

Position Description

Speech Pathologist

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 works with 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 are 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 of 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 is a member of a multi-disciplinary team and 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 contexts. This position works under the professional support and direction of the Senior Speech Pathologist.

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
Classification	AHP1
Division	Support and Inclusion
Directorate	Student Support Services
Location	Various education offices, with flexible working arrangements available
Reports to	Senior Speech Pathologist
Direct reports	Nil
Role description date	August 2024

What you will do (key outcomes)

1. Apply comprehensive assessment processes to identify speech, language and/or communication issues at an individual level, and with the support of the senior speech pathologist, identify issues at the whole site level.
2. Apply professional knowledge and professional judgment in the selection and adaptation of evidence-based speech, language and communication interventions for individual children and students in the learning environment.
3. Develop multi-levelled interventions that include proactive, targeted and intensive strategies in partnership with preschool and school staff and parents under the professional support and direction of the senior speech pathologist.
4. Provide professional and direct services to individuals with communication needs and support from the senior speech pathologist at the group and whole site level.
5. Under the guidance of the senior speech pathologist, manages and prioritises personal workload by developing workload management plans and provides the senior speech pathologist with workload and capacity updates.
6. Proactively seek opportunities to improve work practices and services, by engaging in professional supervision and professional development.
7. 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.
8. Liaise with non-government and other government organisations in the provision of services particularly with SA Health speech pathologists and NDIS funded speech pathologists.
9. Contribute to the provision of strategic information for the department by adhering to local data

collection requirements identified by the senior speech pathologist.

10. 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.
11. Help to maintain a safe and healthy working environment by proactively reporting incidents, hazards and injuries.

The capabilities you will bring (key competencies)

- Demonstrates knowledge gained through achievement of a recognised qualification and can demonstrate an understanding of how this may be applied in the context of a school or preschool to improve the learning and wellbeing outcomes for individuals and groups of children/students.
- Engages with other professionals in needs-based assessments of individuals and development and implementation of evidence-based strategies for change and growth in children and young people.
- Values individual diversity and models this in all interactions. Adapts approach to suit individual differences whilst not compromising on service delivery or outcomes.
- Works effectively and maintains positive outlook under pressure. Manages setbacks, criticism and tension in meeting the service needs of the client group.
- Works 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.
- Promotes a culturally inclusive workplace and is committed to continuing to reflect on and develop own cultural awareness and practices.

Who you will work with (key relationships)	Qualifications
Direct working relationship: Senior Speech Pathologist Internal Working Relationships: Student Support Services Assistant Director, Team Managers, Psychologists and Senior Psychologists, Speech Pathologist and Senior Speech Pathologists and Principal Speech Pathologist, Occupational Therapists, Social Workers, Behaviour Support Educators, Inclusive Educators, Teachers of the Deaf and Hard of Hearing, educators and site leaders in pre-schools and schools, relevant state office personnel External working relationships: Government and non-government agencies and families	Essential: An appropriate degree or equivalent which gives eligibility for full membership to Speech Pathology Australia. Desirable: Current Practising membership with Speech Pathology Australia with Certified Practising Speech Pathologist (CPSP) status

Corporate responsibilities	Special conditions
----------------------------	--------------------

Keep accurate and complete records Act appropriately in line with the Public Sector Code of Ethics at all times Support diversity and promote an inclusive workplace for everyone Maintain a commitment to Work Health and Safety legislative requirements	You may need a current driver's license and be willing to drive You may be asked to work out of hours You may need to travel within or outside South Australia You need to achieve mutually agreed performance goals You must have a current Working with Children Check You must do Responding to Risks of Harm, Abuse and Neglect – Education and Care training You must be an Australian resident or provide evidence you have a current work permit
--	--

Assessed by: Marjan Marzoughi, P&C Advisor		Approved by: Sarah Anstey, Director Student Support Services	
Date: August 2024		Date: August 2024	