



Deaf & Hearing Impaired - Harrisburg S D

Job Description

JOB INFORMATION

Title:	Deaf & Hearing Impaired - Harrisburg S D	
FLSA:	<input checked="" type="checkbox"/> X Exempt	<input type="checkbox"/> Non-Exempt
Employee Group:	Professional	
Shift:	Day	
LastEditedOn:	2/2/2018 9:31:39 AM	
LastApprovedOn:	1/1/1900 12:00:00 AM	
Locations:	<input checked="" type="checkbox"/> X Building	<input type="checkbox"/> Central Office

ORGANIZATION

County:	Dauphin
Entity:	Harrisburg S D
Department:	Special Education
Reports To:	Special Education Director

JOB SUMMARY

To be available to deaf and hearing-impaired students in their educational settings to advise, interpret and/or transliterate information and provide teachers with continuous feedback and support concerning student progress, student behavior, and incidents which affect student learning and well-being.

Essential Functions

<i>Essential Functions</i>	<i>% TIME</i>
Communicates and works cooperatively with teachers and students to meet student needs and provides individual, small group and whole group sessions with students who are deaf or hearing impaired regarding their social, emotional and academic needs and shares pertinent information with teachers, guidance counselors and administrators.	25%
Interprets and/or transliterates for diagnostic evaluations and educational support services, such as services from school psychologists, school guidance counselors and health room visits as required. Interprets and/or transliterates for parents who are deaf or hearing-impaired at school meetings. Develops treatment plans and maintains treatment records on students as per program guidelines.	20%
Provides opportunities and assistance for deaf and hearing-impaired students to express their social, emotional and academic needs to other pertinent staff and translate when necessary. Generates and directs appropriate therapeutic intervention strategies for students in the Hearing Support classroom and itinerant programs. Participates as a member of the multidisciplinary team and IEP team meetings as required.	15%
Coordinates services to meet the students' emotional/personal needs and recommends educational strategies/approaches with staff. Provides information and feedback to professional and paraprofessional staff regarding the needs of the deaf and hearing-impaired students as requested by the Supervisor of Special Education. Provides crisis intervention and stabilization strategies on an immediate need basis.	15%
Provides reinforcement of material covered in interpreted classes. Assists the teacher with classroom management and assumes student management when the teacher's schedule is interrupted unexpectedly. Operates classroom and office communications equipment including computers, TDY's, FM systems, etc.	15%
Adheres to established guidelines and procedures for case referrals, schedules sessions and interprets student needs to other pertinent school personnel.	5%
Provides in-service training to students and school personnel on using interpretation and transliteration services on an as-needed basis. Provides interpreting services as requested by the Supervisor of Special Education for outside agencies, districts, meetings, field trips, etc.	5%

Performs other duties as assigned.

Performs in accordance with school policy, administrative regulations, state and federal laws.

QUALIFICATIONS

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/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education

<i>Education Level</i>	<i>Education Details</i>	<i>Req</i>	<i>Pref</i>
Bachelors Degree	in a recognized related area	X	

Work Experience

<i>Experience</i>	<i>Experience Details</i>	<i>Req</i>	<i>Pref</i>
	Experience with deaf and hard of hearing population, ability to interpret and transliterate information, to include manual signing on a continual basis	X	

Licenses and Certifications

<i>Enter Licenses/Certifications</i>	<i>Lic/Certification Details</i>	<i>Req</i>	<i>Pref</i>
	Valid Deaf & Hearing Impaired certification	X	

TRAVEL REQUIREMENTS

<i>Est. Amount</i>	<i>Brief Description</i>
30%	Travel to service students

Analytical Demands

- Recurring analytical demands. Analysis involves gathering and interpreting data to resolve problems of moderate complexity (e.g., diagnosing equipment malfunctions to determine probable cause for breakdown and/or most appropriate means of correction).

Supervision

- Occasionally gives instructions and/or directions to other department employees.

Sensory Abilities

- Visual acuity and auditory acuity.
- Ability to communicate effectively in all aspects of the job.

Temperament

- Must possess excellent interpersonal skills.
- Ability to make judgments and work under high level of stress.
- Must be cooperative, congenial, and service oriented.
- Able to make judgments and work in situations that may be stressful.
- Ability to work as a coordinator and a member of a team.
- Must be courteous and able to effectively manage job responsibilities.
- Must be cooperative, congenial, service oriented, and promote these qualities.
- Ability to work in an environment with frequent interruptions.
- Ability to be respectful and empathetic.

Cognitive Ability

- Ability to communicate effectively.
- Ability to organize tasks.
- Ability to exercise good judgment.
- Ability to follow written and verbal directions, to read and write, to communicate effectively, to organize tasks, to handle multiple tasks, and to exercise good judgment.
- Ability to establish and maintain rapport with students, parents, athletic staff, alumni, Board members, booster groups, staff, co-workers, and general community.

Cognitive Ability

- Ability to work on multiple tasks and prioritize appropriately.
- Ability to recognize areas of concern and propose or recommend appropriate solutions to problems.
- Maintains productive working relationship with immediate supervisor.

Specific Skills

- Demonstrates effective classroom management skills.
- Must possess active listening skills.
- Must possess conflict mediation skills.
- Plans and prioritizes assignments effectively. Able to handle several ongoing tasks and projects at once.
- Able to adjust to changes in the work environment.
- Reports to work on time, gives a full day's work and makes effective use of time while on the job.
- Maintains a good attitude toward administration, fellow employees and the public.
- Demonstrates the ability to acquire the skill required to operate new and existing software and hardware.
- Proofreads work for grammar and spelling accuracy.
- Ability to compose clear, concise sentences and paragraphs.

Workplace Expectations

- Acknowledges individuals' requests and handles them in a friendly and courteous manner.
- Promotes a positive team environment through active cooperation with others.
- Maintains awareness of the School District's policies and procedures. Follows the chain of command.
- Shows initiative and works with minimal supervision.
- When appropriate, incorporates progressive ideas/concepts into daily responsibilities.
- Responds appropriately to supervision and direction.
- Dresses appropriately for job environment.
- Ability to follow directions and give direction to others.
- Ability to work independently and make work-related decisions.
- Ability to exercise good judgment in prioritizing tasks.
- Ability to communicate effectively at all organizational levels.
- Ability to use computer technology efficiently including word processing, presentation/webpage software, PowerPoint and Excel software applications.
- Ability to appropriately handle confidential information in accordance with District policies.

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Standard ADA Settings

<i>Standard ADA Selection</i>	Office
	X Classroom
	Other(to include Physically Demanding Positions)

This factor measures the strength and stamina required in areas such as lifting, standing, and the frequency of doing these as necessary to perform the particular duties of the job.

Physical Demands

The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

	<i>Physical Demand</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Frequently</i>	<i>Constantly</i>	<i>Weight</i>
<input checked="" type="checkbox"/>	Sitting		X			
<input checked="" type="checkbox"/>	Standing			X		
<input checked="" type="checkbox"/>	Walking			X		
<input checked="" type="checkbox"/>	Talking: On the phone; person-to-person, and in groups			X		

Physical Demands

The physical requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

	<i>Physical Demand</i>	<i>Rarely</i>	<i>Occasionally</i>	<i>Frequently</i>	<i>Constantly</i>	<i>Weight</i>
<input checked="" type="checkbox"/>	Hearing: On the phone; person-to-person, and in groups				X	
<input checked="" type="checkbox"/>	Vision: Near, midrange, far, peripheral, depth and color				X	
<input checked="" type="checkbox"/>	Driving Requirements (personal vehicle, and/or company vehicle):		X			
<input checked="" type="checkbox"/>	Machines or tools used: Computer:			X		
<input checked="" type="checkbox"/>	Machines or tools used: Telephone		X			
<input type="checkbox"/>	Pushing/Pulling/Lifting(Enter Weight)					

The school recognizes that reasonable accommodations must be made to enable a qualified individual with a disability or disabilities to perform the essential duties and responsibilities of this job.

Working Environment

Working Condition

- Typical Office Environment
- Subject to inside environmental conditions
- Subject to outside environmental conditions

- Typical athletic training office/facility/environment
- May be exposed to hazardous materials, body fluids, or disease
- Typical classroom environment