



SIGN SUPPORT STAFF

Purpose Statement

The job of the Sign Support Staff was established to provide sign supported speech assistance under supervision of a Speech/Language Pathologist to students with IEPs who are able to access environments through hearing and whom an IEP team has determined need signs to support expressive and/or receptive communication. Sign Support Staff do not function as the student's teacher or primary language instructor.

Sign Support staff also may be assigned to students who are deaf or hard of hearing if an IEP team determines that the student's communication system and language foundation base is not sufficient for an educational interpreter to be of educational benefit. In this instance the Sign Support Staff provides services under the supervision Certified Teacher of the Hearing Impaired.

This job reports to the School Site Principal.

Essential Functions

- Provides communication facilitation for assigned student using the student's preferred mode of communication.
- Facilitates communication between professionals and others in the general education and/or special education classroom and for other school related activities, including extracurricular activities, as designated in a student's IEP.
- Supplements student communication skills through language support and reinforcement of academic concepts and lessons under the direct guidance and supervision of a certified teacher and/or Speech Language Pathologist.
- Confers with educators to analyze student's communication needs.
- Adapts classroom activities, assignments and/or materials as assigned by supervising instructional staff for the purpose of supporting and reinforcing classroom objectives.
- Administers immediate first aid and/or medical assistance as instructed by a health care professional for meeting immediate health care need.
- Assists in supervision of assigned student and other students during classroom and school activities, recess, field trips, and extra-curricular activities.
- Participates in the implementation of IEP goals and student behavior plans.
- Communicates with supervising instructional staff and/or professional support personnel for the purpose of meeting IEP goals.
- Attends meetings and in-service presentations as assigned for the purpose of acquiring and/or conveying information relative to job functions.

Other Functions

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



Williamson County Schools

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Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to perform satisfactorily the functions of the job include adhering to safety practices; operating standard office equipment including using pertinent software applications; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform basic math functions; read a variety of manuals, write documents following prescribed formats; present information to others; and solve practical problems. Specific knowledge-based competencies required to perform satisfactorily the functions of the job include sign language though may not be fluent; instructional procedures and practices; age appropriate student activities; safety practices and procedures; conflict resolution; and stages of child development/ behavior.

ABILITY is required to schedule activities and work with a wide diversity of individuals; gather and/or collate data, use basic math and job-related equipment. Flexibility is required to work with others in a variety of circumstances and work with data utilizing defined but different processes. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include ability to communicate basic/general thoughts using sign; adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; working as a team; and working with constant interruptions.

Responsibility

Responsibilities include: working under direct supervision using standardized procedures; leading, guiding, and/or coordinating others; and operating within a defined budget. Utilization of some resources from other work units may be required to perform the job's functions. A Professional Code of Ethics for Interpreters does not bind work performance.

Working Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant stooping, kneeling, and crouching and significant fine finger dexterity. Generally, the job requires 20% sitting, 40% walking, and 40% standing.

EXPERIENCE: Experience in a related field is preferred.

EDUCATION: High School diploma or equivalent required.

EQUIVALENCY: None Specified



REQUIRED TESTING:

CERTIFICATES & LICENSES:

FLSA STATUS:
Non-Exempt

CONTINUING EDUCATION / TRAINING:

CLEARANCES:
Criminal Justice Fingerprint/Background Clearance

SALARY GRADE:
Classified