### JOB ANALYSIS

**I Job Title:** I Custodian I **Department:** I Maintenance

|  |  |  |
| --- | --- | --- |
| **Shift:** Da s | **Hours Per Shift:** | 8 |
| **Overtime:** Occasionall | **Hours Per Week** | 40 |

### General Job Summa

Under supervision of Head Custodian performs a variety of custodial work and general cleaning in assigned district buildin s. Performs other duties as assi ned.

### Organizational Relationships

**Supervision Given:** Em lo ee does not rovide an direct, formal su erv1s1on

**Supervision Received:** Emplo ee receives direct supervision from Head Custodian

### Essential Job Functions

The job analysis will be reviewed periodically as duties and responsibilities change with business necessity. Essential and marginal (non-essential) job functions are subject to modification. Nothing in this job analysis restricts management's right to assign or reassign duties and responsibilities for this job.

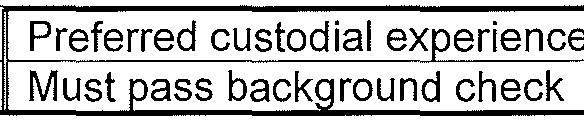
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| --- | --- |
| **Frequency** | **Function** |
| Daily | Cleans and maintains floors by sweeping, scrubbing, waxing, and polishing as needed. Vacuums carpets. Spots and shampoos ruQs. |
| Daily | Washes cleans and dusts windows, mirrors, railings, walls, furniture, tables, benches, woodwork, lockers, and other equipment as needed |
| Daily | Empties waste containers and transports to dumping area by hand truck. |
| Daily | Washes, scrubs, and disinfects rest rooms, |
| Daily | Replaces light bulbs; reports damaged buildings, broken equipment, and any safety/fire hazards to ensure safety of students and staff. |
| Daily | Moves and rearranges desks, chairs, tables, furniture, and other equipment as needed. |
| Daily | Sets up for and performs maintenance at special events such as sporting events and weekend events. |
| Daily | Locks and unlocks doors, windows, and gates at assigned facilities. Sets alarms. |
| Daily | Reports to supervisor when lights outside of school are non-operational, adjusts light timers as needed. |
| Daily | Sweeps and picks up trash and debris from black top and other assigned areas. |
| Daily | During school vacation periods, participates in the thorough cleaning and restoration of schools and assiQned buildinQs. |
| Daily | Performs minor grounds keeping work such as raking/blowing leaves and watering lawns, |
| Daily | Performs other duties as assigned |

### Non Essential Functions

None

### Job Qualifications Education: II NA

**I**



**Experience: License/Certification**

### Knowledge

* **Customer an·d Personal Service** - Knowledge of principles and processes for providing (internal or external) customer services including customer needs assessment, meeting quality standards for service, and evaluation of customer satisfaction.
* **Public Safety and Security** - Knowledge of relevant equipment, policies, procedures,. and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

### Skills

* **Active Learning** - Understanding the implications of new information for both current and future problem-solving and decision-making.
* **Active Listening** - Giving appropriate attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
* **Attention to Detail** - Maintaining appropriate attention to detail based on the complexity of work performed.
* **Communication and Comprehension** - Conveying written and/or non-written information effectively; comprehending and understanding documentation and verbal or visual communications.
* **Equipment Selection** - Determining the kind of tools and equipment needed to do a job.
* **Monitoring** - Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
* **Quality Control Analysis** - Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
* **Repairing** - Repairing machines or systems using the needed tools.
* **Service Orientation** - Actively looking for ways to help people.
* **Time Management** - Managing one's own time and the time of others.

### Abilities

* **Category Flexibility** - The ability to generate or use different sets of rules for combining or grouping things in different ways.
* **Deductive Reasoning** - The ability to apply general rules to specific problems to produce answers that make sense.
* **Information Ordering** - The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
* **Time Sharing** - The ability to shift back and forth between two or more activities or sources of information.

### Physical Demands



Never (N) Rare (R) Occasional (0) Frequent (F) Constant (C)

Not Required

Less than 10% of the shift Up to 33% of the shift

Up to 66% of the shift Over 66% of the shift

**L"I ffmg**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | | | | | **Examples of Items Lifted** | **Height Lifted** | **Item Weighed** | |
| **Weight**  **Range** | **Frequency** | | | | |
| N | R 0 | | F | C | y | N |
| 0-101bs |  |  |  | **X** |  | Cleaning supplies, phone, spray bottles, loose supplies, trash/debris | 1-6' | y |  |
| 11 - 25 lbs |  |  | **X** |  |  | Trash baqs, desks, tables, furniture | 1-5' | y |  |
| 26- 50 lbs |  | **X** |  |  |  | Desks, tables, furniture | 1-5' | y |  |
| 51 - 75 lbs | **X** |  |  |  |  |  |  |  |  |
| 76 -100 lbs | **X** |  |  |  |  |  |  |  |  |
| Over 100 lbs | **X** |  |  |  |  |  |  |  |  |
| Heaviest Item Lifted | | **X** |  |  |  | Furniture | 1-5' | y |  |

Notes regarding items weighed (if any): None

### Carrymg

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Weight Range** | **Frequency** | | | | | **Examples of Items Carried** | **Distance Carried** | **Item Weighed** | |
| **N** | R 0 | | F | C | y | **N** |
| 0-10 lbs |  |  |  | **X** |  | Cleaning supplies, phone, spray bottles, loose supplies, trash/debris | 1-100' | y |  |
| 11 - 25 lbs |  |  | **X** |  |  | Trash baqs, desks, tables, furniture | 1-50' | y |  |
| 26- 50 lbs |  | **X** |  |  |  | Desks, tables, furniture | 1-1O' | y |  |
| 51 - 75 lbs | **X** |  |  |  |  |  |  |  |  |
| 76 -100 lbs | **X** |  |  |  |  |  |  |  |  |
| Over 100 lbs | **X** |  |  |  |  |  |  |  |  |
| Heaviest Item Carried | | **X** |  |  |  | Furniture | 1-1O' | y |  |

Notes regarding items weighed (if any): None

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Surface(s)** | **Activity** |
| N R | | 0 F | | C |
| Sittinq |  | **X** |  |  |  | Office chair, vehicle seat | Operatinq vehicle, planninq dailv assianments |
| Walking |  |  |  | **X** |  | Carpet, linoleum/tile, concrete, grass, asphalt | Transporting supplies/materials, performing aeneral cleaning, performina floor care |
| Standing |  |  | **X** |  |  | Carpet, linoleum/tile, concrete, grass, asphalt | Accessing supplies, performing general cleaning |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| **N** | **R 0** | | F C | |  |
| Bendina (Neck) |  |  | **X** |  |  | Observing work, cleaning floors, performing general cleanina |
| Bendinq (Waist) |  |  | **X** |  |  | Reachinq low drawers/shelves, accessing items near floor/around |
| Twistina (Neck) |  |  | **X** |  |  | Observing surroundings |
| Twistinq (Waist) |  |  | **X** |  |  | Performinq qeneral cleaninq, accessing supplies |
| Sauattina |  |  | **X** |  |  | As alternative to bending |
| Climbinq |  | **X** |  |  |  | Stepstool, ladder |
| Kneelina |  | **X** |  |  |  | Obtaining dropped items, working near floor/ground |
| Crawlinq | **X** |  |  |  |  |  |
| Pushina/Pullinq (Dominant hand) |  |  | **X** |  |  | Drawers/doors, cart, hand cart |
| Pushinq Pulling (Non-Dominant hand) |  |  | **X** |  |  | Drawers/doors, cart, hand cart |
| Reaching - Above Shoulder Level |  | **X** |  |  |  | Accessing items on upper shelves, changing light bulbs, performing general cleaning |
| Reachinq - Below Shoulder Level |  |  |  | **X** |  | Performinq qeneral cleaninq, accessing supplies |
| Balancina |  | **X** |  |  |  | Ladder, step stool |
| Coordination (Eve, Hand, Foot) |  | **X** |  |  |  | Operatinq equipment |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Frequency** | | | | | **Activity** |
| **N** | R | 0 | F | **C** |  |
| Repetitive Use of Hands |  |  |  | **X** |  | Performinq qeneral cleaninq, accessinq SUPPiies |
| Simple Graspinq (Dominant Hand) |  |  |  | **X** |  | Performing floor care, general cleaning |
| Simple Graspinq (Non-Dominant Hand) |  |  |  | **X** |  | Performinq floor care, qeneral cleaninq |
| Power Graspinq (Dominant Hand) |  |  | **X** |  |  | Transporting/positioning heavier objects and furniture |
| Power Graspinq (Non-Dominant Hand) |  |  | **X** |  |  | Transportinq/positioninq heavier objects and furniture |
| Fine Manipulation (Dominant Hand) |  |  | **X** |  |  | Dialing phone, operating spray bottle, using small tools, equipment control |
| Fine Manipulation (Non-Dominant Hand) |  |  | **X** |  |  | Dialing phone, operating spray bottle, using small tools, equipment control |

### Environmental Demands

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| --- | --- | --- | --- |
| **Factor** | **y** | **N** | **If yes, describe** |
| Drivinq cars, trucks, forklifts and other equipment |  | D | Occasionally drives to other sites |
| Workinq around equipment and machinery |  | D | Floor care equipment |
| Walkinq on uneven qround |  | D | Ramps, outdoor locations |
| Exposure to excessive noise |  | D | Machinery/equipment noise, blowers |
| Exposure to extremes in temperature, humidity, wetness |  | D | Outdoor conditions |
| Exposure to dust, qas, fumes, or chemicals |  | D | Cleaninq chemicals |
| Workinq at heiqhts |  | D | Ladders |
| Operation of foot controls or repetitive foot movement |  | D | Vehicle |
| Use of special visual or auditory protective equipment |  | D | Safety qlasses, ear pluqs, qloves |
| Workinq with bio-hazards |  | D | Contact with body fluids, waste products |

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### Sensory Demands

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| **Factor** | **y** | **N** | **If yes, describe** |
| Seeing close (inspecting) |  | D | Performinq qeneral cleaninq, inspections |
| Seeing far (observing) |  | D | Monitoring work area |
| Seeing to sides (peripheral vision) |  | D | Monitorinq work area |
| Seeing colors |  | D | Viewing warninq labels |
| Speaking |  | D | Communicatinq with co-workers/students |
| Hearing Speech |  | D | Communicatinq with co-workers/students |
| Hearing mechanical sounds |  | D | Equipment malfunctions, alarms |
| Sensing odors |  | D | Inspections |
| Sensinq touch | D |  |  |

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### Machinery/Equipment/Work Aids

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| --- | --- |
| Machinery | Personal vehicle |
| Equipment | Blower, auto scrubber, carpet cleaner |
| Tools | Screwdriver, hammer, blower, drill qun |
| Other Work Aids | None |



Required

### MENTAL/COGNITIVE DEMANDS Yes/No

y N

Relate to other people • D

Perform dailv activities (ex. ability to attend meetings, socialize with others, attend to personal needs, etc.) • D

Maintain personal habits • D

Multitask relative to job duties •

D

Understand, carry out, and remember instructions • D

Respond appropriately to supervision • D

Perform work requirinq reqular contact with others • D

Perform work where contact with others will be minimal • D

Perform tasks requirinq minimal intellectual effort • D

Perform intellectually complex tasks requiring higher levels of reasoning, math and language skills D •

Perform repetitive tasks • D

Perform varied tasks • D

## D

Make independent judqment

•

Supervise or manage others D

Provide clinical direction •

## D

Perform under stress (emergency, critical, dangerous situations); speed/sustained attention are make-or- • D

break aspects of the job

Ability to work relative to the job description • D

NOTE:

This Employer is an equal opportunity employer. In compliance with the Federal and State disability laws, this employer has a responsibility to consider reasonable accommodations for individuals with disabilities.