

# DeKalb County School District

## Position Specification

Title: Custodian, Head

<b>DIVISION</b>	School Based		
<b>DEPARTMENT</b>	School Based		
<b>REPORTS TO</b>	Principal, Plant Engineer		
<b>CLASSIFICATION</b>	System Support – Field	<b>LEVEL</b>	CL2
<b>CALENDAR</b>	12 Month	<b>FLSA</b>	Non-Exempt
<b>RETIREMENT</b>	Teachers Retirement System	<b>APPROVED (HR)</b>	07/02/2012

### General Statement of Job

Under direct supervision, provides supervision, guidance and training for assigned custodial personnel at a DeKalb County School System (DCSD) facility and performs required duties to maintain clean, sanitary, attractive, safe and orderly environment.

### Specific Duties and Responsibilities

#### Essential Functions:

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

- Performs various custodial and maintenance duties such as cleaning, landscaping, stripping and waxing floors, replacing ceiling lights and tiles and making minor repairs to building equipment.
- Moves furniture and equipment within the facility as required for various activities as directed.
- Provides guidance in performing regular custodial tasks and special project work.
- Makes requisitions for custodial supplies, materials and equipment necessary for the proper maintenance and safety of the facility and submits to appropriate administrators.
- Works on-site premises during periods when principal or building administrator has authorized use of building for special activities.
- Maintains necessary records and prepares reports concerning operations and performance.
- Conducts formal and informal inspections of the building and grounds.
- Performs other duties as assigned.

**Education and/or Experience:**

High school diploma or GED equivalent required with minimum of one (1) year of closely related experience is required.

**Certificates, Licenses, Permits:** None.

**Knowledge, Skills & Abilities:**

*May require:*

**Knowledge of** the methods, materials, tools, equipment and practices used in maintenance of facilities; the occupational hazards and safety precautions of the trades involved; plumbing, electrical, construction and air conditioning equipment; building and maintenance repairs; landscaping; electrical systems; building codes; plumbing; air conditioning and heating; and approved procedures, equipment and materials related to building maintenance and custodial services.

**Skill in** effective oral, written, and interpersonal communication; care and use of industrial heating, cooling, plumbing, and electrical tools and equipment; record keeping; basic mathematics; time management; and operation of required equipment applications.

**Ability to** detect defects in equipment and to make or report proper repairs or adjustments accordingly; interpret and work from schematic diagrams and drawings; work with hands in mechanically oriented situations; learn repetitive tasks quickly; demonstrate continuous physical effort including bending, walking, manipulation of and heavy lifting of equipment; prioritize assignments; manage multiple tasks simultaneously; and plan, direct and supervise the work of others.

**ADA Requirements:**

**Heavy Work:** Exerting up to 100 pounds of force occasionally, and/or up to 50 pounds of force frequently, and/or up to 20 pounds of force constantly to move objects.

**Climbing:** Ascending and descending ladders, stairs, scaffolding ramps, poles and the like using feet and legs and/or hands and arms. Body agility is emphasized.

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

**Stooping:** Bending body downward and forward by bending spine at the waist. Requires full use of the lower extremities and back muscles.

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

**Crouching:** Bending the body downward and forward by bending leg and spine.

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

**Reaching:** Extending hand(s) and arm(s) in any direction.

**Standing:** Particularly for sustained periods of time.

**Walking:** Moving about on foot to accomplish tasks, particularly for long distances.

**Pushing:** Using upper extremities to press against something with steady force in order to thrust forward, downward or outward.

**Pulling:** Using upper extremities to exert force in order to draw, drag, haul or tug objects in a sustained motion.

**Lifting:** Raising objects from a lower to a higher position or moving objects horizontally from position-to-position. Requires the substantial use of the upper extremities and back muscles.

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

**Grasping:** Applying pressure to an object with the fingers and palm.

**Feeling:** Perceiving attributes of objects, such as size, shape, temperature or texture by touching with skin, particularly that of fingertips.

**Talking:** Expressing or exchanging ideas by means of the spoken word. Those activities in which one must convey detailed or important spoken instructions to others accurately, loudly, or quickly.

**Hearing:** Ability to receive detailed information through oral communication and to make fine discrimination in sounds, such as when making fine adjustments on machined parts with or without correction.

**Vision:** The ability to perceive the nature of objects by the eye. Acuity (near and far vision), depth perception (three dimensional vision), accommodation (adjustment of lens to eye to bring an object into sharp focus), field of vision (area that can be seen up and down or to the right or left while eyes are fixed on a given point) and color vision (ability to distinguish and identify colors) are required factors.

**Repetitive Motions:** Substantial movements (motions) of the wrists, hands, and/or fingers.

#### **Performance Factors:**

**Interaction with Others:** Ability to maintain, on a regular and consistent basis, relationships that are not characterized by high levels of hostility, social withdrawal or failure to communicate. Ability to be flexible relative to daily routines. Ability to demonstrate sensitivity to the differences among diverse populations.

**Concentration:** Ability to maintain workflow and thought processes in the presence of frequent distractions. Ability to ignore irrelevant sights or sounds and intrusive thoughts or stimuli. Ability to manage multiple tasks simultaneously with only few or no errors.

**Stressful Circumstances:** Ability to produce quality work when short or unexpected deadlines are presented. Ability to adjust work processes without incident when new and unexpected directions are given relative to a project that may be in process. Ability to maintain composure and not compound a situation when interacting with persons who may be angry, demanding or otherwise less than polite.

**Independent Judgment:** Ability to complete work tasks without being given precise directions relative to work steps or the final project.

**Organizational Skills:** Ability to establish priorities; simultaneously manage multiple tasks; and deliver a quality work product by a designated deadline.

**Attention to Detail:** Ability to recognize errors or layout features that detract from the physical attractiveness or accuracy of a work product.

**Public Contact:** Ability to communicate professionally and effectively, both verbally and in writing, with superiors, colleagues, and other individuals within and external to the school system. Ability to

demonstrate professionalism while interacting with others and to maintain constructive working relationships.

**Attendance and Dependability:** Ability to be depended on to report to work at the scheduled time and to seldom be absent from work. Ability to complete work in a timely, accurate manner and to be conscientious about work performance.

**Environmental Factors:**

Hazardous physical conditions (mechanical parts, electrical currents, vibration, etc.)

Atmospheric conditions (fumes, odors, dusts, gases, poor ventilation)

Hazardous materials (chemicals, oil, etc)

Extreme temperatures

Inadequate lighting

Workspace restricts movement

Intense noise