

## INTERPRETER FOR THE DEAF I

Work in this class involves providing interpreting services in a community or academic setting. In the community settings employees provide direct interpreting services for deaf clients within the community or for agencies and organizations needing interpreting services for deaf individuals. Work also involves coordinating the provision of interpreting services and teaching beginning level sign language classes. Employees may also be required to perform clerical functions for the community services center a small percentage of time. In an academic setting the majority of time is spent in interpreting a variety of classroom and campus settings. Work may also involve assisting in scheduling interpreters and teaching beginning level sign language classes. Work may include other related duties as determined by management. Employees report to a program director or to a Community Services Consultant.

### I. DIFFICULTY OF WORK:

Complexity - Employees interpret for both deaf clients and community organizations and businesses within an assigned geographic location. Employees interpret in a variety of situations such as educational, medical, financial, legal, employment and community meetings or functions. The language dialect and educational levels of the clients also vary. Employees coordinate the purchase of interpreter services based upon the availability and appropriateness of qualified interpreters for specific job assignments. Judgment is used to determine level of interpreting skills needed and the suitability of available interpreter for the particular services. In the academic settings employees interpret for a wide range of courses or campus-related activities which require simultaneous translating/interpreting as well as reverse interpreting. In both settings, employees teach beginning sign language classes in which the basic curriculum is established. Scheduling and clerical functions are considered as support to the operation of the programs.

Guidelines - Guidelines available are policies, procedures and directives established by the North Carolina Council for the Hearing Impaired or the University and the Code of Ethics for the National Registry for the Interpreters for the Deaf. Situations not covered by established guidelines are referred to supervisor.

### II. RESPONSIBILITY:

Accountability - Employees are responsible for providing quality interpreting services to deaf clients. Program responsibility remains under the supervision of the community services consultant or program director.

Consequence of Action - Employees assure that timely and appropriate interpreting services are provided to deaf clients. Errors in interpreting situations could result in adverse treatment in medical, legal, or social settings. Errors in interpreting in the classroom setting could affect the deaf student's academic progress.

Review - Employees plan own schedule on daily basis as to nature and scheduling of services to be provided. Employees maintain records of client contacts interpreter contracts, and direct interpreting services provided.

III. INTERPERSONAL COMMUNICATIONS:

Subject Matter - Clients' needs create a variety of situations in which employees provide interpreting services. Clients have a wide variety of educational and socioeconomic backgrounds that require varying method of sign and oral communication.

Purpose - Employees provide direct interpreting services for deaf clients and coordinate provision of freelance interpreting services.

IV. WORK ENVIRONMENT:

Nature of Working Conditions - Employees may work in a variety of settings such as classrooms, courtrooms, doctors' offices, hospitals or office buildings.

Nature of Potential of Personal Hazards - Employees are rarely exposed to any harmful elements.

V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Skill in expressive interpreting translating and reverse interpreting. Skill In language mediation and possession of long and short-term memory skills. Knowledge of the ethics of interpreting. Knowledge of deafness and the deaf community as well as human services agencies which serve the deaf. Ability to assess communication skill level of client and exercise judgment in determining service to be rendered.

Minimum Training and Experience - Graduation from high school and one (1) year of interpreting experience or an equivalent combination of training and experience.

Necessary Special Qualification –

If applicable as defined by GS 90D, meet the requirements for licensure as determined by the North Carolina Interpreter and Transliterator Licensing Board.

Special Note – This is a generalized representation of positions in this class and is not intended to identify essential functions per ADA. Examples of work are primarily essential functions of the majority of positions in this class, but may not be applicable to all positions.