



ARCHDIOCESE OF BRISBANE

ROLE DESCRIPTION

1. POSITION TITLE

Speech Pathologist – School-based

Position ID:	<i>SPATH</i>
Classification & Agreement:	<i>SPATH - Catholic Employing Authorities Single Enterprise Collective Agreement – Diocesan Schools of Queensland 2010</i>
Location:	School Based

2. PURPOSE AND SCOPE OF POSITION – KEY RESULT AREAS (OUTPUTS)

2.1. Purpose & Scope of Position

This role contributes to learning and teaching in schools within the Archdiocese by providing a range of speech pathology services responsive to the school context. These services have a student specific focus and complement the speech pathology services provided by School Services.

2.2. Key Result Areas

- 2.2.1. Demonstrate an understanding of, commitment to, and support for the values and ethos of the Catholic school and the mission of the Catholic Church
- 2.2.2. Develop, implement and evaluate a range of speech pathology services to promote student communication, learning and well-being outcomes
- 2.2.3. Collaborate effectively to create partnerships within the school community to optimise the quality of service outcomes
- 2.2.4. Maintain standards of practice and competencies consistent with those described by Speech Pathology Australia and Brisbane Catholic Education policies and guidelines

3. STATEMENT OF RESPONSIBILITY

The role holder performs the role cognisant of and in harmony with the vision, mission and values of Catholic Education in the Archdiocese of Brisbane.

The role holder provides specialist services in learning and teaching congruent with the values and beliefs about learning as expressed in the BCE Learning Framework and the Learning and Teaching Policy Statement (Catholic Education Council).

The role holder works with school personnel to support students requiring assistance to access the curriculum and/or interact socially as a result of communication difficulties.

4. FUNCTIONAL RESPONSIBILITIES

"Under each of the prescribed functions is a selection of activities in which the role holder might engage. The list is neither prescriptive nor exhaustive"

4.1. Demonstrate an understanding of, commitment to, and support for the values and ethos of the Catholic school and the mission of the Catholic Church

- Collaborate with others in support of the ethos and mission of the Catholic school to bring about the integration of faith, life and culture
- Contribute to the development of the whole person in an environment permeated by gospel values
- Establish positive relationships with staff, students and families within the broader schools community
- Utilise established communication pathways to ensure the effective exchange of information and an integrated approach to service delivery within the school

4.2. Collaborate effectively to create partnerships within the school community to optimise the quality of service outcomes.

- Contribute to the evaluation of speech pathology resource needs and the prioritisation of speech pathology services within the school community
- Evaluate student communication and learning needs. This may include:
 - discussion with class teachers and classroom observation, and
 - qualitative and quantitative assessment using standardised and non-standardised assessment measures
- Provide verbal and/or written reports to parents and educators following evaluation and/or intervention
- Implement intervention approaches for identified students, consistent with current practice, to enhance student communication, learning and well-being outcomes
- Plan collaboratively with class and support teachers as appropriate to facilitate the prioritisation and generalisation of communication and learning goals
- Develop intervention approaches/resources and provide training to school support personnel to facilitate their implementation and evaluation
- Collaborate and contribute to the professional development of school staff as well as providing opportunities for parent education
- Liaise with parents, external service providers, and other agencies as necessary to ensure the well-being of students and optimise the quality services

4.3. Develop collaborative partnerships within the school community to optimise the effectiveness of service outcomes.

- Establish professional partnerships with school staff – leadership, class teachers, support teacher/s, school officers, Guidance Counsellor/s and relevant Services personnel
- Support school personnel to implement Brisbane Catholic Education policies, procedures and guidelines, specifically in the area of inclusive education for students with communication impairments

- Assist school personnel with identified priorities for the speech pathology service, with school-based procedures, such as the Education Adjustment Program (EAP), Individual Education Plan (IEP), the Enrolment Application and Support Procedures (EASP) and Transition
- Establish professional networks with other BCE personnel including: School Services based speech pathologists and school-based speech pathologists; Visiting Teacher Hearing Impairment (VT-HI) and Inclusive Education Consultants

4.4. Maintain standards of practice and competencies consistent with those described by Speech Pathology Australia and Brisbane Catholic Education policies and guidelines

- Qualify for practising membership of Speech Pathology Australia
- Participate in BCE's EAP Professional Learning. It is a requirement to become 'accredited' with BCE prior to participating in the EAP process for the disability category of Speech Language Impairment
- Network with speech pathologists from within BCE, external agencies and private practice
- Maintain currency of professional perspective and learning in areas of speech pathology and education through attendance at relevant professional events and professional reading

5. AUTHORITY LIMITS

Full authority is delegated through the Executive Director to the Principal to produce the desired outcomes.

The role holder has no responsibility to commit or expend funds without approval.

6. REPORTING & OTHER RELATIONSHIPS

The role holder is accountable to the Principal or nominee on a day to day basis.

As the roleholder works directly within the school, collaborative partnerships are developed with all school staff and relevant members of the broader school community.

Significant relationships exist with School Services -based speech pathologists; other school-based speech pathologists; the Verifier - Speech Language Impairment; and the Education Officer - Speech Pathology Supervisor.

Other relationships exist with role holders involved in inclusive education and other BCE directorates to ensure effective and integrated service delivery to schools.

Eligibility Criteria

Speech Pathologist - School Based

Applicants applying for the position of **Speech Pathologist – School Based** in a Brisbane Catholic Education school must meet the following eligibility criteria:

- willingness and commitment to support the mission and ethos of Catholic education
- hold appropriate tertiary qualification(s) in Speech Pathology from recognised institutions(s)
- hold and maintain a positive notice blue card in accordance with the Working with Children (Risk Management and Screening) Act 2000
- be eligible to work in Australia for the duration of the appointment
- willingness to undertake accreditation for Education Adjustment Program (EAP) processes in the category of Speech Language Impairment

DUTY STATEMENT

Duty Statements are optional but can be used by the Principal and roleholder to allow differential levels of role enactment to suit the particular school/college context.