

# Grading

## Job Description and Employee Specification

<b><u>Job Title:</u></b> Cleaner	<b><u>Directorate:</u></b> Learning Skills & Culture
<b><u>Post Number:</u></b>	<b><u>Division:</u></b> Schools
<b><u>Grade 1</u></b>	<b><u>Business Unit/Section:</u></b>
<b><u>Overall Purpose of Job:</u></b> To provide and maintain an effective cleaning service in specified areas of a school	
<b><u>Main Responsibilities:</u></b> <ol style="list-style-type: none"> <li>1 To be responsible for the cleaning duties of fixtures, fittings and the internal fabric of school buildings which will include the following:           <ul style="list-style-type: none"> <li>❖ Emptying bins and removing waste to a designated area</li> <li>❖ Mopping, sweeping and spray cleaning</li> <li>❖ Wall washing, window cleaning, dusting, damp wiping, drying washing and polishing</li> <li>❖ Using mechanised scrubbing, drying, buffing and suction cleaning equipment</li> </ul> </li> <li>2 Undertakes cleaning tasks which will include the following:           <ul style="list-style-type: none"> <li>❖ Carpet and upholstery cleaning</li> <li>❖ Removal of stains, graffiti and chewing gum</li> <li>❖ Stripping, dressing and sealing floors</li> <li>❖ De-scaling sanitary appliances</li> <li>❖ Cleaning specialised toilet areas and sluices and the removal of bodily fluids from all areas</li> <li>❖ Cleaning specialist hoists, standing frames, seating and other equipment for pupils with physical disabilities</li> <li>❖ Cleaning specialist rooms e.g. hydrotherapy pool area, light/sound room</li> <li>❖ Performs duties to meet the requirements of the periodic cleaning programmes, including the removal of all furniture and fittings from classrooms and specialised teaching areas</li> </ul> </li> <li>3 Operation of domestic and industrial cleaning materials and equipment</li> <li>4 Ensures the safe use and storage of cleaning materials and equipment</li> </ol>	

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5 Ensures adequate stock levels of cleaning equipment and materials.

6 Advises Caretaking and Administrative staff of faults, damage and vandalism

***NB : The range of duties would only include those where staff are appropriately trained and comply with the terms of the Health & Safety at Work Act 1974. It is also necessary to ensure that the requirements of the Health & Safety at Work Act 1974 and Health & Safety Guidance Circulars are fully complied with when undertaking any of the above duties.***

### **Knowledge, Skill and Experience Required:**

- Knowledge of Health & Safety and COSHH Regulations
- Knowledge of moving and handling procedures for moving large specialist furniture and equipment in classrooms
- Knowledge of special hygiene requirements in classrooms, toilet areas and other areas used by children who have multiple disabilities and children who lack continence and personal hygiene skills
- Ability to use and operate small plant and machinery in connection with cleaning duties
- Communication skills

### **Creativity and Innovation:**

- Monitors environment, including fixtures and fittings, in allocated cleaning areas communicates effectively with caretaking and administrative staff about faults and defect whenever the need arises
- Recommends changes in cleaning materials, programmes and activities when this could be beneficial
- Uses recognised procedures to cope with out of the ordinary cleaning problems.

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### **Decision Making:**

- Recognises when it is necessary to help colleagues dealing with problems as they arise
- Makes changes in cleaning pattern to cope with one-off situations without immediate reference to the caretaker in order to minimise risks to self or others, e.g. on encountering defective electrical equipment..
- Responds appropriately to pupils' attempts to communicate when they encounter the in school.
- Communicates information about things or problems encountered when cleaning classrooms to teachers, as well as the caretaking and administrative staff, whenever the need arises
- When working out of sight of colleagues periodically checks to reassure them and self about personal safety.

### **Contacts and Relationships:**

#### **Teachers**

- Receives information from class teachers about particular cleaning problems: daily

#### **Pupils**

- Communicates in a friendly way with pupils when encountering them; daily.

#### **Leadership group of the school**

- minimal contact

#### **Other staff**

- meets and works with caretaker; daily
- works in collaboration with other cleaners; daily

#### **Other Professionals**

- minimal contact

#### **Parents**

- minimal contact

### **Responsibility for Resources: (to include approximate value, sole or shared responsibility and for what percentage of their working hours)**

None

### **WORK ENVIRONMENT**

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**Work Demands:**

There are no specific deadlines other than completing cleaning programmes in allocated areas during available time as directed. Time to complete activities will vary.

Disruptions to normal patterns of work occur often, e.g. during each week for out of school clubs, training sessions and staff meetings and whenever contractors are working on site.

Disruptions to normal work patterns also occur if there have been smears or spillages of bodily fluids on surfaces due to special cleaning requirements.

**Physical Demands:**

Sustained periods of physical activity, involving bending, crouching, lifting, turning, standing, walking, pushing equipment

Moves and handles equipment and furniture, following approved procedures and using aids when indicated as necessary by risk assessments.

Moves and handles vibrating cleaning equipment, e.g. scrubbers, vacuum cleaners.

**Working Conditions:**

Works throughout school. All rooms can be warm and some machines can be noisy and vibrate. There can be smells from cleaning chemicals, e.g. polish, disinfectants.

Some hygiene areas and equipment may have traces of bodily fluids which may be disagreeable.

**Work Context:**

At risk of verbal abuse and physical harm from a minority of pupils and parents who behave aggressively and from any intruders outside normal school hours.

At risk of injury from moving and handling furniture and equipment.

At risk of exposure to cleaning materials and dust/dirt.

At risk of exposure to bodily fluids in areas where incontinent children have used sanitary equipment.

At risk of infection when cleaning up after or encountering children who are unwell.

Works in areas out of sight of colleagues.

**Position in Organisation:**

Indicate how many staff the post is directly accountable for: None

**Note:**

Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility. This job description is provided for guidance only and does not form part of the contract of employment.

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POST NUMBER \_\_\_\_\_ JOB TITLE \_\_\_\_\_ HOURS PER WEEK \_\_\_\_\_

	ESSENTIAL	DESIRABLE	HOW MEASURED
EXPERIENCE		Experience of using cleaning equipment and chemicals	Application form/Interview
EDUCATION, TRAINING AND QUALIFICATIONS	Written and verbal communication skills		Application form/Interview
SKILLS AND KNOWLEDGE	<ul style="list-style-type: none"> <li>• Knowledge of Health &amp; Safety and COSHH regulations</li> <li>• Knowledge of moving and handling procedures for moving large specialist furniture and equipment in classrooms</li> <li>• Knowledge of special hygiene requirements in classrooms, toilet areas and other areas used by children who have multiple disabilities and children who lack confidence and personal hygiene skills</li> <li>• Ability to use and operate small plant and machinery in connection with cleaning duties</li> </ul>	Certificate in Manual Handling or equivalent	Application form/Interview

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	ESSENTIAL	DESIRABLE	HOW MEASURED
PERSONAL QUALITIES			
WORKING ARRANGEMENTS			

The post is subject to:

- Disclosure of convictions under the Rehabilitation of Offenders (Exemption) Act 1974 **Yes** ☐ **No** ☐
- Political restriction **Yes** ☐ **No** ☐
- The ability to speak fluent English under the Immigration Act 2016 **Yes** ☐ **No** ☐

Employee:

(signed) \_\_\_\_\_ (print) \_\_\_\_\_ Date: \_\_\_\_\_

Manager:

(signed) \_\_\_\_\_ (print) \_\_\_\_\_ Date: \_\_\_\_\_