



JOB DESCRIPTION

Salary/Grade	Job No.

Job Title Sign Language Interpreter	Division Field Operations
Supervisor's Title Administratively to School Principal; Professionally to Supt. Hearing Impaired Programs	Superintendency Field Centre
Union Status CUPE 1328	Department/Location School

PRIMARY FUNCTION:

The primary purpose of this job is to act as the interpreter of communication between the deaf and hard of hearing students and the mainstream teachers and students; to provide direct and full access to the regular classroom (especially subject specialization) areas and to have access to all school services and to participate in extra curricular activities.

MAIN RESPONSIBILITIES:

1. Acts as interpreter for deaf and hard of hearing students, regular student(s)/teacher/s in a normal classroom setting by:

- positioning self (standing) in front of room and making sure of visibility to all hearing impaired students
- informing hearing impaired students what other students are saying, what the teacher is saying, and cues about the environment (e.g. bell has rung)
- standing by P.A. speaker when announcements are being made to show students the source of announcements
- positioning self near the teacher when he/she is speaking to the class or deaf student
- interpreting by receiving auditory/visual message(s), comprehending message(s) source (e.g. teacher or student), analyzing the message(s) thoroughly, identifying inter-relationships within the message(s), recognizing and incorporating other meaningful elements such as gesture, etc., discarding wording of source language, but at the same time retaining non-verbal thought through a process of visualization, seeking equivalents and recreating message(s) in target language and producing oral/gestural-motoric message(s).

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2. Provides interpreting services for hearing impaired student(s)/ regular student(s)/teacher(s) at various school events, assemblies, school masses, school plays, sports teams, student council, retreats, I.P.R.C. meetings, appointments, interviews, etc. by:
 - attending extra-curricular activities, special events and individual appointments when required
 - checking for proper room set-up (e.g. appointment with Guidance, Principal, etc.)
 - looking over seating arrangements and deciding where to position self with Teacher, Guidance Counsellor, in Church
 - wearing appropriate clothing so as not to create a visual distraction (e.g. hands are not visible against patterned clothing)
 - checking to see that proper lighting is available so interpreter can be seen clearly (e.g. no shadows present)
 - providing thorough interpretation.
3. Carries out preparation for participation in classroom, special meetings, events, etc. by:
 - meeting with teacher(s) to know what the goal is and to discuss lesson plans
 - reading course materials
 - reviewing videos and movies
 - attending planning/rehearsal sessions for events such as choir practice, drama rehearsals, graduation rehearsals.
4. Carries out cross-cultural and bimodal mediation by:
 - carrying the cultural interpretation of ideas and messages across the boundaries of the deaf and hard of hearing community and that of the spoken language community
 - teaching sign language classes to both staff and students
 - taking on the role of "communication cop" and knowing when to use the turn-taking devices and conversational regulators that occur in both languages
 - being sensitive to both hearing and deaf cultures (e.g. necessity to tap the shoulder of the deaf person for attention while a hearing person is notified by means of an auditory signal).

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5. Instructs the school staff and students about the role of the interpreter by:
 - giving workshops, handouts and conducting role plays
 - having informal discussions with both staff and students
6. Performs other duties as assigned (such as tutoring a student when regular interpreting duties are not needed because of student absence, supervising college interpreting students).

SKILL

- .3-year Community College Interpreter Training Program or equivalent.
- Fluency in American Sign Language, manually coded English & English.
- General knowledge of Secondary School curricula.
- Knowledge of Deafness, Human Development and Public Speaking
- .1-2 year prior related experience.

EFFORT

- .The complexity of the job is in the actual process of listening to an utterance or series of utterances, analyzing or extracting the meaning, choosing the appropriate interpretation, reproducing the meaning fully in another language preserving the original speaker's intent. Complexity also experienced in the pace of classroom participation and in the variety of courses and adhering to the interpreter's code of ethics between student(s) and staff within the school community. Planning required to deal with the variety of activities presented daily within the school environment (classes, extra-curricular activities, etc.) Interpreting requires creativity in order to present the situation as it is without adding or subtracting anything to or from the discourse or text.
- .Sign Language Interpreting requires physical exertion and body work, fine handwork and dexterity. Visual concentration and eye contact necessary when reading the signs of the deaf student or staff.

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RESPONSIBILITY

- .Independence of action in the daily preparation of course material, in deciding which activities are a priority. Independence of action also in the actual interpreting process which must be made on the spot and the various ethical situations one encounters.
- .Negative impact of inaccurate and unprofessional interpreting may include: hearing impaired students not understanding the lesson content, which in the long term, could result in failure of a course; hearing impaired student not feeling part of the class or connected to the teacher; hearing impaired students not experiencing interactions which promote independence and age-appropriate behaviours; staff not understanding the intent of a signed message resulting in the student being wrongfully punished or avoiding appropriate punishment.
- .Contacts with school staff daily in performance of duties, other contacts with staff from student services, Board Supervisors for Hearing Impaired Program, Board Audiologist, Board Psychologist and Pastor for the Deaf. Other contacts with parents, Placement and Teaching staff at Sheridan College, Police and courts.

WORKING CONDITIONS

- .Required to work long periods of time, standing and signing.
Required to work daily in different classroom settings (e.g. Phys-Ed., Chemistry, etc.)
- .Pressure and stress encountered in the rendering of messages between parties faithfully and accurately while performing these duties with respect to all participants. Stress of prioritizing, scheduling and being available for extra-curricular activities, assemblies, etc.

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Management Approval _____ Date _____

Management Approval Mary E. Lamont Date Nov 19/90

Approved by Management	Date	Approved by Union	Date
<u>Whissen</u>	<u>19 Nov '90</u>	<u>Jeannette I Brown</u>	<u>Nov 21/90</u>

DK:tw