

**Functional Job Requirements
For the Position of Cleaner
Department of Education, Training and the Arts Queensland**

This document was developed for the following purposes: assisting in the development of rehabilitation programs for injured or ill employees, and providing detailed information about job demands to medical practitioners and allied health professionals undertaking medical reviews of Departmental employees.

This report identifies those activities which are essential to successful performance in this role. In determining whether a work activity is a “critical activity” the following questions are considered;

- Does the worker spend greater than 33% of designated work time performing this activity? and / or,
- Is specialized training/experience required to complete this activity? Has this been completed by only a small proportion of staff in this geographical region? and/or,
- Is this activity performed in an environment where no other workers are readily available to assist with its completion? and/or,
- Does this activity occur without prior notice and require immediate attention leaving no time to seek assistance to complete it? and/or,
- Is this activity core to the development of stakeholder relationships, which are essential to achieving successful outcomes? and/or
- Would an inability to perform this activity result in an increased health and safety risk to co-workers, students and/or members of the public?

The development process included; site observation of work environments, staff interviews, staff feedback on draft documents and consideration of benchmark publications for the analysis and description of work activities and job demands specific to particular positions (the Revised Handbook for Analysing Jobs, the Occupational Information Network and the Australian Job Guide, 2006).

This report indicates the average time spent across a working week on each work activity and also on each physical demand of work. In order to make this information meaningful to the various users of this report, in some instances the time spent is expressed as a single word, as a percentage of total time or as an actual amount of time (i.e. hours and minutes). The timeframes used are based on the benchmark descriptions (from the publications above) for expressing frequency of performance of work tasks.

Descriptor	Percentage of Time	Amount of Time based on 25 hours per week
Not present	0%	0 mins
Rare	1%-7%	2mins - 2 hrs 40 mins
Occasional	8%-33%	3 hrs 2 mins - 12 hrs 34 mins
Frequent	34%-66%	12 hrs 55 mins - 25 hrs 5 mins
Constant	67%-100%	25 hrs 28 mins - 38 hours

Description of the Role of Cleaner

Cleaners within schools in Education Queensland work in a variety of educational environments and perform a range of cleaning tasks to ensure a clean, hygienic and safe environment for teachers and students. Cleaners generally operate before and after official school hours. They directly report to the school registrar, however work relatively independently and are allocated specific areas to clean. The allocation of these areas can vary, but commonly cleaners will have an allocation of class rooms and indoor areas as well as some outdoor areas. Cleaners are often allocated classrooms and areas that are geographically close together and classrooms are often organised into similar year groups. Due to the difference in room setup and equipment across various age groups, the physical demands of the position may vary slightly depending upon the age group of the internal rooms they are allocated.

Functional Job Requirements For the Position of Schools Cleaner

Hours of Work and Scheduled Breaks—

Hours of Work: The ordinary hours of work for full time Cleaners is 38 hours per week, part time cleaners hours of work vary e.g. 30 hours per week. The ordinary spread of hours of work exclusive of meal times is between 6.00am and 6.00pm Monday to Sunday and shall not exceed 10 hours per day. (Hours of work on Saturday and Sunday are subject to penalty rates). In certain circumstances it may be operationally sound for cleaners to commence work earlier than 6.00am, but no earlier than 5.00am. This is providing the following conditions are met: (a) cleaners and principal/worksite managers must be in agreement to the altered arrangements and this must be recorded in writing at the local level (b) productive work is to be performed during the earlier work hours. Where a school local consultative committee has agreed to change/extend the school hours, school cleaners at these schools may be required to clean after 6 pm but not later than 9 pm.

Meal Breaks: All employees (including part-time and casual employees) whether day workers or shift workers who work for more than 5 continuous ordinary hours on any day shall be allowed a minimum of 30 minutes for a meal break to be taken between the third and sixth hour from commencement of duty. The hours of duty of shift workers shall be inclusive of meal times, to be taken so as not to interfere with operational requirements and no deduction shall be made from the employee's wages.

Rest Pauses: Where practicable, all employees (including part-time and casual) who work at least 6 continuous ordinary hours shall be entitled to a pause(s) totalling 20 minutes per day to be taken at times to suit operational requirements as determined by the employer, where at least 4 continuous ordinary hours are worked the entitlement shall be 10 minutes.

ADO: School Cleaners must accumulate sufficient hours to enable Accumulated Days Off (ADO) time to be taken during designated vacations on the following basis: April vacation period - 2 days, June vacation period - 5 days (maximum) September vacation period - 5 days (maximum). Cleaners can also choose to accrue up to an **additional 3 ADO days** per year. They will then consult with the principal 2 months in advance, to confirm their decisions to the number of ADO hours they will accrue and the days they wish to use these on. The additional 3 days will be applied as follows: two days following Easter Monday and an additional day over the Summer vacation.

The Activity Frequencies below have been calculated based on a 38 hour week. Rare = 2mins - 2 hrs 40 mins per week, Occasional = 3 hrs 2 mins - 12 hrs 34 mins per week, Frequent = 12 hrs 55 mins - 25 hrs 5 mins per week, Constant = 25 hrs 28 mins - 38 hours (times are exclusive of scheduled breaks).

	Job Activity	Average Time	Critical Job Demand
1	Vacuuming indoor environments: involving such activities as accessing vacuum cleaner from storage, setting up equipment (e.g. untangling cord, plugging into power source), placing vacuum on back/positioning appropriately on floor and pushing and pulling the vacuum cleaner across a range of floor surfaces. Also involves emptying dust collector when full and returning equipment to usual storage.	Up to 12 hrs 34 mins per week	Yes
2	Maintenance of other indoor floor surfaces: involves activities such as mopping, buffing or polishing to clean a range other surfaces. Cleaners will access and use hand held equipment such as buckets, mops and squeegees, or operate machinery to complete these tasks.	Up to 25 hrs 5 mins per week	Yes

Functional Job Requirements For the Position of Cleaner

	Job Activity	Average Time	Critical Job Demand
3	Sweeping of indoor areas (including vinyl floors, carpets and mats): involves use of a dry static or micro-fibre broom and provide alternative to vacuuming. Cleaners are required to access appropriate equipment from storage, push and pull broom across floor, collect debris and return equipment.	Up to 25 hrs 5 mins per week	Yes
4	Cleaning of external areas: involves use of a broom, manual push sweeper, high pressure hose or leaf blower to clean and clear outside paths of debris. Cleaners are required to access appropriate equipment from storage, operate equipment (usually by pushing and pulling motions), to collect debris and then return equipment to appropriate storage facility.	Up to 2 hrs 34 mins per week	Yes
5	Cleaning amenities: involves activities of mopping floor surfaces and wiping the surfaces of sinks, basins, toilets, pedestals, urinals, mirrors, showers and baths. Cleaners will access a range of tools and cleaning products to complete this task e.g. toilet brushes, cloths, mops etc and may be required to replenish bathroom materials as necessary e.g. toilet paper and soap. Cleaners are also required to clean drinking troughs and fountains. This activity involves wiping of trough and fountain surfaces, as well as removal of any debris located within them.	Up to 2 hrs 34 mins per week	Yes
6	Waste removal: involving accessing rubbish bins placed around the school and transporting their contents to a larger bin/skip to be emptied by an external contractor. In some schools this activity is completed with the assistance of a hydraulic bin lifter. Cleaners may also be required to clean and sanitise bins following emptying.	Up to 25 hrs 5 mins per week	Dependent on school
7	Cleaning windows: involves use of window scrapers, buckets, sponges and squeegees to clean all accessible indoor and outdoor windows. Whilst cleaning windows, Cleaners will also assess surrounding internal and external surfaces for cobwebs, mildew, dust and marks.	Up to 25 hrs 5 mins per week	Yes
8	General security tasks: before, during and after performance of cleaning duties Cleaners may be responsible for opening and closing various gates, roller doors, buildings, classrooms and other areas. This may also involve arming and disarming security systems and accessing keys to lock and unlock padlocks or doors.	Up to 2 hrs 40 mins per week	Dependent on school
9	Cleaning of all accessible classroom and office equipment and fittings: involving use of cloths, dusters, polishers and chemicals to maintain a range of fittings such as keyboards, telephone headsets, heaters, fans, desk, cupboards and chairs. visual inspection of the area is also undertaken to determine further tasks that need to be completed e.g. carpet stain removal, removal of graffiti etc	Up to 25 hrs 5 mins per week	Yes
10	Moving Furniture/Heavy Items Around School: involving assisting other staff members to move furniture and classroom supplies to different locations within school. May also involve marking and recording of equipment for auditing, security and purchasing requirements.	Up to 2 hrs 40 mins per week	Dependent on school

Functional Job Requirements For the Position of Cleaner

Frequency of Physical Job Demands (Average % of Shift)

Demands	Not Present	Rare (0-7%)	Occasional (8-33%)	Frequent (34-66%)	Constant (67-100%)	Demands	Not Present	Rare (0-7%)	Occasional (8-33%)	Frequent (34-66%)	Constant (67-100%)
Sitting		√				Reaching					√
Standing - Static					√	Handling					√
Standing - Dynamic					√	Pushing			√		
Walking - Flat Terrain					√	Pulling			√		
Walking - Slippery/ Gravel Terrain				√		Lifting		√			
Climbing - Step Stools/Ladders		√				Carrying				√	
Climbing - Stairs		√				Balancing - Above Ground		√			
Stooping			√			Fine Motor		√			
Kneeling		√				Control Operation					√
Crouching - One Off		√				Arm- Hand Steadiness				√	
Crawling		√				Driving		√			
Auditory Function		√				Visual Function					√

Tools / Equipment Handled

Vacuum cleaners
Mops, brooms, mop buckets
Manual push sweepers, floor polishers, water blasters, concrete scrubbers
Leaf blowers
Window cleaning equipment
General cleaning tools e.g. cloths, dustpans, doodlebugs
Wheeled rubbish bins, other rubbish bins
Ladders, trolleys
PPE

Loads Lifted & Carried

	Not Present	Rare (0-7%)	Occasional (8-33%)	Frequent (34-66%)	Constant (67-100%)
0-10 kg				E.g. General cleaning tools	
11-20 kg				E.g. Vacuum cleaner	
21-30 kg					
31-40 kg					
41-50kg					

Functional Job Requirements For the Position of Cleaner

Risk Based Physical Environmental Considerations:

- There may be clutter in the work area, increasing the risk of trip hazards, awkward bending and lifting, and poor storage practices
- Items, furniture and fixtures may be poorly positioned or designed, requiring the adoption of awkward postures
- There may be limited space for movement during performance of some activities
- There may be constant low-level ambient noise (from students, traffic, machinery etc)
- Work may be performed outdoors or in an area exposed to the elements
- Work may be performed in temperatures above 24 degrees (e.g. in summer)
- Requirement may exist for transport of awkward loads (such as floor polishers) up and down stairs

Psychosocial Risks to be Considered	Social / Interpersonal Demands	
Time pressure- while deadlines exist for many tasks, the level of demand is dependent upon school environment and staffing level. Workload can be high as a large number of unplanned interruptions may occur throughout the day	Communicating with supervisors, peers or subordinates.	Coordinating or Leading Others– other staff members
Poor worker/team leader relationships- may exist in some environments.		
Lack of control or autonomy– may have lack of control over when or how task will be performed		
Environmental Stress– temperature: work is often done outdoors which may be hot in summer and cold in winter. Noise: there may be constant low level ambient noise from students, traffic and machinery. Odour; may be an issue with general cleaning and maintenance tasks.	Establishing and Maintaining Interpersonal Relationships—with staff and persons outside of the organisation	Providing consultation and advice to others– e.g. regarding maintenance projects
Insufficient work breaks- shortened breaks may be taken on a voluntary basis due to high workload and time constraints. Although break times are stipulated, Cleaners do not always receive an uninterrupted break.	Working alone– may work in a solitary manner for long periods	This cell intentionally blank
Monotonous work– may exist at times.		

Functional Job Requirements For the Position of Cleaner

Considerations for Assessment of Physical Job Fitness:

- Assessment of sustained standing capacity, including balance reactions
- Assessment of ability to negotiate varying terrains and surfaces when walking and carrying items weighing up to 15 kg
- Assessment of grip strength (within norms for age and gender) and endurance over a sustained period
- Assessment of lifting from below knee level to overhead height (up to 15 kg) including awkward loads and sustained lifting
- Assessment of ability to adopt sustained crouching, kneeling, and stopping postures and return to standing
- Assessment of ability to maintain sustained reaching (overhead, forwards and down)
- Assessment of ability to push/pull equipment over variable slopes on a sustained basis, or trolley loaded with chairs or equipment up to 20kg
- Symmetry, range and discomfort with movements of the back, neck, shoulders, elbows, wrists, hips, knees and ankles
- Absence of positive signs for brachial plexus neural compromise

Other Considerations

- History of neck/shoulder discomfort associated with static, sustained repetitive neck flexion postures or with overhead activities, lifting or carrying
- History of upper limb, lower limb or spinal pain with repetitious or static tasks, or with lifting or walking
- History of lower back pain with sustained sitting, standing, walking, stooping, crouching, kneeling
- History of lower limb injuries that may affect balance / proprioception (e.g. severe ankle or knee sprains or surgery)
- Knowledge of correct manual handling techniques
- Knowledge of required PPE to be worn during activity and its correct use