# Position Description

## *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 |
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| 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 Centre's 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). Students enrolled in the Centres of Deaf Education have educational needs resulting from their hearing loss and may use hearing aids and/or cochlear implants and may have Auslan as their first language. A percentage of these students do not have full access to a first language at home. Many students experience disordered language associated with their hearing loss. A number of students present with increased learner complexity due to coexisting needs in the areas of cognition, behaviour and/or mental health.

This role requires the incumbent to participate in the design and implementation of a service model that supports the provision of integrated and targeted services to meet the needs of Deaf and Hard-of-Hearing children and students at the Centres of Deaf Education. The speech pathologist is a member of a multi-disciplinary team working alongside psychologists, Centre Coordinators and Teachers of the Deaf. The speech pathologist works closely with the Senior Speech Pathologists, speech pathology colleagues, preschool and school staff, and families to develop evidence-based language, speech and communication interventions that include proactive, targeted, and intensive strategies that are adapted for the learning context of the Centres of Deaf Education.

The speech pathologist works with Deaf and Hard-of-Hearing children and students and their families to support the acquisition and development of a bi-modal communication system that may include a combination of signed, spoken and/or written communication. This position works under the professional support and direction of the Senior Speech Pathologist.

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| **Position title** | Speech Pathologist – Centres of Deaf Education |
| **Classification** | AHP2 |
| **Division** | Support and Inclusion |
| **Directorate** | Student Support Services |
| **Location** | Felixstow Office |
| **Reports to** | Senior Speech Pathologist |
| **Direct reports** | Nil |
| **Role description date** | November 2023 |

## What you will do (key outcomes)

1. Apply comprehensive assessment processes to identify language, speech and/or communication needs in Deaf and Hard-of-Hearing children and students at individual and whole site 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 language, speech and communication interventions for Deaf and Hard-of-Hearing children and students, to improve the language abilities of the children and students.
3. Provide a broad range of professional and direct services at the individual, group, and whole site level including support for educator differentiation.
4. Identify when other professional services should be involved and undertake case coordination and management for Deaf and Hard-of-Hearing children and students requiring multiple services within and outside the agency, in collaboration with other team members.
5. Independently manage and prioritise personal workload by developing workload management plans and efficiency initiatives, in collaboration with the Senior Speech Pathologist.
6. Develop language and communication programs across the Centres of Deaf Education in conjunction with site staff and in consideration of student audiological profiles.
7. Liaise with staff regarding student communication concerns and advise staff on short/long term factors affecting student progress. Maintain documentation of student's development including contributing to the centre's reporting processes.
8. 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.
9. Consult and collaborate with non-government and other government organisations in the provision of services.
10. Contribute to the provision of strategic information for the department by the analysis and interpretation of local data on behalf of the Centre Coordinator and Senior Speech Pathologist.
11. 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 recognized 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.
- **Collaboration and Interpersonal Communication:** Ability to engage with other health and education professionals in needs-based assessments and development and implementation of evidence-based strategies for change and growth in children and young people who are Deaf or Hard-of-Hearing at the individual or group level.
- **Diversity and Inclusion:** Values individual diversity and models this in all interactions. Adapts approach to suit individual differences whilst not compromising in service delivery or outcomes.
- **Relationship building:** Ability to work collaboratively and develop productive relationships with peers, staff, and stakeholders. Interacts confidently, employs perception, good listening and questioning skills, and is able to communicate effectively 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.
- **Work Health and Safety:** Demonstrates 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.

**Desirable**

- **Resilience:** Ability to work effectively and maintain positive outlook under pressure. Manages setbacks, criticism, and tension in meeting the service needs of the client group.

| Who you will work with (key relationships) | Qualifications |
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| **Direct working relationships:**<br>• Senior Speech Pathologist<br>• Centre Coordinator and Principal/Preschool Director<br>**Internal Working Relationships:**<br>• Centre staff – Teachers of the Deaf and BSSOs<br>• Psychologist – Centres of Deaf Education; Speech Pathologist – Centres of Deaf Education<br>• Student Support Services staff<br>• Relevant state office personnel<br>**External working relationships:**<br>• Government and non-government agencies, families | **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.<br>**Desirable:** Current practicing membership with Speech Pathology Australia with Certified Practicing Speech Pathologist (CPSP) status. |

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

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| **Assessed by**: Jayne Cavalcanti, People and Culture Advisor | Jayne Cavalcanti | **Approved by**: Sarah Anstey, Director Student Support Services |  |
| **Date:** November, 2023 | | **Date:** November, 2023 | |