



CARMEL CLAY SCHOOL CORPORATION POSITION DESCRIPTION

Position Title: Educational Interpreter **Name of School/Department:** Special Services Department
Supervisor: Assistant Director of Special Services **Date:** 8/13/19

Terms of Employment: 182 days (student days)

FLSA: Non-Exempt

Primary Purpose:

Facilitates communication among deaf and hearing persons in an educational environment through the use of techniques developed for communication between deaf, hard of hearing and hearing persons to silently restate to hearing impaired student information spoken by the classroom teacher.

Essential Functions:

- Prepare for course work through means such as consultations with instructors, reading the assignments and previewing educational videotapes
- Informally assess student language skills and share pertinent findings with teachers
- Work with the general education teacher to determine the best physical placement of interpreter and student
- Explain the interpreter role to the general education staff
- Other in-school interpreting responsibilities include parent conferences, testing, disciplinary situations, counseling, field trips, etc., as requested by the direct supervisor or administrator
- Facilitate communication for all consumers rather than assisting or completing the work for the deaf/hard of hearing student
- Avoid disciplining deaf/hard of hearing student or other students while maintaining an understanding that they support expectations regarding discipline
- Speak (voice) for the student when required, as well as interpret a spoken message to the student

Marginal Functions:

- Refer all questions from parents/family about class work or services/supports to the teacher.
- Perform non-interpreting tasks such as tutoring the deaf/hard of hearing student or other students as requested by school staff when interpreting is not required as long as the interpreter stays in the same room as the deaf/hard of hearing student assigned
- Work with school staff to schedule interpreting time and break times
- Use break time/prep time to perform duties relating to the interpreting job to perform duties as assigned by the teacher
- Perform out of classroom duties (lunch supervision, recess duty, etc.) only when interpreting services are not required by the IEP
- In-service consumers about the student's communication needs when appropriate

Essential Knowledge, Skills, and Experience:

- Educational Interpreter certification required
- The pursuance of 20 hours of CEU's every 2 years in order to complete the EIC (educational interpreter certification) requirements through DHHS (Deaf and Hard-of-Hearing Services)
- Ability to interpret and transliterate at a normal conversational rate
- Ability to handle a variety of formats and situations (videos, lab work, theater, languages, athletics, etc.) that are applicable to the educational level in which the interpreter will work
- Clear, easily understandable speech; expressive facial animation a plus
- Knowledge of or interest in learning about the lip reading process
- Ability to paraphrase information on the student's language level
- Possess effective interpersonal skills
- Knowledge of and ability to explain deafness and Deaf culture

Physical and Mental Efforts:

The information contained in the job description is for compliance with the American with Disabilities Act and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

Edited 2/23/04

Work Relationships:

Work as a part of the educational team.

Regular Work Hours/Travel Requirements:

Various, dependent upon student needs

The information contained in the job description is for compliance with the American with Disabilities Act and is not an exhaustive list of the duties performed for this position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

Edited 2/23/04