

INTERPRETER SPECIALIST

GENERAL RESPONSIBILITIES

Assist with supervision of the Virginia Beach Public Schools (VBCPS) educational interpreters and maintain the Virginia Department of Education (VDOE) Interpreter Grant as the Region II Grant Coordinator. The Interpreter Specialist reports directly to the Administrative Coordinator. Administrative and programmatic decisions will be reviewed and approved by the Administrative Coordinator.

ESSENTIAL TASKS

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Act as the Grant Coordinator for the VDOE Interpreter Grant.
- Work with the budget coordinator to ensure that the educational interpreters have access to allocated funds for group and individual training.
- Monitor grant funds for all Region II educational interpreters and ensure those funds are allocated to each qualified and non-qualified Interpreter.
- Organize regional training, recruit presenters, approve or deny additional professional training opportunities, and individually write and maintain a comprehensive training plan for non-qualified Region II Educational Interpreters.
- Provide training regarding the role of the interpreter in the educational setting for site administrators and staff members.
- Collaborate with VBCPS Human Resources Department to ensure that current educational interpreters meet all state and division position requirements.
- Support the division's efforts to aggressively recruit qualified educational interpreters.
- Participate in the team interview process for interpreter applicants.
- Provide in-service to new VBCPS interpreters that includes state and division policies/guidelines and the Code of Conduct for Educational Interpreters.
- Coordinate the provision of educational interpreters by developing and maintaining a list of available substitutes for interpreter absences and events such as parent conferences, extracurricular activities, meetings, etc.
- Secure substitutes and serve as an interpreter/interpreter substitute.
- Assist with the assignment of interpreters to work sites.
- Maintain a lending library of technical information.
- Facilitate the resolution of differences and concerns that occur with clients, interpreters, students, and/or administrators.
- Assist administrators with observation/evaluations of interpreters and provide support for skill development.
- Facilitate communication between students who are deaf or hard of hearing and their hearing peers, teachers, administrators, or other personnel within the school system while adhering to the Registry of Interpreters for the Deaf (RID) Code of Professional Conduct.

- Consult with case managers and classroom teachers as needed to improve interpreting services to students.
- Attend professional workshops and maintain a knowledge base of current trends and information (DOE regulations and VDDHH policies) in the field of interpreting. Disseminate relevant information to interpreters and other appropriate staff members.
- Perform related work as required.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough understanding of deaf culture; thorough knowledge of the Registry of Interpreter for the Deaf (RID) code of ethics and/or the Testing, Evaluation, and Certification Unit (TEC Unit) code of conduct; ability to maintain good working relationships with students who are deaf or hard of hearing and staff; ability to maintain confidentiality; ability to communicate effectively, both orally and in writing.

EDUCATION AND EXPERIENCE

Bachelor's Degree from an approved institution of higher learning preferred. Must hold a Virginia Quality Assurance Screening (VQAS) Level III or an Educational Interpreter Performance Assessment (EIPA) of 3.5 or greater. Must hold or be eligible for any Registry of Interpreters for the Deaf (RID) Certificate (excluding Certificate of Deaf Interpretation). A minimum of five years experience as an educational interpreter with additional experience as a supervisor of interpreters and interpreter programs required.

A comparable amount of training and experience may be substituted for the minimum qualifications.

PHYSICAL REQUIREMENTS

Must have the use of sensory skills in order to effectively communicate and interact with other employees and the public through the use of the telephone and personal contact as normally defined by the ability to see, read, talk, hear, handle, or feel objects and controls. Physical capability to effectively use and operate various items of office related equipment, such as, but not limited to a personal computer, calculator, copier, and fax machine. No significant walking, moving, climbing, carrying, bending, kneeling, crawling, reaching, handling, pushing and pulling. May require long periods of standing. Significant use of hands and upper body.

SPECIAL REQUIREMENTS

Possession of a valid driver's license

FLSA Status: Exempt	Description Revised: 1/11
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