

## JOB ANALYSIS - Senior Custodian

JOB ANALYST: Nancy Kennedy, MS,CRC	DATE OF ANALYSIS: January 22, 2018
PHONE #: (800) 477-0626 X 14435	DATE REVISED: NA
Conducted for: Chico Unified School District	Information Provided by: Custodial Supervisor; Senior Custodians

### General Description:

Under direction, the Senior Custodian leads, oversees and participates in the more complex and difficult work or staff responsible for providing custodial and light maintenance services required to maintain assigned rooms, equipment, buildings and adjacent areas in a clean, orderly and secure manner.

### Essential Job Functions:

- Lead, plan and review the work of assigned staff responsible for providing custodial and light maintenance services for a school site; plan direct and participate in the cleaning, securing and maintaining of assigned rooms, equipment, buildings and adjacent areas.
- Coordinate the use and operation of materials, tools, and equipment used in custodial and light maintenance work; ensure adherence to safe work practices and procedures.
- Estimate time, materials and equipment required for jobs assigned; maintain records of supplies and equipment; requisition, receive and distribute materials, supplies and equipment as required; order parts as necessary and ensure parts ordered are received in a timely fashion.
- Assist in training assigned employees including in the area of work methods, techniques and operation of equipment.
- Check work of assigned employees for accuracy, proper work methods, techniques and compliance with applicable standards and specifications; report progress to supervisor; provide input on employee evaluations.
- Respond to school staff inquiries in a courteous manner; provide information within the area of assignment; resolve complaints in an efficient and timely manner.
- Check buildings, grounds and playground equipment for safety and security.
- Check heating, electrical, air conditioning and plumbing/water equipment; perform minor repairs and adjustments; refer more complex problems to maintenance personnel.
- Check individual gas room heaters and thermostatic controls on central heating units where appropriate; perform preventative maintenance tasks on furnaces including resetting controls and changing filters.
- Confer with principal and custodial supervisor regarding care and cleaning programs at the school site; coordinate and participate in major cleaning of the school site during vacation periods.
- Maintain records; prepare routine and emergency maintenance work orders.
- Perform the full range of custodial and light maintenance duties involved in cleaning and maintaining assigned room, equipment, buildings and adjacent areas including: sweep, scrub, mop, wax and polish floors; vacuum rugs and carpets; washing windows, walls, sinks and fountains; clean restrooms and fill paper and soap dispensers; polish metal work; clean whiteboards and trays; clean, stack and store furniture and equipment; perform minor repairs to furniture and equipment; change light globes, tubes and diffusers; empty and clean pencil sharpeners and waste receptacles; turn out lights and secure area by locking doors, windows and gates.

- Perform special custodial work for faculty members or supervisors including moving, arranging and setting up furniture and equipment for sporting and special events and meetings.
- Perform routine grounds keeping duties including: pickup paper and other refuse/debris on grounds, sweep walks and entrances, water and clear grass around sprinkler heads, minor plumbing.
- Perform routine light maintenance duties including: repair hinges, doors, hose connections, desks, chairs; painting, plumbing and other maintenance tasks using hand and power tools; request skilled maintenance work orders.
- Maintain equipment used in the course of work; report any emergency, safety, health, or fire hazards observed.
- Operate a variety of hand and power equipment and tools including: buffer, wet/dry vacuum cleaners, drills, sanders and other custodial equipment and tools.
- Transport goods from one location to another; load/unload supplies.
- Direct students as assigned.
- Perform other related duties and responsibilities as assigned.

### **Required Knowledge Skill and Abilities**

**Knowledge of:** Operations, services and activities of a custodial program; principals of lead supervision and training; operational characteristics of power equipment and tools used in the area of work assigned; methods, techniques, materials and equipment used in cleaning and maintaining various types of building surfaces and school furniture and equipment; preventative maintenance of furnaces, including resetting controls and changing filters; occupational hazards and standard safety practices necessary in the area of custodial and light maintenance work; principals and procedures of record keeping; safe driving principals and practices.

**Skill/Ability to:** Plan organize and review the work of custodial staff in the area of work assigned; provide lead supervision and training to assigned staff; independently perform the most difficult custodial, light maintenance and grounds maintenance work; interpret, apply, explain and enforce the policies, procedures, laws, codes and regulations pertaining to assigned programs and functions; perform the full range of custodial duties under minimal supervision; perform light to moderate manual labor; perform minor repairs on school equipment including: hinges doors, desks, chairs and hose connections; perform routine maintenance duties including: painting, plumbing, and other routine maintenance tasks using hand and power tools; perform basic preventative maintenance tasks on furnaces, including resetting controls and changing filters; prepare and maintain accurate and complete records according to procedures; understand, follow and maintain work schedules to ensure work is completed on time; work independently in the absence of supervision; understand and follow oral and written instructions; exercise good judgment, flexibility, creativity and sensitivity in response to changing situations and needs; communicate clearly and concisely, both orally and in writing; establish, maintain and foster positive and harmonious working relationships with those contacted in the course of work; communicate with Site/District staff and coworkers effectively and in a professional manner through in-person, telephonic, and electronic communications; work around children in a public school setting; possess and maintain a valid California driver's license; adhere to District policies and procedures related to scope of work.

### **Physical Demands:**

**Definitions for rating Physical Demands (Per U.S. Department of Labor Definition):**

<b>Rating</b>	<b>Rarely - &lt; 1%</b>	<b>Infrequently 2-5%</b>	<b>Occasionally 6-33%</b>	<b>Frequently 34-66%</b>	<b>Constantly 67% +</b>
Sedentary			0 – 10 lbs.		
Light			11 – 20 lbs.	0 – 10 lbs.	
Medium			21 – 50 lbs.	11 – 25 lbs.	1 – 10 lbs.
Heavy			51 – 100 lbs.	26 – 50 lbs.	11 – 20 lbs.
Very Heavy			100 + lbs.	50 + lbs.	20 + lbs.

**STANDING:** *Remaining on one's feet in an upright position at a workstation without moving about.*

**Infrequently to Occasionally, and intermittently.** Standing occurs on a variety of interior and exterior surfaces to perform routine job functions. Standing occurs to perform cleaning, maintenance and other duties where a stationary position fosters efficiency, accuracy, or upper extremity control; such as to clean surface, use hand or power tools, line trash receptacles, etc. Standing will occur on a ladder or step stool.

**WALKING:** *Moving about on foot.*

**Constantly.** Walking short distances occurs regularly when performing routine tasks within rooms, and will occur as stop/start motions. Walking distances between buildings and to distance areas of a school sites occurs routinely and repeatedly during a work day. School sites vary in size, and larger campus facilities require more walking and greater distances. Walking distances of several hundred yards is a physical requirement to perform job functions. Surfaces include interior flooring materials and all exterior surfaces, including cement, pavement, soft or muddy ground, slippery/wet, and open terrain.

**SITTING:** *Remaining in the normal seated position.*

**Occasionally.** Sitting occurs on any available chair or seat when necessary, such as attendance in a meeting, using a computer, or maintaining or creating records, schedules, etc. Sitting also occurs in vehicles when driving. Sitting duration is overall for periods of time 30 minutes to 1 hour, or less.

**LIFTING:** *Raising or lowering an object from one level to another (including upward pulling).*

	Never	Rarely	Infrequently	Occasional	Frequently	Constantly	Height
<b>0 – 10 lbs.</b>						<b>X</b>	<b>Floor to mid-torso, or overhead</b>
<b>11 – 20 lbs.</b>				<b>X</b>			<b>Floor to waist level</b>
<b>21 – 35 lbs.</b>				<b>X</b>			<b>Floor to waist, waist to overhead</b>
<b>36 – 50 lbs.</b>			<b>X</b>				<b>Floor to waist</b>
<b>51 – 75 lbs.</b>	<b>X</b>						
<b>76 – 100 lbs.</b>	<b>X</b>						

Typical items lifted:

- 0 – 10 lbs.:** Spray bottles, sponges, broom, mop, scrubbers, single or multiple paper products, trash liner, etc. weigh less than 5 lbs.; hose, large jug of chemical or cleaner, small parcels or supplies, etc. weigh 5 – 10 lbs.
- 11 – 20 lbs.:** Container of chemical, or partial bucket of water, miscellaneous supplies, or parcels, trash bags., ladder, lifted weight of furniture, i.e. corner or end.
- 21- 35 lbs.:** Larger parcels/supplies, mop bucket, bags of trash, large ladder (2-person lift), lifted weight of furniture, i.e., corner or end, etc.
- 36 – 50 lbs:** Large trash bag, case of paper (40 lbs.), block of clay (50 lbs.), parcels, box of books, lifted weight of furniture or equipment, i.e. corner or end, etc.

**CARRYING:** *Transporting an object usually holding it in the hands, arms or shoulders.*

	Never	Rarely	Infrequently	Occasional	Frequently	Constantly	Distance
<b>0 – 10 lbs.</b>					<b>X</b>		<b>Any distance walked</b>
<b>11 – 20 lbs.</b>			<b>X -----</b>	<b>-----X 30 minutes to 1 hour</b>			<b>20 to 30 feet</b>
<b>21 – 35 lbs.</b>			<b>X</b>				<b>10 to 35 feet, up to 300 feet</b>
<b>36 – 50 lbs.</b>			<b>X</b>				<b>10 to 35 feet</b>
<b>51 – 75 lbs.</b>	<b>X</b>						
<b>76 – 100 lbs.</b>	<b>X</b>						

See Lifting Section for typical items carried.

**PUSHING:** *To exert force on or against an object in order to move it away.* **PULLING:** *To draw towards oneself, in a particular direction or into a particular position.*

**Infrequently to Frequently.** Pushing or pulling occurs to maneuver carts and tools/equipment (floor scrubber), remove/replace parts and to load/unload and move objects, such as supplies, furniture and larger equipment. Special projects or seasonal activities will require periods of more exertion. Applied force varies significantly from 10 lbs or less up to approximately 20 lbs.

**CLIMBING:** *Ascending or descending ladders, stairs, scaffolding, ramps, poles and the like using hand(s) and feet.*

**Rarely to Infrequently.** Stepping on/off a motorized cart occurs routinely, as does over curbs or access steps, and will depend on school site. Some sites require accessing stairs to access upper floors. Work tasks will require accessing ladders of several types: step ladder, A-frame ladder, extension ladder and attic ladder to perform custodial or maintenance tasks at ceiling/attic levels or below.

**BALANCING:** *Maintaining body equilibrium to prevent falling when walking, standing, crouching or running on narrow, slippery or erratically moving surfaces.*

**Infrequently to Occasionally.** Balancing occurs as necessary when working from a ladder or climbing up/down bleachers or any elevated narrow surface. Duration varies based on work performed; such as changing clock, changing light bulbs/diffusers, etc. Interior and exterior surfaces may be wet/slippery and accessing and working in these areas will require a good overall sense of balance, especially when cleaning floors, waxing, etc. and performing light maintenance.

**STOOPING/BENDING:** *Bending body downward and forward by bending spine at the waist, requiring full use of the lower extremities and back muscles.*



**20 Degrees- Occasionally.** Bending forward occurs to perform routine cleaning and maintenance tasks - access/exit driver's seat of motorized cart or vehicle.



**45 Degrees- Occasionally.** Bending to 45 degrees will occur briefly and up to several minutes at a time to access lower shelving, pick up small trash receptacles, pick up or place supplies, etc.



**90 Degrees- Infrequently.**

**TWISTING/TURNING:** *Rotating the torso. This includes turning of upper and lower back, and hips.*

**Occasionally.** Twisting the upper torso up to 30 degrees occurs while mopping, sweeping, remove/replacing trash bags, and to access/exit motorized cart. Generally occurs as a brief but repetitious fluid motion. Lower body movement will occur when moving larger objects, furniture, etc.

**KNEELING:** *Bending legs at knees to come to rest on knee or knees.*

**Infrequently.** Kneeling occurs when expedient to access electric outlets, plumbing fixtures, etc. when performing light maintenance, and to access lower counters or shelves to perform custodial functions.

**CROUCHING/SQUATTING:** *Bending body downward and forward by bending legs and spine.*

**Infrequently to Occasionally.** Crouching or squatting occurs to clean around toilets or urinals, and to perform other maintenance tasks. Crouching will occur to pick up or place heavier objects, such as supplies, heavier furniture, etc.

**CRAWLING:** *Moving about on hands and knees or hands and feet.*

**Rarely.** Crawling will occur to access under a locked restroom stall, if necessary.

#### **NECK POSITIONS:**

**Extension: 0- 70 degrees: Rarely to Infrequently.** Glancing upward to observe immediate surroundings will occur as brief glance, and for sustained periods to clean upper surfaces, remove spider webs and hives; or access lighting fixtures to maintain, paint upper surfaces and work performed from a ladder.

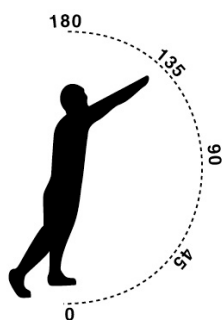
**Flexion: 0- 80 degrees: Occasionally to Frequently.** Looking downward occurs routinely to observe immediate surroundings, and perform all lower level tasks. Bending up to 60 degrees will occur routinely and may be prolonged for several minutes without change of position.

**Left/Right Lateral Rotation: 0 - 45 degrees: Occasionally, and intermittently.** Glancing left or right usually 30 to 45 degrees occurs while driving with the capacity to view over shoulder is required safely operate a motorized vehicle on campus sites. Intermittent rotation occurs while performing routine tasks to view immediate work areas.

**Left/Right Lateral Flexion: 0 – 45 degrees: Rarely.** Lateral flexion will occur to view behind an obstacle or equipment, fixtures or furniture to obtain access or a better view.

**REACHING:** *Extended hand(s) and arm (s) in any direction.*

**Forward Reaching:** Forward reaching is required to perform essential functions to the capacity indicated below.



**135 to 180 Degrees - Rarely to Infrequently**

**90 to 135 Degrees - Infrequently**

**45 to 90 Degrees - Frequently**

**Below 45 Degrees - Infrequently**

**Abduction (side reaching): Rarely, not daily.** Some tasks will require reaching with one arm to access between or behind obstacles, such as furniture or equipment.

**Horizontal Abduction (0-90 degrees)/Adduction (0-45 degrees): Frequently.** Horizontal reaching occurs unilaterally and bilaterally to perform routine and non-routine tasks. Most actions will be performed with fluidity, but will involve applied force to move objects/equipment/tools; or to lift/sustain weight (See Pushing/Pulling, Lifting Sections).

**HANDLING:** *Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand, such as to turn a switch.*

**Constantly.** Handling small and large objects occurs routinely unilaterally and bilaterally, and involves manipulation and short cycle repetition. Handling tasks involve lateral grasping, three-point and tip pinching, hook grasping, spherical grasping, and power grasping; fluid wrist movement will occur simultaneously for most actions.

**FINGERING:** *Picking, pinching, touching, feeling or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.*

**Occasionally.** Fingering actions involve using touch pads, turning on/off switches or toggles, depressing triggers on spray bottles or equipment, use keys, and pick up or scrap using fingers. Fine finger manipulation occurs usually as a very short cycle action, and intermittent with whole hand movements.

**TALKING:** *Expressing or exchanging ideas by means of the spoken word.*

Speaking clearly and effectively using appropriate wording and language is critical to job performance for understanding of the co-workers, supervisor, school site personnel and students, and in the coordination of activities regularly performed.

**HEARING:** *Perceiving the nature of sounds by ear.*

Normal range, or corrected to normal range, hearing to distinguish conversational tones and sounds, and use telecommunication devices is required in order to communicate effectively with custodial staff and others with whom in contact. Must be able to distinguish unusual sounds from heating, air conditioning systems, and other equipment; and sounds of bells, or alarms, public address systems.

**SEEING:**

Normal, near normal or corrected to, vision is required for near acuity (< 20 inches), far acuity (> 20 inches), field of vision, depth perception and color identification for performance of essential tasks safely, accurately, and effectively.

**ENVIRONMENTAL CONDITION - EXPOSURE TO: (Checked items apply)**

- ☒ Weather - Ranges 40-60% inside / 40-60% outside, depending on site and season
- ☐ Extreme Cold (non-weather related)
- ☐ Extreme Heat (non-weather related)
- ☒ Wet and/or Humid (non-weather related)
- ☒ Noise intensity level - Operating power equipment/tools-hearing protection required
- ☒ Vibration (equipment/machinery) - Floor scrubber; powered tools and equipment
- ☒ Atmospheric Conditions - Ambient dust, collected or dispersed dust, odors from cleaning agents; possible gas fumes from some equipment.
- ☐ Electrical Shock
- ☒ Work in High Exposed Places-work performed from ladder
- ☐ Toxic or Caustic Chemicals
- ☐ Proximity to Moving Mechanical Parts
- ☒ Other Environmental Conditions: Potential unknown conditions or substances due to location work performed.

**PSYCHOLOGICAL FACTORS:**

1. **ABILITY TO COMPREHEND AND FOLLOW INSTRUCTIONS:** *The ability to maintain attention and concentration for necessary periods. The ability to understand written and oral instructions and the ability to do work requiring set limits, tolerances, or standards.*

100% of job functions are dependent upon clear understanding of methods and procedures and the exact nature of the work assignment. Periods of concentration are required to complete tasks in a timely and accurate manner and to achieve proper set limits tolerances and/or standards due to the purpose and function of the position.

2. **ABILITY TO PERFORM SIMPLE AND REPETITIVE TASKS:** *The ability to ask simple questions or request assistance; the ability to perform activities of a routine nature; and the ability to remember locations and work procedures. The ability to obtain information and answer questions regarding company procedures, or standards for immediate staff is required.*

Approximately 80% of routine custodial and light maintenance tasks performed over the course of the work day are simple and repetitive in nature. This includes cleaning tasks, setting up equipment/tools and basic operational functions; checking the work of staff, locking/unlocking doors, simple preventative maintenance, etc. Remembering work procedures, locations, where materials are stored, and responsible parties are critical to job performance. On occasion general information will be provided regarding procedures or policies to coworkers, and the asking of simple questions or requesting assistance from others is required.

3. **THE ABILITY TO MAINTAIN A WORK PACE APPROPRIATE TO A GIVEN WORKLOAD:** *The ability to perform activities within a schedule, maintain regular attendance and be punctual; and the ability to complete a normal workday and/or work week and perform a consistent pace.*

100% of job functions involve timeliness to complete tasks or the adherence to a designated schedule. Assignments are made based on priority to the school site and District as they affect the general safety and upkeep of facilities and the effectiveness of educational programs. Maintaining regular attendance and punctuality is important to minimize the effect on other workers and the educational program. Work assignments may be based on a deadline for completion. Work tasks require mental and physical stamina to perform tasks at a regular and/or consistent pace to avoid potential hazards, unfinished or extra work.

4. **ABILITY TO PERFORM COMPLEX AND VARIED TASKS:** *The ability to synthesize, coordinate, and analyze data; and the ability to perform jobs requiring precise attainment of set limits, tolerances and standards.*

Approximately up to 30 to 50% of job tasks involve coordination of activities with other workers, and/or the ability to make quick decisions and adjustments regarding malfunctioning equipment and take appropriate corrective actions, etc.

5. **ABILITY TO RELATE TO OTHER PEOPLE BEYOND GIVING AND RECEIVING INSTRUCTIONS:** *The ability to get along with coworkers or peers; the ability to perform work activities requiring negotiation with, explaining, or persuading; and the ability to respond appropriately to evaluation or criticism.*

85 to 90% of job functions involve the ability to get along with coworkers and others encountered in the course of work. Work is performed in or around a public school campus or district facility where a variety of persons will be encountered on a regular basis. Work performed often interrupts normal access to facilities/campus areas, or may affect the well being of users as in the case of play fields or other grounds areas. Workers must possess the ability to establish, foster and maintain effective working relationships by understanding and responding appropriately to others.

6. **ABILITY TO INFLUENCE PEOPLE:** *The ability to convince or direct other; the ability to understand the meaning of words and to use them appropriately and effectively; and the ability to interact appropriately with people.*

10 to 15% or less of job functions involves directing, or influencing others. In all cases, where interaction with others is required or necessary proper language and word usage is important, especially when dealing with children or where children are present. In a lead role, the Senior Custodian instructs or advises assigned Custodial staff on proper methods or procedures.

7. **ABILITY TO MAKE GENERALIZATIONS, EVALUATIONS, OR DECISIONS WITHOUT IMMEDIATE SUPERVISION:** *The ability to recognize potential hazards and follow appropriate precautions; the ability to understand and remember detailed instructions; the ability to make independent decisions or judgments based on appropriate information; and the ability to set realistic goals or make plans independent of others.*

75% of job functions involve the ability to recognize potential hazards and follow appropriate precautions, remember detailed instructions, and to use good judgment based on available and appropriate information. Work is performed without the presence of an immediate supervisor at District locations. When using equipment, working from heights and performing work on or with other various equipment, the ability to make independent decisions is important. This includes the ability to know when the task or situation requires more significant work and a referral to a supervisor or technical staff for direction/handling. Job functions performed involve moving and using tools, equipment, furniture and supplies; working from heights, accessing areas where known or potential hazards exist.



8. **ABILITY TO ACCEPT AND CARRY OUT RESPONSIBILITY FOR DIRECTION, CONTROL, AND PLANNING:** *The ability to set realistic goals or make plans independently of others; the ability to negotiate with, instruct or supervise people; and the ability to respond appropriately to changes in the work conditions.*

75% of the Senior Custodian's daily activities require the ability to plan their own daily schedule to meet expectations and the needs of individual school sites, including the preparation for planned activities, or unplanned/unscheduled events. The Senior Custodian performs a lead role with other Custodial workers, and assists in the training of general procedures or methods to newer employees. The Senior Custodian must respond appropriately to changes in work conditions, changes to regular daily schedule due to a higher priority, re-routing or re-organizing tasks in order to fill in at another work assignment, etc. Based on the needs of the Maintenance and Operations Department, a worker may be required to assist with other custodial, maintenance, grounds activities or another job function.