

**Job Description**

Job Title: **Printing Services Technician**  
 Job Family: **Printing Services**  
 Pay Program: **Classified**  
 Prepared/Revised Date: **October 2015**

Job Code: **1500**  
 FLSA Status: **Non-Exempt**  
 Pay Range: **G18**  
 Typical Work Year: **12 months**

**SUMMARY:** Operates black & white and color digital printers, Riso, folders, booklet maker, GBC, spiral binders, cutter, stitcher, laminator and drill, shrink-wrap and miscellaneous other equipment. Band, bag and tray bulk mail for delivery to Post Office. Perform daily/weekly/monthly maintenance on equipment as required. Produce web print forms, send to Digital Printer and manage monthly log. Receive and distribute U.S. mail, district mail and other materials requiring distribution.

**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.*

| Job Tasks Descriptions   | Frequency | % of Time |
|--|-----------|-----------|
| 1. Operate High-Speed Digital printers. Program and prepare jobs for printing using the DigiPath, Fiery and other miscellaneous software applications. Maintain daily print job production logs and daily delivery manifests. Setup, program and release jobs from print queue. Setup, operate and maintain in-line booklet maker. Monitor quality of job output for correctness and image quality. Troubleshoot and report equipment problems to appropriate district or vendor personnel. Perform daily/weekly/monthly maintenance on equipment as required. | D         | 30%       |
| 2. Complete duplicating jobs using folder, Booklet Maker, GBC, spiral binders, cutter, stitcher, laminator and drill, and miscellaneous other equipment. Track bindery supply inventory and initiate orders for product.   | D         | 25%       |
| 3. Receive, sort and distribute U.S. and intra district mail. Deliver and collect U.S. and intra district mail from ESC building. Operate mail folder/insertor to process mail for customers, report cards and various other projects. Prepare and process bulk mailings using bulk mail regulations.  | D         | 15%       |
| 4. Process U.S. mail by operating postage metering machine using and complying with postal rules, regulations, and district procedures in order to receive all available discounts. Record amount of postage used by schools/departments using computerized tracking system. Operates other miscellaneous mail equipment such as inkjet addressing system, weigh scale, etc. Perform CASS and DPV postal validations using Envelope Manager Software for USPS compliance.  | D         | 15%       |
| 5. Produce web print-forms. Complete paperwork, send to Print shop Digital printer, and maintain monthly log of activity.  | D         | 5%        |
| 6. Operate aluminum sign production equipment. Engrave desk nameplates, wall plaques, and hanging signs. Create business cards from supplied orders  | Ongoing   | 5%        |
| 7. Perform other job-related duties as assigned  | Ongoing   | 5%        |

**EDUCATION AND RELATED WORK EXPERIENCE:**

- High School Diploma or equivalent.
- Minimum of two years of experience using high speed networked digital printing systems, 3-hole drill, folder, cutter, stitcher, GBC and spiral binders.
- 1 year experience in a mailroom or similar setting with understanding of postal regulation preferred.

**LICENSES, REGISTRATIONS or CERTIFICATIONS:**

- Criminal background check required for hire.
- Ability to successfully complete a pre-hire, post-offer physical examination.

**TECHNICAL SKILLS, KNOWLEDGE & ABILITIES:**

- Ability to learn various merge applications such as Xpert Label and Envelope Manager within 3 months after entering position.

- Ability to manage multiple tasks with frequent interruptions.
- Ability to make independent decisions.
- Ability to work in a fast paced environment.
- Ability to maintain confidentiality on sensitive/confidential documents as well as in all aspects of the job.
- Ability to work well in a team environment.
- Ability to promote and follow Board of Education policies, Superintendent Policies, building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with all people including those from diverse ethnic and educational backgrounds. Willingness to contribute to cultural diversity for educational enrichment.
- 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:**

- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with typical office equipment, such as telephones, copier, fax machine, E-mail, etc.
- Operating knowledge of digital printing, Xerox or comparable networked digital copying and bookmaking systems and bindery equipment required.

**REPORTING RELATIONSHIPS & DIRECTION/GUIDANCE:**

|                    | <b>POSITION TITLE</b>        | <b>JOB CODE</b> |
|--------------------|------------------------------|-----------------|
| <b>Reports to:</b> | Printing Services Supervisor | 061107          |

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

**BUDGET AND/OR RESOURCE RESPONSIBILITY:**

- n/a

**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.*

| <b>PHYSICAL ACTIVITIES:</b>         | <b>Amount of Time</b> |                  |                   |                 |
|-------------------------------------|-----------------------|------------------|-------------------|-----------------|
|                                     | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| 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                |                   |                 |

| <b>WEIGHT and FORCE DEMANDS:</b> | <b>Amount of Time</b> |                  |                   |                 |
|----------------------------------|-----------------------|------------------|-------------------|-----------------|
|                                  | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| 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                     |                  |                   |                 |

| <b>MENTAL FUNCTIONS:</b> | <b>Amount of Time</b> |                  |                   |                 |
|--------------------------|-----------------------|------------------|-------------------|-----------------|
|                          | <b>None</b>           | <b>Under 1/3</b> | <b>1/3 to 2/3</b> | <b>Over 2/3</b> |
| Compare                  |                       | X                |                   |                 |
| Analyze                  |                       | X                |                   |                 |
| Communicate              |                       | X                |                   |                 |

| MENTAL FUNCTIONS:    | Amount of Time |           |            |          |
|----------------------|----------------|-----------|------------|----------|
|                      | None           | Under 1/3 | 1/3 to 2/3 | Over 2/3 |
| 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)         | X        |
| Color vision (ability to identify and distinguish colors) | X        |
| Peripheral vision   | X        |
| Depth perception  | X        |
| Ability to adjust focus                                   | X        |

| NOISE LEVEL: | Exposure Level |
|--------------|----------------|
| Very quiet   |                |
| Quiet        |                |
| Moderate     |                |
| Loud         | X              |
| Very Loud    |                |