

Cleaner

ROLE DESCRIPTION

REPORTS TO	Principal
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CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 20,000 students in 44 primary schools, 11 secondary schools, one K–12 school, one flexible learning centre and one special school in the Catholic Diocese of Maitland-Newcastle.

The incumbent commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable adults, preventing those in our care from suffering abuse or neglect. The Diocese is committed to being compliant with the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards. All employees are required to undergo a National Police Check, retain a valid NSW Working with Children Check and ensure compliance with our safeguarding policies, the Diocesan Safeguarding Commitment Statement and the Codes of Conduct.

PURPOSE

The Cleaner is responsible performing a range of cleaning tasks to ensure a clean, hygienic and safe environment for staff and students. Cleaners generally work split shifts, before and after official school hours. They directly report to the Principal, 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 classrooms and indoor areas, as well as some outdoor areas.

VISION STATEMENT

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

CRITERIA/EXPERIENCE

1. Ability to articulate a clear understanding of and a personal commitment to Catholic education and the mission of the Church through Catholic schools
2. Experience performing various cleaning tasks unsupervised in a school environment or similar;
3. Knowledge of cleaning chemicals, proper storage and disposal methods;
4. Demonstrated understanding of hygiene issues in a school environment;
5. Demonstrated ability to thoroughly clean school areas and classrooms;
6. Demonstrated understanding of current Work Health and Safety requirements.

QUALIFICATIONS/ACCREDITATIONS

- Current paid Working with Children Check (WWCC) number

KEY WORKING RELATIONSHIPS

STAFF DIRECTLY REPORTING TO ROLE	<ul style="list-style-type: none"> Nil
INTERNAL	<ul style="list-style-type: none"> Principal Assistant Principal(s) School Staff CSO staff and designated Assistant Director Parishes Shared Services Other agencies of the Diocese (CatholicCare, St Nicholas Early Education and OOSH)
EXTERNAL	<ul style="list-style-type: none"> School and CSO networks Family and community partners Contractors

LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of good leadership articulated through six leadership capabilities that staff at all levels can practise and develop.



Guided by Gospel Values, the **Cleaner** is responsible for the following:

LIVE YOUR FAITH

By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Promoting and modelling Catholic values into professional conduct in an integrated and authentic way Demonstrating a commitment to social justice and action in the school community 	<ul style="list-style-type: none"> Compliance with Accreditation to Work, Teach and Lead Category A Supporting the sacramental, liturgical, ritual and prayer life of the school Actively support the Catholic ethos of the school and to respect the rights, dignity and worth of all members of the school community

OPERATIONAL SUPPORT*By providing a high level of service within the area of knowledge and expertise*

RESPONSIBILITIES (AS REQUIRED)	EXAMPLES OF IMPACT
<p>Duties may include but are not limited to:</p> <ul style="list-style-type: none"> • Vacuuming, mopping, surface cleaning, dusting and bathroom services • Cleaning and sanitising touch points (taps, bubblers, handrails, door handles, bathrooms etc.) • Using and maintaining cleaning equipment • Cleaning carpets, performing further treatments such as shampoo or stain removal as needed • Dusting and cleaning ceiling vents, surface area, skirting boards, and counter surfaces • General sweeping, scrubbing, mopping of hardwood, laminate or tiled floors • Disposing of trash from bins and containers • Polishing furniture and room accessories as needed • Scrubbing sinks, basins and toilets in bathrooms • Cleaning windows, glass surfaces and mirrors • Maintenance and upkeep of all cleaning equipment, supplies, and products • Ensuring safe and sanitary storage and care of products • Keeping all public spaces neat and tidy and ensuring school is clean and hygienic and is a safe and healthy environment that contributes to students' wellbeing and ability to learn • Reporting any defects/hazards or repairs and replacements identified to the Supervisor or Principal • Ensuring stock supplies are ordered and maintained • Safe handling of chemical and/or hazardous substances in the performance of cleaning duties • Identifying, reporting and recording any problems relating to cleaning services and/or safety 	<p>To be determined in consultation with School Principal</p>

MAINTAIN FOCUS ON EVIDENCE AND IMPACT

By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Contribute to delivery of School and System Improvement priorities relevant to own area of responsibility 	To be determined in consultation with School Principal

ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY

By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Adhere to the school code of conduct, policies and professional standards Present a professional image in personal presentation and in all communication and interaction 	To be determined in consultation with School Principal

MANAGE RESOURCES EFFECTIVELY

By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Effectively manage resources to contribute to improved outcomes Comply with school and system policies and procedures to ensure compliance; minimise risk; and a strong safety culture 	To be determined in consultation with School Principal

FUNCTIONAL REQUIREMENTS

- Light to medium physical demand levels
- Constant standing, walking, climbing (steps, ladders)
- Frequent light to medium lifting, pulling or carrying
- Frequent sustained reaching (overhead, forward and down)
- Frequent bending, squatting or crouching when cleaning awkward or low areas
- Occasional twisting of the body or neck
- Frequent contact with skin irritants or water is likely with the use of chemical cleaning products and water. Protective gloves should be worn
- Repetitive movements are likely to be frequent for tasks such as sweeping, vacuuming or polishing, toilet cleaning (shoulders, arms, wrists and hands)
- Constant use of hand-held equipment