

Role Description

Cleaner

Role Description Fields	Details
Cluster	Education
Department/Agency	Department of Education
Division/Branch/Unit	School Infrastructure/Transition and Alignment
Role number	Various
Classification/Grade/Band	Cleaner
Senior executive work level standards	Not Applicable
ANZSCO Code	811211
PCAT Code	1219192
Date of Approval	September 2025
Agency Website	education.nsw.gov.au schoolinfrastructure.nsw.gov.au

Agency overview

At the NSW Department of Education, we educate and inspire lifelong learners – from early childhood, through schooling to vocational education and training.

We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector. We unlock excellence and unleash the potential of two-thirds of school children in NSW. We're proudly public and the largest education system in Australia. We nurture opportunities for every learner to develop the skills needed for their chosen career path, helping shape the industries of tomorrow.

We respect and value Aboriginal and Torres Strait Islander peoples as First Peoples of Australia

Primary purpose of the role

The Cleaner is responsible for maintaining, hygienic, safe and well-presented facilities across government institutions and school sites. Their work ensures operational readiness, supports health and safety standards, and contributes to a positive experience for students, staff, and visitors. Cleaners are expected to follow established procedures, work efficiently, and uphold service standards aligned with organisational expectations.

Key accountabilities

- Perform a range of scheduled and unscheduled cleaning duties, including vacuuming, mopping, dusting, sanitising and disinfecting surfaces, and emptying bins, to maintain a clean, hygienic, and safe environment across designated school areas.
- Utilise a range of cleaning tools and equipment to effectively clean and maintain surfaces to a high standard of hygiene and cleanliness.

- Maintain the presentation of all sites to the required standards outlined in approved cleaning manuals and presentation guidelines.
- Assist and collaborate with other members of the Cleaning Services team to support a high-quality, timely and professional service.
- Maintain daily cleaning schedules and accurate records of completed tasks.
- Wear and maintain appropriate Personal Protective Equipment (PPE), and adhere to the safe use of cleaning equipment, chemicals and products, to comply with WHS policy and procedures at all times.
- Promptly report workplace injuries, near misses, and safety incidents to the Cleaning Supervisor, and identify and report any maintenance issues and safety hazards, in accordance with DoE WHS policies, procedures and guidelines.

Take part in ongoing training and professional development activities, adhere to manual handling procedures and promote and support a positive Work Health and Safety culture.

Key relationships

Internal

Who	Why
Cleaning Supervisor	<ul style="list-style-type: none"> • Receive daily work instructions, schedules, and performance feedback. • Report cleaning progress, hazards, incidents, or maintenance issues.
Leading Hand	<ul style="list-style-type: none"> • Receive guidance and support. • Work collaboratively and to deliver a timely, professional service.
Other Cleaning Staff	<ul style="list-style-type: none"> • Coordinate and share tasks to ensure all areas are cleaned efficiently. • Support each other in covering absences or completing urgent cleaning needs • Assist in the provision of on-the-job training for new cleaning staff and as appropriate.
School or Site Staff	<ul style="list-style-type: none"> • Communicate regarding cleaning requirements, access to areas, and scheduling around classes or events. • Respond to reasonable requests for urgent or additional cleaning.

External

Who	Why
Contractors / Maintenance Providers	<ul style="list-style-type: none"> • Report site issues that require specialist cleaning or repair beyond regular duties. • Coordinate access to areas requiring maintenance or repair work.
Visitors / General Public	<ul style="list-style-type: none"> • Provide a clean, safe, and welcoming environment for all site users. • Represent the organisation in a professional manner while on duty.

Role dimensions

Decision making

Works under general direction from the Cleaning Supervisor, following set schedules, procedures, and safety protocols. Accountable for delivering cleaning to required standards and timeframes, deciding on task order, safe equipment use, and hazard reporting. Refers high-risk, sensitive, or non-routine matters to the Cleaning Supervisor.

Reporting line

Cleaning Supervisor

Direct reports

Nil

Budget/Expenditure

Nil

Key knowledge and experience

- Knowledge of safe cleaning practices, use of cleaning chemicals, and operation of cleaning equipment in line with workplace health and safety requirements.
- Experience in cleaning commercial, educational, or public facilities to required hygiene and presentation standards
- Knowledge of and commitment to implementing the Department's [Aboriginal Education Policy](#) and upholding the [Department's Partnership Agreement with the NSW AECG](#) and to ensure quality outcomes for Aboriginal people

Essential requirements

- Current and valid Working with Children Check Clearance for paid employment.
- Demonstrated understanding of and commitment to the value of public education

Capabilities for the role

The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.


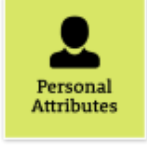
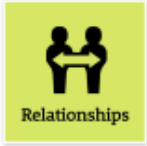

The capabilities are separated into focus capabilities and complementary capabilities

Focus capabilities

Focus capabilities are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

Focus capabilities









Capability group/sets	Capability name	Behavioural indicators	Level
 Personal Attributes	Act with Integrity Be ethical and professional, and uphold and promote the public sector values	Behave in an honest, ethical and professional way Build understanding of ethical behaviour Follow legislation, policies, guidelines and codes of conduct that apply to your role and organisation Speak out against misconduct and illegal and inappropriate behaviour Report apparent conflicts of interest	Foundational
 Personal Attributes	Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning	Be willing to develop and apply new skills Show commitment to completing assigned work activities Look for opportunities to learn and develop Reflect on feedback from colleagues and stakeholders	Foundational
 Relationships	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	Speak at the right pace and volume for diverse audiences Allow others time to speak Listen and ask questions to check understanding Explain things clearly using inclusive language Be aware of own body language and facial expressions Write in a way that is logical and easy to follow Use various communication channels to obtain and share information	Foundational
 Results	Demonstrate Accountability Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Take responsibility for own actions Be aware of delegations and act within authority levels Be aware of team goals and their impact on work tasks Follow safe work practices and take reasonable care of own and others' health and safety Escalate issues when these are identified Follow government and organisational record-keeping requirements	Foundational

Complementary capabilities

Complementary capabilities are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

Capability group/sets	Capability name	Description	Level
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	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Foundational
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Foundational
	Work Collaboratively	Collaborate with others and value their contribution	Foundational
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Foundational
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Foundational
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Foundational