#### **JOB DESCRIPTION**

**POSITION TITLE:** 

Telecommunications Analyst III

**CONTRACT YEAR:** 

Twelve Months

**PAY GRADE:** 

23

**BARGAINING UNIT:** 

BTU - TSP

#### PREFERRED QUALIFICATIONS

**EDUCATION:** 

An earned bachelor's degree from an accredited institution

in network administration, computer science or related field.

**EXPERIENCE:** 

Minimum of three (3) years, within the last eight (8) years,

of experience in reviewing, analyzing and maintaining

telecommunication systems.

OR

#### **MINIMUM QUALIFICATIONS**

**EDUCATION:** 

An earned associate's degree from an accredited institution

in network administration, computer science or related field.

**EXPERIENCE:** 

Minimum of five years (5) years, within the last ten (10)

years, of experience in in reviewing, analyzing and

maintaining telecommunication systems.

#### ADDITIONAL QUALIFICATIONS

PREFERRED:

Experience in telecommunications systems design, implementation, and management; prior experience in a project

leadership and/or telecommunications project or systems

management. Bilingual skills.

**REPORTS TO:** 

Department Director or designee

**SUPERVISES:** 

None

**POSITION GOAL:** 

The Telecommunications Analyst III provides operationally

sound and cost effective solutions in the areas of installation

and services of highly sophisticated telecommunications equipment and facilities.

#### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

#### The Telecommunications Analyst III shall:

- 1. assist in establishing uniform telephone wiring and cable policies and procedures.
- 2. assist in maintaining telecommunications equipment and facilities inventories.
- 3. perform telephone moves and changes using software tools where possible and provide oversight of physical moves or changes.
- 4. diagnose and resolve telecommunications equipment problems.
- 5. assist in developing, and negotiating third party vendor contracts to provide telecommunications services as may be required to operate and maintain the telecommunications systems supporting the Broward County School System.
- 6. utilize vendor contracts as they pertain to the telecommunications system supporting the Broward County School District.
- 7. assist in the preparation of economic and functional analysis of telecommunications facilities and services within the sphere of the job to ensure the most cost effective telecommunications solutions.
- 8. work closely with the Director, Network Integration to ensure optimum integration of telecommunications applications.
- 9. provide specialized advice to the Director on technological matters affecting the telecommunications environment of the School System.
- 10. responsible for review of new construction designs to ensure the proper provisioning of telecommunications wiring and cable facilities to support voice and data requirements.
- 11. assist in the preparation of bid specifications for telecommunications equipment and evaluate responses.
- 12. assume responsibility for all priorities and projects that assist in achieving the District's Strategic Plan.
- 13. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County.
- 14. participate in the training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- 15. review current developments, literature and technical sources of information related to job responsibilities.
- 16. ensure adherence to good safety procedures.
- 17. follow federal and state laws, as well as School Board policies.
- 18. perform other duties as assigned by the director or designee.

#### SIGNIFICANT CONTACTS - frequency, contact, purpose, and desired end result:

Communicates frequently with internal and external customers throughout the District, using tact and good judgment, to complete assigned projects.

#### PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

#### TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

#### **FLSA OVERTIME CATEGORY:**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

#### **EVALUATION:**

Telecommunications Analyst III Point Range: 755 - 794

#### **Position Factors**

## 1. Knowledge: Combined required minimum education/experience for competent performance

	<u>Experien</u>	<u>ce Range - `</u>	<u>Years</u>
<b>Education</b>	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>
A. High School	1	2	3
B. A.A/Vocational training	1	2	3
C. B.S/B.A.	1	2	3
D. M.S/ M.A.	1	2	3
E. MS+ (Sr. Mgmt.)	1	2	3

Human Relations Skills: All interpersonal skills required to produce the desired end result

Required skill level	*Orga	<u>nization</u>	Contact	<u>Level</u>
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

#### \*Definitions

1 - Immediate workgroup

- **2 –** Outside of immediate workgroup
- 3 Assistant/Associate/Deputy Superintendents 4 Superintendent, School Board; critical external
  - parties
- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

#### Telecommunications Analyst III Point Range: 755-794

- 4. Decision Making Freedom: Freedom to take action
- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies
- 5. Position Impact: Degree of job impact on the District
- A. Minor to total organization; moderate to work unit
- B. Advisory to work unit; used by others to take action
- C. Substantial support, advice, and counsel to work unit
- D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact			
B2	В3	С	В	С			

# THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

#### JOB DESCRIPTION

**POSITION TITLE:** 

Project Coordinator, Information & Technology

**CONTRACT YEAR:** 

Twelve Months

**PAY GRADE:** 

24

**BARGAINING UNIT:** 

BTU-TSP

#### PREFERRED QUALIFICATIONS

**EDUCATION:** 

An earned bachelor's degree from an accredited institution

in computer science, project management or related field.

**EXPERIENCE:** 

Minimum of five (5) years, within the last ten (10) years, of

experience and/or training in the field as related to the title

of the position.

OR

#### **MINIMUM QUALIFICATIONS**

**EDUCATION:** 

An earned associate's degree from an accredited institution

in computer science, project management or related field. .

**EXPERIENCE:** 

Minimum of seven (7) years, within the last twelve (12)

years, of experience and/or training in the field as related to

the title of the position.

#### ADDITIONAL QUALIFICATIONS

**REQUIRED:** 

Highly developed analytical skills as well as advanced oral

and written communication skills. Knowledge and theory of

project management.

PREFERRED:

Documented project management experience.

REPORTS TO:

Department Director

**SUPERVISES:** 

Staff as assigned

#### **POSITION GOAL:**

To assist with the coordinated direction for information technology initiatives by supporting projects to ensure standardized project management practices, methods, and tools are being utilized to achieve desired performance standards and customer satisfaction

SBBC: NEW

#### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

#### The Project Coordinator, Information & Technology shall:

- 1. assist with the development of individual project plans and project schedules to ensure performance measures, customer satisfaction, and student achievement requirements are identified as part of the project implementation plan. Assist with coordination efforts to manage projects for unit directors.
- 2. coordinate and maintain service level agreements.
- 3. assist division heads and/or administrators by assisting with coordinating user business needs and technology requirements with project management methodologies.
- 4. assist with effective management of project resources by supporting the coordination of projects.
- 5. ensure continuous process improvement by utilizing Project Management Office (PMO) software, processes and methodologies such as in-depth work analyses and flow charts to ensure successful delivery of project management (PM) results.
- 6. act as a liaison between the Information Technology Department and unit directors in the support of various technological systems' project.
- 7. works with internal and/or external customers to develop project scope, project plans, and project schedule documents. Monitors project work to ensure progress is within specified guidelines and requirements and is completed on time and within budget.
- 8. identify, track, and monitor project issues and risks. Work to facilitate and develop solutions with customers.
- 9. prepare project status reports as necessary.
- 10. organize and conduct project team meetings as necessary.
- 11. assume responsibility for all priorities and projects that assist in achieving the District's Strategic Plan.
- 12. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 13. participate in the training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- 14. review current developments, literature and technical sources of information related to job responsibilities.
- 15. ensure adherence to good safety procedures.
- 16. follow federal and state laws, as well as School Board policies.
- 17. perform other duties as assigned by the Director, or designee.

#### SIGNIFICANT CONTACTS - frequency, contact, purpose, and desired end result:

Communicates frequently with internal and external customers throughout the District, using tact and good judgment, to complete assigned projects.

SBBC: NEW

#### PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

#### TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

#### FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

#### **EVALUATION:**

Project Coordinator, Information & Technology Point Range: 795 - 844

#### **Position Factors**

#### 1. Knowledge: Combined required minimum education/experience for competent performance

<u>Experien</u>	ce Range - `	<u>Years</u>	
<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	
1	2	3	
1	2	3	
1	2	3	
1	2	3	
1	2	3	
			Experience Range - Years   Up to 3 4-7 8+   1 2 3   1 2 3   1 2 3   1 2 3   1 2 3   1 2 3   1 2 3   1 2 3   1 2 3

**<u>Human Relations Skills</u>**: All interpersonal skills required to produce the desired end result

Required skill level	*Orga	<u>nization</u>	<u>Contact</u>	<u>Level</u>
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

#### \*Definitions

1 - Immediate workgroup

- **2 -** Outside of immediate workgroup
- 3 Assistant/Associate/Deputy Superintendents 4 Superintendent, School Board; critical external parties
- **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Project Coordinator, Information & Technology Point Range: 795 - 844

#### 4. **Decision Making Freedom:** Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

#### 5. <u>Position Impact:</u> Degree of job impact on the District

- A. Minor to total organization; moderate to work unit
- B. Advisory to work unit; used by others to take action
- C. Substantial support, advice, and counsel to work unit
- D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
B2	C3	С	С	С

#### JOB DESCRIPTION

**POSITION TITLE:** 

System Support Specialist II

**CONTRACT YEAR:** 

Twelve Months

**PAY GRADE:** 

24

**BARGAINING UNIT:** 

**BTU-TSP** 

#### PREFERRED QUALIFICATIONS

**EDUCATION:** 

An earned bachelor's degree from an accredited institution

in computer science, computer information systems,

management information systems or related field.

**EXPERIENCE:** 

Minimum of five (5) years, within the last ten (10) years, of

experience in systems design and implementation.

OR

#### MINIMUM QUALIFICATIONS

**EDUCATION:** 

An earned associate's degree from an accredited institution

in computer science, computer information systems,

management information systems or related field.

**EXPERIENCE:** 

Minimum of seven (7) years, within the last twelve (12)

years, of experience in systems design and implementation.

#### ADDITIONAL QUALIFICATIONS

**REQUIRED:** 

Demonstrated experience and familiarity with process of

designing and configuring structured networks and in the

support network products and solutions.

PREFERRED:

Bilingual skills

**REPORTS TO:** 

Director or designee

**SUPERVISES:** 

No supervisory responsibilities

**POSITION GOAL:** 

To design, maintain and implement networks and telecommunications systems. Support all technology network infrastructures, wireless devices and manage technology projects for schools. Maintain close working

SBBC: NEW

relationship with customers.

#### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

#### The Systems Support Specialist II shall:

- 1. support server and desktop-based, laptop and server hardware. Maintains system and integrates these within the network.
- 2. analyze and documents customer requirements for specific projects as assigned, including designing new systems and preparing specifications.
- 3. design and implements enhancements for specific existing systems as assigned.
- 4. collaborate with business units and schools, creates professional development materials for end users. Assist with technical support.
- 5. assume responsibility for all priorities and projects that assist in achieving the District's Strategic Plan.
- 6. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 7. participate in the training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- 8. review current developments, literature and technical sources of information related to job responsibilities.
- 9. ensure adherence to good safety procedures.
- 10. follow federal and state laws, as well as School Board policies.
- 11. perform other duties as assigned by the director or designee.

#### SIGNIFICANT CONTACTS - frequency, contact, purpose, and desired end result:

Communicates regularly with employees throughout the District using tact and good judgment to complete assigned projects.

#### PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

#### **TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

#### FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

#### **EVALUATION:**

System Support Specialist II Point Range: 795 - 844

#### **Position Factors**

#### 1. Knowledge: Combined required minimum education/experience for competent performance

	Experience Range - Years		
<b>Education</b>	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>
A. High School	1	2	3
B. A.A/Vocational training	1	2	3
C. B.S/B.A.	1	2	3
D. M.S/ M.A.	1	2	3
E. MS+ (Sr. Mgmt.)	1	2	3

**<u>Human Relations Skills</u>**: All interpersonal skills required to produce the desired end result

Required skill level	*Orgai	<u>nization</u>	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result: convincing others: lead/motivate	1	2	3	4

#### \*Definitions

1 - Immediate workgroup

- 2 Outside of immediate workgroup
- 3 Assistant/Associate/Deputy Superintendents 4 Superintendent, School Board; critical external
  - parties
- **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

System Support Specialist II Point Range: 795 - 844

#### 4. Decision Making Freedom: Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

#### 5. <u>Position Impact</u>: Degree of job impact on the District

- A. Minor to total organization; moderate to work unit
- B. Advisory to work unit; used by others to take action
- C. Substantial support, advice, and counsel to work unit
- D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

1 OSITION Analysis Criteria						
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact		
B2	В3	С	С	. <b>C</b>		

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

#### **JOB DESCRIPTION**

**POSITION TITLE:** 

Web Designer

**CONTRACT YEAR:** 

Twelve Months

**PAY GRADE:** 

24

**BARGAINING UNIT:** 

**BTU-TSP** 

#### PREFERRED QUALIFICATIONS

**EDUCATION:** 

An earned bachelor's degree from an accredited institution.

**EXPERIENCE:** 

Minimum of five (5) years, within the last ten (10) years, of

experience and/or training in the field related to the title of

the position.

OR

#### MINIMUM QUALIFICATIONS

**EDUCATION:** 

An earned associate's degree from an accredited institution.

**EXPERIENCE:** 

Minimum of seven (7) years, with the last twelve (12)

years, of experience and/or training in the field related to

the title of the position.

#### ADDITIONAL QUALIFICATIONS

**REQUIRED:** 

Experience in web design and web page implementation.

PREFERRED:

Bilingual skills preferred.

REPORTS TO:

Supervisor or designee (Information & Technology

Department)

**SUPERVISES:** 

No supervisory responsibilities

**POSITION GOAL:** 

Assists with design and implement new systems. Maintain

existing systems and close working relationships with

customers.

#### ESSENTIAL PERFORMANCE RESPONSIBILITIES:

#### The Web Designer shall:

- 1. analyze and document customer requirements for specific projects.
- 2. assist with design and construct web pages/sites of moderate complexity including incorporating graphic user interface (GUI) features and other techniques. Maintain and provide ongoing design of the website.
- 3. coordinate the development of documentation for specific web projects. Assist with coordination of activities including system maintenance and development within an application area.
- 4. assume responsibility for all priorities and projects that assist in achieving the District's Strategic Plan
- 5. perform and promote all activities in compliance with equal employment nondiscrimination policies of The School Board of Broward County, Florida.
- 6. participate in the training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- 7. review current developments, literature, and technical sources of information related to job responsibilities.
- 8. ensure adherence to good safety procedures.
- 9. follow federal and state laws, as well as School Board policies.
- 10. perform other duties as assigned by the Administrator/Supervisor or designee.

## SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result: Communicates frequently with employees throughout the District, using tact and good judgment, to complete assigned projects.

#### PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

#### TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

#### FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

#### **EVALUATION:**

Web Designer Point Range: 795 - 844

#### **Position Factors**

#### 1. Knowledge: Combined required minimum education/experience for competent performance

<u>Experien</u>	ce Range - `	<u>Years</u>
<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>
1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
		Experience Range - Y     Up to 3   4-7     1   2     1   2     1   2     1   2     1   2     1   2     1   2     1   2

Human Relations Skills: All interpersonal skills required to produce the desired end result

Required skill level	*Orga	<u>nization</u>	Contact	<u>Level</u>
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2.	3	4

#### \*Definitions

**1 -** Immediate workgroup

- 2 Outside of immediate workgroup
- 3 Assistant/Associate/Deputy Superintendents 4 Superintendent, School Board; critical external
  - parties
- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Web Designer Point Range: 795 - 844

#### 4. **Decision Making Freedom:** Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

#### 5. Position Impact: Degree of job impact on the District

- A. Minor to total organization; moderate to work unit
- B. Advisory to work unit; used by others to take action
- C. Substantial support, advice, and counsel to work unit
- D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

**								
1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact				
B2	В3	В	С	В				

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

#### JOB DESCRIPTION

**POSITION TITLE:** 

Senior Web Designer

**CONTRACT YEAR:** 

Twelve Months

**PAY GRADE:** 

26

**BARGAINING UNIT:** 

**BTU-TSP** 

#### PREFERRED QUALIFICATIONS

**EDUCATION:** 

An earned bachelor's degree from an accredited institution.

**EXPERIENCE:** 

Minimum of five (7) years, within the last twelve (12) years, of experience and/or training in the field related to

the title of the position.

#### ADDITIONAL QUALIFICATIONS

**REQUIRED:** 

Experience in web design and implementation.

PREFERRED:

Prior experience in a project leadership role. Bilingual

skills.

**REPORTS TO:** 

Department Supervisor or designee

**SUPERVISES:** 

Staff as assigned

**POSITION GOAL:** 

To design and implement new systems. Maintain existing

systems and close working relationships with customers.

#### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

#### The Senior Web Designer (Systems Analyst III) shall:

1. analyze and document customer requirements for specific projects.

- 2. design and constructs web pages/sites including incorporating graphic user interface (GUI) features and other techniques.
- 3. maintain and provide ongoing design of the website.
- 4. coordinate the development of documentation for specific web projects. Coordinate the activities including system maintenance and development within an application area.
- 5. assume responsibility for all priorities and projects that assist in achieving the District's Strategic Plan.

- 6.. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 7. participate in the training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- 8. review current developments, literature and technical sources of information related to job responsibilities.
- 9. ensure adherence to good safety procedures.
- 10. follow federal and state laws, as well as School Board policies.
- 11. perform other duties as assigned by the director or designee.

## SIGNIFICANT CONTACTS – frequency, contact, purpose, and desired end result: Communicates frequently with employees throughout the District, using tact and good judgment, to complete assigned projects.

#### PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

#### TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

#### FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

#### **EVALUATION:**

Senior Web Designer Point Range: 895 - 944

#### **Position Factors**

#### 1. Knowledge: Combined required minimum education/experience for competent performance

	Experience Range - Years			
<b>Education</b>	<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>	
A. High School	1	2	3	
B. A.A/Vocational training	1	2	3	
C. B.S/B.A.	1	2	3	
D. M.S/ M.A.	1	2	3	
E. MS+ (Sr. Mgmt.)	1	2	3	

Human Relations Skills: All interpersonal skills required to produce the desired end result

Required skill level	*Orga	<u>nization</u>	Contact	Level
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

#### \*Definitions

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external

parties

- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Senior Web Designer Point Range: 895 - 944

#### 4. Decision Making Freedom: Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

### 5. Position Impact: Degree of job impact on the District

- A. Minor to total organization; moderate to work unit
- B. Advisory to work unit; used by others to take action
- C. Substantial support, advice, and counsel to work unit
- D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

1. Knowledge	2. Human Relations Skills	3. Problem Solving		5. Position Impact
C2	C3	. <b>C</b>	С	С

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

#### JOB DESCRIPTION

**POSITION TITLE:** 

Business System Manager, Development

**CONTRACT YEAR:** 

Twelve Months

**PAY GRADE:** 

27

**BARGAINING UNIT:** 

**BTU-TSP** 

#### PREFERRED QUALIFICATIONS

**EDUCATION:** 

An earned master's degree in computer science or

management information systems from an accredited

institution.

**EXPERIENCE:** 

Minimum of five (5) years, within the last ten (10) years, of increasingly responsible experience in designing, developing, testing and improving custom programs and interfaces for an enterprise resource planning (ERP) system

or similar environment

OR

#### **MINIMUM QUALIFICATIONS**

**EDUCATION:** 

An earned bachelor's degree in computer science or

management information systems from an accredited

institution.

**EXPERIENCE:** 

Minimum of seven (7) years, within the last twelve (12) years, of increasingly responsible experience designing, developing testing, and improving custom programs and interfaces for an enterprise resource planning (ERP) system

or similar environment.

#### ADDITIONAL REQUIREMENTS

REQUIRED:

Experience in developing data dictionary modifications, dialog programming, user exits and interfaces/conversions. Demonstrated experience of standard programming practices, processes, and principles. Proven experience with effective planning, organizing, analyzing situations

and data, communicating complex ideas, and providing problem resolution with minimal direction. Prior supervisory experience. Proficiency in ERP system programming, as well as other computer skills as required for the position.

SBBC: NEW

PREFERRED:

Experience in SAP (ABAP) programming applications with

project implementation. Bilingual skills.

**REPORTS TO:** 

Director or designee

**SUPERVISES:** 

Staff as assigned

**POSITION GOAL:** 

Assist the Director in maintaining or enhancing the ERP system by supervising an assigned team. Ensure business processes and system configurations are aligned by managing collaboration of end users of the system with the support center department, designing or redesigning business processes, and enhancing the system to accommodate defined processes where possible, as they relate to the various modules comprising the ERP system. Provide management with consistent and accurate information that can be relied upon in making business decisions. Manage changes to system programming to minimize the risk of disrupting the daily operations of the School District.

#### **ESSENTIAL PERFORMANCE RESPONSIBILITIES:**

#### The Business System Manager, Development shall:

- 1. maintain and enhance the ERP system to efficiently and effectively support work practices, District policies, legal and fiscal/budget requirements, collective bargaining agreements, and personnel administration by assisting management in developing, monitoring and enforcing accurate and effective business processes.
- 2. supervise the work of assigned staff to ensure staff accuracy, quality, timeliness, progress toward department goals, and compliance with department standards by proactively monitoring work progress and results of on an ongoing basis.
- 3. collaborate with the appropriate school/department to determine the compatibility and effectiveness of current work processes, and their interaction with the system, relative to system capability to determine need for new work processes or enhancement to existing processes.
- 4. identify, analyze and resolve work process issues, document system user's needs and problems.
- 5. document each new or changed work process procedure, report, service or utility.
- 6. design solutions necessary to develop or add new functions within the system

or work environment.

- 7. ensure integration of system configuration changes to other modules.
- 8. test new work processes to ensure their functionality and economy to implement.

SBBC: NEW

- 9. assist with any configuration/development pertaining to the applicable module or situation.
- 10. articulate user needs to the development team and take ownership of development work performed.
- 11. assist with the planning, analyzing, testing and implementation of new releases, patches and maintenance for applicable modules or situations.
- 12. create appropriate interface designs so information can be passed between legacy I SAP systems.
- 13. design custom programs/reports and create program specifications for assigned projects and manage and/or create transports as needed for changes in programming.
- 14. review, approve/reject and coordinate movement of transportable changes through the system landscape.
- 15. coordinate changes needed to the regular production run schedule. Manage special runs for periodic processes.
- 16. coordinate charter school DOE data collection by communicating schedules and deadlines to the charter schools.
- 17. manage system modifications and custom programs affected by vendor provided changes during upgrades, enhancements, support package stacks and rollouts; ensure modifications and custom programs are working as expected.
- 18. work with consultants regarding system related activities.
- 19. assist in ensuring that the District remains in compliance with external requirements and internal policies by remaining current with State/Federal regulations and system technologies in the applicable functional area.
- 20. design, manage, coordinate and complete projects assigned by developing a project plan, marshaling the resources to execute the project plan and performing the necessary activities to ensure completion of the projects by set deadlines.
- 21. perform and promote all activities in compliance with equal employment and non-discrimination policies of the School Board of Broward County, Florida.
- 22. Participate in the training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- 23. review current developments, literature and technical sources of information related to job responsibilities.
- 24. ensure adherence to good safety procedures.
- 25. follow federal and state laws, as well as School Board policies.
- 26. perform other duties as assigned by the Director or designee

#### SIGNIFICANT CONTACTS -frequency, contact, purpose, and desired end result:

Frequently works with Department heads, Principals, and applicable staff to obtain input and understanding of their work processes and needs; periodically works with senior management on specific design issues. Frequently works with

SAP support and with ERP analyst, in this school district and in other districts, on technical issues related to the functionality of the SAP ERP system.

SBBC: NEW

#### PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

#### **TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

#### **FLSA OVERTIME CATEGORY:**

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

#### **EVALUATION:**

Business System Manager, Development Point Range: 945 - 994

#### **Position Factors**

1. Knowledge: Combined required minimum education/experience for competent performance

<u>Experience</u>	ce Range - `	<u>Years</u>
<u>Up to 3</u>	<u>4-7</u>	<u>8+</u>
. 1	2	3
1	2	3
1	2	3
1	2	3
1	2	3
		Experience Range - Y     Up to 3   4-7     1   2     1   2     1   2     1   2     1   2     1   2     1   2     1   2

Human Relations Skills: All interpersonal skills required to produce the desired end result

Required skill level	*Organ	<u>nization</u>	<b>Contact</b>	<u>Level</u>
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result; convincing others; lead/motivate	1	2	3	4

#### \*Definitions

1 - Immediate workgroup

2 - Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external

parties

- 3. Problem Solving: Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Business System Manager, Development Point Range: 945 - 994

- 4. **Decision Making Freedom:** Freedom to take action
- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies
- 5. Position Impact: Degree of job impact on the District
- A. Minor to total organization; moderate to work unit
- B. Advisory to work unit; used by others to take action
- C. Substantial support, advice, and counsel to work unit
- D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C2	C3	D	С	D

## THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

#### JOB DESCRIPTION

**POSITION TITLE:** 

Senior Process Analyst

**CONTRACT YEAR:** 

Twelve Months

**SALARY BAND:** 

C

BARGAINING UNIT:

**ESMAB** 

#### **MINIMUMQUALIFICATIONS**

**EDUCATION:** 

An earned bachelor's degree from an accredited institution

in computer science, mathematics or related field.

**EXPERIENCE:** 

Minimum of seven (7) years, with the last twelve (12)

years, of increasingly responsible experience and/or

training in the field related to the title of the position.

#### **ADDITIONAL QUALIFICATIONS**

**REQUIRED:** 

Knowledge of standard practices, processes, principles,

State and Federal regulations in the applicable functional area. Must possess excellent written and oral

communication skills.

PREFERRED:

Bilingual skills preferred

**REPORTS TO:** 

Department Director or designee

**SUPERVISES:** 

Staff as assigned

**POSITION GOAL:** 

To ensure processes and systems are aligned by serving as the liaison between functional users and the technology division and/or other division(s), designing processes, and configuring the system to accommodate designed processes. Provide continuing analytical services to identify changes in work practices, requirements for technology applications, and implementation of associated system

changes.

#### ESSENTIAL PERFORMANCE RESPONSIBILITIES

#### The Senior Process Analyst shall:

- 1. assist management in developing processes which support implementation of work practices, District policies, legal and fiscal/budget requirements, administration of collective bargaining agreements, and personnel administration.
- 2. analyze current work processes in the area of responsibility to assess compatibility with the system.
- 3. provide support to appropriate work area(s) in understanding work processes and their interaction with the system.
- 4. identify work process issues, document system user's needs and problems.
- 5. research and evaluate possible software solutions, and design and implement appropriate corrective actions.
- 6. coordinate with pertinent departments/locations District initiatives involving any changes/upgrades and directing consultants as necessary.
- 7. document each new or changed work process procedure, report, service or utility
- 8. design solutions necessary to develop or add new functions within the system or work environment.
- 9. evaluate, trouble-shoot and recommend security accesses for users
- optimize current work processes by adapting to new functionality in the system or work environment.
- 11. articulate users need to the development team and take ownership of development work performed.
- 12. lead and coordinate the planning, analyzing, testing and implementation of new releases, patches and maintenance for applicable modules or situations.
- 13. assist in the design of training material and assessment of training needs based upon work process changes and enhancements to existing systems.
- 14. coordinate training on the system to end users and project team staff.
- 15. assist in ensuring that the District remains in compliance with external requirements and internal policies by remaining current with State/Federal regulations and system technologies in the applicable functional area.
- 16. assume responsibility for all priorities and projects that assist in achieving the District's Strategic Plan.
- 17. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.
- 18. participate in the training programs offered to enhance the individual's skills and proficiency related to the job responsibilities.
- review current developments, literature and technical sources of information related to job responsibilities.
- 20. ensure adherence to good safety procedures.
- 21. follow federal and state laws, as well as School Board policies.
- 22. perform other duties as assigned by the director or designee.

#### SIGNIFICANT CONTACTS -frequency, contact, purpose, and desired end result:

Frequently works with functional users at all levels and applicable staff to obtain input and understanding of their work processes and needs; periodically works with senior management on specific design issues.

#### PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

#### **TERMS OF EMPLOYMENT:**

Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the School Board.

#### FLSA OVERTIME CATEGORY:

Job is exempt from the overtime provisions of the Fair Labor Standards Act.

#### **EVALUATION:**

Senior Process Analyst Point Range: 945 - 1044

#### **Position Factors**

1. Knowledge: Combined required minimum education/experience for competent performance

	<u> Experience Range - Years</u>			
Education	<u>Up to 3</u>	<u>4-7</u>	8+	
A. High School	1	2	3	
B. A.A/Vocational training	1	2	3	
C. B.S/B.A.	1	2	3	
D. M.S/ M.A.	1	2	. 3	
E. MS+ (Sr. Mgmt.)	1	2	3	

Human Relations Skills: All interpersonal skills required to produce the desired end result

Required skill level	*Organization Contact Level			
A. Moderately important; courtesy/tact	1	2	3	4
B. Important; communicate ideas/lead team	1	2	3	4
C. Very important; influencing others; supervise/manage	1	2	3	4
D. Critical to end result: convincing others: lead/motivate	1	2	3	1

#### \*Definitions

1 - Immediate workgroup

**2 –** Outside of immediate workgroup

3 - Assistant/Associate/Deputy Superintendents 4 - Superintendent, School Board; critical external

parties

- 3. **Problem Solving:** Thinking environment to perform job duties
- A. Follow established routine and well-defined patterns
- B. Some analysis; known solutions
- C. Apply established principles; determine method
- D. Follows broad policies; known objectives
- E. Establish policies based on goals/strategies

Senior Process Analyst Point Range: 945 - 1044

#### 4. **Decision Making Freedom:** Freedom to take action

- A. Follows instructions; refer decisions to a higher authority
- B. Occasional independent action; interpret practices/procedures
- C. Independence within specialty area; report progress
- D. Frequent independent action; may impact other areas
- E. Regular independent action; follows broad policies

#### 5. Position Impact: Degree of job impact on the District

- A. Minor to total organization; moderate to work unit
- B. Advisory to work unit; used by others to take action
- C. Substantial support, advice, and counsel to work unit
- D. Substantial direct impact on unit's results
- E. Authoritative to unit/substantial to District

1. Knowledge	2. Human Relations Skills	3. Problem Solving	4. Decision Making Freedom	5. Position Impact
C3	C3	D	С	С