

INTERPRETER

GENERAL RESPONSIBILITIES

Sign language interpreters facilitate communication between deaf or hard-of-hearing students, 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.

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.)

- Interpret all content and special subject areas for deaf or hard-of-hearing students, grades K-12, as deemed necessary by the students' Individualized Education Plan (IEP.)
- Interpret for IEP meetings, parent conferences and Deaf staff members (ASL teacher and assistants.)
- Interpret other activities during the school day to include assemblies, theatrical performances, announcements, musicals, and field trips.
- Interpret other assignments outside the school day such as tutoring, club meetings, disciplinary actions, bus situations, sports, PTA meetings, summer school, and weekend summer and evening field trips.
- Interpret interactions of deaf students with administrators, guidance counselors, librarians, and other staff members.
- Interpret for deaf parents attending VBCPS related activities such as Special Education Advisory Committee meetings, plays, musicals, college nights, parent conferences, PTA meetings, etc.
- Prepare for all interpreting assignments to ensure accurate representation of the material being presented.
- Serve as a resource for teachers, administrators, and other staff members regarding the role of the interpreter and promote cultural understanding.
- Mentor newly hired interpreters and students from Interpreter Training Programs.
- Serve as a language role model and encourage self-advocacy and independence for deaf students.
- Continue professional development by attending workshops and classes to acquire and maintain state qualification or national certification recognized by the Virginia Department for the Deaf and Hard of Hearing as equivalent to or exceeding the VQAS Level III.
- Perform other duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES

Thorough knowledge of sign language methods and procedures; general knowledge of classroom procedures and instruction program; ability to sign accurately and rapidly process information for extended periods; ability to establish and maintain effective working relationships with students, staff, and parents; ability to work independently without direct guidance or supervision;

EDUCATION AND EXPERIENCE

High School Diploma required; Associate Degree or higher preferred. Successful completion of a passing score on the Educational Interpreter Performance Assessment (EIPA) Written Test along with a minimum of a Level 3.5 on the EIPA Performance Test or any other state qualification or national certification (excluding Certificate of Deaf Interpretation) recognized by the Virginia Department for the Deaf and Hard of Hearing as equivalent to or exceeding the VQAS Level III.

PHYSICAL REQUIREMENTS

Must have the use of sensory skills in order to effectively communicate and interact as defined by the ability to see, read, talk, and hear; may require long periods of standing; significant use of hands and upper body.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.

SPECIAL REQUIREMENTS

Possession of a valid driver's license

FLSA Status: Non-exempt	Description: 11/09
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