



Please Post

POSITION ANNOUNCEMENT

May 2, 2022

The Homewood City Board of Education anticipates vacancies for the 2022-2023 school year in the following areas:

Sign Language Interpreter

All positions will report to the assigned building principal and Director of Special Programs.

Applicant should be properly certified for the position. Applicant must have a valid renewable permit or license following the Alabama Board of Interpreters and Transliterators (ALBIT) state requirements, fluency in American English and American Sign Language (ASL). Salary will be based on experience and qualifications.

Applications may be [submitted here](#).

Internal applicants should only submit an email of interest and a current resume to Dr. Kevin Maddox.

It is the policy of the Board that no person in this district shall, on the basis of race, sex, religion, belief, national origin, age, disability, ethnicity, sexual orientation, gender identity, and/or any personal characteristic(s), or an affiliation with the Boy Scouts of America, be denied the benefits of, or be subject to discrimination in any education program or activity. This includes employment, retention, and promotions.

HOMEWOOD CITY SCHOOLS

Role Description

POSITION TITLE: Sign Language Interpreter/Language Acquisition Specialist

JOB GOAL: To provide Deaf and Hard of Hearing students with interpreting/transliterating services thus allowing for effective communication in the classroom and across educational settings.

QUALIFICATIONS: Valid renewable permit or license following the Alabama Board of Interpreters and Transliterators (ALBIT) state requirements.

Fluency in American English and American Sign Language (ASL).

REPORTS TO: Principal and Director of Special Programs

PERFORMANCE RESPONSIBILITIES:

- Interpret/Transliterate for students utilizing the students preferred mode of communication as documented in the Individualized Education Program (IEP). Provide interpreting during the school day in academic and non-academic settings including auditory and signed information such as environmental sounds, teacher instruction, student questions and peer communication as described in Educational Interpreters Performance Assessment (EIPA) Code of Ethics for Educational Interpreters and the Registry of Interpreters (RID) Standard Practice Paper for Educational Interpreting.
- Collaborates with general education staff/teachers and other school personnel to provide access to all instruction and materials.
- Prepares for daily classroom lectures and activities for the purpose of ensuring a clear understanding and interpretation.
- Provides academic support, such as tutoring/support to the Deaf/hard of hearing student, as outlined in the IEP and under the guidance of a certified teacher.
- Assists Deaf/hard of hearing students in academic and nonacademic activities, individually or in groups as well as Deaf/hard of hearing staff and parents (e.g. classroom instruction, non-captioned movies, tests, library, computer lab, recess, sports, music, assemblies, special events, after school activities, etc.) for the purpose of presenting and/or reinforcing learning concepts.
- Implements, under the supervision of the assigned teacher, instructional/behavioral programs and lesson plans for the purpose of assisting the teacher in improving students' academic and life skill success through a defined course of study. Gather data when needed for purposes of documenting and improving instruction.

- Respects confidentiality in all areas of interpreting/transliterating assignments and demonstrates professionalism in all interactions with individuals within the educational setting.
- Assume other duties as assigned by the supervisor that do not impact the effectiveness of the interpreting service to the Deaf or hard of hearing student.

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