| JOB TITLE | Cleaner (Primary School) | | |
|---|---|---|---|

**BASIC JOB PURPOSE**

Undertake the cleaning of designated areas within the School.

**MAIN RESPONSIBILITIES**

| | |
|---|---|
| **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 Headteacher/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 Job Holder 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 – thorough cleaning of all areas, carpets shampooed, etc. | Every school holiday - 6 times per annum |

## 1 RESPONSIBILITY FOR SUPERVISION/DIRECTION/COORDINATION OF EMPLOYEES

**Employees directly supervised by Job Holder** none

**Other Employees supervised by Job Holder (not in a direct line relationship)** none

**Does the job involve supervision, direction or management of people who are not employees?** *eg contractors, students on secondment :* **no**

**Does the Job Holder 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.**

| Financial responsibility | Value of the financial resource (p.a.) | How often is the duty performed? |
|---|---|---|
| NONE | | |

**Does the Job Holder develop policy or provide advice and information which impacts on financial resources?** No

## 3 RESPONSIBILITY FOR PHYSICAL RESOURCES

| Physical resource | Nature of responsibility of Job Holder | How often is the responsibility exercised? |
|---|---|---|
| **Materials:** Cleaning materials and small equipment (mops, cloths) etc. | Safe use, dilution of chemicals, storage, alerting Supervisor when stocks get low. | Daily |
| **Equipment:** Electrical equipment: Hoover, buffer, shampooer. | Safe use, storage, day to day maintenance and ensuring in safe working order. | Daily |
| **School Buildings:** Classroom areas, corridors, toilets, offices, hall and dining areas. | Cleaning and ensuring in tidy and hygienic state. | Daily |

**Does the Job Holder develop policy or provide advice and information which impacts on physical resources?** No

## 4 RESPONSIBILITY FOR IMPACT ON PEOPLE

| Task/Duty | Who benefits? | How they benefit? |
|---|---|---|
| • Cleaning interior of school buildings.<br>• Reporting of defects and Health and Safety issues to senior staff. | Students, staff, visitors, governors. | Clean, tidy, hygienic and safe environment. |

**Does the Job Holder 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 and Numeracy** | Ability to read and write; carry out basic calculations | To read instructions, write messages, dilute chemicals. | Basic education. |
| **Specialist knowledge** | Knowledge of:<br>• cleaning techniques,<br>• cleaning materials,<br>• electrical cleaning equipment (Hoover, buffer etc.). | To clean interior of buildings to required standards, use/store materials and equipment safely. | Domestic/industrial cleaning experience. |
| **Policies and procedures** | Working knowledge of Health and Safety, COSHH and Safer Handling Guidelines. | To ensure work is carried out safely. | On-the-job training and experience. |
| **Organisational** | Knowledge of School layout and nature of specific cleaning requirements. | To understand cleaning requirements. | On-the-job training and experience. |

**How long would it take for a Job Holder to become fully operational?**

It is estimated that it would take a few days to understand the basic tasks and approximately one month of supported work to understand the routines, layout, timetable and deadlines associated with the school; plus three months to gain operational competence in the use of equipment.

## 6 MENTAL SKILLS

**a) What sort of situations/problems does the Job Holder typically have to deal with?**

**Example**

Difficult cleaning problems - stains on carpets and Sellotape on glass etc. The Job Holders would try different products and different cleaning techniques until the problem is satisfactorily resolved.

**Example**

Failure/breakdown of cleaning equipment – Job Holders would attempt to carry out basic/simple repairs; if unsuccessful/fault too serious, would alert Cleaning Supervisor or Site Maintenance Officer.

**b) Give an example of the most difficult or demanding situation/problem the Job Holder has to solve.**

**Example:**

During school holidays, the school is thoroughly cleaned; including shampooing carpets and thorough cleaning of furniture etc. The Job Holders plan the cleaning of their designated area; deciding which rooms to do first, which order to clean within the rooms; their designated area is cleaned within the time schedule and ready for the students on their return to school.

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

**Several times per annum**

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

| Mental Skill | Why Needed? |
|---|---|
| Planning | Planning and prioritising holiday cleaning activities. |
| Problem solving | Difficult cleaning problems, stains, graffiti, chewing gum, etc. |
| Judgment | Which products to use to satisfactorily carry out cleaning task. |

## 7 INTERPERSONAL AND COMMUNICATION SKILLS ESSENTIAL FOR THE JOB

| Skill | Used for? | With whom? |
|---|---|---|
| **Written:** straightforward, factual information | • To write messages.<br>• Equipment failure notes.<br>• Stores requests.<br>• To note H & S concerns. | School Staff, Cleaning Supervisor, Site Maintenance Officer. |
| **Teamwork:** | • To maintain good, co-operative working relationships and ensure job gets done. | Supervisor, school teaching and support staff, visitors, students, governors. |
| **Oral:** | • Passing on information.<br>• Day-to-day communications. | Supervisor, school teaching and support staff, visitors. |

## 8 PHYSICAL SKILLS ESSENTIAL FOR THE JOB

| Physical skill | Used for? | Any precision/speed requirements? |
|---|---|---|
| Hand/eye co-ordination and dexterity | • To use machinery and cleaning equipment.<br>• To dilute chemicals. | Precision |

## 9 INITIATIVE AND INDEPENDENCE

**Allocation of work**

**a) How is work allocated to the Job Holder?**

Set routines and schedules – each Job Holder is responsible for a designated area of the school.

**b) What is a typical cycle for allocating work to the Job Holder** *eg hourly, daily, weekly?*

Daily; plus some weekly and monthly tasks; plus holiday cleans.

**Scope for initiative**

**c) How much freedom/discretion does the Job Holder have:**
**to change the way work is done?**
*(e.g. recommending changes in policy, procedures, resources)*

If there is a better way of doing things the Job Holders have the freedom to do it as long as this results in the desired end result and does not contravene the school's H & S or other policies. Changes to cleaning products would be recommended to the Supervisor.

**to allocate their time to duties?**

The Job Holders manage their own time, within the established routines and schedules.

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

Health and Safety, COSHH, relevant School Policies and Procedures and Hygiene Practice.

**e) What sort of direction, management or supervision is given to the Job Holder?**

There is daily contact with the Supervisor and/or Line Manager, who are on site to give help and assistance if requested.

**f) Give three examples of problems or decisions the Job Holder would be expected to deal with themselves <u>without reference to a supervisor/manager</u>. How often do these occur?**

| Expected problem | Nature of available guidance | Typical Frequency |
|---|---|---|
| Removal of graffiti, chewing gum, etc from walls, etc. | Job Holders' experience. | Daily |
| Removal of damaged furniture, equipment, etc from school rooms, for repair. | Job Holders' experience. | Daily |
| **Unexpected problem** | **Nature of available guidance** | **Typical Frequency** |
| Discovery that a room scheduled to be cleaned is locked; Job Holders would need to find a key (eg, from School Reception or Offices). | Job Holders' experience. | Occasional |

**g) Give two examples of problems or decisions the Job Holder would be expected <u>to refer to their supervisor/manager</u>. How often do these occur?**

| Problem or decision | Point of referral | Typical Frequency |
|---|---|---|
| Teacher or other member of staff requesting specific unscheduled work to be carried out. | Cleaning Supervisor/Site Maintenance Officer/Site Manager. | Occasional |
| Blocked drains, broken glass, etc that are beyond the scope of the Job Holders. | Cleaning Supervisor/Site Maintenance Officer/Site Manager. | Occasional |

## 10 PHYSICAL DEMANDS

| Physical Demand | Typical Duration | How often? | Other details (eg how heavy?) |
|---|---|---|---|
| Standing and walking around building on feet for duration of shift. | Ongoing | Daily | |
| Lifting and carrying:<br>• Buckets of water,<br>• Tables, chairs and other furniture (to enable cleaning of room),<br>• Black bags of litter. | Short bursts | Daily throughout shift | |
| Pushing and pulling: electrical equipment – Hoover, Buffer, Shampooer. | Short bursts – up to 1 hour | Daily throughout shift | Awkward and heavy |
| Physical effort: scrubbing, rubbing, mopping, sweeping. | Short bursts | Daily | |

| | | | |
|---|---|---|---|
| Awkward positions: bending, stretching, twisting, crouching (to clean windows, toilets, spot clean carpets, etc.). | Short bursts | Daily | |

## 11 MENTAL DEMANDS OF THE JOB

| Nature of task | Mental Demand | Duration | Frequency |
|---|---|---|---|
| Maintaining building interior in clean, tidy and hygienic condition; awareness of Health and Safety Guidelines. | Alert, attentive, attention to detail – sensory awareness ensuring standards are met. | Ongoing | Duration of shift |
| Correct and safe mixing of cleaning chemicals. | Concentration/attention to detail. | 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 | ▪ Interruptions to work flow from staff who request a change of order of room cleaning to enable them to stay later.<br>▪ Visitors, parents, students, etc. | | Occasional |
| Deadlines | ▪ All cleaning tasks to be completed within designated timescale.<br>▪ Holiday cleans – school to be ready for students on return from holidays. | | |
| Conflicting Demands | ▪ Classrooms not available for cleaning when scheduled.<br>▪ Hall/rooms not available when let to community groups.<br>▪ Holiday cleaning schedules can be disrupted by presence of building contractors. | | Occasional |

## 12 EMOTIONAL DEMANDS

| Nature of the task being performed by Job Holder. | Behaviour/source of the emotional demand | Frequency (per day/wk/month) |
|---|---|---|
| NONE | | |

## 13 WORKING CONDITIONS

**a) In what kind of places does the Job Holder normally work** *(eg office, library, gardens, clients' homes)?*

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

| Location of work | Proportion of time |
|---|---|
| School Premises (Internal) | 100% |

**b) If the Job Holder works outside, are they expected to work regardless of the weather or are alternative arrangements made** *eg work on other duties?*

Not Applicable

**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? |
|---|---|---|
| ▪ Cleaning toilets – bodily waste.<br>▪ Emptying waste bins.<br>▪ Dilution of chemicals and use.<br>▪ Household dust and dirt. | Throughout shift | Daily |

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

The Job Holders are provided with rubber gloves and a uniform/overalls. Guidelines are available on safe working practices.