Position Description

Speech Pathologist, Inclusive Practice

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

The South Australian Government has invested in the Autism Inclusion Teacher Initiative, which supports Autism Inclusion Teachers (AITs) in all public schools with a primary enrolment across the state.

The Autism Inclusion Multidisciplinary (AIM) Team works collaboratively to build the capability of AITs to lead and influence inclusive, neuro-affirming practices within their school communities. This strengthens educator capability and improves educational outcomes for Autistic and neurodivergent learners.

The Speech Pathologist provides expertise and guidance in speech, language and communication, including unique social communication needs. The role contributes to the development and delivery of evidence-informed professional learning, resources and consultation to more than 420 Autism Inclusion Teachers across South Australia.

The role supports AITs to implement strategies that promote communication, participation, learner agency and access to learning for Autistic and neurodivergent students.

Working within a multidisciplinary team, the Speech Pathologist contributes to a capability building service model that supports sustainable change across schools. The role also works with SIES staff, the wider Inclusive Teaching and Learning Directorate, Student Support Services, Local Education Teams and other stakeholders to strengthen inclusive, neuro-affirming practice and support the Department's commitment to improve outcomes for Autistic and neurodivergent learners.

The role also contributes to the broader work of SIES and Inclusive Teaching and Learning through service delivery, team and service-wide activities, and project work that strengthens inclusive education and builds system-wide capability.

Position title	Speech Pathologist, Inclusive Practice
Classification	AHP3
Division	Support and Inclusion
Directorate	Inclusive Teaching and Learning
Location	72a Marlborough Street, Henley Beach
Reports to	Lead, Inclusive Practice (Autism)
Direct reports	Nil
Role description date	October 2026

What you will do (key outcomes)

1. Work collaboratively as a member of a multi-disciplinary team to develop high-quality evidence informed professional learning that strengthens the capability of Autism Inclusion Teachers (AITs) to support improved inclusive practice and build understanding of Tier 1 adjustments for Autistic and neurodivergent students.
2. Provide strategic advice to strengthen the capability of AITs across South Australian government schools, including delivering professional learning through a range of modalities, such as online and face-to-face.
3. Apply professional knowledge and judgement to promote evidence-informed practices for Autistic and neurodivergent students across education settings and Autism Inclusion Teacher Networks (AITNs).
4. In collaboration with the multidisciplinary team, maintain high-quality AITNs and contribute to evaluating, and determining future needs of AITNs.
5. Establish and maintain effective relationships with AITs, local partnerships, and key stakeholders to identify and prioritise training needs to support the capability of AITs.
6. Contribute to discipline-specific and multidisciplinary research, service development, policy interpretation, innovative practice and emerging approaches through research, data analysis, service evaluation and the development of recommendations to inform management decision making.
7. Maintain current knowledge of national and international research and best practice in autism and neuro-affirming education and use this to inform and connect Autism Inclusion Teachers (AITs) with current research and practice.

8. Contribute to strategic service planning and provision through analysis and interpretation of local data, and by consulting and liaising with government and non-government organisations.
9. Contribute to the provision of strategic information for the department by the analysis and interpretation of local data on behalf of the Manager Inclusive Practice.
10. Help to maintain a safe and healthy working environment by proactively reporting incidents, hazards and injuries.

The capabilities you will bring (key competencies)

- **Knowledge**: Demonstrate in-depth knowledge and leadership gained through achievement of a recognised qualification, to design and deliver high-quality training and development that builds the capability of Autism Inclusion Teachers (AITs) and stakeholders and improves learning and wellbeing outcomes for Autistic students.
- **Leadership/Communication**: Demonstrate leadership and effective communication within a specialised area of practice by providing clear direction, applying professional expertise, and promoting evidence informed strategies to support positive outcomes for Autistic and neurodivergent students
- **Collaboration**: Demonstrate ability to collaborative with professionals, colleagues and stakeholders to plan, implement, and review needs-based strategies, and build productive relationships that support shared goals.
- **Inclusive Practice**: Demonstrate inclusive practice in all interactions by valuing diversity, adapting approaches to individual needs, and communicating effectively with people from diverse cultures and backgrounds.
- **Interpersonal**: Demonstrate experience maintaining resilience and professionalism under pressure, responding constructively to challenges, setbacks, and competing service demands.
- **Competency**: Demonstrated knowledge and commitment to promoting and creating a safe and inclusive work environment and the legislative requirements of Equal Opportunity and Work Health and Safety legislation.

Who you will work with (key relationships)	Qualifications
Assistive Director, Inclusive Practice and Workforce Capability Lead Inclusive Practice (Autism) Manager, Inclusive Practice Lead, Inclusive Practice Autism Inclusion Teachers Advisor Inclusive Practice Student Support Services and other officers within the department Local Education Teams and site staff at all levels Non-government disability organisations including disability advocacy groups: parents/caregivers of students with autism	**Essential:** • An appropriate degree or equivalent which gives eligibility for full membership to Speech Pathology Australia. • Current Practising membership with Speech Pathology Australia with Certified Practicing Speech Pathologist (CPSP) status. **Desirable:** • Experience in using and evaluating AAC with school aged students. • Experience in working with families who have child/ren with autism.

Non-government school organisations; and other government and non-government service providers	

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: Ashleigh Gepp P&C Advisor		**Approved by**: Perry Rush Director, Inclusive Teaching & Learning	
Date: October, 2026		**Date:** 19 October2026	