



POSITION DESCRIPTION

JOB TITLE: INTERPRETER – DHH – 6 HR – LEV II Job Class: 5708, 5711		
DATE	DEPARTMENT OR SCHOOL	DIVISION
BARGAINING UNIT: MTEA		FLSA STATUS: <input checked="" type="checkbox"/> Exempt <input type="checkbox"/> Non exempt
Pay Schedule:	Pay Range:	Management Approval:
<p>POSITION SUMMARY and PURPOSE: The Educational Interpreter’s primary function is to facilitate communication among Deaf and Hard-of-Hearing students and their hearing peers, the classroom teacher, and other personnel in the school system. The Educational Interpreter provides interpreting and support services to Deaf and Hard-of-Hearing students mainstreamed in the school district. Other duties that may be performed when they do not interfere with interpreting may include tutoring, participation in meetings, and being an active member of the school’s educational team.</p>		

ESSENTIAL FUNCTIONS: Indicate the approximate percentage of time devoted to each major task or group of related tasks. Summarize position in no more than 15 tasks, each of which requires at least 5% of incumbent’s time.

NOTE: An essential function must meet the following criteria:

- 1) The reason the position exists is to perform that function,
- 2) No other employee is available to perform that function,
- 3) The function is highly specialized, and
- 4) Removing the function would fundamentally alter the job.

1. Provide expressive and voice interpreting for Deaf and Hard-of-Hearing students in mainstream classes (this may include American Sign Language, Manually Coded English, Pidgin Signed English, and/or Oral Interpreting).
2. Under the supervision of the classroom teacher, provide tutoring services as necessary for Deaf and Hard-of-Hearing students when it does not interfere with the task of interpreting.
3. Assist with the set up of note taking services for Deaf and Hard-of-Hearing students when necessary.
4. Participate in educational team activities either in person or via a report. Activities may include team meetings, Individual Education Plan conferences, parent/teacher conferences, Multidisciplinary Team meetings, and/or informal staffings. Input from the interpreter may involve information regarding communication strategies and progress related to the child’s use of the interpreter.
5. Serve as a liaison to promote good public relations between the Deaf and Hard-of-Hearing students, hearing peers, staff, and faculty members.
6. Lead or assist in providing inservices to hearing students, staff, and parents as requested in regards to sign language, deafness, Deaf culture, interpreting, and consumer education.

7. Provide interpreting for school functions outside of the classroom, extracurricular activities, and parent meetings when available. (Interpreting services provided outside of normal school hours would be compensated accordingly.)
8. Use scheduled preparation time (comparable to teacher preparation time) to preview audio, video and written materials, conference with teachers, record data in logs, research signs, plan sign classes, etc.
9. Maintain professional standards as delineated in the Code of Ethics of the National Registry of Interpreters for the Deaf. (See altered Code for Educational Interpreters.)
10. Actively supports the MPS Strategic Plan.
11. Performs other duties as assigned.

SUPERVISION RECEIVED: (Indicate the extent to which work assignments and methods are outlined, reviewed, and approved by others.)

SUPERVISION EXERCISED: (List the number and titles of personnel directly supervised. Specify the kind and extent of supervision exercised by indicating one or more of the following: (a) assign duties; (b) outline methods; (c) direct work in process; (d) review completed work; (e) sign or approve work; (f) make hiring recommendations; (g) prepare performance appraisal; (h) take or recommend disciplinary action.

JOB REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and ability required. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions.

Education Requirements (Include certificates, licenses, and/or registrations required.)

Experience Requirements

Knowledge, Skills, and Abilities

Effective oral and written communication and presentation skills are required. Skill at organizing resources and establishing priorities. Experience supervising staff and managing budgets is required. Excellent teamwork skills are essential. The ability to develop effective working relationships with diverse individuals at all levels is required. Must have excellent planning and organizational skills. A strong working knowledge of computer applications to include MS Office software, Hyperion, ESIS and the MPS Portal is required. Must be able to juggle numerous responsibilities with varying deadlines. The ability to gather data, compile information and prepare reports is required.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

General office environment.

Reasonable accommodations requested by qualified individuals with disabilities will be made in accordance with the Americans with Disabilities Act (ADA) of 1990.

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 with or without reasonable accommodation.

General office environment, must be able to handle light lifting and occasional standing, bending.

THIS DESCRIPTION DOCUMENTS THE GENERAL NATURE AND LEVEL OF RESPONSIBILITY ASSOCIATED WITH THIS POSITION. IT IS NOT INTENDED TO BE A COMPREHENSIVE LIST OF

ALL ACTIVITIES, DUTIES AND RESPONSIBILITIES REQUIRED OF INCUMBENTS. IT IS NOT INTENDED TO LIMIT OR MODIFY THE RIGHT OF ANY SUPERVISOR TO ASSIGN, DIRECT, AND MONITOR THE WORK OF EMPLOYEES UNDER SUPERVISION.