

FOOD SERVICE WORKER

KIND AND LEVEL OF WORK

This is semiskilled work in the food services area. Incumbents typically follow a standard routine, although may modify the routine to meet operational requirements. Direction is received from supervisors in verbal or written form.

TYPICAL DUTIES

Include the following, but are not limited to:

Cleaning related duties

Cleans tables, counters, silver; buses dishes; washes dishes, utensils; operates dishwasher; unloads dishwasher; puts dishes away; washes pots, cutting boards; cleans ovens, kitchen equipment, tables, fridges, racks; proofers, mops floors; washes cleaning clothes.

Routine food preparation duties

Makes coffee; portions and wraps food; delivers and sets up for catering functions; assembles food trays; serves food on the line; prepares simple hot or cold foods, e.g. French fries, vegetable preparation, sandwiches.

Routine cashier duties

Maintains confectionery and utensils; operates cash register, takes Visa and Mastercard payments; balances, cashes out; makes up float; deals with minor customer complaints; orders for own area; delivers cash to Finance.

Routine Linen Supplies

Issues and receives linens; maintains inventory levels.

SKILLS AND ABILITIES

The ability to recognize WHMIS symbols; WHMIS training (may be taken after commencement); the ability to operate cash register; to balance cash; and deal with customers. The ability to understand and speak basic English (at a level to communicate with customers, cooks, instructors, students). The ability to lift heavy weights on a regular basis; ability to operate dishwasher and other basic equipment; the ability to carry out heavy physical labour. The ability to understand and carry out correct food handling and sanitation techniques.

INDEPENDENCE OF ACTION/DECISION MAKING

Work involves limited fact finding and analysis. Positions carry out tasks which generally follow established practices and procedures.

CONSEQUENCE OF ERRORS

Errors made by these positions would result in waste, delay or inconvenience. Errors would be reasonably easy to detect and correct.

CONTACTS

Contacts are for the purpose of giving or receiving straightforward information, or discussing easily understood information. Contacts would be with customers, support staff, instructors or students.

EDUCATION AND EXPERIENCE

Grade 10 or equivalent and some related experience.