



IRVINE UNIFIED SCHOOL DISTRICT

SHORT-TERM INTERPRETER -BILINGUAL LANGUAGE SUPPORT

DEFINITION:

Under the general direction of the district Coordinator for the Language Development Programs, ; serves as an interpreter/ translator of oral and written materials to facilitate communication with non-English speaking students, parents and families; establishes and maintains effective communication with parents in English and a designated second language to assess student needs, academic progress and cultural adjustment.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Interprets and provides translations for students, parents and staff during school events, hearings, conferences and meetings as assigned.
- Serves as an interpreter for non-English speaking students and parents; provides oral and written translation and interpretation of District correspondence, forms, letters, reports and other instructional and educational materials from English to a designated second language; proofreads and assures accuracy of translated materials.
- Listens to statements of speaker to ascertain meaning and remembers what is said verbatim.
- Reads written material such as legal documents, transcripts of school attendance, and/or parent notification to provide oral interpretation in English or target language.
- Responds in the specified language in the language required by the recipient of the oral communication.
- Assists instructional personnel in developing effective home/school communications, both verbally and in writing.

QUALIFICATIONS GUIDE

State law requires text examiner to be a proficient speaker of English, with complete command of pronunciation, intonation, and fluency, as well as the ability to pronounce the full range of American English phonemes.

Knowledge of:

- Extensive vocabulary and correct usage, grammar, spelling and punctuation of English and a designated second language
- Diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of students.
- District policies, guidelines, objectives and educational process for assigned program and activities.
- Oral and written communication skills.
- Cultural diversity and sensitivity.
- Interpersonal skills using tact, patience and courtesy.
- Applicable laws, codes, regulations, policies and procedures.
- General understanding of the stages of child development and related behavior characteristics.
- General understanding of the purposes and goals of public education.

Ability To:

- Communicate effectively in English and a designated second language.
- Communicate effectively both orally and in writing.
- Demonstrate an understanding, patient, warm and receptive attitude toward children, parents and staff.
- Interpret accurately and idiomatically the language without any additions, omissions or other misleading factors that in any way alter the intended meaning of the message for the source language speaker.
- Identify cultural references that may require an explanation, such as colloquialisms, slang, and other expressions that do not translate literally.
- Establish and maintain cooperative and effective working relationships with others.

- **Provide oral and written translation and interpretation of correspondence, forms, letters, reports and other instructional and educational materials from English to a designated second language.**
- **Learn and utilize basic protocols and procedures to be followed in providing translation and interpretation support**
- **Understand and carry out oral and written instructions**

EDUCATION/EXPERIENCE:

Any combination equivalent to: graduation from high school and some experience working with children in an educational setting or organized learning environment. Experience working with students and families with diverse cultural backgrounds is desirable.

PHYSICAL DEMANDS:

The physical demands described here 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.

- **Dexterity of hands and fingers to operate a computer keyboard.**
- **Seeing to read a variety of materials.**
- **Hearing and speaking to exchange information in person and on the telephone.**
- **Sitting for extended periods of time.**
- **Lifting, carrying, pushing or pulling objects up to 25 pounds.**

WORK ENVIRONMENT:

Indoor/Office environment. 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. The noise level in the work environment is usually moderate.

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