



# COMPUTER PROGRAMMER

## SUMMARY/SCOPE/GOAL

Responsible for programming system activities which are necessary for producing reports or data by the use of department specified software and hardware.

## QUALIFICATIONS

### COMPUTER PROGRAMMER I:

#### EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:

##### REQUIRED:

- High school diploma or equivalent required.
- Associate's Degree in progress.
- One (1) year experience in computer related field.
- Hardware and software platforms experience, consistent with the District's Educational Technology Strategic Plan.

### COMPUTER PROGRAMMER II:

#### EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:

##### REQUIRED:

- Associate's Degree required. Computer Science preferred.
- Two (2) years' relevant experience in computer related field required.
- Relevant experience may substitute for Associate's degree year for year.
- Hardware and software platforms experience, consistent with the District's Educational Technology Strategic Plan.

### COMPUTER PROGRAMMER III:

#### EDUCATION AND RELEVANT EXPERIENCE REQUIREMENTS:

##### REQUIRED:

- Associate's Degree required. Computer Science preferred.
- Three (3) years' relevant experience in computer related field.
- Relevant experience may substitute for Associate's Degree year for year.
- Hardware and software platforms experience, consistent with the District's Educational Technology Strategic Plan.

##### PREFERRED/DESIRED:

#### CERTIFICATIONS/LICENSES/TRAINING:

##### REQUIRED:

- Valid Florida Driver's License

##### PREFERRED/DESIRED:

## PERFORMANCE RESPONSIBILITIES

#### ESSENTIAL FUNCTIONS:

The tasks/competencies listed below represent most of the time spent working in this position. Supervisor may assign additional tasks within the scope of this classification as necessary.

## COMPUTER PROGRAMMER

1. Use programs, processes, and procedures for confidential projects as it pertains to the Department of Education, Florida Statutes, Federal, the Collective Bargaining Process, and District Policy, rules, and regulations.
2. Use basic mathematical and accounting principles and practices.
3. Communicate in a positive, cooperative manner with user representatives on modifications and new development of programs.
4. Analyze and solve program problems.
5. Participate in self-development as needed (as an instructor, assistance, or participant).
6. Organize and manage time on the job to complete tasks as assigned.
7. Perform work assigned by Systems Analyst's for the application at hand.
8. Use data for confidential purposes as it pertains to the Department of Education, Florida Statutes, Federal, the Collective Bargaining Process, and District Policy, rules, and regulations.

### **ADDITIONAL FUNCTIONS LEVEL III:**

9. Is expected to work with minimum supervision, program fluently, handles a wide range of programming problems unassisted.
10. Is expected to assist the lower-level computer programmer.

### **OTHER DUTIES:**

Performs other duties as assigned commensurate with the skills and abilities of the position. Provides outstanding customer service and uses positive interpersonal communications skills. Makes all decisions and performs all tasks in accordance with Brevard Public Schools' strategic plan, vision, and mission. Ensures compliance with Board Policies, procedures, and applicable federal and state laws and regulations.

## **KNOWLEDGE, SKILLS, AND ABILITIES/TRAINING AND EQUIPMENT USAGE**

### **JOB RELATED:**

Knowledge of hardware and software platforms consistent with the District's Educational Technology Services Strategic Plan. Understanding of computing capabilities and limitations. Ability to understand and interpret functional specifications, logic processes, flow analysis, oral and written instructions. Knowledge of acceptable office practices and procedures. Ability to read, understand, and improve computer programs. Ability to write and create functionals computer programs base on supplied documentation.

### **GENERAL:**

Knowledge and use of time management and organizational systems. Skill in meeting and exceeding customer/stakeholder expectations within the precincts of policy, procedure, and sound judgement. Skill in active listening and social perceptiveness. Ability to communicate effectively orally and in writing. Ability to use logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems. Ability to sustain focus and attention to detail for extended periods of time.

### **EQUIPMENT:**

Interpret technology policy and establish methods and procedures for acquiring, installing, testing, operating, or repairing machinery or technology systems.

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Use office machines such as large volume copiers, printers, or calculators. Use computers for email, word processing, intra/internet, data entry, spreadsheets, service ticket responses, presentations, or custom applications.

### PHYSICAL DEMANDS/WORK ENVIRONMENT

#### PHYSICAL REQUIREMENTS: (M) MEDIUM WORK

Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or greater than negligible up to 10 pounds of force constantly to move objects.

#### POTENTIAL ENVIRONMENTAL CONDITIONS/HAZARDS:

Indoor office environment most often with Indoor/Outdoor movement between pods/locations frequently. Intermittent noise and activity level. Requires Sitting, Standing, Walking, Bending, Stooping, Kneeling, Finger Dexterity, Talking, Hearing, and Visual Acuity frequently.

May include conditions of small, enclosed, or partially enclosed areas, dust, dirt, fumes, odors, respiratory irritants, chemicals, inks, developers, mechanical hazards, moderate and repetitive noise, and static electricity.

#### TRAVEL:

Travel between sites occasionally. Travel out of county rarely.

#### FOR HR USE ONLY:

<b>DIVISION:</b>	<u>Educational Technology</u>	<b>DEPARTMENT:</b>	<u>Technology Support Services</u>
<b>TITLE CODE:</b>	<u>C2013, C2010, C2011</u>	<b>CONTENT BY:</b>	<u>Assistant Superintendent – Educational Technology</u>
<b>GRADE:</b>	<u>11, 14, 16</u>	<b>COMPENSATION:</b>	<u>Human Resources</u>
<b>UNIT:</b>	<u>NB (Exempt)</u>	<b>LABOR RELATIONS:</b>	<u>Karyle Green, Ed.D.</u>
<b>LAST BOARD APVD:</b>	<u>6/12/01</u>	<b>CLASSIFICATION:</b>	<u>Beth Thedy, Ed.D.</u>
<b>SCHEDULE:</b>	<u>8 Hrs. – 12 Mos.</u>		

REV:	DATE:	REVISION CONTROL:	INITIATED BY:
1.0	3/12/1998	Developed	Compensation Services
1.1	4/24/01	Revised	
1.2	8/20/01	Revised	
1.3	2/15/16	Revised	
2.0	12/1/2020	Revised: New Format – Combined Levels I-II & III to one description identifying differences in roles.	Ellie Kelly – Human Resources
2.1	1/5/2022	Updated physical requirements to ADA format, add schedule	Ellie Kelly – Human Resources

The above information on this description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees assigned to this job. Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Brevard Public Schools (BPS) is an equal opportunity/affirmative action employer committed to achieving excellence and strength through diversity. BPS seeks a wide range of applicants for its positions so that one of our core values, a qualified and diverse workforce, will be affirmed. Americans with Disabilities Act (ADA) compliance requires BPS to provide reasonable accommodations to qualified individuals with disabilities. Prospective and current employees are invited to discuss accommodations.