

<b>Job Title:</b>	Certified Sign Language Interpreter	<b>Wage/Hour Status:</b>	Hourly
<b>Reports to:</b>	Coordinator RDSPD	<b>Pay Grade:</b>	909
<b>Dept. /School:</b>	Special Education and Health Service Center /Assigned Campus	<b>Date Revised:</b>	January 28, 2022

**Primary Purpose**

Provide interpreting services for students who are deaf/hard of hearing in a variety of educational settings.

**Qualifications****Education/Certification**

High School Diploma /GED or higher education from an accredited institution of higher education

Associate Degree or Higher Education in Sign Language/Interpreter

Valid Certification as interpreter granted by the Registry of Interpreters for the Deaf (RID)

*OR*

The Office of Deaf and Hard of Hearing Services (DHHS) Board for Evaluation of Interpreters (BEI) in Texas

**Special Knowledge/Skills**

- Ability to work with children who are deaf/hard of hearing and that may have additional special needs
- Ability to follow verbal and written instructions
- Ability to work in tandem with the classroom teacher in providing interpreting services for students.
- Command of sign language systems and vocabulary used by students and the educational program.
- Ability to have strong organization, communication and interpersonal skills  
Knowledge of interpreter role and Code of Professional Conduct of the National Association of the Deaf (NAD) and the Registry of Interpreters of the Deaf (RID)
- Ability to read and interpret documents

**Experience**

Experience working with students and parents

**Major Responsibilities and Duties**

1. Interpret in educational settings including classrooms, co-curricular activities, school related programs and meetings, conferences, staff development, and other situations.
2. Use sign language to interpret oral language for deaf/hard-of-hearing students. Always convey the content and the spirit of the speaker.
3. Know different sign language systems and can adjust communication levels. Make signs and fingerspelling precise and clear.
4. Provide the best possible setting for the student who is deaf/hard of hearing through placement, distance, and lighting.
5. Appropriately prepare for class by meeting with instructor, reading lecture outlines, skimming required readings in textbooks, previewing uncaptioned instructional videotapes, and researching/studying specialized instructional vocabulary.
6. Maintain confidentiality and report necessary student information only to appropriate school district personnel (deaf education teachers, mainstream teachers, campus administrators, RDSPD administrators).
7. Supervise student arrival and departure, check with bus monitor regarding student bus behavior, monitors lunchroom behavior, and playground activities.
8. Reinforce and monitor behavioral management systems.
9. Attend meetings as needed with appropriate members of the educational team.
10. Maintain timely and accurate documentation of student services in the electronic IEP system.

11. Assist staff members or parents who are deaf/hard of hearing by functioning strictly as a communication facilitator when appropriate.
12. Keep teacher and/or RDSPD counselor informed of special needs or problems of individual students.
13. Participate in professional development workshops whenever possible in order to maintain certification and improve job performance.
14. Support an interactive and cooperative learning and working environment.
15. Provide positive role-modeling in speech and language as well as social skills.
16. Perform other duties as assigned by supervisor.

**Supervisory Responsibilities**

None

**Equipment Used**

Instructional aids, computers, printers, audio-visual equipment, wheelchair lift, ramps, and copier.

**Physical and Mental Job Requirements**

**Mental Demands/Physical Demands/Environmental Factors**

Maintain emotional control under stress. Work with frequent interruptions. Frequent standing; stooping, bending, kneeling, pushing, and pulling; repetitive hand motions occasional lifting of 20 pounds or more. May be required to provide personal care for students with special needs; may have potential exposure to body fluids and frequent childhood and teen illnesses. Work inside and outside (exposure to sun, heat, cold, and inclement weather). Occasional driving within the district.

**Terms of Employment**

184 days; salary to be established by the Board of Trustees

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The foregoing statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

Approved: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date: \_\_\_\_\_

My supervisor has reviewed this job description with me and has provided me a copy

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

The El Paso Independent School District does not discriminate in its educational programs or employment practices on the basis of race, color, age, sex, religion, national origin, marital status, citizenship, military status, disability, genetic information, gender stereotyping and perceived sexuality, or on any other basis prohibited by law. Inquiries concerning the application of Titles VI, VII, IX, and Section 504 may be referred to the District compliance officer, Rosa Ramos at 230-2031; Section 504 inquiries regarding students may be referred to Kelly Ball at 230-2856.

El Distrito Escolar Independiente de El Paso no discrimina en los programas de educación o en prácticas de empleo usando el criterio de raza, color, edad, sexo, religión, origen nacional, estado civil, ciudadanía, estado militar, discapacidad, información genética, estereotipo sexual o sexualidad percibida, u otra práctica prohibida por la ley. Preguntas acerca de la aplicación del título VI, VII o IX, y la Sección 504 pueden ser referidas al oficial del distrito, Rosa Ramos at 230-2031; preguntas sobre 504 tocante a estudiantes pueden ser referidas a Kelly Ball al 230-2856.