



**RESIG POST OFFER /PRE-PLACEMENT PROGRAM**  
**JOB ANALYSIS**

<b>Job Title:</b>	<b>Food Service Worker</b>	<b>Department:</b>	Food Service
<b>DISTRICT:</b>	Sonoma County Schools		
<b>Shift:</b>	Days	<b>Hours Per Shift:</b>	8 hours
<b>Overtime:</b>	Occasionally	<b>Hours Per Week</b>	40 hours

**General Job Summary**

Prepares and serves meals to students participating in districts food service program. Ensures cleanliness of assigned areas.

**Organizational Relationships**

<b>Supervision Given:</b>	Employee does not provide any direct, formal supervision
<b>Supervision Received:</b>	Employee receives direct supervision from Food Service Supervisor

**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.

Frequency	Function
Daily	Heats and serves breakfast and lunches to students participating in food service program.
Daily	Orders and ensures readiness of sack lunches in preparation of field trips and minimum days.
Daily	Ensures cleanliness of serving areas by wiping down tables/counter space, cleaning, putting away supplies, service materials, and wiping down food service areas.
Daily	Monitors students in food and serving areas.
Daily	Prepares serving area by pulling out tables.
Daily	Checks in students and ensures meals are received.
Daily	Performs other duties as assigned.

**Non-Essential Functions**

None

**Job Qualifications**

<b>Education:</b>	High school equivalent
<b>Experience:</b>	Preferred experience in food service/production
<b>License/Certification</b>	CA driver's license, must pass background check

## Knowledge

- **Clerical** – Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, transcription, designing forms, and other office procedures and terminology.
- **Customer and 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.
- **Food Prep** – Methods of preparing, mixing, cooking, baking, and serving food in large quantities.
- **Food Handling** – Food handling techniques and kitchen sanitation; methods of cleaning food service areas.
- **Maintaining Food Service Areas** – methods of cleaning and maintaining food service areas, utensils and equipment.
- **English Language** – Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- **Mathematics** – Knowledge of arithmetic, statistics, and their applications.

## 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.
- **Critical Thinking** – Using logic and reasoning to identify the strengths and weaknesses of alternative solutions conclusions or approaches to problems.
- **Equipment Selection** - Determining the kind of tools and equipment needed to do a job.
- **Instructing** – Teaching others how to do something; selecting, using training methods and procedures appropriate for the situation when teaching.
- **Mathematics** – Using mathematics to solve problems.
- **Quality Control Analysis** – Conducting tests and inspections of products, services, or processes to evaluate quality or performance.
- **Service Orientation** - Actively looking for ways to help people.
- **Social Perceptiveness** – Being aware of others' reactions and understanding why they react as they do.
- **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).
- **Selection Attention** – The ability to concentrate on a task over a period of time without being distracted.
- **Time Sharing** - The ability to shift back and forth between two or more activities or sources of information.

## Physical Demands

Never (N)	Not Required
Rare (R)	Less than 10% of the shift
Occasional (O)	Up to 33% of the shift
Frequent (F)	Up to 66% of the shift
Constant (C)	Over 66% of the shift

### Lifting

Weight Range	Frequency					Examples of Items Lifted	Height Lifted	Item Weighed	
	N	R	O	F	C			Y	N
0 – 10 lbs				X		Trays, utensils, pans, food products, bowls, loose supplies	1-6'	Y	
11 – 25 lbs				X		Boxed food products, trays of food, box of fruit	1-5'	Y	
26 – 50 lbs			X				1-5'	Y	
51 – 75 lbs		X				With assistance			
76 – 100 lbs		X				With assistance			
Over 100 lbs		X				With assistance			
Heaviest Item Lifted		X				Boxes of fruit, cases of milk or food with assistance	1-5'	Y	

Notes regarding items weighed (if any): None

### Carrying

Weight Range	Frequency					Examples of Items Carried	Distance Carried	Item Weighed	
	N	R	O	F	C			Y	N
0 – 10 lbs				X			1-100'	Y	
11 – 25 lbs				X			1-50'	Y	
26 – 50 lbs			X					Y	
51 – 75 lbs		X				With assistance		Y	
76 – 100 lbs		X				With assistance			
Over 100 lbs		X				With assistance			
Heaviest Item Carried		X				Boxes of fruit, cases of milk or food with assistance	1-50'	Y	

Notes regarding items weighed (if any): None

Category	Frequency					Surface(s)	Activity
	N	R	O	F	C		
Sitting		X				Vehicle seat, office chair,	Paperwork, monitoring food service areas
Walking					X	Linoleum, tile, concrete, carpet	Gathering food products and supplies, transporting food and supplies, cleaning assigned work area.
Standing					X	Carpet, linoleum, tile and concrete	Preparing food items, serving food items

Category	Frequency					Activity
	N	R	O	F	C	

Bending (Neck)				X	X	Observing work, documents, prepping food items
Bending (Waist)				X		Reaching low drawers and shelves
Twisting (Neck)				X		Observing and monitoring surroundings
Twisting (Waist)				X		Accessing supplies and food products
Squatting			X			As an alternate to bending
Climbing			X			Stepstools and ladders
Kneeling			X			
Crawling		X				
Pushing/Pulling (Dominant hand)				X		Drawers, doors and cart
Pushing Pulling (Non-Dominant hand)				X		Drawers, doors and cart
Reaching – Above Shoulder Level				X		Accessing items on upper shelves
Reaching – Below Shoulder Level				X		Prepping and serving food items, accessing supplies and equipment, maintaining and cleaning area and equipment
Balancing				X		Stepstools and ladders
Coordination (Eye, Hand, Foot)				X		

Category	Frequency					Activity
	N	R	O	F	C	
Repetitive Use of Hands					X	Writing, prepping and serving food items, cleaning, maintaining work area and equipment.
Simple Grasping (Dominant Hand)				X		Transporting and positioning objects, prepping foods, accessing supplies, using small utensils.
Simple Grasping (Non-Dominant Hand)				X		Transporting and positioning objects, prepping foods, accessing supplies, using small utensils.
Power Grasping (Dominant Hand)			X			Transporting and positioning heavier objects
Power Grasping (Non-Dominant Hand)			X			Transporting and positioning heavier objects
Fine Manipulation (Dominant Hand)			X			Handwriting, operating utensils and equipment
Fine Manipulation (Non-Dominant Hand)			X			Handwriting, operating utensils and equipment
Hand and Arm Twisting/Turning				X		Stirring food, serving food
Computer Operations/Writing			X			Food Service reports and documentation

### Environmental Demands

Factor	Y	N	If yes, describe
Driving cars, vans and trucks delivering food	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Working around equipment and machinery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Walking on uneven ground	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Exposure to excessive noise	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Exposure to extremes in temperature, humidity, wetness	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Exposure to dust, gas, fumes or chemicals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Working at heights	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Rarely, accessing food items from upper shelves
Use of special visual or auditory protective equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Goggles and PPE when cleaning
Working with biohazards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sanitizers, detergents, cleaning agents

### Sensory Demands

Factor	Y	N	If yes, describe
Seeing close (inspecting)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Prepping and inspecting food products, maintaining work areas.
Seeing far (observing)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Monitoring work area
Seeing to sides (peripheral vision)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Monitoring work area
Seeing colors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Viewing warning levels
Speaking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Communicating w/ co-workers and students
Hearing Speech	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Communicating w/co-workers and students
Hearing mechanical sounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Equipment processing and malfunctions
Sensing odors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Inspecting food products
Sensing touch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Temperature

### Machinery/Equipment/Work Aids

Machinery	Computer, vehicles, forklifts, dollies
Equipment/Tools	Kitchen equipment, utensils, mixers, blenders, meat slicers
Other Work Aids	Ladder, step stools, dollies, tray racks

<b>MENTAL/COGNITIVE DEMANDS</b>	<b>Required Yes/No</b>	
	<b>Y</b>	<b>N</b>
Relate to other people	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform daily activities (ex. ability to attend meetings, socialize with others, attend to personal needs, etc.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Maintain personal habits	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Multitask relative to job duties	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understand, carry out, and remember instructions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Respond appropriately to supervision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform work requiring regular contact with others	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform work where contact with others will be minimal	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform tasks requiring minimal intellectual effort	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform intellectually complex tasks requiring higher levels of reasoning, math and language skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform repetitive tasks	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform varied tasks	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Make independent judgment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Perform under stress (emergency, critical, dangerous situations); speed/sustained attention are make-or-break aspects of the job	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to work relative to the job description	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**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.