



Job Description
Revised/Updated: April 2018

Job Title: **Lead Custodian**
 Job Family: **Custodial**
 Pay Program: **Classified**
 Typical Work Year: **12 months**

Job Code: **1103**
 FLSA Status: **Non-Exempt**
 Shift Differential: **Yes**
 Pay Range: **G16**

SUMMARY: Responsible for custodial staff supervision and the cleanliness, sanitation, security and basic maintenance of the assigned school building, district facility, grounds and equipment. Act as the central point of contact for staff, students, public and community groups using the building or district facility. May be assigned at a middle school, K-8 school, high school or district athletic facility.

ESSENTIAL DUTIES AND RESPONSIBILITIES: *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The frequency and percentage of time may vary by building.*

| Job Tasks Descriptions | Frequency | % of Time |
|--|----------------|-------------|
| 1. Perform cleaning duties including removing trash and cleaning and/or sanitizing classrooms including desks, whiteboards, windows, sinks and walls, restrooms, hallways, stairwells, common areas, entry way including windows, floors, walls and ceilings, offices, cafeteria, gymnasium, media center, locker rooms, auditoriums, stages and custodial offices/storage areas. May perform and supervise seasonal, summer and project cleaning as planned and assigned by supervisor. | D | 62% |
| 2. Supervise crew and daily cleaning including performing cleaning inspections; training custodial staff, community service or in-school suspension participants on cleaning and equipment operation; modifying crew assignments to meet the buildings needs; keeping records and a nightly log for documentation purposes; and assisting supervisor with evaluations and disciplinary issues. | D | 10% |
| 3. Acts as the central point of contact during assigned shift for staff, students, public and community groups using the building. Coordinate after-hours building use, including setting up, cleaning up, locking/unlocking areas for access and supporting individuals using building areas; ensuring safe access to building during adverse weather; answering questions, responding to requests and/or directing individuals to appropriate individuals or building areas; and communicating with crew to handle requests and needs. | D | 10% |
| 4. Respond to operational issues, equipment issues, hazards and alarms during evening shift. Make minor maintenance repairs to building and custodial equipment; report maintenance, equipment and supply needs to supervisor; and correct and/or report safety hazards. | D | 3% |
| 5. Perform outdoor and indoor building and site security checks, including monitoring entrances, parking lots and access for after-hours activities; checking and securing interior doors and turning out lights before securing the building at the end of a shift; and checking and securing exterior doors and windows by walking around the building before setting the alarm. | D | 5% |
| 6. Maintain school grounds by performing weed control, mowing, edging and tree trimming; monitoring the operation of the sprinkler system; removing and/or reporting graffiti; and removing litter and emptying receptacles. | D | 5% |
| 7. Distribute freight and school materials and handle teacher and staff requests for stored teaching supplies, repairs and assistance. May receive freight delivered after-hours. | D | 3% |
| 8. Respond first to all safety and security issues, adverse weather, alarms, fires, water breaks, mechanical and electrical failures, chemical spills and gas leaks. | D | 2% |
| 9. Perform other job-related duties as assigned. | Ongoing | 5% |
| | TOTAL = | 100% |

EDUCATION AND RELATED WORK EXPERIENCE:

- High school diploma or equivalent.
- Must complete the district courses “Progressive Discipline,” and “Classified Evaluation System” within one year of entering position.
- Minimum of one (1) year of experience in the custodial field.

LICENSES, REGISTRATIONS or CERTIFICATIONS:

- Criminal background check required for hire.
- Ability to successfully complete a pre-hire, post-offer physical examination.
- Safety, pesticide and AHERA (asbestos) training required within six months after entering position and attend follow-up training ongoing.
- Hydraulic lift operation certification through the district required within 12 months after entering position.

TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:

- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Time management, organizational and prioritization skills.
- Supervisory skills preferred.
- Thorough understanding of custodial methods, processes, procedures, chemicals and equipment.
- Basic knowledge of and skill with building systems, machines and carpentry.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to manage multiple priorities.
- Ability to keep up-to-date technically and apply new knowledge to your job. Includes adapting to and mastering new system applications and processes as implemented by the district or department.
- Ability to promote and follow Board of Education policies, District policies and building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- Basic operating knowledge of and experience with personal computers, office productivity software and basic office equipment, such as telephones, copier, fax machine, E-mail, etc.
- Operating knowledge of district information technology systems and any other department specific software and equipment required within 2 months after entering position.
- Operating knowledge of custodial cleaning equipment, industrial and domestic winter and summer yard care equipment and hand and power tools.

REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:

| | POSITION TITLE | JOB CODE |
|--------------------|--|-----------------|
| Reports to: | Head custodian, school or department administrator | varies |

| | POSITION TITLE | # of EMPLOYEES | JOB CODE |
|------------------------|------------------------------|-----------------------|-----------------|
| Direct reports: | Custodian | 2-4 | 1105 |
| | Student Sweeper | 1-3 | 0995 |
| | Floater/Substitute Custodian | 1-2 | 1106 |

- Responsible for planning, assigning, directing and guiding work; addressing complaints and resolving problems; training employees; and assisting supervisor with interviewing and hiring, appraising performance, disciplining and providing input into termination proceedings.
- Required to carry and respond to communication device during assigned shift.

BUDGET AND/OR RESOURCE RESPONSIBILITY:

- Responsible for ensuring resources are used responsibly and ensuring the crew has adequate supplies and equipment necessary to complete their jobs.

PHYSICAL REQUIREMENTS & WORKING CONDITIONS: *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

| PHYSICAL ACTIVITIES: | Amount of Time | | | |
|-----------------------------|-----------------------|------------------|-------------------|-----------------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stand | | | | X |
| Walk | | | | X |
| Sit | | X | | |

| PHYSICAL ACTIVITIES: | Amount of Time | | | |
|-------------------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Use hands to finger, handle or feed | | | | X |
| Reach with hands and arms | | | | X |
| Climb or balance | | X | | |
| Stoop, kneel, crouch, or crawl | | X | | |
| Talk | | | X | |
| Hear | | | X | |
| Taste | X | | | |
| Smell | | X | | |

| WEIGHT and FORCE DEMANDS: | Amount of Time | | | |
|---------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Up to 10 pounds | | | | X |
| Up to 25 pounds | | | | X |
| Up to 50 pounds | | | X | |
| Up to 100 pounds | X | | | |
| More than 100 pounds | X | | | |

| MENTAL FUNCTIONS: | Amount of Time | | | |
|----------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Compare | | | X | |
| Analyze | | X | | |
| Communicate | | | X | |
| Copy | | X | | |
| Coordinate | | X | | |
| Instruct | | X | | |
| Compute | | X | | |
| Synthesize | X | | | |
| Evaluate | | X | | |
| Interpersonal Skills | | | X | |
| Compile | | X | | |
| Negotiate | X | | | |

| WORK ENVIRONMENT: | Amount of Time | | | |
|---------------------------------------|----------------|-----------|------------|----------|
| | None | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Wet or humid conditions (non-weather) | | X | | |
| Work near moving mechanical parts | | | X | |
| Work in high, precarious places | | X | | |
| Fumes or airborne particles | | X | | |
| Toxic or caustic chemicals | | X | | |
| Outdoor weather conditions | | X | | |
| Extreme cold (non-weather) | X | | | |
| Extreme heat (non-weather) | X | | | |
| Risk of electrical shock | | X | | |
| Work with explosives | X | | | |
| Risk of radiation | X | | | |
| Vibration | | X | | |

| VISION DEMANDS: | Required |
|---|----------|
| No special vision requirements. | |
| Close vision (clear vision at 20 inches or less) | X |
| Distance vision (clear vision at 20 feet or more) | X |
| Color vision (ability to identify and distinguish colors) | X |
| Peripheral vision | X |
| Depth perception | X |
| Ability to adjust focus | X |

| NOISE LEVEL: | Exposure Level |
|--------------|----------------|
| Very quiet | |
| Quiet | |
| Moderate | X |
| Loud | |
| Very Loud | |

