



INFORMATION TECHNOLOGY BUSINESS SYSTEMS ANALYST I, II, III

BASIC FUNCTION

Under general supervision, work with a variety of technologies and teams to develop metrics and protocols to support software development for district and end users; develop and design process-mapping strategies and tools to identify customer needs, translating them into technology development specifications; research and recommend off-the-shelf and custom build products that meet user needs; participate in and/or lead the design and implementation of test and inspection methods to identify defects and problems in software applications.

REPRESENTATIVE DUTIES

The classification specification does not describe all duties performed by all incumbents within the class. This summary provides examples of typical tasks performed in this classification.

- Collaborate with developers and subject matter experts to establish the technical vision and analyze tradeoffs between usability and performance needs; serve as liaison between business units, technology teams and support teams; support colleagues in learning and sharing information and experiences regarding business software planning and development issues, problems and concerns. “E”
- Evaluate information gathered from multiple sources, reconcile differences, deconstruct high-level information into details, abstract up from low-level information to a general understanding, and distinguish user requests from underlying actual needs. “E”
- Develop and use modeling tools to document the current state of business processes as well as the desired future state; transfer knowledge of business implications to application/database developers and project managers for software development preparation. “E”
- Perform feasibility analysis, scope projects, and work with the project management team to prioritize deliverables, and negotiate on product functionalities. “E”
- Develop GAP analyses and conceptual designs necessary to meet business objectives; create detailed business requirement documents, diagram business processes, complete business cases, and translate into functional specifications. “E”
- Prioritize and understand current business initiatives, identifying the opportunities where technology or automation can add business value. “E”
- Demonstrate a commitment to the Portland Public Schools Equity Initiative by developing a thorough knowledge and application of the district Racial Educational Equity Policy and other board policies; participate in staff development, in-services and trainings related to diversity, equity and inclusion in the workplace and in K – 12 education; model appropriate behaviors; develop, recommend and implement improvements to educational business practices with awareness and understanding of their impact in a racially and culturally diverse community. “E”
- Test solutions for functionality, performance, reliability, stability and compatibility with legacy and / or external systems; review functional and design specifications to ensure full understanding of individual deliverables. “E”
- Identify any potential quality issues per defined process and escalate potential quality issues immediately to designated staff. “E”

- Partner with development and analytic teams to report on software solutions; lead and participate in integration testing, user acceptance testing and functionality testing; ensuring that validated deliverables meet functional and design specifications and requirements. “E”
- Develop and implement end-to-end test plans; execute plans and manage all related activities to ensure that all the objectives are met and that solutions work as expected. “E”
- Identify test requirements from specifications, map test case requirements and design test coverage plan. “E”
- Conduct database, web, and applications testing including designing and manipulating test data; develop, document and maintain functional test cases and other test artifacts like the test data, data validation, harness scripts and automated scripts. “E”
- Execute and evaluate manual or automated test cases and report test results. “E”
- Hold and facilitate test plan/case reviews with cross-functional team members. “E”
- Identify any potential quality issues per defined processes; isolate, replicate, and report defects and verify defect fixes; escalate potential quality issues to designated staff as directed. “E”
- Ensure that validated deliverables meet functional and design specifications and requirements. “E”
- Maintain and develop professional skills through ongoing training and career development, including self-study, classroom training, and industry seminars and workshops; attend and participate in meetings, conferences, and seminars relevant to systems business applications development and quality assurance metrics. “E”
- Participate in evaluating a wide variety of technologies, computers, software and peripheral equipment for use in the District; provide recommendations concerning the purchase of new hardware, software and related equipment. “E”
- Attend and participate in a variety of conferences, in-service trainings and meetings. “E”
- Provide work direction and guidance to assigned staff.
- Perform related duties as assigned.

Note: At the end of some of the duty statements there is an italicized “E”, which identifies essential duties required of the classification. This is strictly for use in compliance with the Americans with Disabilities Act.

DISTINGUISHING CHARACTERISTICS OF THE CLASS

The Information Technology Business Systems Analyst series provides analysis of district technology systems at a district wide level. Employees oversee the system development lifecycle from mapping out business needs and processes through the implementation of solutions, process and related testing of district software, databases and other application solutions to ensure the delivery of complete and effective software applications. Employees collaborate with development and analytic teams, end users, vendors, district staff and others.

The levels are differentiated by the scope of work performed, the levels of complexity in analysis and processes overseen, leadership over projects and input into cross-functional teams and activities related to technologies’ support and functionality. The I and II levels are also distinguished from the III level based on the focus on a particular aspect of Business system analysis such as business process analysis, quality assurance, initiation or implementation while the III level represents a convergence of all specializations and provides leadership over the full scope and life cycle of system analysis.

The Information Technology Business System Analyst I is the primary level classification in the series. Employees in this classification learn to perform the full scope of a particular Business System Analysis function and develop skills and expertise to provide the full scope of work related to their area of specialization, including understanding of basic concepts essential for the development and deployment of systems. Employees are expected to develop overall expertise necessary to provide leadership in their assigned functional area and independently analyze and evaluate system functionality, processes and outcomes.

Upon successful completion of not less than two (2) years developing expertise in the full scope of the assigned functional area of business system analysis, ensuring the complete and effective development, modification and integration of the information technology projects, employees in this classification who have gained sufficient knowledge of the broader scope of more complex elements of the professional level may advance, with the confirmation of duties and recommendation of department leadership, to the Information Technology Business Systems Analyst II classification.

The Information Technology Business System Analyst II is the professional level in the classification series. Employees perform the full scope of a specified functional area of business system analysis and gain familiarity with and participate in the full scope of Business system analysis. Employees identify and deconstruct the needs of end users into language to assist software programmers, developers and quality testing including the evaluation and modification of systems to assure functionality and smooth integration of software across multiple platforms in the development and deployment of systems.

The Information Technology Business Systems Analyst III series is responsible for the highest level of quality assurance and business analysis with employees providing the full scope of business systems analysis. Employees participate in and hold responsibility for the seamless integration of the business needs and processes with application development and deployment systems involved in the development-through-delivery of customized and off-the-shelf software systems essential for District programs technology needs. Employees may provide mentorship, guidance, and/or oversight to designated staff; projects tend to have high visibility and are managed with limited supervision.

This classification series is distinguished from the IT Project Management classification series by the focus on workflow systems and quality assurance testing strategies and the requirement to map out processes for software development through live implementation.

EMPLOYMENT STANDARDS

Knowledge of:

Enterprise-wide requirements definition and management systems and methodologies.

Databases, schemas, SQL scripts, and database queries.

Basic computer programming languages, operating systems, hardware and software applications utilized by the District.

Software development lifecycle.

Analytical and product management skills, including a thorough understanding of how to interpret customer business needs and translate them into application and operational requirements.

Project management and record keeping preparation techniques.

Oral and written communication skills.

Applicable laws, codes, regulations, policies and procedures.

Effective customer service skills using tact, patience and courtesy.

Testing processes and methodologies including black and white box testing.

Ability to:

Elicit requirements using interviews, document analysis, workshops, surveys, site visits, business process descriptions, use cases, scenarios, and business, task and workflow analyses.

Proactively communicate and collaborate with external and internal customers to analyze information needs and functional requirements.

Collaborate with project managers, software developers, end-users and others to achieve design objectives.

Drive and challenge business units on their assumptions of how they will successfully execute their plans.

Interact professionally with a diverse group of executives, managers, and subject matter experts.

Understand, interpret, and deconstruct technical concepts, rules, procedures, and policies into operational applications.

Communicate technical concepts and procedures to a variety of technical and non-technical audiences.

Serve as the conduit between customers and the software development teams.

Develop requirements' specifications, using language appropriate for non-technical end-users.
Read and understand technical sketches, drawings and specifications.
Maintain current knowledge of technological advances in the field. Interpret, apply and explain rules, regulations, policies and procedures.
Understand and resolve technology issues, complaints or problems.
Advocate, model, learn and implement Portland Public School's Racial Equity Initiative.
Ensure security of deliverables. Maintain a variety of records.
Meet schedules and timelines.
Communicate effectively both orally and in writing.
Establish and maintain effective working relationships with others.
Learn District policies, procedures, and organizational structure.
Deliver a high-level of customer service to district stakeholders.

Education and Training:

For all levels is typically obtained through the completion of a Bachelor's degree in Business Administration, Information Technology, Computer Science, or closely related field and the following:

Experience:

The Information Technology Business Systems Analyst I requires college coursework or demonstrated practical experience which demonstrates the ability to conduct analyses of business system requirements for implementation of information technology solutions in assigned functional area of software development or system analysis. An Associate's degree and a minimum of two (2) years of experience conducting work in a specialized functional area of business system analysis such as technology development business analyses for the purpose of developing software or designing quality assurance testing may substitute for the Bachelor's degree.

The Information Technology Business Systems Analyst II requires a minimum of three (3) years of experience conducting business system analyses such as assessment of business requirements for implementation of information technology solutions, including the breakdown of business processes into work units, creating information technology process workflow analyses and flowcharts or quality assurance system testing design; or two (2) years of experience as an Information Technology Business Systems Analyst I with Portland Public Schools is required.

The Information Technology Business Systems Analyst III requires a minimum of five (5) years of combined experience conducting technology business process analyses and developing and implementing end-user quality assurance test plans for software acceptance across multiple platforms is required.

Experience working in a public K-12 school district or public agency serving and supporting a richly diverse community is highly desirable.

Additional directly related, verifiable work experience may substitute for the Bachelor's degree on a year-for-year basis.

Any other combination of education, training and experience which demonstrates the candidate is likely to possess the skill, knowledge, ability and trait characteristics essential for this classification may be considered.

Special Requirements:

Some positions in this classification may require the use of a personal automobile and possession of a valid driver's license.

Positions may occasionally require variable work hours including evenings and weekends.

WORKING CONDITIONS

The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Persons with certain disabilities may be capable of performing the essential duties of this class with or without reasonable accommodation, depending on the nature of the disability.

Work Environment: Work is performed primarily in a standard office environment.

Hazards: Potential conflict situations.

Physical Demands: Primary functions require sufficient physical ability and mobility to work in an office setting; dexterity of hands and fingers to operate a computer keyboard and standard office equipment; sitting, standing and walking for extended periods of time; kneeling, bending at the waist; lifting, pushing, pulling and carrying office equipment, computers and peripheral equipment, supplies and materials weighing up to 10 pounds; repetitive hand movement and fine coordination to use a computer keyboard; hearing and speaking to exchange information in person and on the telephone; seeing to read, prepare and assure the accuracy of documents.

FLSA: Exempt

Bargaining Unit: N/A

Salary Grade: BSAI-29; BSAIL-34; BSALII-39

Approval Date: December 6, 2016

Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. The District is committed to equal opportunity and nondiscrimination in all its educational and employment activities. The District prohibits discrimination based on race; national or ethnic origin; color; sex; religion; age; sexual orientation; gender expression or identity; pregnancy; marital status; familial status; economic status or source of income; mental or physical disability or perceived disability; or military service.

Board of Education Policy 1.80.020-P