Safety	Formal on job course – all cleaners currently being put through the course.
	Manual handling	Lifting & Moving furniture, cupboards etc.	Half day course
Legislation	Health & Safety	Carrying out cleaning safely.	On job experience
	COSH	Diluting, using, storing and disposing of chemicals	On job experience. Sign a booklet on induction, to say they have read and understood.
Equipment	Full working knowledge of the use of all equipment, e.g. buffers, vacuums.	Carry out cleaning	On job experience and induction training.
Cleaning	How to clean different surfaces, what products, machinery to use and frequency of cleans.	Carry out cleaning	On job experience and induction training.

How long would it take for a jobholder to become fully operational?

The post holder would be expected on the first day of work to be able to carry out the role, with somebody working alongside them. The full cycle of the role would take a year e.g. experience of the different holiday cleans.

6 MENTAL SKILLS

- a) What sort of situations/problems does the jobholder typically have to deal with? Give two examples of typical problems solved on a regular basis.

Example

Cleaning up of art materials used within a classroom e.g. play doh, plaster of paris, chewing gum which have been ground into the carpet. The post holder would need to identify what cleaning product and process would be best suited to the situation. The extra time spent on cleaning that area, would result in the re-prioritising of the rest of the work.

Example

The post holder would need to plan the holiday clean. Establish what is planned for that holiday clean, which jobs would need to be done first and in the order of priority.

- b) Give an example of the most difficult or demanding situation/problem the jobholder has to solve.

Example:

The post holder would have to clean up bodily fluids from an area e.g. toilets, walls (protective clothing is provided). The post holder would have to select the correct chemicals, and ensure all materials are disposed of safely.

- c) Approximately how often would the example in (b) occur?

Daily

Give details below of the mental skills required in the job and reasons why they are needed.

Mental Skill	Why Needed?
Judgment, Problem Solving	Deciding which area to clean and which cleaning product to use.
Planning	To plan around other work which is going on during a holiday clean.
Concentration	Diluting & selecting chemicals

7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

Skill	Used for?	With whom?
Oral	• Passing on information. • Day to day communication	Caretakers, teachers, site officers & pupils
Written	• Leaving messages about any issues, work that needs to be carried out etc.	Caretakers & Supervisors

8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

Physical skill	Used for?	Any precision/speed requirements?
Manual Handling	Lifting, carrying, twisting & turning	
Use of machinery & equipment	Cleaning of an area	Machinery must be used safely, and not cause any damage to furniture or skirting boards etc.
Measuring out chemicals	Cleaning an area	Chemicals must be measured out to exact quantities, and to safety requirements.

9 INITIATIVE AND INDEPENDENCE

Allocation of work

a) How is work allocated to the jobholder?

The contract for the building establishes the work that is to be undertaken. The post holder is allocated an area of the building that they clean during their shift

b) What is a typical cycle for allocating work to the jobholder e.g. hourly, daily, weekly?

The cycle is weekly, with different cleaning task e.g. damp wipe, allocated to a particular day

Scope for initiative

c) How much freedom/discretion does the jobholder have:

to change the way work is done?

(e.g. recommending changes in policy, procedures, resources)

The post holder is allocated set work for each week, as designated in the contract. The post holder is able to change the order of the work to meet their own or the needs of the school e.g. fit in with any after school activities.

to allocate their time to duties?

The post holder must clean the set area within that shift/week. They are able to change to meet the needs of the school, or if more time has been spent on one area.

d) What is the level of guidance/instruction available?

In each building there is a Proficiency in Cleaning manual and a COSH booklet. The Group and or Site Supervisor are also available to the Post Holder.

e) What sort of direction, management or supervision is given to the jobholder?

The Group Supervisor would visit each location on a weekly to fortnightly basis. Site Supervisors, would check the work of post holders on a daily basis. Group Supervisors also check the work, when they visit. The post holder can also contact the area office for any advice.

- f) Give three examples of problems or decisions the jobholder would be expected to deal with themselves without reference to a supervisor/manager. How often do these occur?

Expected problem	Nature of available guidance	Typical Frequency
Cleaning up of play doh, plaster of paris, chewing gum etc from the carpet.	On job experience of what to use to remove the item from the carpet.	Daily
Cleaning up walls, stained floors from discarded coke cans (that were not empty).	On job experience of what products to use to remove the stain.	Daily
Unexpected problem	Nature of available guidance	Typical Frequency
Electricity power cut, therefore unable to use electrical equipment.	Carry out any other cleaning tasks e.g. mopping, dusting, brush carpets.	Annually

- g) Give two examples of problems or decisions the jobholder would be expected to refer to their supervisor/manager. How often do these occur?

Problem or decision	Point of referral	Typical Frequency
Head teacher requesting additional work is carried out.	Refer to Supervisor	Twice a year
Breakdown of relationships within a school between school staff and cleaning staff.	Refer to supervisor straight away.	Twice a month

10 PHYSICAL DEMANDS

Physical Demand	Typical Duration	How often?	Other details (e.g. how heavy?)
Moving of cupboards, chairs, tables (can be shared depending on the weight)		Holiday period	
Carrying of buckets of water, vacuums, rubbish bags, chairs, including up steps and stairs.	Continuous throughout shift	Daily	Bucket water 10 liters
Pulling, pushing of vacuum, buffer etc.	Continuous throughout shift	Daily	
Stretching, bending, crouching, standing	Continuous throughout shift	Daily	
A degree of stamina is required as the jobholder is on their feet for the whole shift	2 to 4 hours ???	daily	

11 MENTAL DEMANDS OF THE JOB

Nature of task	Mental Demand	Duration	Frequency
Cleaning	Attention to areas that need cleaning	Throughout shift	Daily
Chemicals	Concentration when mixing chemicals, using correct chemicals.	Throughout shift	Daily
Cleaning	Awareness of H&S implications whilst working, working around people.	Throughout shift	Daily

To what extent is the job subject to work-related pressures e.g. regular deadlines, frequent interruptions, conflicting demands?

Nature of pressures / interruptions	Source	For how long?	How often?
Interruptions	Post holder will be requested to assist a colleague to clean up a flood etc.		Weekly
Deadlines	Unable to access a room due to a meeting.		Daily

12 EMOTIONAL DEMANDS

Nature of the task being performed by jobholder.	Behaviour / source of the emotional demand	Frequency (per day/wk/ month)
Cleaning of the rooms or toilet areas.	Pupils may be abusive, using foul language.	Weekly

13 WORKING CONDITIONS

- a) In what kind of places does the jobholder normally work (e.g. office, library, gardens, clients' homes)?**

If more than one, give approximate proportion of time in each.

Location of work	Proportion of time
School buildings – comprising of classrooms, mobiles, toilets, laboratories etc	100%

- b) If the jobholder works outside, are they expected to work regardless of the weather or are alternative arrangements made e.g. work on other duties?**

Post holders would be expected to go outside to clean a mobile classroom whatever the weather conditions.

- c) What unpleasant environmental working conditions or behaviour from other people are met in performing the job? (See guidance notes for examples)**

Working Condition or Behaviour from other people	How long does it last at any one time?	How often does it typically occur?
Human waste, sick, blood, bodily fluids	30 mins	Daily
Heavy dust levels	Duration of shift	Daily
Food thrown about, sandwiches squashed into the carpets.	30 mins	Daily
Mixing chemicals at the beginning of the shift, and use throughout the shift	Duration of shift	Daily

d) What protection is offered (if any) e.g. against adverse weather (clothing, shelter), against infection, security measures etc.

The post holder is provided with rubber gloves and a tabard. Goggles, masks and white suits are provided for holiday cleans. Guidelines are available on safe working practices.