Position Description

AHP2 School Based 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

The Student Support Services School Buy-In Team works in partnership with preschool and school leadership to develop tailored and accountable school-based allied health projects. As a member of this team the School Based Speech Pathologist contributes contemporary speech pathology knowledge to school improvement planning.

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

This project-based position involves supporting the development and delivery of high-quality, multi-tiered evidence informed interventions and practices aimed at enhancing communication, academic performance and overall wellbeing of learners. With support from the School Buy-In Senior Speech Pathologist, this position will contribute to project implementation, and ongoing monitoring and evaluation processes to ensure intended outcomes are achieved.

Position title	School Based Speech Pathologist
Classification	AHP2
Division	Support and Inclusion
Directorate	Student Support Services
Location	Various
Reports to	School Buy-In Senior Speech Pathologist
Direct reports	Nil
Role description date	September 2024

What you will do (key outcomes)

1. Provide culturally responsive and inclusive practice, demonstrating continuous commitment to personal learning and supporting others on their journeys, while contributing to a culturally safe workplace. 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.
2. Apply comprehensive assessment processes to identify speech, language and/or communication issues at individual, whole site and Partnership levels, relating findings to the learning and wellbeing needs in the education context.
3. Independently apply professional knowledge and judgment in the selection and adaptation of evidence-based interventions for speech, language, and communication, particularly in the learning environment, and support educators to differentiate for learners with speech, language, and communication needs.
4. Develop and implement multi-levelled interventions across a range of service settings including individual, group, whole site and/or Partnership approaches in collaboration with preschool and school staff and parents.
5. Proactively monitor project outcomes, emerging learner trends and education community needs to maintain alignment of agreed services with the site/partnership improvement plan and inform systemic service improvements.
6. Contribute to broader education-based speech pathology services on discipline-specific and multi-professional research, service initiatives and innovative practices, through data analysis and service evaluation.
7. Contribute to the strategic design of the school buy-in service by adhering to requirements of project data as directed by the School Buy-In Senior Speech Pathologist.
8. Coordinate supervision of speech pathology students and contribute to the development of initiatives aimed at improving professional placements.
9. Help to maintain a safe and healthy working environment by proactively reporting incidents, hazards and injuries.

The capabilities you will bring (key competencies)

- **Cultural Awareness and Sensitivity:** Demonstrate commitment to culturally responsive and inclusive practices, including knowledge of the impact of historical and current experiences upon Aboriginal and

Torres Strait Islander communities, while valuing individual diversity and modelling these in all interactions. Promotes a culturally inclusive workplace and is committed to continuing to reflect on and develop own cultural awareness and practices.

- **Subject Matter Expertise:** Demonstrate knowledge gained through attainment 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 for individuals and groups of children/students.
- **Teamwork and Collaboration:** Collaborate with other professionals in conducting needs-based assessments for the development and implementation of evidence-based strategies for change and growth in children and young people, at both individual and group levels.
- **Diversity and Inclusion:** Value individual diversity and model this in all interactions. Adapt approach to suit individual differences without compromising service delivery or outcomes.
- **Resilience:** Maintain a positive outlook under pressure, effectively managing setbacks, criticism, and tension in meeting the service needs of the client group.
- **Communication:** Work collaboratively and develop productive relationships with peers, staff, and stakeholders. Exhibit strong interpersonal skills, including good listening and questioning and communicate effectively with people from diverse cultures and backgrounds.
- **Initiative:** Develop and accomplish shared goals by taking an active role in the team, contributing ideas, professional knowledge and working collaboratively to achieve team goals.
- **Work Health and Safety:** Demonstrate 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
Direct Working Relationships • SSS School Buy-In Leadership Team • School Principal or Preschool Director or delegate • Preschool/school staff **Internal Working Relationships** • Student Support Services leaders, Student Support Services multidisciplinary service providers • Aboriginal Education Directorate • Children, students and families • Local Education Teams **External Working Relationships** • Other government and non-government agencies • External service providers and tertiary education bodies	**Essential:** An appropriate degree or equivalent which gives eligibility for full membership to Speech Pathology Australia. **Desirable:** Current Practising member with Speech Pathology Australia with Certified Practising Speech Pathologist (CPSP) status.

Corporate responsibilities	Special conditions
Keep accurate and complete records	You may need a current driver's license and be willing to drive

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 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: Jayne Cavalcanti, P&C Advisor, Workforce Central **Date:** October 2024	Jayne Cavalcanti	**Approved by**: Sarah Anstey, Director Student Support Services **Date:** October 2024	CM alone for Sarah Anstey