

Job Title: District Interpreter/Translator-Spanish

Definition:

Under general supervision, the District Interpreter/Translator-Spanish is responsible for providing support to the instructional program. This entails interpreting to and from Spanish and English for various functions and meetings, as well as translating documents to and from Spanish in alignment with the District's educational objectives. In addition, proficiency in American Sign Language (ASL) is highly preferred for this role as well.

This job reports to the Director of Assessment, Integrated Technology, and Multilingual Learner Programs or designee

Essential Job Duties:

- Attends meetings, workshops, and/or in-service training for the purpose of conveying and/or gathering information required to perform functions.
- Collaborates with a variety of internal and external parties for the purpose of conveying and/or gathering information required to perform job functions, providing support for assigned services, and providing information.
- Coordinates with the supervisor for the purpose of maximizing the efficiency of the workforce, providing assistance with administrative functions, and assisting in the achievement of department, program, and district goals.
- Drives a vehicle to conduct work for the purpose of providing interpretation and translation services.
- Performs general clerical functions (e.g., answers telephones, schedules meetings and appointments, files, copies, faxes, scans, etc.) for the purpose of supporting departmental activities in a timely and efficient manner.
- Prepares a variety of manual and electronic documents, files, and records (e.g., correspondence, translated materials, procedures, standard district terminology, etc.) for the purpose of documenting activities, providing reference, conveying information, and complying with established administrative requirements.
- Provides interpretation services for a variety of meetings, workshops, and communication (e.g., special education meetings, parent/teacher conferences, site and district meetings, hearings, recorded messages, special events, etc.) to and from a designated second language for the purpose of removing language barriers and ensuring an understanding of educational procedures, issues, and concerns.
- Responds to a variety of inquiries regarding various procedures and requirements for the purpose of providing information, recommending or implementing a plan of action, and/or resolving issues.
- Reviews and verifies translations for the purpose of ensuring accuracy, context, readability, grammar, and word usage.
- Translates a variety of written materials and forms (e.g., individual education plans, instructional materials, bulletins, correspondence, reports, handbooks, newsletters, student records, etc.) to and from a designated second language for the purpose of providing an accurate and concise translation of materials for site and District-level communication.

Other Functions

- Performs other related duties as assigned

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Essential Job Duties:

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- Collaborates with a variety of internal and external parties for the purpose of conveying and/or gathering information required to perform job functions, providing support for assigned services, and providing information.
- Coordinates with the supervisor for the purpose of maximizing the efficiency of the workforce, providing assistance with administrative functions, and assisting in the achievement of department, program, and district goals.
- Drives a vehicle to conduct work for the purpose of providing interpretation and translation services.
- Performs general clerical functions (e.g., answers telephones, schedules meetings and appointments, files, copies, faxes, scans, etc.) for the purpose of supporting departmental activities in a timely and efficient manner.
- Prepares a variety of manual and electronic documents, files, and records (e.g., correspondence, translated materials, procedures, standard district terminology, etc.) for the purpose of documenting activities, providing reference, conveying information, and complying with established administrative requirements.
- Provides interpretation services in Spanish/English (and/or ASL) for a variety of meetings, workshops, and communication (e.g., special education meetings, parent/teacher conferences, site and district meetings, hearings, recorded messages, special events, etc.) to and from Spanish/English (and/or ASL) for the purpose of removing language barriers and ensuring an understanding of educational procedures, issues, and concerns.
- Responds to a variety of inquiries regarding various procedures and requirements for the purpose of providing information, recommending or implementing a plan of action, and/or resolving issues.
- Reviews and verifies translations for the purpose of ensuring accuracy, context, readability, grammar, and word usage.
- Translates a variety of written materials and forms in Spanish/English (e.g., individual education plans, instructional materials, bulletins, correspondence, reports, handbooks, newsletters, student records, etc.) to and from Spanish/English (and/or ASL) for the purpose of providing an accurate and concise translation of materials for site and District-level communication.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Utilizes a variety of communication and translation equipment and software to assist with providing accurate and accessible communication in Spanish/English (and/or ASL).

Minimum Knowledge, Skill and Ability:

Knowledge is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or present information to others; solve practical problems; and understand complex, multi-step written and oral instructions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include:

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- business telephone and email etiquette;
- extensive vocabulary and correct usage, grammar, spelling, syntax, and punctuation in English and Spanish/English (and/or ASL);
- cultural differences of student population;
- interpersonal skills using tact, patience, and courtesy;
- job-related codes/laws/rules/regulations/policies;
- keyboarding;
- methods, principles, and practices of interpretation and translation;
- modern office practices and procedures;
- office equipment and technology;
- recordkeeping and record retention practices;
- regional differences in word usage and idioms in English and Spanish (and/or ASL);
- safety practices and procedures;
- simultaneous and consecutive interpretation techniques;
- Special Education terminology, documents, and procedures;
- terminology used in legal and medical documents and district communication.

Skills are required to perform single, technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include:

- applying job-related codes, regulations and laws;
- fluency in English and Spanish (and/or ASL)
- operating standard office equipment including using pertinent software applications and office technology;
- preparing and maintaining accurate records;
- providing simultaneous and consecutive interpretation in Spanish and English
- using interpretation and translation software and equipment;
- using Microsoft Office software applications and Google based platforms.

Abilities are required to schedule activities; collate data; and use job-related equipment. Flexibility is required to work with others in a variety of circumstances; work with data utilizing defined but different processes; and operate equipment using defined methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited. Specific ability based competencies required to satisfactorily perform the functions of the job include:

- accuracy and attention to detail;
- adapting to changing priorities;
- analyzing issues and determining an appropriate course of action;
- communicating effectively in English and in Spanish (and/or ASL);
- communicating with diverse groups and individuals;
- displaying tact and courtesy;
- establishing and maintaining effective working relationships with others;
- interacting with the public;

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- maintaining confidentiality;
- meeting deadlines and schedules;
- operating motor vehicles;
- planning and organizing work;
- preparing accurate records;
- reading, interpreting, explaining, and following laws, rules, regulations, policies, and procedures;
- speaking in public before small and large groups;
- train and provide translation guidance to others.
- understanding and following oral and written directions;
- working as part of a team;
- working with detailed information/data.

Training and Experience

Experience: Job related experience is required.

Education: Targeted, job related education with study in a job-related area.

Equivalency: Graduation from high school or equivalent supplemented by training and college-level coursework in Spanish (and/or ASL), interpretation, and translation and two years of paid experience performing interpretation and translation functions.

Certificates and Licenses

Valid California Class C Driver License

Certificate of Translation Skills from an accredited institution or program is required.

Physical Requirements and Working Conditions:

- Require vision (which may be corrected) to read small print.
- Require the mobility to stand, stoop, reach and bend. Require mobility of arms to reach and dexterity of hands to grasp and manipulate small objects.
- Perform lifting, pushing, and/or pulling which does not exceed 50 pounds and is in an infrequent aspect of the job.
- Is subject to inside and outside environmental conditions.
- May be required to take and pass a physical examination.
- Will be required to have a live scan fingerprinting completed and cleared prior to beginning work.

Range: 30

PHYSICAL REQUIREMENT INFORMATION

Physical Demands:	HPD = Hrs. Per Day		
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Board Approved:

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	Rarely (0 – 1.5 HPD)	Occasionally (1.5-3 HPD)	Frequently (3 – 6 HPD)
Sitting			X
Standing		X	
Walking		X	
Bending (neck)	X		
Bending (waist)	X		
Kneeling	X		
Reaching	X		
Stooping	X		
Crawling	X		
Twisting (back & neck)	X		
Climbing	X		
Pushing/Pulling	X		

		Lifting			Carrying	
	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
0 – 10 lbs.	X			X		
11 –25 lbs.	X			X		
26 –50 lbs.	X			X		
51 –75 lbs.	X			X		

Mental Demands:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Problem Solve		X	
Make Decisions	X		
Supervise		X	
Interpret Data		X	
Organize	X		
Write	X		
Plan	X		
Multi-Task		X	

Equipment Use:	Rarely (0 – 1.5 HPD)	Occasionally (1.5 – 3 HPD)	Frequently (3 – 6 HPD)
Telephone	X		
Copier	X		
Computer	X		
FAX Machine	X		

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