

Position Description

Speech Pathologist – (Student Support Services – Anangu Lands Team)

Why work with us

Every child and young person deserves a great education.

We have a strategy that aims to unlock every child’s potential now and into the future, one that in partnership with learners, students, parents and the wider South Australian community will build a world-leading public education system. One that is equitable and prioritises learning and wellbeing.

Together we will make our education system the best it can be.

When our children and young people thrive, so do our communities and our state.

Our values

We are part of the South Australian public sector and share the values of:

							
SERVICE	PROFESSIONALISM	TRUST	RESPECT	COLLABORATION & ENGAGEMENT	HONESTY & INTEGRITY	COURAGE & TENACITY	SUSTAINABILITY
We proudly service the community and the South Australian Government.	We strive for excellence.	We have the confidence in the ability of others.	We value every individual.	We create solutions together.	We act truthfully, consistently, and fairly.	We never give up.	We work to get the best results for current and future generations of South Australians.

About this role

Student Support Services (behaviour support, occupational therapy, psychology, social work, special education/hearing and speech pathology) works with the schools and preschools to provide support to assist them in meeting the needs of all children. The role requires the incumbent to participate in the implementation of a service model that supports the provision of integrated and targeted services to meet the needs of children and young people with additional needs.

The trend of increasing learner complexity is well documented in the literature. Increasing numbers of children and young people are being identified with complex learning difficulties and disabilities often with co-existing conditions such as autism and attention deficit/hyperactivity disorder. Increasing numbers of children in schools who have difficulties arising from premature birth, have survived infancy due to advances in medical interventions, have rare neurological disorders and foetal alcohol syndrome. Behavioural issues are becoming increasingly more challenging and complex with a range or co-morbidity factors (including mental health) that require skills and expertise to identify underlying causes to better address the needs of the children and young people.



The speech pathologist works with children and young people with speech, language and/or communication issues and their families. The speech pathologist works closely with the Senior Speech Pathologists, speech pathologists, preschool and school staff, and parents to develop evidence-based speech, language and communication interventions that include proactive, targeted and intensive strategies that can be adapted for learning and home contents. The speech pathologist works under the direct professional support of the Senior Speech Pathologist.

This position will work with a multi-disciplinary team based in a metropolitan location and provide services to Aboriginal children, young people and their families attending remote schools in the Anangu Lands. Substantial aspects of this role will involve providing direct support and will involve travel and periods of time based in the Anangu Lands. This context is unique and requires an understanding of cultural considerations and implications for practice and service.

Student Support Services are on a cultural response journey, as such we value and prioritise Aboriginal ways of knowing, doing and being.

Position title	Speech Pathologist (Anangu Lands)
Classification	AHP2
Division	Support and Inclusion
Directorate	Student Support Services
Location	Various, with flexible working arrangements available
Reports to	Senior Speech Pathologist
Direct reports	Nil
Role description date	January 2026

What you will do (key outcomes)

1. Apply comprehensive assessment processes to identify speech, language and/or communication issues at an individual, whole site and Partnership levels and relates findings to the learning and wellbeing needs in the education context.
2. Independently apply professional knowledge and professional judgment in the selection and adaptation of evidence-based speech, language, and communication interventions, particularly in the learning environment, and supports educators to differentiate for learners with speech, language and communication needs.
3. Develop multi-levelled interventions that include proactive, targeted, and intensive strategies in partnership with preschool and school staff and parents.
4. Provide a broad range of professional and direct services across a range of service settings at the individual, group, whole site and Partnership level.
5. Contributes to the induction and professional support of other speech pathologists and supervision of student placements, as directed by the Senior Speech Pathologist.
6. Identify when other services should be involved and undertakes case coordination and management for learners requiring multiple services within and outside the agency, in collaboration with other team members.




7. Independently manage and prioritise personal workload by developing workload management plans and efficiency initiatives to maintain a stable caseload.
8. Proactively seek opportunities to improve work practices and services, by monitoring service access and outcomes, emerging trends and community needs, and contributing to ongoing evaluation of services.
9. Seek client feedback on services and respond positively to client complaints and feedback, and as required, contribute to investigations of client complaints, with support from the Senior Speech Pathologist, with a view to informing systematic improvements in services.
10. Contribute to discipline-specific and multi-professional research, service development, innovative practices and initiatives, and advances of techniques used, through research (under direction), data analysis, evaluation of services and development of recommendations to assist management decision making.
11. Consult and collaborate with non-government and other government organisations in the provision of services.
12. Contribute to the provision of strategic information for the department by the analysis and interpretation of local data on behalf of the Senior Speech Pathologist.
13. Work with the team to contribute to support positive culturally inclusive environments. Seek to better understand Aboriginal cultural perspectives and take steps to weave these into everyday practice.
14. Help to maintain a safe and healthy working environment by proactively reporting incidents, hazards and injuries.

The capabilities you will bring (key competencies)

- **Professional knowledge:** Demonstrates knowledge gained through achievement of a recognised qualification and can apply in-depth professional knowledge and aptitude in the context of a school or preschool to improve learning and wellbeing outcomes and groups of children/students.
- **Collaboration and Interpersonal Communication:** Ability to engage with other professionals in needs-based assessments and development and implementation of evidence-based strategies for change and growth in children and young people at the individual and group level.
- **Diversity and Inclusion:** Values individual diversity and models this in all interactions. Adapts approach to suit individual differences whilst not compromising on service delivery or outcomes.
- **Resilience:** Works effectively and maintains positive outlook under pressure. Manages setbacks, criticism, and tension in meeting the service needs of the client group.
- **Relationship building:** Ability to work collaboratively and develops productive relationships with peers, staff and stakeholders. Interacts confidently and employs perception, good listening and questioning skills and is able to communicate with people from diverse cultures and backgrounds.
- **Teamwork and Collaboration:** Ability to develop and accomplish shared goals by taking an active role in the team through contributing ideas, knowledge, and expertise. Works collaboratively to achieve team goals.
- **Culturally Inclusive:** Promotes a culturally inclusive workplace and is committed to continuing to reflect on and develop own cultural awareness and practices.
- **Work Health and Safety:** Help to maintain a safe and healthy working environment by proactively

reporting incidents, hazards and injuries.

Who you will work with (key relationships)	Qualifications
<p>Direct working relationships:</p> <ul style="list-style-type: none"> Senior Speech Pathologist, Coordinator APY Lands & Assistant Director <p>Internal working relationships:</p> <ul style="list-style-type: none"> Student Support Services staff, Local Education Team staff and site leaders in pre-schools and schools, relevant state office personnel <p>External working relationships:</p> <ul style="list-style-type: none"> Government and non-government agencies, families 	<p>Essential: An appropriate degree or equivalent which gives eligibility for full membership to Speech Pathology Australia.</p> <p>Desirable: Current Practicing membership with Speech Pathology Australia with Certified Practicing Speech Pathologist (CPSP) status</p>
Corporate responsibilities	Special conditions
<p>Keep accurate and complete records</p> <p>Act appropriately in line with the Public Sector Code of Ethics at all times</p> <p>Support diversity and promote an inclusive workplace for everyone</p> <p>Maintain a commitment to Work Health and Safety legislative requirements</p>	<p>You will need a current driver's license and be willing to drive</p> <p>You may be asked to work out of hours</p> <p>You may need to travel within or outside South Australia</p> <p>You need to achieve mutually agreed performance goals</p> <p>You must have a current Working with Children Check</p> <p>You must do Responding to Risks of Harm, Abuse and Neglect – Education and Care training</p> <p>You must be an Australian resident or provide evidence you have a current work permit</p>

<p>Assessed by: Riley Kempster, P&C Adviser</p>		<p>Approved by: Nicole Stasiak, A/Director, Student Support Services</p>	
<p>Date: January, 2026</p>		<p>Date: January, 2026</p>	

