

POSITION DESCRIPTION

POSITION TITLE: EDUCATIONAL INTERPRETER/TUTOR

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The educational interpreter/tutor works under the direction of the classroom teacher and the Student Services Team by providing interpreting and other support services to Deaf/Hard of hearing students mainstreamed in the school district. The Educational Interpreter/Tutor's primary function is to facilitate communication among Deaf/hard of hearing students and their hearing peers, the classroom teacher, and other personnel in the school system. Other duties that may not be performed when not required to provide interpreting may include tutoring, note-taking, and participation in meetings as a member of the school team, and other duties as assigned.

POSITION RESPONSIBILITIES:

1. Provide expressive and voice interpreting which includes American Sign Language and/or oral interpreting for Deaf/hard of hearing students in main stream classes;
2. Provide tutoring and/or note taking services for Deaf/hard of hearing students when necessary;
3. Participate in educational team meeting, including the development and review of progress on the Individual Education Plan, providing insight on the success of communication strategies;
4. Provide interpreting for extra-curricular activities and parent meetings when necessary;
5. Assist in providing orientations on deafness to hearing students and staff.
6. As a TEAM member works under the direction of the School Team to implement the Individual Education Plan.
7. Provides for his/her own professional growth through reading, workshops, seminars, conferences, course work and interactions with other professionals in the field.
8. Other duties as determined with supervisor.

Cross Reference:

Approval Date:

Policy Review Date:

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QUALIFICATIONS:

1. Completion of an interpreter training program, or equivalent experience required.
2. The ability to interpret/transliterate (expressive and voice) American Sign Language at a normal conversation rate.
3. Demonstrated knowledge in the following areas:
 - a) The linguistic/socio/cultural implications of a hearing loss;
 - b) The academic and/or vocational subjects being interpreted, preferred;
 - c) The Code of Ethics from the Association of Visual Language Interpreters of Canada and its application;
 - d) Child Development;
 - e) Assistive devices such as audio loops, FM systems and other technology for deaf, hard of hearing and deaf-blind persons;
 - f) The culture of the Deaf Community;
 - g) The public school and/or private system.
4. Demonstrated experience in providing interpreting and other support services to Deaf/hard of hearing students in a school setting.
5. Additional Considerations: Familiarity with tutoring strategies and instruction.

Cross Reference:

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