

ROLE TITLE: TRANSLATOR/SIMULTANEOUS TRANSLATOR

COMMUNICATION

Oral Communication

Frequently receive, understand, convey and translate straightforward information in a clear and accurate manner.

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SERVICE DELIVERY

Implicit demands

Deal with internal or external contacts who ask for service or require information; create a positive image of the institution by being responsive and prompt in responding to requests and referring the user to the right person if necessary. Contact is usually initiated by the customer and typically involves routine tasks with set standards or procedures.

Primary focus

Deal with internal or external contacts where the service is usually initiated by the role holder, working within the institution's overall procedures or policies; AND / OR understand and explore customer's needs; adapt the service accordingly to ensure the usefulness or appropriateness and quality of service.

DECISION MAKING PROCESSES

Take independent decisions which may endure for some time and impact mainly on/in the work team.

Be party to some collaborative decisions which may endure for some time and impact mainly on/in the work team; and work with others to reach an optimal conclusion which have a moderate impact.

Provide advice or input to contribute to the decision making of others which is far reaching, complex and long-lasting, and has a significant impact.

PLANNING AND ORGANISING RESOURCES

Implicit demands

Complete tasks to a given plan with allocated resources.

Primary focus

Plan, prioritise and organize own work or resources to achieve agreed objectives.

INITIATIVE AND PROBLEM SOLVING

Implicit demands

Solve standard day to day problems as they arise; choose between a number of options which have clear consequences by following guidelines or referring to what has been done before; recognize when a problem should be referred to others.

Use initiative and creativity to resolve problems where the optimal solution may not be immediately apparent but has to be assessed by a process of reasoning, weighing up the pros and cons of different approaches; identify and assess practical options; and break the problem down into component parts.

Primary focus

Resolve problems where there is a mass of information or diverse, partial and conflicting data, with a range of potential options available; apply creativity to devise varied solutions, approaching the problem from different perspectives.

ANALYSIS AND RESEARCH

Implicit demands

Establish basic facts in situations which require further investigation and inform others if necessary.

Analyse routine data or information using pre-determined procedures and gathering the information from standard sources; work accurately to complete the task precisely as specified.

Primary focus

Identify an appropriate existing method of analysis or investigation according to the data and objectives; recognise and interpret trends or patterns in data; identify or source additional information which could potentially help the investigation as the analysis progresses.

SENSORY AND PHYSICAL DEMANDS

Carry out tasks which require either a mastery of a range of sensory and physical techniques, concentration to co-ordinate different senses or precision in applying these sensory skills, or involve considerable physical effort.

WORK ENVIRONMENT

Primary focus

Work in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed.

PASTORAL CARE AND WELFARE

Frequently show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress; initiate appropriate action by involving relevant people.

Frequently give advice on commonly occurring welfare issues or queries; follow standard welfare procedures for the institution; recognise when an individual should be referred elsewhere for professional help; and respect confidentiality.

TEAM DEVELOPMENT

(training those outside the work team should be included under Teaching & Learning Support)

Occasionally advise or guide new starters working in the same role or unit on standard information or procedures.

Occasionally train or guide others on specific tasks, issues or activities; give advice, guidance and feedback on the basis of their own knowledge or experience; deliver training.

