CATHOLIC REGIONAL COLLEGE
CAROLINE SPRINGS

Speech Pathologist

Title	Speech Pathologist
Classification	0.6 Part-time (or by negotiation) – Ongoing
Category	Education Support – Category B – Level 4
Key Reports	Deputy Principal Learning & Teaching Director of Learning Diversity
Award	Catholic Education Multi-Enterprise Agreement 2022
Membership	Learning Diversity Team

Purpose of the Position

The Speech Pathologist is responsible for assessing students' speech, language and communication needs, diagnosing communication disorders within their scope of practice and providing direct support to students in close collaboration with the Director of Learning Diversity. The Speech Pathologist works closely with students, teachers, Learning Support Officers, College Psychologists, families and external providers to ensure students with communication needs can access the curriculum, participate in College life and work towards their learning goals in accordance with MACS and College priorities, policies and procedures.

As a member of the College staff, the Speech Pathologist will promote and uphold the Catholic values of the College and present a positive and appropriate public profile. The Speech Pathologist will actively participate in the implementation of the College Vision and Mission Statement and be guided by the College motto of *Live Fully Act Justly.*

Key Contacts

- College Psychologists
- Learning Diversity Teachers
- Assistant to the Director of Learning Diversity

Key Roles and Responsibilities

The Speech Pathologist will be responsible for:

- Reviewing and prioritising referrals in consultation with the Director of Learning Diversity, taking into account each student's communication needs and the impact on their learning and participation.
- Selecting, administering and interpreting age-appropriate assessments of receptive and expressive language, speech sound production, social communication, fluency, voice and literacy-related communication skills, according to the reason for referral.
- Diagnosing speech, language and communication disorders within the scope of speech pathology practice, where supported by assessment findings, developmental history, classroom observations and information from the student, family and teachers.
- Preparing assessment reports and explaining findings to students, families and relevant College staff, including the implications for learning across subjects and recommendations for intervention and reasonable adjustments.

- Working within the College's Multi-Tiered System of Supports (MTSS) framework to strengthen classroom communication practices for all students, deliver targeted interventions for students with identified needs and provide intensive, individualised interventions for students with complex or persistent communication needs.
- Planning, delivering and reviewing direct speech pathology support for students individually, in small groups and in the classroom. This includes setting meaningful communication goals with students, monitoring progress and adapting interventions to help students apply their skills across subjects and social settings.
- Collaborating with the Director of Learning Diversity, Learning Diversity teachers, classroom teachers, Learning Support Officers (LSOs) and College Psychologists to implement and review reasonable adjustments that support students' access to the curriculum and participation in College life.
- Contributing to Program Support Group (PSG) meetings and the development and review of Personalised Learning Plans (PLPs) by identifying communication goals, recommending practical strategies and reviewing progress with students, families and staff.
- Providing professional learning, modelling classroom strategies and developing resources that help teachers and LSOs support students' understanding and use of language across secondary subjects.
- Identifying when students would benefit from further assessment or specialist support, discussing referral options with families and, with appropriate consent, liaising with external professionals to coordinate support.
- Maintaining accurate, timely and confidential assessment reports, clinical notes and intervention records in accordance with professional standards, legislative requirements and MACS and College policies and procedures.
- Monitoring referral patterns, caseload demands and intervention outcomes to inform service planning and identify priorities for student support and staff professional learning.
- Participating in College events, including Parent Information Evenings, Parent-Teacher-Student Interviews, Community and Partnership Day, College Carnivals, Faith Formation Days and College Masses.
- Meeting Speech Pathology Australia’s annual requirements for continuing professional development and professional support, including supervision appropriate to the role and career stage.

General Qualifications

- Valid Working with Children Check
- National Police Check
- Relevant tertiary qualification in Speech Pathology
- Eligibility for membership of Speech Pathology Australia

Experience, Knowledge and Skills

- Strong communication and interpersonal skills, with the ability to build effective relationships with students, families and colleagues.
- Sound analytical, problem-solving and organisational skills, with the ability to manage competing priorities and maintain attention to detail.

- Capacity to facilitate professional learning and build the capability of educators through consultation and coaching.
- Demonstrate neurodiversity-affirming practice by building on each student's strengths and involving them in setting goals that support their participation at school.
- A commitment to inclusive education, evidence-informed practice and continuous professional learning
- High levels of professionalism, integrity and discretion when managing sensitive and confidential information
- Proficient digital literacy skills, including the ability to maintain accurate records, analyse data and prepare professional documentation
- Ability to work independently and collaboratively as part of a team

Child Safety

All members of staff share in the responsibility for the prevention and detection of child abuse, and must:

- Have a clear understanding of Ministerial Order 870 on Child Safety as it relates to the College's Code of Conduct, policies, procedures and practice
- Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety
- Provide students with a child-safe environment
- Uphold a zero-tolerance attitude towards child abuse
- Ensure cultural safety for Aboriginal children and children from culturally and/or linguistically diverse backgrounds
- Provide a safe and accessible environment for children with a disability
- Implement strategies that promote a healthy and positive learning environment.

Key Selection Criteria

1. Demonstrated capacity to support the Catholic ethos, vision and values of the College, actively contributing to a culture that reflects the College motto *Live Fully Act Justly.*
2. A comprehensive understanding and ability to apply current best practice in the assessment and management of communication impairments in an educational setting.
3. Experience in supporting leaders and teachers to select and develop strategies for assessment, targeted intervention and to provide adjustments for students with diverse learning needs.
4. Strong communication and interpersonal skills, including the ability to effectively engage with stakeholders, including parents and teachers.
5. Demonstrated ability to work collaboratively with staff, families and external providers to support student learning outcomes.
6. Strong time management skills to be able to prioritise and plan workloads to meet deadlines.

Final Statement

The purpose of the position description is to provide an overview of the major tasks and responsibilities of the position. It is not intended to represent the entirety of the position. The

incumbent may be requested to perform other tasks, not specifically stated, and the Principal may modify the position description in consultation with the incumbent from time to time, depending on the operational needs and requirements of the College.