



SPEECH PATHOLOGIST/LANGUAGE SUPPORT CO-ORDINATOR

Job Requisition No. 1546633

ES LEVEL 1 – 5 – Full Time/Part Time

Ongoing

Location: Hoppers Crossing Secondary College
2 Fraser Street, Hoppers Crossing, Vic. 3029.

Time Fraction: Negotiable Hours (0.6 minimum)

Salary: \$128,475 (Pro-rata for Part-time)

Commencement Date: 4th November (Approx)

General:

An education support class role at this range is usually a member of the leadership team who is accountable for the development and delivery of key services that are integral to the effective operation of a school(s). They provide a range of services and/or undertake the analysis of complex problems that form part of the policy framework.

An education support class position supports the educational services being provided to students but must not include duties of a teacher as defined in clause 2.6.1 of the *Education and Training Reform Act 2006* (Vic) or its successor. Supervision of students can be required where it is an integral part of the employee's position or in circumstances where supervision is required individually or in groups up to 4 in controlled circumstances where the responsibility for students remains clearly with a teacher.

A role at this range may include:

- Professional support management responsibilities, including Nurse Managers (performing the role of Nurse Manager as described in Schedule 3)
- Management of a major school or network function, initiative or project, or Department targeted strategy

The duties and responsibilities for the types of education support class work that can be expected at this level are set out below.

Position Details:

Will usually be a member of the leadership team who is accountable for the development and delivery of key services that are integral to the effective operation of a school/s. Provides a range of services and/or undertakes the analysis of complex problems that form part of the policy framework.

A school or group of schools would need to have the necessary diversity and complexity to create a role at range 5. Management of a major school or district initiative, project or Department targeted strategy would be an indicator depending on the breadth of management responsibilities.

An education support class position supports the educational services being provided to students, but must not include duties of teaching as defined in clause 2.6.1 of the Education and Training Reform Act 2006 (Vic) or its successor. Supervision of students cannot be required except where it is an integral part of the employee's position or involves supervision of students individually or in small groups, in controlled circumstances, where the responsibility for students remains clearly with a teacher.

Major Responsibilities:

A Speech Pathologist provides high level support addressing the therapy needs of individuals and groups of students. The Speech Pathologist works within the Disability Inclusion and Wellbeing Team, led by the Assistant Principal. The successful candidate will be required to demonstrate evidence of an appropriate speech pathologist qualification.

Qualifications and requirements:

1. **Qualification in Speech Pathology and eligibility for membership of the Speech Pathology Australia.**
2. Knowledge and understanding of paediatric and adolescent communication development, language disorders/difficulties and literacy impairment.
3. High level communication and interpersonal skills.
4. Ability to provide consultancy speech pathology services for students, collaborating with staff, parents, and external agencies to manage individual student language development and needs.
5. Preparedness to communicate assessment results to parents and key staff (eg: classroom teachers, SSS, leadership)
6. Commitment to undertaking and delivering ongoing professional development.
7. Hold a recognised tertiary qualification. Eligibility for registration with the appropriate body or possession of qualifications that are recognised by their professional association will be required.
8. Coordinate the College Language and Literacy Support Programs in accordance with DET Guidelines.
9. Coordinate and support the work of Language Support ES team.
10. Manage and further develop the Hoppers Crossing Secondary College Literacy Support Program (including the management of program staff) and Speech Pathology Program.
11. Develop Inclusion based programs to support engagement and achievement at the college (eg: social skills groups)
12. Conduct formal (eg: CELF) and informal assessments for students who have been referred to the Inclusion Program.

13. Provide complex professional reports requiring in depth factual analysis, including assessments and recommendations for consideration of others.
14. Provide Record's of Specialist Involvement Reports (ROSIs) for DIP funding applications. Attend DIP funding meetings as required.
15. Provide operational leadership and strategic planning in respect to professional service delivery.
16. Coordinate, participate in, and provide student support, including:
 - 1:1 Intervention
 - In class support
 - One to one or small group periods of instruction when necessary
 - Encouraging positive attitudes and expectations
 - Strengthening links between school and home
17. Provide teacher support, as needed, including :
 - Providing information to teachers about students in the Inclusion Program.
 - Offering teaching strategies and providing advice to support student engagement and achievement.
 - Helping prepare material to support student engagement and achievement
 - Classroom observations and feedback sessions.
18. Attending and participating in established Student Support Groups / Care Team Meetings as required.
19. Conduct training and instruction to school colleagues with your expertise
20. Participate in annual performance assessment process.
21. Liaise with other personnel services and resources (SWC., Community Services, etc.) as required.
22. Maintain comprehensive and accurate records, including:
 - Case notes
 - Current and accessible records on the student/s
 - A network listing of people and organisations who are involved with the student/s.
23. Utilise Pearson Clinical to maintain technical assistance for assessments and other services.
24. Other duties as assigned by the Inclusion Leader/Assistant Principal.

Key Selection Criteria:

1. Development and delivery of a comprehensive speech pathology service and a capacity to work across all areas of the school with students who have moderate to severe language delays and concerns.
2. A sound knowledge of speech pathology techniques and the ability to develop, provide and evaluate speech pathology services and provide speech advise on appropriate intervention strategies.
3. Demonstrated ability to administer appropriate language assessment and provide written reports, adjustments and recommendations to staff and families on program delivery and follow up.
4. Demonstrated excellent communication and interpersonal skills including the ability to communicate effectively a range of professionals, teachers and parents and as part of a team.
5. A commitment to professional learning and growth, including the delivery of professional development to others.
6. Demonstrated ability to coordinate the Language Support Program in the College.