Position Description

Senior Speech Pathologist – Centres of Deaf Education

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 Centres of Deaf Education cater for children and students with moderate to profound bilateral hearing loss. The Centre's are co-located within mainstream preschools and schools and have a bilingual-bicultural approach (Auslan and spoken/written English).

The Senior Speech Pathologist – Centres of Deaf Education (CDE) contributes contemporary speech pathology expertise to Centre of Deaf Education improvement initiatives. The Senior Speech Pathologist – CDE is part of Student Support Services and is connected to a Local Education Office and Senior Speech Pathologist.

This position leads the development and delivery of high- quality, multi-tiered evidence informed interventions and practices, with the aim of improving communication, academic performance and wellbeing outcomes for Deaf and Hard of Hearing (D/HH) children and students. Utilising research and data analysis, the Senior Speech Pathologist – CDE ensures ongoing evaluation and monitoring of intervention implementation, and achievement of intended outcomes.

This role requires designing and implementing a service model to provide integrated and targeted services

for D/HH children and students within Centres of Deaf Education. The speech pathologist collaborates with a multi-disciplinary team including psychologists, Centre Coordinators, speech pathologists and Teachers of the Deaf to develop evidence-based language, speech and communication interventions. The focus is on supporting the development of a bi-modal communication system using signed, spoken and/or written communication under the guidance of a 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	Senior Speech Pathologist – Centres of Deaf Education
Classification	AHP3
Division	Support and Inclusion
Directorate	Student Support Services
Location	Felixstow Office
Reports to	Senior Speech Pathologist
Direct reports	Nil
Role description date	July 2026

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 leaders to ensure culturally inclusive environments to both support improved outcomes for Aboriginal children with additional needs as well as to support the wellbeing and development of Aboriginal colleagues. Seek to better understand Aboriginal cultural personal perspective and take steps to weave these into everyday practice.
2. Collaborate with stakeholders to undertake case coordination and management of D/HH children and students, including the application of comprehensive assessment processes to identify language, speech, literacy and/or communication needs at both individual and whole site levels, relating findings to the learning and wellbeing needs in the educational context.
3. Develop and document service delivery models in response to demand, data and client needs. Provide professional advice to broader leadership teams on service delivery models, practices and redesign to ensure improvement of learning and wellbeing outcomes for D/HH children and students.
4. Provide a broad range of professional, direct and consultative services which contribute specialised knowledge to educational decision making Collaborate with leadership, Psychologist – CDE, teaching and ancillary staff in planning, implementation, monitoring and evaluation of evidence informed multi- tiered interventions in an educational based context to support D/HH children and students and their families.
5. Provide consultative support to other professionals within the Department for Education (i.e. Student Support Services, Inclusive Teaching and Learning) working with D/HH children and students to support learning and wellbeing outcomes and increase statewide workforce capability.
6. Develop language and communication programs across the Centres of Deaf Education in conjunction with site staff, including leadership and in consideration of student audiological

profiles.

7. Contribute to discipline-specific and multi-professional research, service development, innovative practices and initiatives, and advances of techniques used, through research data analysis, evaluation of services and development of recommendations to assist decision making. Undertake research into models of best practice aimed at improving communication and/or literacy outcomes for D/HH children and students.
8. Develop strong partnerships with internal and external service providers, agencies and community groups to support advocacy for inclusion of D/HH children and students.
9. Help to maintain a safe and healthy working environment by proactively reporting incidents, hazards and injuries.

The capabilities you will bring (key competencies)

- Subject Matter Expertise: Apply in-depth professional knowledge and aptitude, considering current research, issues and trends to develop, implement and evaluate strategies and programs in the educational context to improve communication, learning and wellbeing outcomes for D/HH children and students at the individual or group level
- 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 this in all interactions. Promotes a culturally inclusive workplace and is committed to continuing to reflect on and develop own cultural awareness.
- Leadership: Demonstrate the ability to mentor and support others, providing professional training and development activities.
- Communication: Work collaboratively and develop productive relationships with peers, staff, and stakeholders. Exhibit strong interpersonal skills, including good listening and questioning and can communicate effectively with people from diverse cultures and backgrounds.
- Teamwork and Collaboration: Develop and accomplish shared goals by taking an active role in the team through contributing ideas, knowledge, and expertise. Work 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 and Safety legislation.
- Resilience: Maintain positive outlook under pressure, effectively managing setbacks, criticism, and tension in meeting the service needs of the client group.

Who you will work with (key relationships)	Qualifications
Direct working relationships: Senior Speech Pathologist Centre Coordinator and Principal/Preschool Director **Internal Working Relationships:** Centre staff – Teachers of the Deaf and BSSOs Psychologist – Centres of Deaf Education; Speech Pathologist – Centres of Deaf Education Student Support Services Leaders Student Support Services multi-disciplinary service providers Local Education teams Inclusive Teaching and Learning **External working relationships:** Government and non-government agencies, families External service providers	**Essential:** An appropriate degree or equivalent which gives eligibility for full membership to Speech Pathology Australia. Minimum of Certificate II in Auslan or willingness to undertake further Auslan study. **Desirable:** Current practicing membership with Speech Pathology Australia with Certified Practicing 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 must have 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: Hannah Matthews, P & C Consultant	H Matthews	**Approved by**: Nicole Stasiak, Assistant Director, Operations, Practice and Service Development	N Stasiak
Date: August, 2026		**Date:** August, 2026	