

**JOB INFORMATION**

<i>Title:</i>	Language Interpreter / Translator - Centennial S D
<i>FLSA:</i>	
<i>Terms of Employment:</i>	Contracted service
<i>Employee Group:</i>	Independent contractor
<i>Location</i>	Building
<i>Last Edited On:</i>	9/20/2022 9:31:31 AM

**ORGANIZATION**

<i>County:</i>	Bucks
<i>Entity:</i>	Centennial S D
<i>Department:</i>	Assigned Department per Organizational Chart
<i>Reports To:</i>	Assigned Administrator
<i>Supervises:</i>	None

**JOB GOAL**

Responsible for listening to, understanding, and interpreting /translating spoken or written statements from other language as identified by student population to English. Reproduce statements in other language as identified by student population or English for unique listening or reading audience. Facilitate and manage interpreting and translation request system to support district and school needs.

**ESSENTIAL FUNCTIONS**

- Facilitate effective communication between two parties that do not speak a similar language by converting one spoken or written language to another.
- Attend conferences and meetings and act as official interpreter to mediate discussion.
- Translate between English and other language as identified by student population for families of the district.
- Relay concepts and ideas between languages.
- Convert written materials from other language as identified by student population into English or vice versa, such as books, publications, web pages or letters.
- Create a new text in the target language that reproduces the content and style of the original.
- Manage translation and interpreting request system, schedule appropriate service provider based on language needs.
- Receive and submit assignments electronically.
- Employ computer-assisted translation.
- Facilitate communication for people with limited English proficiency.
- Informs supervisor immediately when interpreting sensitive and/or reportable issues.
- Interpret both legal terminology and colloquial language.
- Read aloud documents in a language other than that in which they were written.
- Provide language services to students, staff and families of the district with limited English proficiency.
- Translate educational materials and informational brochures issued by schools and district offices into another language.
- Accompany non-English speaking visitors and facilitate communication between receiving party and visitors.
- Ability to work collaboratively with various groups of people.
- Encourages families to participate in school affairs and promotes school involvement.
- Maintains positive work relationships.
- Maintains regular attendance.
- Fluency in English and at least one other language: Spanish, Portuguese, Korean, French, Haitian/Creole, Russia, Chinese, or other languages as identified by student population.
- Correct oral and written usage of English and other language as identified by student population.
- Oral and written communication skills.
- Public speaking ability.
- Interpersonal skills using tact, patience and courtesy.
- Read, write, translate and interpret English and one other language as identified by student population.
- Prepare and deliver oral presentations as requested.

## ESSENTIAL FUNCTIONS

Work independently with little direction.

Complete tasks in a timely and accurate manner.

Plan and organize work.

Maintain routine records and prepare reports.

Ensures school documents are completed accurately and legibly by translating information appropriately.

Work confidentially with discretion.

Maintain current knowledge of program rules, regulations, requirements and restrictions.

Edit and proofread text to accurately reflect language.

Use dictionaries and glossaries for reference.

***Performs other duties as assigned.***

***Performs in accordance with school policy, administrative regulations, state and federal laws.***

## QUALIFICATIONS

*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.*

### Education

<i>Education Level</i>	<i>Education Details</i>	<i>Req</i>	<i>Pref</i>	
High School with additional training desired or ability to acquire training		X		

### Work Experience

<i>Experience</i>	<i>Experience Details</i>	<i>Req</i>	<i>Pref</i>	
1 year	Experience working with multi-cultural clientele	X		
2 years	Experience as an interpreter/translator		X	

### Licenses and Certifications

<i>Enter Licenses/Certifications</i>	<i>Lic/Certification Details</i>	<i>Req</i>	<i>Pref</i>	
Other Not Listed Above (non-certificated personnel)			X	

### Driver's License

Valid Driver's License Required

## SCOPE

### Analytical Demands

Analytical demands are minimal. Work involves closely following verbal or written instructions and/or established procedures.

### Supervision

No supervisory duties.

## Sensory Abilities

- Ability to communicate effectively in all aspects of the job.

## Temperament

- Must possess excellent interpersonal skills.
- Ability to make judgments and work under high level of stress.
- Must be cooperative, congenial, and service oriented.
- Able to make judgments and work in situations that may be stressful.
- Ability to work as a coordinator and a member of a team.
- Must be courteous and able to effectively manage job responsibilities.
- Must be cooperative, congenial, service oriented, and promote these qualities.
- Ability to be respectful and empathetic.

## Cognitive Ability

- Ability to communicate effectively.
- Ability to organize tasks.
- Ability to exercise good judgment.
- Ability to follow written and verbal directions, to read and write, to communicate effectively, to organize tasks, to handle multiple tasks, and to exercise good judgment.
- Ability to establish and maintain rapport with students, parents, athletic staff, alumni, Board members, booster groups, staff, co-workers, and general community.
- Ability to recognize areas of concern and propose or recommend appropriate solutions to problems.
- Maintains productive working relationship with immediate supervisor.

## Specific Skills

- Demonstrates effective classroom management skills.
- Must possess active listening skills.
- Must possess conflict mediation skills.
- Plans and prioritizes assignments effectively. Able to handle several ongoing tasks and projects at once.
- Able to adjust to changes in the work environment.
- Reports to work on time, gives a full day's work and makes effective use of time while on the job.
- Maintains a good attitude toward administration, fellow employees and the public.
- Demonstrates the ability to acquire the skill required to operate new and existing software and hardware.
- Proofreads work for grammar and spelling accuracy.
- Ability to compose clear, concise sentences and paragraphs.

## Workplace Expectations

- Acknowledges individuals' requests and handles them in a friendly and courteous manner.
- Promotes a positive team environment through active cooperation with others.
- Maintains awareness of the School District's policies and procedures. Follows the chain of command.
- Shows initiative and works with minimal supervision.
- When appropriate, incorporates progressive ideas/concepts into daily responsibilities.
- Responds appropriately to supervision and direction.
- Dresses appropriately for job environment.
- Ability to follow directions and give direction to others.
- Ability to work independently and make work-related decisions.
- Ability to exercise good judgment in prioritizing tasks.

## Workplace Expectations

- Ability to communicate effectively at all organizational levels.
- Ability to use computer technology efficiently including word processing, presentation/webpage software, PowerPoint and Excel software applications.
- Ability to appropriately handle confidential information in accordance with District policies.

*The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

## Standard ADA Settings

<i>Standard ADA Selection</i>	<b>X Office</b> Classroom Other(to include Physically Demanding Positions)
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*This factor measures the strength and stamina required in areas such as lifting, standing, and the frequency of doing these as necessary to perform the particular duties of the job.*

## Physical Demands

*The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.*

	<i>Physical Demand</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Frequently</i>	<i>Constantly</i>	<i>Weight</i>
<input checked="" type="checkbox"/>	Sitting			X		
<input checked="" type="checkbox"/>	Standing			X		
<input checked="" type="checkbox"/>	Walking			X		
<input checked="" type="checkbox"/>	Talking: On the phone; person-to-person, and in groups				X	
<input checked="" type="checkbox"/>	Hearing: On the phone; person-to-person, and in groups				X	
<input checked="" type="checkbox"/>	Vision: Near, midrange, far, peripheral, depth and color				X	
<input type="checkbox"/>	Driving Requirements (personal vehicle, and/or company vehicle):					
<input checked="" type="checkbox"/>	Machines or tools used: Computer:		X			
<input checked="" type="checkbox"/>	Machines or tools used: Telephone		X			
<input type="checkbox"/>	Pushing/Pulling/Lifting(Enter Weight)					

*The school recognizes that reasonable accommodations must be made to enable a qualified individual with a disability or disabilities to perform the essential duties and responsibilities of this job.*

## Working Environment

	<i>Working Condition</i>
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- Typical office environment
- Typical classroom environment