

Job Posting: Posting Detail

**Posting:** C2526/181      **Description:** Visual Language Interpreter  
**Start Date:** March 2, 2026      **End Date:**  
**Posting Date:** Feb 19, 2026      **Closing Date:** Feb 25, 2026 – 4:00pm

Location	Position	Assignment Type	Hours
Diversity and Inclusion	Visual Language Interpreter	Continuing	27.5

**Current Location:** Brentwood Elementary

**Current Shift:** 8:40am- 2:48pm Monday to Friday

(Includes 1/2 hour unpaid lunch) 10 months per year while regular classes are in session

Additional minutes per day are included in the 'Current Shift' schedule above, which staff are expected to work daily in lieu of the spring break closure week in order to allow employees in continuing and temporary assignments to be paid their regular pay during the spring closure week as per Letter of Understanding - Spring Closure Week.

**Pay Rate:** \$45.00

**JOB DESCRIPTION**

**CLASSIFICATION**

School Support Worker

**POSITION**

Visual Language Interpreter

**SUMMARY**

Under the direction of the School Administrator, the student's teacher, case manager and the Teacher of the Deaf and Hard of Hearing, the Visual Language Interpreter (VLI) facilitates communication between deaf, hard of hearing and hearing students and staff by providing interpretive services in and out of the classroom and reinforcing the students educational program.

**DUTIES**

- Facilitates communication between the student, hearing peers, the classroom teacher, school administration, parents, and staff within the school environment and by providing interpreting services in and out of the classroom. Communication modalities may include a combination of ASL, spoken and written language.
- Interprets in educational situations such as classroom instruction, student-to-student dialogue, counselling sessions, tutorials, assemblies, parent/student meetings, field trips and any other situations requiring communication.
- Participates on the school's school based team for deaf and hard of hearing students by;
  - Assisting with the development and review of progress on the Individual Education Plan;
  - Providing insight on the success of communication strategies;
  - Consulting and collaborating with the Deaf and Hard of Hearing Teacher, Inclusion Support Teacher, Classroom Teacher, Educational Assistants and other professionals;
  - Performing duties to support student achievement of the educational objectives;
  - Reviewing vocabulary and reinforcing specific concepts covered in class;
  - Providing information about cultural and linguistic differences that may impact students' performance and behavior.

- Prepares, as necessary, for interpreting in an educational setting by reviewing educational material, vocabulary, concepts, sentence structure and plan for a variety of situations (e.g. non-close captioned videos, field trips, school assembly presentations).
- Compiles information and materials and participates in various school based team meetings
- Assists professional staff in evaluating students for physical, academic, social and emotional progress
- Educates students regarding the interpreter role by encouraging responsibility and independence
- Educates teachers and other staff regarding the interpreting role

*\* Performs other assigned duties that are within the area of knowledge and skills required by the job description.*

### **QUALIFICATIONS**

- Grade 12
- Two years' interpreting related experience
- Diploma in American Sign Language-English Interpretation
- Diploma in Deaf Culture Studies
- Active membership in the Westcoast Association of Visual Language Interpreters (WAVLI)
- Valid B.C. Class 5 Driver's License

*\* Or equivalent combination of training and experience.*

### **DESIREDABLE SKILLS**

- Maintains up to date professional development and currency in American Sign Language (ASL) and related techniques.
- Ability to establish and maintain effective working relationships and work collaboratively as a member of the educational team
- Strong interpersonal, organizational and communication skills
- Ability to establish trust and rapport with students and staff
- Knowledge of the basic aspects of children's educational, physical, social and emotional development
- Acquired or willingness to acquire an understanding of the learning and social needs of Deaf and Hard of Hearing learners in a mainstream education setting
- Knowledge of the basic principles of educational practices, the function of support services, and the role of interpreters as a part of an educational team

### **DATE**

May 2024  
November 2016