

**PUEBLO SCHOOL DISTRICT 60**  
**CLASSIFIED JOB DESCRIPTION**

It is essential that all employees of Pueblo School District 60 understand our mission is to provide a high-quality education that assures each student the knowledge, skills, and dispositions to lead a life of purpose and impact. Employees support the community and thrive in connecting with our students by embracing the core values of the district, which state:

- We believe that the success of every student is our most important commitment.
- We believe that collaboration and engagement with our community, parents, staff, and students are essential to our success.
- We believe that we must act with integrity, celebrate diversity, and promote equity.
- We believe that each individual must be treated with dignity and respect.
- We believe that the social and emotional well being of our students is as important as their academic needs.
- We believe that it is our responsibility to provide a safe, positive, and supportive environment for our students and staff
- We believe that our community heritage, traditions, and history should inform our response to future student and district needs.

As we embrace these values and consider their impact, we will achieve our vision of being a high performing school district that inspires community confidence. Each employee plays a part, and that contribution should bring us closer to helping each student achieve their dreams.

**Job Title:** Educational Interpreter  
**Prepared Date:** 7/30/2008  
**Revised Date:** 9/1/2021  
**Work Year:** 152 days; 8.5 hours each day  
**Department:** Exceptional Student Services  
**Reports To:** Executive Director of Exceptional Student Services  
**Salary Range:** Educational Interpreter Salary Schedule  
**Benefits:** Schedule B Benefits  
**Status:** FLSA Status: Non-Exempt

**SUMMARY OF FUNCTIONS:**

The primary responsibility of the Educational Interpreter is to facilitate communication between students who are deaf and/or hard of hearing; use sign language to convey teacher instruction and intent; assist students with daily activities; provide voice to sign, sign to voice, oral transliterate support; participate as a team member to plan, review, and share information; and serve as a resource to other school personnel requiring assistance with hard of hearing and deaf person/s.

**QUALIFICATIONS:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**REQUIRED:**

- AA Degree or two years of college preparation or training in Educational Interpretation
- Nationally or State certified in interpreting for the deaf/hard of hearing student
- Previous successful experience interpreting for deaf students
- Reliable transportation
- Employee must complete a fingerprint-based criminal background check and must be cleared by the Office of Human Resources
- Must be able to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary

**PREFERRED:**

- Interpreting skills at the 3.5 level or higher on the Educational Interpreter Performance Assessment (EIPA)
- Previous experience in a school setting

**SKILLS AND KNOWLEDGE:**

- Ability to communicate, interact, and work effectively and cooperatively with all people, using tact, patience, and courtesy
- Knowledge/competencies necessary for being an interpreter in a public school environment
- Skill and ability to interpret voice-to-sign and sign-to-voice
- Knowledge and understanding of deaf culture
- Awareness of the Code of Ethics for Interpreters of the Deaf
- Ability to maintain confidentiality
- Basic knowledge of subjects taught at District schools
- Demonstrate sound work ethic
- Demonstrate an understanding, patient, and receptive attitude towards children with special needs

**ESSENTIAL JOB DUTIES AND RESPONSIBILITIES:**

The following statements of duties and responsibilities are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. This organization believes that every individual makes a significant contribution to our success. That contribution should not be limited to assigned responsibilities. Therefore, this position description is designed to define primary duties, qualifications and job scope but should not limit the incumbent nor the organization to the work identified. It is our expectation that every employee will offer his/her services wherever and whenever necessary to ensure the success of the District's/department's goals. Actual duties, responsibilities, frequency, and percentages may vary depending upon building assignments and other factors.

- Skillfully interpret voice-to-sign and sign-to-voice comfortably within the school setting
- Support deaf and hard of hearing students within the general classroom and in center based classroom environment
- Work directly and positively with hearing disabled students who are of a variety of

ages and skill levels

- Interpret and follow instructions from teachers and the building administrator
- Follow the Code of Ethics for interpreters of the Deaf
- Maintain flexible hours to meet the needs of students / parents
- Support the instructional process in the classroom as part of the team
- Work tactfully with students, parents, and other staff
- Maintain appropriate professional appearance

**NON-ESSENTIAL DUTIES:**

- Perform any and all other duties as assigned by the classroom teacher, Principal, or ESS Administration

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is required to stand; walk; sit; use hands and fingers to handle, or feel. The work requires the use of telephone and using fingers to operate computer or typewriter keyboards. The employee is continually hearing and speaking to exchange information. The employee is required to reach with hands and arms; climb or balance; and stoop, kneel, crouch, or crawl.

In an 8-hour workday, this job requires:

- R – Rarely (Less than .5 hr per day)
- F – Frequently (2.5 – 5.5 hrs per day)
- NA – Not Applicable
- O – Occasionally (.5 – 2.5 hrs per day)
- C – Continually (5.5-8 hrs per day)

Physical Requirements	NA	R	O	F	C
Sitting				X	
Stationary Standing			X		
Walking (level surface)				X	
Walking (uneven surface)			X		
Crawling	X				
Crouching (bend at knees)			X		
Stooping (bend at waist)			X		
Twisting (knees/waist/neck)			X		
Turn/Pivot			X		
Climbing (stairs)		X			
Climbing (ladder)	X				
Reaching overhead			X		
Reaching extension			X		
Repetitive use arms				X	
Repetitive use wrists				X	
Repetitive use hands grasping			X		
Repetitive use hands squeezing			X		
Fine manipulation			X		

Using foot control	<b>X</b>				
*Pushing/Pulling Maximum weight: <b>50</b> lbs.		<b>X</b>			
Lifting/Carrying Maximum weight: <b>50</b> lbs.		<b>X</b>			

**WORKING CONDITIONS:**

Employee will work primarily in a school/office environment with both natural and fluorescent lighting; works in classrooms and hallways surrounded by students and staff of various ages and abilities;