

Job Task Analysis

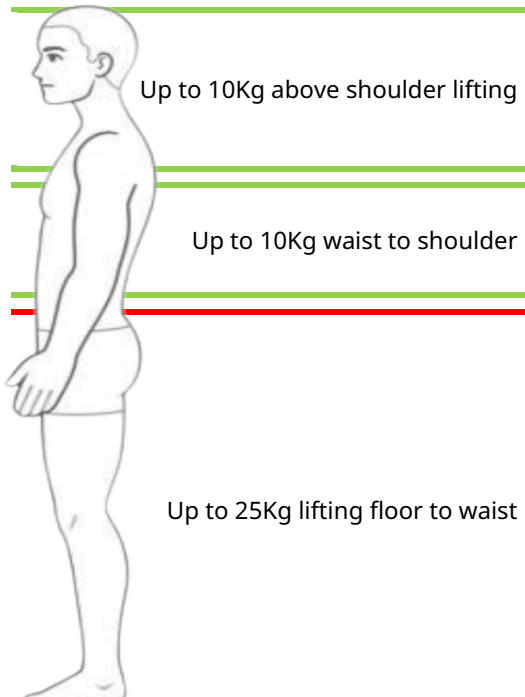
Department of Education

Cleaner

General Role Description		Working Hours
<ul style="list-style-type: none"> Contribute to the effective operation of the school by maintaining clean, safe, hygienic, and well-presented learning environments for students, staff, and visitors, ensuring facilities are cleaned and maintained in accordance with workplace health and safety requirements, infection control standards, and departmental procedures. Work collaboratively with school staff and contractors to support the day-to-day operational needs of the school while maintaining professional standards of service and presentation. 		<ul style="list-style-type: none"> Standard 1.0 Full-Time Equivalent (FTE): 38 hours per week (7.60 hours/day, Monday – Friday) Split shifts (e.g. 3.3 hours before school and 3.3 hours after school); specific shift time dependent on school operating times. Employees are entitled to meal breaks and rest pauses in accordance with the provisions of the applicable industrial award or agreement. Ability to accrue and take Accumulated Days Off (ADO) and overtime in accordance with the provisions of the applicable industrial award or agreement. School operations are structured across 4 terms per year, with each term running for approximately 10 weeks, with additional week for "clean up week" in school holidays at end of each term. May vary between schools and operational demands.
Work Activities Summary (Refer to the task descriptions section for detailed information)		
1	Preparation of materials/equipment	Heavy work
2	Classroom/indoor environment cleaning	Medium work
3	Outdoor environment cleaning	Medium work
4	Clean up week - end of terms	Heavy work
5	Participate in lockdowns/fire evacuations (planned drills and unplanned occurrences)	Light work
Work Environment		Employees
<ul style="list-style-type: none"> School environment – stairs, ramps, slope, grass, stairs, uneven ground Indoor environment – toilets (smell, germs), classrooms (nil air conditioning often in morning) Outdoor environment – can be working in dark depending on time of year, heat, UV exposure, cold, wet, weather conditions Noise – classroom noise, including low pitch ambient noise and high pitch from students Chemical/biological exposure - Moderate-level exposure to dust, aerosols (coughing/sneezing), body fluids (e.g. sweat, vomit, human waste), exposure to cleaning chemicals (decanting and through use), food scraps and potential environmental contaminants (e.g. mould, asbestos in older settings) 		<ul style="list-style-type: none"> Cleaners work in teams (size variable on school) to ensure internal and external environments are clean and hygienic for school use.
		Tools and equipment
		<ul style="list-style-type: none"> Various cleaning equipment (e.g. clothes, dusters, light weight microfibre mops etc) Cleaning chemicals and consumables (e.g. disinfectants, detergents, toilet/bathroom cleaners, hand soap/sanitiser, paper towels/tissues, garbage bags etc) Buckets and string mops for toilet cleaning, some on wheels Hoses and hose reels Wheelie bins Cleaning trolleys Powered cleaning equipment – Vacuums (floor/backpack), floor scrubbers, buffing/polishing machines, pressure washers/leaf blowers etc
Personal Protective Equipment (PPE)		Manual Handling Devices
<ul style="list-style-type: none"> Gloves – disposable, heavy duty, chemical resistant Masks Hearing protection 		<ul style="list-style-type: none"> Bin lifters – manual/electric (depending on school) Extendable poles for dusting etc Clawed pick up sticks for picking up light rubbish

FREQUENCY % OF SHIFT	Rare (R)	Occasional (O)	Frequent (F)	Constant (C)	Repetitive (Rep)
	0% - 5%	6% - 33%	34% - 66%	67% - 100%	Performed more than twice per minute for several minutes
TIME EXAMPLE	0 - 23 min	24 min - 2.5 hrs	2.6 - 5 hrs	5.1 - 7.6 hrs	

Physical Demands Summary

Weighted (Kg)	R	O	F	C	Rep	Comments
Waist to overhead		Up to 10				<ul style="list-style-type: none"> Cloths, mop/ bucket cleaning equipment <5kg Empty bins into skips or wheelie bins/ cleaning equipment <10kg Full containers of chemicals/ full boxes <25kg Cleaning trolley/hoses/ roller doors <10Kg Wheelie bins over variable terrain <20Kg 
Waist to shoulder		Up to 10			✓	
Floor to waist	Up to 25		Up to 10			
Carrying - unilateral/ bilateral	Up to 25		Up to 5		✓	
Push/Pull (Kg-force)		Up to 20	Up to 10			
General and Trunk	R	O	F	C	Rep	Comments
Sit	✓					Breaks only
Stand			✓		✓	Can be both repetitive and sustained
Walk - even and uneven surfaces				✓	✓	Within classroom and on school grounds. Variable distances and terrain depending on school grounds
Kneel/squat		✓				Can be both repetitive and sustained to reach low levels
Bend forwards/stoop			✓		✓	Can be both repetitive and sustained while reaching and cleaning
Bend backwards	✓					When reaching up/ stretching.
Trunk twist/side bend			✓		✓	Can be both repetitive and sustained
Neck flexion - look down			✓		✓	Can be both repetitive and sustained
Neck extension - look up		✓			✓	Can be both repetitive and sustained
Neck rotation			✓		✓	Can be both repetitive and sustained
Upper Limb	R	O	F	C	Rep	Comments
Forward reach			✓			Can be both repetitive and sustained
Side reach		✓				Cleaning desks
Overhead reach			✓		✓	Mostly repetitive movements e.g. reaching fans, air conditioning units
Wrist movement			✓		✓	Mostly repetitive movements
Finger/thumb manipulation			✓		✓	Mostly repetitive movements
Grip/grasp			✓		✓	Can be both repetitive and sustained

Other	R	O	F	C	Rep	Comments
Climb - steps/stairs/ ladder		✓				Occasional ladder climbing. Stairs dependent on school environment – both internal and external
Balance		✓			✓	Balance required on uneven surfaces. Mostly when transferring to different body positions and using different equipment – i.e. putting on backpack style vacuum
Vibration – whole body or upper limb		✓				Use of equipment – equipment varies between schools (e.g. leaf blower and high-pressure hoses etc)
Voice projection	✓					

Psychosocial Demands Summary

High job demands	Frequent	All shifts are time pressured (particularly morning) to ensure tasks are completed and do not impact on operation of school environment
Emotional demands	Rare	
Low job demands	Frequent	Tasks are monotonous and repetitive, activities do not require much (if any) complex cognition to complete
Low job control	Frequent	Tasks are set at department and school level with little to nil ability to impact change on tasks, shifts are time sensitive to not impact school operation which leads to little flexibility on how tasks are performed
Low support	Rare	Can be dependent on school
Remote or isolated work	Rare	Can be dependent on school – some schools may have single cleaners working in isolation.
Traumatic events, including vicarious trauma	Rare	Very limited interaction with students, families or other stakeholders
Violence/aggression – student behaviour	Rare	Very limited interaction with students, families or other stakeholders
Violence/aggression – parent interactions	Rare	Very limited interaction with students, families or other stakeholders
Poor role clarity	Rare	Role is clearly defined and structured
Communication/team work/interaction with colleagues	Frequent	Mostly working within the team, communication is required for planning and completion of tasks across school

Cognitive Demands Summary

Attention	Occasional	Only some tasks require active attention to complete such as decanting chemicals, use of chemicals or attention to hazards within the environment such as cords or furniture
Memory	Frequent	Recall of what tasks have been completed across which environments
Concentration	Occasional	Only some tasks require active concentration to complete such as decanting chemicals and use of chemicals
Vision	Frequent	Short and long distance vision, visual perception and visual motor integration required for most tasks
Hearing	Frequent	Hearing in variable environments – often with loud background noise
Decision making	Rare	
Situational awareness	Constant	Moving between indoor and outdoor environments, working with potentially hazardous chemicals and being aware of moving in changing spaces.

This job task analysis is also available online. The QR code provides direct access to the full document and the associated work capabilities checklist.



Work Activities - Task description details

Task 1 - Preparation of materials/equipment

Total time/shift: 1.5 hours

Task duration: 30 to 60 minutes

Physical demand level – Heavy work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">• Unpacking and moving delivered cleaning items, including boxes of materials, containers of chemicals and other items• Decanting objects and liquids from boxes and large tubs to storage location• Filling trolleys with items for day – vacuum, mop, broom, sweeper, chemical containers• Laundry – moving dirty items to machine, unloading and loading machine and dryer, folding items• Charging batteries for equipment• Packing and unpacking equipment into storage locations between shifts• Move garbage bins to correct location for pick up• Fill and empty mop buckets• Clean any relevant cleaning equipment and items	<ul style="list-style-type: none">• Walking (C)• Standing (C)• Crouch/squat/kneel (O)• Wrist/hand movement and manipulation (F)• Vision – long/short (F)• Weighted lift/carry – (F)• Forward bend/stoop/reach (F)• Neck rotation and movement (O)

Task 2 - Classroom/indoor cleaning

Total time/shift: 3 hours

Task duration: Variable – 20 to 45 minutes (for one space)

Physical demand level – Medium work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">• Mop, vacuum, sweep floors (can be spot clean or full clean)• Spray and wipe surfaces• Clean windows• Dust surfaces and furniture• Empty bins and replace liner• Move furniture where required• Ad hoc tasks such as cleaning dishes, tidying	<ul style="list-style-type: none">• Walking (C)• Standing (C)• Crouch/squat/kneel (O)• Wrist/hand movement and manipulation (F)• Vision – long/short (F)• Weighted lift/carry – (F)• Forward bend/stoop/reach (F)• Neck rotation and movement (O)

Task 3 – Outdoor environment cleaning

Total time/shift: 3 hours

Task duration: Variable – 20 to 45 minutes (for one space)

Physical demand level – Medium work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none">• Sweep, use leaf blower on floors• Spray and wipe surfaces• Mop, wipe benches• Tidy and pick up objects• Empty bins as required	<ul style="list-style-type: none">• Walking (C)• Standing (C)• Crouch/squat/kneel (O)• Wrist/hand movement and manipulation (F)• Vision – long/short (F)• Weighted lift/carry – (F)• Forward bend/stoop/reach (F)• Neck rotation and movement (O)

Task 4 – Clean up week – end of terms

Total time/shift: All shift – Up to 7.6 hours (1 week per term)

Task duration: Entire shift – Up to 7.6 hours

Physical demand level – Heavy work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> Includes any tasks itemised above plus: <ul style="list-style-type: none"> Deep clean of classrooms – move furniture, scrub walls and doors, blinds, air conditioning filters etc Clean all windows Defrost and clean refrigerators Deep clean of outdoor environments – external walls, concrete cleaning with high pressure washer Ladder use for high cleaning: <ul style="list-style-type: none"> Walls, fans, blinds, screens 	<ul style="list-style-type: none"> Standing (C) Walking (C) Crouching, bending, kneeling (F) Forward bend (F) Trunk twisting and side bends (O) Weighted lift/carry (F) Wrist/hand movement and manipulation (F) Neck rotation and movement (F) Ladder climb (O)

Task 5 – Participate in lockdowns/fire evacuations (planned drills and unplanned occurrences)

Total time/shift: One per term total planned – can be additional unplanned in response to emergent situations

Task duration: 30 to 60 minutes, variable when unplanned

Physical demand level – Light work

Task description details	Key physical demands (frequency related to task)
<ul style="list-style-type: none"> Participate in both planned and unplanned evacuation drills in accordance with site emergency procedures Communicate and follow directions from fire wardens and emergency services personnel as required 	<ul style="list-style-type: none"> Standing (F) Walking (F) Kneeling, crouching, forward bending (O) Neck rotation and movement (F) Stairs (F)

Appendix

- U.S Department of Labour (1991) Dictionary of Occupational Titles, Fourth Edition Appendix C, Components of the definition trailer, section IV. Physical Demands – Strength Rating / O*NET online
- Hazardous Manual Task Code of Practice, Safe Work Australia 2018
- Model Code of Practice: Managing psychosocial hazards at work, SWA 2022

PHYSICAL DEMANDS	Definition: Strength rating represents the strength requirements which are considered to be important for average, successful work performance
Sedentary work	Manual handling <4.5kg of force occasionally and/or <1kg frequently. Sedentary work involves sitting most of the time but may involve walking or standing briefly occasionally.
Light work	Manual handling <9kg of force occasionally, and/or <4.5kg frequently, and/or <1kg constantly to move objects. A job should be rated Light Work: (1) walking or standing to a significant degree; or (2) sitting most of the time but entails using arm or leg controls; and/or (3) constant pushing and/or pulling of materials
Medium work	Manual handling 9-22kg of force occasionally, and/or 4.5-9kg frequently, and/or <4.5kg constantly to move objects.
Heavy work	Manual handling 22-44kg of force occasionally, and/or 9-22kg of force frequently, and/or 4.5-9kg constantly to move objects.
Very heavy work	Exerting >44kg of force occasionally, and/or >22kg of force frequently, and/or >9kg of force constantly to move objects.

FREQUENCY CLASSIFICATIONS	Rare (R)	Occasional (O)	Frequent (F)	Constant (C)	Definitions: Sustained > 30 secs at a time Long duration > 30 mins at a time Repetition > 2 per minute Static - body area remains in stationary, fixed position Exposure - time spent completing task over whole shift
% time	1 - 5	6 - 33	34 - 66	67 - 100	
Reps per day	1	2 - 100	101 - 500	500+	

Reps per hour		0 - 12	12 - 63	>63	<i>Intermittent – when there is a repeated physical demand but with significant intervals between cycles.</i>
Reps per minute		1 every 5 - 15	1 every 1 - 5	1 or more	

This Job Task Analysis (JTA) was co-designed and developed by AXIS Rehabilitation in partnership with the Department of Education. This collaboration ensures the JTA is evidence-based, practical and aligned with workplace and organisational requirements, supporting informed decision-making in workplace rehabilitation, employment and safe work practices.

The JTA is a tool to be used in workplace rehabilitation and does not capture every intricate duty or responsibility for each individual role within the department. Rather, it is intended to provide medical practitioners and providers with a clearer understanding of the role and its expectations in greater detail.