

**Leon County Public Schools  
Classification Specification**

Salary Grade 31

**Summary Information:**

**Classification Title** School Cafeteria Manager I                      **Date Prepared:** 04/2003

**FLSA Status:** Non-exempt

**Typical Decisions and Recommendations Provided to Others:**

This position requires the regular exercise of independent discretion and judgment within defined policy parameters in area of specialty. Work follows specific procedures, however the incumbent may determine priorities, organize own work and occasionally make exceptions to procedures.

**Activity Identification**

**Activity Name**

460	Menu Planning	Plan menus and food needs. Standardize recipes and food specifications.
466	Food Service Delivery	Prepare, set up, and serve food.
462	Food Program Compliance	Ensure food program compliance with requirements of federal, state, and local agencies and internal standards.
461	Food Service Reports	Prepare federal, state, and local reports on food service activities.
341	Cash Receipts	Receive cash payments. Balance and close cash drawers or registers.
480	Receive and Store Goods	Process incoming goods (including capital equipment) from vendors. May include maintaining warehouse or stockroom.
327	Payroll Preparation	Compile and compute payroll for salaried staff, temporary and hourly workers, and teachers.
001	Direct Supervision	Control, review, verify, observe, and manage the work of people reporting directly to you.
003	Performance Appraisal	Monitor and evaluate the performance of your employees. Conduct career counseling.
023	Department Records	Maintain and control records. Includes logs, cost records, personnel records, rosters, and general records.
999	Assigned Duties	Perform other duties as assigned.

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**General Classification Specification Factors:**

**Education/Experience:** High School Diploma or equivalent with three years related experience

**Supervisory Responsibility:** Yes

**Type of Supervision:** Supervision typically takes substantial time with respect to assigning, reviewing, and checking work. Your job is responsible for addressing business and personnel difficulties under standard procedures.

Effective Date: 7/1/2003

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### Skill Identification (cont.)

<b>Managerial/Supervisory Skills</b>	<b>Important</b>	<b>Not Important</b>
<ul style="list-style-type: none"> <li>• Developing Multi-year Strategic and/or Operational Plans</li> <li>• Developing Annual Budgets</li> <li>• Policy Development</li> <li>• Controlling Expenses</li> <li>• Coordinating Resources</li> <li>• Interpersonal (working with groups)</li> <li>• Negotiating and/or persuading others to take action</li> <li>• Promoting safety</li> <li>• Supervising, coaching and developing employees</li> </ul>		
<b>Office Skills</b>	<b>Important</b>	<b>Not Important</b>
<ul style="list-style-type: none"> <li>• Checking grammar/punctuation</li> <li>• Filing</li> <li>• Perceiving detail in checking information/forms</li> <li>• Reading comprehension (high school level)</li> <li>• Operating word processing software</li> <li>• Operating a computer terminal for data entry</li> <li>• Operating automated spreadsheet software</li> <li>• Scheduling appointments and/or travel</li> <li>• Taking and distributing messages</li> <li>• Taking dictation and meeting minutes</li> <li>• General mathematical - adding, subtracting, multiplying, etc.</li> </ul>		
<b>Professional and Technical Skills</b>	<b>Important</b>	<b>Not Important</b>
<ul style="list-style-type: none"> <li>• Accounting - high school level</li> <li>• Accounting/finance - college level</li> <li>• Advanced math - algebra, statistics, geometry</li> <li>• Architecture</li> <li>• Computer operations</li> <li>• Computer programming</li> <li>• Contract interpretation</li> <li>• Craft skills (electrical, etc.)</li> <li>• Drawing-figures/drafting</li> <li>• Engineering - civil</li> <li>• Engineering - electrical</li> <li>• Engineering - environmental</li> <li>• Engineering - mechanical</li> <li>• Graphic arts</li> <li>• Landscaping</li> </ul>		

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### Skill Identification (cont.)

Communication Skills	Important	Not Important
<ul style="list-style-type: none"> <li>• Oral communication--exchanging or expressing ideas by means of the spoken word</li> <li>• Presentations--transmitting information in a formal setting</li> <li>• Foreign communication--using a language other than English to communicate in writing or orally</li> <li>• Written communication--preparation of manuscripts, speeches, detailed plans, letters, policies, etc.</li> <li>• Editing written documents for content</li> <li>• Reading comprehension - understanding technical or scientific blueprints and charts</li> <li>• Public speaking</li> </ul>		

Physical Demands	Important	Not Important
<ul style="list-style-type: none"> <li>• Balancing - maintaining body equilibrium to prevent falling when walking, standing, or crouching</li> <li>• Carrying - transporting an object, usually holding it in the hands or arms or on the shoulder</li> <li>• Climbing - ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes, and the like, using the feet and legs and/or hands and arms</li> <li>• Color - Match or discriminate colors</li> <li>• Fingering - picking, pinching, or other-wise working with the fingers primarily (rather than with the whole hand or arm as in handling)</li> <li>• Feeling - perceiving such attributes of objects and materials as size, shape, temperature, or texture, by means of receptors in the skin, particularly those of fingertips</li> <li>• Handling - seizing, holding, grasping, turning, or otherwise working with the hand or hands (fingering not involved)</li> <li>• Hearing - perceiving the nature of sounds by the ear or receiving detailed information through oral communication, or making fine distinctions in sound</li> <li>• Lifting - raising or lowering an object from one level to another (includes upward pulling)</li> <li>• Pulling - exerting force upon an object so that the object moves toward the force (includes jerking)</li> <li>• Pushing - exerting force upon an object so that the object moves from the force (including slapping, striking, kicking, and treadle actions)</li> <li>• Reaching - extending the hands and arms in any direction</li> <li>• Seeing - obtaining impressions through the eyes of shape, size, distance, motion, color, or other characteristics of objects or people</li> </ul>		