

## **SUPPORT STAFF JOB DESCRIPTION**

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### **Educational Interpreter**

*Reports to: Executive Director of Special Services*

**General Summary:** The interpreter provides interpreting and/or transliterating services for the deaf population and hearing population in the educational environment. This environment includes classrooms, field trips, assemblies, counseling sessions, club meetings, extracurricular activities, IEP meetings and other educational settings. The interpreter facilitates communication through use of sign language, spoken English, cultural mediation, and knowledge about visual accessibility.

#### **Essential Functions:**

- 1) Communication –
  - a) Provide interpreting and/or transliterating services for deaf population and hearing population in the educational environment.
  - b) Facilitate communication through use of sign language, spoken English, cultural mediation, and knowledge about accessibility.
  - c) Interpret within:
    - Social and academic settings
    - Direct and overheard conversations
    - Class instruction, lectures, and tests
    - Assemblies, field trips, etc.
- 2) Confidentiality –
  - a) Keep all assignment-related information strictly confidential.
  - b) If requested, give information to the IEP team about the student's skills regarding use of interpreting services.
  - c) Refer questions about improvement, grades, etc., to the teacher.
- 3) Professionalism –
  - a) Render the message faithfully, always conveying the content and spirit of the speaker, using the language most readily understood by the person(s) served.
  - b) Never counsel, advise, or interject personal opinions into interpreted situations.
  - c) Accept assignments using discretion with regard to skill, setting, and the consumers involved.
  - d) Function in a manner appropriate to each interpreted situation, demonstrating professional appearance, conduct, and promptness.
  - e) Strive to further knowledge and skills through participation in workshops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.
- 4) Other –
  - a) Prepare for demanding course material as necessary for successful interpreting/transliterating.
  - b) Educate consumers about using interpreting services and providing visual access to deaf and hard of hearing students.
  - c) Assist in education of staff about note takers and captioned materials.

**Qualifications:**

1. **Education level** – 60 college hours preferred.
2. **Certification or Licensure** – The interpreter must show evidence of current professional credentials certified by the Commission for the Deaf and licensed by the Division of Professional Registration. After January 1, 2003, an intermediate certificate issued by the Commission for the Deaf and license issued by Professional Registration will be required.
3. **Experience desired** – Previous experience required.
4. **Other requirements** – Must successfully pass a background check and drug test that are satisfactory to the Board of Education. Understand and support the District's Comprehensive School Improvement Plan. Excellent organizational skills, oral and written skills, time and management skills. Computer knowledge and assistive technology.
5. **Physical Requirements/Environmental Conditions:** Requires prolonged sitting and standing; requires stooping, bending, reaching and lifting; requires physical exertion to manually move, lift, carry, pull, or push heavy objects or materials; must work in stressful and hectic environments; requires the ability to handle multiple tasks with frequent interruptions; may require some travel; requires physical and emotional endurance; must be able to work long and irregular hours; and requires regular and consistent attendance and physical presence at the job.

**Evaluated By:** Executive Director of Special Services

**Length of Contract:** IEP driven

**Type of Position:** Nonexempt

*The statements herein are intended to describe the general nature and level of work being performed by employees assigned to this classification. They are not intended to be construed as an exhaustive list of all responsibilities, duties, and skills required of personnel so classified. Responsibilities and duties assigned are at the discretion of the superintendent.*

*Board Approved: 5-11-17*