

**JOB DESCRIPTION**  
**San Diego County Office of Education**

**Lead Educational Interpreter – DHH**

**Purpose Statement:**

Under direction of special education administrative staff, the Lead Educational Interpreter – Deaf and Hard of Hearing (DHH) schedules assignments and provides training and technical direction for assigned Educational Interpreters. The Lead Educational Interpreter – DHH will also be assigned a student caseload to provide communication facilitation between students who are deaf or hard of hearing, and others, in an educational setting and for other school-related activities, including extracurricular activities, as designated in a student’s Individualized Educational Program (IEP).

---

**Diversity Statement:**

Because each person is born with inherent worth and dignity, and because equitable access and opportunity are essential to a just, educated society, SDCOE employee commitments include being respectful of differences and diverse perspectives, and being accountable for one’s actions and the resulting impact.

**Essential Functions:**

- Assigns the work schedules for SDCOE and agency Educational Interpreters for an assigned deaf and hard of hearing program.
- Responds and resolves staffing issues with agency sign language interpreters as needed.
- Collaborates with the Coordinator, Special Education, to assign SDCOE and agency Educational Interpreters to interpret at I.E.P. meetings, student activities, or other additional assignments outside the regular workday as needed.
- Reassigns Educational Sign Language Interpreters when their student is absent to cover other vacancies in the deaf and hard of hearing program.
- Acts a liaison to relay information related to educational interpreting between special education administration, district staff, deaf and hard of hearing students, families, and classroom teachers.
- Tracks staff overtime related to additional assignments and collaborates with business staff to ensure correct billing.
- Provides expressive and receptive interpretation and transliteration in American Sign Language, manually coded signed English systems or oral interpreting for staff and students who are deaf or hard of hearing in support of educational programs and instructional activities.
- Interprets for a variety of non-instructional activities such as counseling and nursing services, plays, assemblies, sports events, playground, and other extracurricular activities.
- Assists students with developing and enhancing communication and daily living skills.

- Monitors and oversees student drills, practices, tests, and assignments in various subjects.
- Assists students by answering questions, providing proper examples, and general guidance.
- Assists with tutoring.
- Monitors and assesses progress regarding student performance and communication skills and provides input and documentation related to student progress for IEP's and evaluation tools.
- Confers with faculty to identify and assist in meeting the special needs of students who are deaf or hard of hearing.
- Provides suggestions regarding changes to enhance services for students who are deaf or hard of hearing.
- Utilizes and assists faculty with supplemental instructional materials, audio-visual aids and equipment, closed captioning equipment, FM systems, computers, and related software.
- Performs a variety of clerical duties in support of assigned activities such as preparing, typing, duplicating, and filing instructional materials.
- Serves as an informational resource to school staff and parents regarding students who are deaf or hard of hearing and related issues.
- Advises students, parents, and adults concerning interpreter services.
- Attends and participates in various meetings and conferences.

**Other Functions:**

- Performs other related duties as assigned.

**Job Requirements: Minimum Qualifications:**

**Knowledge and Abilities**

**KNOWLEDGE OF:**

American Sign Language, sign vocabulary, and various other sign systems

The Professional Code of Conduct for Interpreters

The general needs, problems, learning styles, and requirements of students who are deaf or hard of hearing

Current developments, trends, and techniques in the field of interpreting for students who are deaf or hard of hearing

Deafness and related effects on language and development in students who are deaf or hard of hearing

Child guidance principles and practices related to children who are deaf or hard of hearing

Basic academic subjects including mathematics, grammar, spelling, language, and reading

Basic instructional methods and techniques

Correct English usage, grammar, spelling, punctuation, and vocabulary

Lead Educational Interpreter - DHH

Standard office and classroom equipment  
Specialized equipment and aides, closed captioning, and FM systems  
Oral and written communication skills  
Recordkeeping techniques  
Interpersonal skills using tact, patience, and courtesy

**ABILITY TO:**

Promote a human-centered culture that elevates the strengths of others creating a sense of belongingness;  
Practice cultural competency while working collaboratively with diverse groups and individuals;  
Provide expressive and receptive interpretation and transliteration in American Sign Language, manually coded signed English systems, or oral interpreting;  
Translate information simultaneously during classroom and other activities;  
Convey abstract concepts and technical terminology in American Sign Language;  
Understand and relate to students who are deaf or hard of hearing;  
Work effectively with individuals from various ethnic and cultural groups;  
Monitor, observe, and report student behavior and progress according to approved policies and procedures;  
Understand and follow oral and written instructions;  
Operate standard office and classroom equipment including a computer and assigned software Maintain various records and files;  
Observe health and safety regulations;  
Work as part of a team.

**Working Environment:**

**ENVIRONMENT:**

Indoor classroom and office settings as well as outdoor school campus setting. Ability to travel to and from school/work sites as job requires. This position may occasionally be required to flex hours to accommodate before/after-hours meetings, scheduling needs, and student events.

**PHYSICAL ABILITIES:**

Must be able to see to perform assigned duties; use hands, arms, and shoulders repetitively; sit or stand for extended periods of time; possess dexterity of hands and fingers to operate equipment and perform assigned duties; kneel, bend at the waist, and reach overhead, above the shoulders and horizontally, to retrieve and store files and supplies; lift light objects. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

**Education and Experience:**

Experience: One (1) years' experience performing comparable duties. Experience interpreting in a school setting and serving lead capacity involving the assignment and scheduling of the work of others is preferred.

Education: High school diploma or equivalent document.

Equivalency: A combination of education and experience equivalent to a high school diploma or equivalent document, and one (1) years' experience performing comparable duties.

**Required Testing**

To satisfy the paraprofessional requirements, applicants must meet one of the following requirements:

- Completed at least 2 years of study at an institution of higher education;
- Obtained an associate's (or higher) degree;
- Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment, knowledge of, and the ability to assist in instructing, reading (or readiness), writing (or readiness), and mathematics (or readiness).

**Continuing Educ./Training**

As needed to maintain certificates.

FLSA Status: Non-exempt

Salary Grade: Classified Support Grade 064

**Personnel Commission Approved: July 19, 2023**

**Certificates, Licenses, Credentials**

Candidates must possess one (1) of the following certifications:

- National certification by the Registry of Interpreters for the Deaf (RID); or,
- Achieved a score of 4.0 or above on one (1) of the following:
  - \*Educational Interpreter Performance Assessment (EIPA); or,
  - \*Educational Sign Skills Evaluation – Interpreter and Receptive (ESSE-I/R); or,
  - \*National Association of the Deaf/American Consortium of Certified Interpreters (NAD/ACCI) Assessmentor other assessment as deemed acceptable by the California Department of Education.

A valid California driver's license and availability of private transportation between job sites.

**Clearances**

- Criminal Justice Fingerprint/Background Clearance
- Physical exam including drug screen
- Tuberculosis Clearance