

**Leon County Public Schools  
Classification Specification**

Salary Grade 36

**Summary Information:**

**Classification Title:** Assistant Mason

**Date Prepared:** 04/2003

**FLSA Status:** Non-Exempt

**Typical Decisions and Recommendations Provided to Others:**

Most decisions are referred to higher authority for approval. Incumbent carries out assigned plans and programs.

**Activity Identification**

**Activity Name**

431	Building Operations – Masonry	Lay, set and maintain such building materials as brick, stone and terra cotta block for one or more facilities.
426	Equipment Set up/ Break down	Move or set up furniture or equipment (e.g., computers, bleachers and sports equipment). Arrange rooms/auditoriums. Remove furniture or equipment after event and clean area as required.
429	Equipment Repair and Maintenance	Activities associated with administering and performing repair and maintenance on machines and other equipment.
388	Facilities Assistance	Work with local schools and facilities to solve maintenance, access, traffic, and other facilities-related problems.
425	Building Operations - Emergency or Other	Operations not covered by bid or operations not covered by the above definitions.
407	Safety Inspections	Inspect facilities, vehicles and entire property for safety problems.
416A	General Facilities Inspections	Inspect facilities for cleanliness, disrepair, and general housekeeping.
410 A	Disaster/Emergency Services	On call to report to any District school or facility to provide any emergency required services.
999	Assigned Duties	Perform other duties as assigned.

**General Classification Specification Factors:**

**Education:** High School Diploma or equivalent with no related experience required

**Supervisory Responsibility:** None

**Type of Supervision:** N/A

**Effective Date:** 7/1/2003

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### Skill Identification

Managerial/Supervisory Skills	Important	Not Important
<ul style="list-style-type: none"> <li>• Developing Multi-year Strategic and/or Operational Plans</li> <li>• Developing Annual Budgets</li> <li>• Policy Development</li> <li>• Controlling Expenses</li> <li>• Coordinating Resources</li> <li>• Decision making</li> <li>• Delegation</li> <li>• Individual/group leadership</li> <li>• Interpersonal (working with groups)</li> <li>• Knowledge of Business/organizational systems</li> <li>• Negotiating and/or persuading others to take action</li> <li>• Promoting safety</li> <li>• Supervising, coaching and developing employees</li> </ul>		

Office Skills	Important	Not Important
<ul style="list-style-type: none"> <li>• Checking grammar/punctuation</li> <li>• Filing</li> <li>• Perceiving detail in checking information/forms</li> <li>• Reading comprehension (high school level)</li> <li>• Operating word processing software</li> <li>• Operating a computer terminal for data entry</li> <li>• Operating automated spreadsheet software</li> <li>• Scheduling appointments and/or travel</li> <li>• Taking and distributing messages</li> <li>• Taking dictation and meeting minutes</li> <li>• General mathematical - adding, subtracting, multiplying, etc.</li> </ul>		

Professional and Technical Skills	Important	Not Important
<ul style="list-style-type: none"> <li>• Accounting/finance</li> <li>• Advanced math - algebra, statistics, geometry</li> <li>• Architecture</li> <li>• Bookkeeping</li> <li>• Computer operations</li> <li>• Computer programming</li> <li>• Contract interpretation</li> <li>• Craft skills (electrical, etc.)</li> <li>• Drawing-figures/drafting</li> <li>• Engineering</li> <li>• Graphic arts</li> <li>• Landscaping</li> <li>• Good Judgment</li> <li>• Work standards</li> <li>• Integrity</li> </ul>		

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### Skill Identification (cont.)

Communication Skills	Important	Not Important
<ul style="list-style-type: none"> <li>• Oral communication--exchanging or expressing ideas by means of the spoken word</li> <li>• Presentations--transmitting information in a formal setting</li> <li>• Foreign communication--using a language other than English to communicate in writing or orally</li> <li>• Written communication--preparation of manuscripts, speeches, detailed plans, letters, policies, etc.</li> <li>• Editing written documents for content</li> <li>• Reading comprehension - understanding technical or scientific blueprints and charts</li> <li>• Public speaking</li> </ul>		

Physical Demands	Important	Not Important
<ul style="list-style-type: none"> <li>• Balancing - maintaining body equilibrium to prevent falling when walking, standing, or crouching</li> <li>• Carrying - transporting an object, usually holding it in the hands or arms or on the shoulder</li> <li>• Climbing - ascending or descending ladders, stairs, scaffolding, ramps, poles, ropes, and the like, using the feet and legs and/or hands and arms</li> <li>• Color - Match or discriminate colors</li> <li>• Fingering - picking, pinching, or other-wise working with the fingers primarily (rather than with the whole hand or arm as in handling)</li> <li>• Feeling - perceiving such attributes of objects and materials as size, shape, temperature, or texture, by means of receptors in the skin, particularly those of fingertips</li> <li>• Handling - seizing, holding, grasping, turning, or otherwise working with the hand or hands (fingering not involved)</li> <li>• Hearing - perceiving the nature of sounds by the ear or receiving detailed information through oral communication, or making fine distinctions in sound</li> <li>• Lifting - raising or lowering an object from one level to another (includes upward pulling)</li> <li>• Pulling - exerting force upon an object so that the object moves toward the force (includes jerking)</li> <li>• Pushing - exerting force upon an object so that the object moves from the force (including slapping, striking, kicking, and treadle actions)</li> <li>• Reaching - extending the hands and arms in any direction</li> <li>• Seeing - obtaining impressions through the eyes of shape, size, distance, motion, color, or other characteristics of objects or people</li> <li>• Sitting – placing your body in a chair, bending at the waist, with your knees bent and back straight</li> </ul>		