



# Interpreter Specialist

## Position Details

Class Code: 4245

Job Family: Paraprofessionals/Aides/Assistants

Classification: Support Professional

Terms of Employment: [Pay Grade 59 on the Support Professional Salary Schedule](#)

FLSA STATUS: NON-EXEMPT

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## Position Summary

Under general supervision, serves as a senior level interpreter for the Clark County School District (CCSD) Hearing-Impaired program.

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## Essential Duties and Responsibilities

This list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Interprets spoken English to the mode of sign language preferred by the deaf recipient (American Sign Language (ASL), Manually Coded English (MCE), Pidgin Sign English (PSE), etc.).
2. Reverse-interprets ASL and/or PSE into spoken English.
3. Coordinates assignments of interpreters on a routine basis for absences and additional requests (graduations, field trips, etc.).
4. Assists with supervision and mentoring of interpreters to increase technical sign language skills.
5. Provides input for the evaluation of sign language interpreters.
6. Assists with interviewing educational interpreter applicants within the Hearing-Impaired Program.
7. Provides opportunities for interpreters to increase knowledge/skills through staff development.

8. Assists division personnel with program activities including recruitment and retention of interpreting staff, research and evaluation, and system design/implementation.
  9. Provides confidential, educational, medical, and legal interpreting for CCSD personnel in a variety of situations, (telephone calls, public relations appearances, board meetings, legal conferences, etc.).
  10. Provides information to the public, students, teachers, and other employees regarding CCSD policies, regulations, practices and procedures.
  11. Serves as a resource person to administrative/educational staff, resource personnel, and community agencies in promoting understanding/sensitivity to the needs of the deaf and hard-of-hearing population, and the role of the Educational Interpreter in serving that population.
  12. Maintains effective relationships with interpreting service agencies.
  13. May perform clerical duties such as editing, composing correspondence/reports, proofreading, filing, answering telephones, etc.
  14. Assists with special projects, as assigned.
  15. Conforms to safety standards, as prescribed.
  16. Performs other tasks related to the position, as assigned.
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## Distinguishing Characteristics

Involves confidential, educational, medical, and legal interpreting using ASL and/or MCE at the master interpreting level.

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## Knowledge, Skills, and Abilities (Position Expectations)

1. Knowledge of deaf culture, community issues, and code of ethics.
2. Knowledge of interviewing techniques and practices.
3. Ability to competently utilize expressive and receptive skills in ASL and PSE.
4. Ability to translate from English to the mode of sign language preferred by deaf communication recipient(s).
5. Ability to translate from different modes of sign language to the spoken word.
6. Ability to test and evaluate the interpretation skills of applicants/employees.
7. Ability to demonstrate strong problem solving skills.
8. Ability to interpret and apply verbal/written instructions.
9. Ability to learn and apply school rules, regulations, and procedures.
10. Ability to maintain confidentiality of information.

11. Ability to work flexible hours or shifts.
  12. Ability to work effectively with hearing-impaired students and adults.
  13. Ability to judge when to act independently and when to refer situations to an administrator.
  14. Ability to work cooperatively with CCSD employees, students, community members, and other agencies.
  15. Ability to recognize and report hazards and apply safe work methods.
  16. Possess physical and mental stamina commensurate with the responsibilities of the position.
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## Position Requirements

### Education, Training, and Experience

1. High school graduation or other equivalent, (GED, foreign equivalency, etc.).
2. Bachelor's degree from an accredited college or university in ASL linguistics, ASL interpreting, education for the deaf, educational studies (interpreting major), or a related field; and,  
Five (5) years of successful interpreting experience (classroom, workshop, seminar, deaf/blind, legal, medical, etc.).

### Licenses and Certifications

1. A valid driver's license or state-issued identification card.
2. National Association for the Deaf (NAD) Level IV or V Certificate and/or Registry of Interpreters for the Deaf (RID), and Certificate of Interpretation (CI) and Certificate of Transliteration (CT), and/or Educational Interpreter Performance Assessment (EIPA) Level IV or V.

### Preferred Qualifications

None specified.

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## Document(s) Required at Time of Application

1. Copy of a valid driver's license or state-issued identification card.
2. High school transcript or other equivalent (GED, foreign equivalency, etc.).
3. College transcript(s).
4. Class/workshop certificates, if applicable.
5. National Association of the Deaf (NAD) Level IV or V certificate; and/or, Registry of Interpreters for the Deaf (RID) and Certificate of Interpretation (CI) and

- Certificate of Transliteration (CT) and/or Educational Interpreter Performance Assessment (EIPA) Level IV or V Certificate.
6. Specific documented evidence of training and experience to satisfy qualifications.
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## **Examples of Assigned Work Areas**

Individualized Education Program (IEP) meetings, teacher's meetings, board meetings, due process hearings, Office of Civil Rights (OCR) hearings, civic organizations, parent support groups, presentations to public schools, etc.

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## **Work Environment**

### **Strength**

Sedentary/light - exert force up to 25 lbs. occasionally, or negligible amount of force frequently to lift, carry, push, pull, or move objects.

### **Physical Demand**

Frequent signing, fingerspelling, and use of speech. Frequent use of vision. Signing/Auditory/Verbal: Frequent communications with persons who are deaf/hard of hearing and/or persons who are hearing via person-to-person, telephone, and/or Telecommunication Device for the Deaf (TDD). Mobility to work in a typical office setting and use standard office equipment. Stamina to remain seated and to maintain concentration for an extended period of time. Vision: Frequent use of vision (near/far acuity) in order to interpret signs/finger-spelled words/body language accurately into spoken English, read printed and online materials, a video display terminal (VDT) screen, or other monitoring devices.

### **Environmental Conditions**

Climate-controlled office and school settings and exposure to moderate noise intensity levels.

### **Hazards**

Furniture, playground/office equipment, communicable diseases, chemicals and fumes (as related to specific assignment), and power/hand-operated equipment and machinery (as related to specific assignment).

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# **Examples of Equipment/Supplies Used to Perform Tasks**

TDD and relay systems, typewriters, various computers, printers, fax machines, CCSD issued/personal vehicles, etc.

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## **AA/EOE Statement**

The Clark County School District is proud to be an equal opportunity employer. The Clark County School District is committed to providing all applicants and employees equal employment opportunities without regard to race, color, religion, sex, gender identity or expression, sexual orientation, national origin, genetics, disability, age, military status, or other characteristics protected by applicable law. Here at Clark County School District, we are a diverse group of people who honor the differences that drive innovative solutions to meet the needs of our students and employees. We believe that through a culture of inclusivity, we have the power to reflect the community we serve.

## **Job Revision Information**

- Revised: 10/24/23
- Created: 12/30/14