



HUMBLE INDEPENDENT SCHOOL DISTRICT

Job Description

Educational Interpreter

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Reports to:	Principal/Deaf Education Coordinator
School/Department:	Elementary, Middle, or High School Level
Pay Grade:	Instructional Support/IS3 (Non-Certified) or IS5 (Certified)
Wage/hour status:	Non-Exempt
Work Days:	187
Created/revised:	August 2020

Primary Purpose:

Provide direct interpreting support to a Deaf instructor/teacher and student(s) in a variety of educational settings and establishes and maintains effective, appropriate working relationships with students, parents, and staff. Assist the teacher in reverse interpreting comments, questions, or responses by students.

Qualifications:

Minimum Education/Certification:

- High School Diploma or GED
- Completion of an Interpreter Training Program or American Sign Language Program from an accredited college or university recognized by the US Department of Education
- Meet one of the following:
 - Valid certification as interpreter or closely equivalent
 - granted by the National Registry of Interpreters for the Deaf (RID); or
 - licensed by the Texas Board for Evaluation of Interpreters (BEI) under the auspices of the Texas Commission for the Deaf and Hard of Hearing (Level I, II, SEE, or Basic)
 - Skill level comparable to certified level as determined by the Deaf Education Coordinator associated with deaf and hard of hearing teacher and/or students.

Special Knowledge/Skills:

- Knowledge of interpreter role and National Registry of Interpreters for the Deaf Code of Professional Conduct
- Skill in interpreting and transliterating proficiently in American Sign Language and/or Signing Exact English (SEE) at the appropriate level to meet the needs of the student(s)
- Skill in English grammar, including syntax, spelling and punctuation
- Skill in operating MS Office (Word, Excel)
- Ability to consistently demonstrate excellent sign language methods and techniques that renders the message and accurately conveys the content and spirit expressed by the teacher
- Ability to proficiently communicate in the functional language of the individual to whom the interpreter is assigned
- Ability to work cooperatively in a teacher/interpreter team setting and IEP team if needed
- Ability to maintain confidentiality of privileged and sensitive information
- Ability to maintain professional behavior, appearance, and work ethic to represent the District in a positive manner at all times and work in a team environment
- Ability to communicate effectively with tact and diplomacy and provide a high level of customer service to administrators, District officials and employees, co-workers, outside organizations, parents, students, and the general public.



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Experience:

- Experience interpreting preferably with adults and/or youth in public schools, church related schools, day camps, youth groups, private schools, licensed day care centers or other approved settings.

Major Responsibilities and Duties:

Instructional Support

1. Interpret in educational settings including classrooms, co-curricular activities, school-related programs and meetings, conferences, staff development, and other situations.
2. Interpret teacher's and other students' comment to Deaf staff member during class activities.
3. Review coursework materials in advance so that classroom activities can be conveyed clearly and accurately.
4. Research and choose signs to convey clear meanings in all settings.
5. Attend and interpret Admission, Review, and Dismissal (ARD) Committee meetings as needed.
6. Participate in the assessment of students' communication for program purposes.

Student Management

1. Redirect student to tasks and occasionally clarify instructions and train students to direct questions while assisting classroom teacher.
2. Assume responsibility for learning and adapting to the staff member's communication needs.
3. Keep teacher informed of special needs or problems of assigned students

Policy, Reports, and Law

1. Compile, maintain and file all reports, records and other documents required.
2. Comply with policies established by federal and state law, State Board of Education rules and local board policy.

Communication

1. Maintain a positive and effective relationship with coworkers, supervisor, District officials and employees, vendors, and outside agencies and organizations.
2. Provide outstanding customer service.
3. Maintain good judgment and decision making when dealing with supervisor, co-workers, District officials and employees, and outside agencies and organizations.

Other

1. Maintain confidentiality of privileged and sensitive information when received and distributed to appropriate designees as directed by the campus Principal and/or Educational Support Services.
2. Attend professional growth activities to keep abreast of innovations related to position and in order to maintain certification and improve job performance.
3. Collaborate in a team model on issues related to interpreter skills.
4. Serve as a resource to other staff on issues related to deaf and hard of hearing students.
5. Perform other duties as assigned.

Equipment Used:

Computer, printer, copier, audio-visual equipment



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Mental Demands/Physical Demands/Environmental Factors

Maintain emotional control under stress

Frequent standing and moderate stooping, bending, pushing, pulling, and lifting

Possible biological exposure to bacteria and communicable diseases

Needs strength and mobility to assist non-ambulatory students, which may include heavy lifting

Occasional prolonged and irregular work hours

Occasional travel outside of school district boundaries

Prolonged use of equipment and computer with repetitive hand motions

Daily attendance and punctuality are essential functions of the job

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 by _____

Date _____

Reviewed by _____

Date _____