

## Braille Interpreter for the Visually Impaired

### **Purpose Statement**

The job of Braille Interpreter for the Visually Impaired is done for the purpose of providing support to the instructional program with specific responsibilities for assisting in the instruction or supervision of vision impaired students at one or more school sites; interlining and adapting instructional materials; and serving as a resource to other school personnel requiring assistance with vision impaired persons.

This job reports to Assigned Supervisor

### **Essential Functions**

- Adapts classroom work under the direction of the teacher for the purpose of providing a method to support and reinforce instruction to assigned students.
- Administers subject specific tests and skill assessments under the guidance of a teacher for the purpose of evaluating language ability and subject proficiency of assigned student.
- Assesses room configuration for students with visual impairment for the purpose of facilitating visually impaired students' learning.
- Conducts in-service meetings for the purpose of conveying information and upgrading classroom skills necessary for the successful education of visually impaired students.
- Instructs students for the purpose of implementing Individualized Education Program (IEP) goals to support student access and success through the use of Braille.
- Observes student activities (e.g. classroom, lunch, grounds, etc.) for the purpose of providing for the safety and welfare of students.
- Participates in a variety of meetings for the purpose of conveying and gathering information required to perform functions and remaining knowledgeable of program guidelines.
- Prepares a variety of documents, files and records for the purpose of ensuring information regarding students and their program progress.
- Provides Braille interpretation in a variety of situations for the purpose of providing content understanding to visually impaired students.
- Supports students as needed for the purpose of assisting them in their progress toward established IEP goals while ensuring student success.
- Translates writing into Braille and from Braille into writing in a variety of settings for the purpose of ensuring smooth and effective communication between all students.

### **Other Functions**

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**Job Requirements: Minimum Qualifications**

**Skills, Knowledge and Abilities**

SKILLS are required to perform single, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: operating equipment used in instructional media machines and specialized equipment for the visually impaired; operating standard office equipment using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and solve practical problems. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: student behavior management strategies and techniques; and Braille.

ABILITY is required to schedule activities and/or meetings; often gather, collate, and/or classify data; and consider a number of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment. Problem solving is required to identify issues and create action plans. Problem solving with data requires analysis based on organizational objectives; and problem solving with equipment is moderate. Specific ability based competencies required to satisfactorily perform the functions of the job include: maintaining confidentiality; adapting to changing work priorities; working as part of a team; and working with frequent interruptions.

**Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; tracking budget expenditures. Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

**Work Environment**

The usual and customary methods of performing the job's functions require the following physical demands: occasional lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally the job requires 60% sitting, 20% walking, and 20% standing. The job is performed under minimal temperature variations and in a generally hazard free environment.

**Experience:** One year experience working with school aged children and/or visually impaired students in an organized setting.

**Education (Minimum):** High school diploma or equivalent.

**Equivalency:** Demonstrate fluency in the use of Literary Braille (Unified English Braille) and/or Nemeth (Braille for Math and Science).

**Required Testing**

None Required

**Certificates and Licenses**

Valid Drivers License

**Continuing Educ. / Training**

Maintains Certificates and/or Licenses  
District Mandated Training

**Clearances**

Criminal Background Clearance  
Tuberculosis Clearance

**FLSA Status**

Non Exempt

**Approval Date**

December 14, 2021

**Revised Date**

**Salary Grade**

Range O