



# Poudre School District

## HUMAN RESOURCES DEPARTMENT JOB DESCRIPTION

Job Title: **Web Designer**  
Job Family: **Information Technology**  
Prepared/Revised Date: **February 28, 2017**

FLSA Status: **Classified Exempt**  
Pay Range: **IT80Y**  
Job Code: **38104**

**SUMMARY:** Responsible for creating designs for the District website and assisting with production, coordination, and usability of the District's public and internal websites and applications. Design, layout, and produce printed materials as directed for instructional, communications, and branding collateral.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** *To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. **Frequency of duties, percent of time and work year may vary based on department or building assignment.***

| Description of Job Tasks  | Frequency  | % of Time  |
|---|--|--|
|   | Daily = <b>D</b><br>Weekly = <b>W</b><br>Monthly = <b>M</b><br>Quarterly = <b>Q</b><br>Annually = <b>A</b> | On an annual basis, e.g. 10 hours of a 40 hour work week = 10/40 = 25% |
| 1. Design user interfaces, taking ideas, and turning them into clear, usable web designs that meet contemporary presentation styles. Utilize wire-framing, mockups, and graphic creation.                   | D  | 30%  |
| 2. Collaborate with District staff and with Application Developers to fulfill customers' technology needs and assets for projects while adhering to design standards and branding across the District site. | D  | 20%  |
| 3. Assist in day-to-day content management of District website and intranet.  | D  | 5%   |
| 4. Lead, manage and prioritize assigned projects, actively participate on project teams and contribute to overall project team objectives; provide expertise, document processes. Track and manage changes. | D  | 2%   |
| 5. Attend work and arrive in a timely manner.   | D  | 1%   |
| 6. Design widely distributed District publications from initial design through print production and design associated web content.  | W  | 15%  |
| 7. Coordinate in-house large format printing.   | W  | 5%   |
| 8. Create graphical elements for web applications, forms, and other media, including the District's public website, intranet, school websites, e-newsletters, etc.  | W  | 5%   |
| 9. Create designs and produce instructional, communications, and branding collateral.   | W  | 5%   |
| 10. Serve as the District print buyer, developing specifications for Request for Quote (RFQ) to be distributed to vendors.  | M  | 4%   |
| 11. Coordinate with Communications Department on prioritizing which projects are to remain in-house and which projects are to be outsourced to the District's design and marketing partner.                 | M  | 4%   |
| 12. Perform other duties as assigned.   | Ongoing  | 4%   |
|   | <b>TOTAL =</b>   | <b>100%</b>  |

### **EDUCATION AND RELATED WORK EXPERIENCE:**

- Bachelor's degree in computer science, computer information systems, graphic design/art, or a related field
- Bachelor's degree in computer technology preferred
- Three years of web design experience
- Experience with social media publishing
- Equivalent combination of education and experience acceptable
- One year printing, print coordination and prepress experience



**LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Criminal background check required for hire

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Oral and written communication skills
- English language skills
- Interpersonal relations skills
- Strong customer service skills
- Organization and time management skills
- Personal computer and keyboarding skills
- Illustration skills in traditional and digital media to offer schools new logo creation and other custom graphics for use in print and on the web
- Highly developed creative skill set and strong knowledge of contemporary design with the ability to work within an environment of limited resources and urgent deadlines
- Highly proficient in Adobe Creative Suite 6+ (Photoshop, Illustrator, Acrobat, Fireworks, Dreamweaver, and InDesign) and in creating and managing web content using a PHP Content Management System for the District website and in order to train staff
- Proficient in MS Word, Excel, and PowerPoint; user interface design, including CSS layout and styling experience; troubleshooting HTML
- Proficient in print design and layout, knowledge of printing methods, pre-press, and ability to work closely with print vendors
- Knowledge and experience of the entire software development life cycle
- Ability to follow written documentation
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage multiple tasks with frequent interruptions, use time efficiently, demonstrate attention to detail, follow instructions, and respond to management direction
- Ability to participate and work in a team environment
- Ability to write clear and accurate documentation at both the end-user and the technical levels
- Ability to do online research, read and understand trade and technical publications, and apply skills acquired through such research
- Ability to maintain honesty and integrity in all aspects of the job
- Ability and willingness to adhere to attendance requirements, including regular and punctual employee presence
- Ability to promote and follow Board of Education policies, Superintendent policies, and building and department procedures
- Ability to communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator

**MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- Advanced operating knowledge of and experience with personal computers, peripherals, hardware, software, server, network, and media equipment/systems, including maintenance, repair, and troubleshooting skills
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

|                        | <b>POSITION TITLE</b>                                | <b># of EMPLOYEES</b> |
|------------------------|--|-----------------------|
| <b>Direct reports:</b> | This job has no direct supervisory responsibilities. |                       |

**PHYSICAL REQUIREMENTS & WORKING CONDITIONS:** *The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*



| PHYSICAL ACTIVITIES:                 | Amount of Time |           |            |          |
|--------------------------------------|----------------|-----------|------------|----------|
|                                      | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Stand                                |                |           | x          |          |
| Walk                                 |                |           | x          |          |
| Sit                                  |                |           | x          |          |
| Use hands to finger, handle, or feel |                |           |            | x        |
| Reach with hands and arms            |                |           |            | x        |
| Climb or balance                     |                | x         |            |          |
| Stoop, kneel, crouch, or crawl       |                | x         |            |          |
| Talk                                 |                |           |            | x        |
| Hear                                 |                |           |            | x        |
| Taste                                | x              |           |            |          |
| Smell                                | x              |           |            |          |

| WEIGHT and FORCE DEMANDS: | Amount of Time |           |            |          |
|---------------------------|----------------|-----------|------------|----------|
|                           | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Up to 10 pounds           |                |           |            | x        |
| Up to 25 pounds           |                |           | x          |          |
| Up to 50 pounds           |                | x         |            |          |
| Up to 100 pounds          | x              |           |            |          |
| More than 100 pounds      | x              |           |            |          |

| MENTAL FUNCTIONS:    | Amount of Time |           |            |          |
|----------------------|----------------|-----------|------------|----------|
|                      | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Compare              |                |           |            | x        |
| Analyze              |                |           |            | x        |
| Communicate          |                |           |            | x        |
| Copy                 |                |           |            | x        |
| Coordinate           |                |           |            | x        |
| Instruct             |                |           |            | x        |
| Compute              |                |           | x          |          |
| Synthesize           |                |           | x          |          |
| Evaluate             |                |           | x          |          |
| Interpersonal Skills |                |           |            | x        |
| Compile              |                | x         |            |          |
| Negotiate            |                |           | x          |          |

| WORK ENVIRONMENT:                     | Amount of Time |           |            |          |
|---------------------------------------|----------------|-----------|------------|----------|
|                                       | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| Wet or humid conditions (non-weather) | x              |           |            |          |
| Work near moving mechanical parts     | x              |           |            |          |
| Work in high, precarious places       | x              |           |            |          |
| Fumes or airborne particles           | x              |           |            |          |
| Toxic or caustic chemicals            | x              |           |            |          |
| Outdoor weather conditions            | x              |           |            |          |
| Extreme cold (non-weather)            | x              |           |            |          |
| Extreme heat (non-weather)            | x              |           |            |          |
| Risk of electrical shock              |                | x         |            |          |
| Work with explosives                  | x              |           |            |          |
| Risk of radiation                     | x              |           |            |          |
| Vibration                             | x              |           |            |          |

| VISION DEMANDS:                                   | Required |
|---|----------|
| No special vision requirements.                   |          |
| Close vision (clear vision at 20 inches or less)  | x        |
| Distance vision (clear vision at 20 feet or more) |          |



| <b>VISION DEMANDS:</b>                                    | <b>Required</b> |
|---|-----------------|
| Color vision (ability to identify and distinguish colors) | x               |
| Peripheral vision   |                 |
| Depth perception  |                 |
| Ability to adjust focus                                   | x               |

| <b>NOISE LEVEL:</b> | <b>Exposure Level</b> |
|---------------------|-----------------------|
| Very quiet          |                       |
| Quiet               |                       |
| Moderate            | x                     |
| Loud                |                       |
| Very Loud           |                       |