



POSITION TITLE	Speech Pathologist
CLASSIFICATION:	Speech Pathologist Grade 3
TEAM LEADER:	Leader Wellbeing
DATE:	February 2021

Organisational Tradition and Context

DOBCEL schools operate in a diverse and geographically extensive diocese which covers the west of Victoria, extending from the Murray River in the North to the Southern Ocean in the South. The Diocese of Ballarat is a place of natural, communal and economic diversity and education occurs in interwoven communities of learners gathered in Jesus' name. It has its foundation in communities of believers who have made their education system a place of welcome to reach out to nurture all God's people. Generations of diocesan clergy, religious congregations and lay people have endeavored to establish the flourishing educational communities that exist today, with each school an expression of our foundational belief that we are all created in the image of a loving God.

OUR VISION

As partners in Catholic education and open to God's presence, we pursue fullness of life for all.

OUR MISSION

We journey towards this vision through:

- proclaiming and witnessing the Good News of Jesus Christ;
- ensuring quality learning that promotes excellence and fosters the authentic human development of all;
- living justly in the world, in relationship with each other and in harmony with God's creation;
- exploring, deepening and expressing our Catholic identity in diverse ways;
- enabling each one of us to reflect more fully in the image of God.

All DOBCEL employees

Will make a meaningful contribution to Catholic Education through their work and help DOBCEL achieve:

- safe and respectful workplace and learning cultures where all are empowered to flourish;
- inclusive communities of employees that are responsive to the needs of our time and context;
- an inspired approach to leading and serving Catholic Education communities;
- best practice in Catholic Education which promotes authentic human development;
- cooperative and collaborative engagement between our parish, parent, student, and leadership communities;
- excellence in the governance and stewardship of DOBCEL resources.

Diocese of Ballarat Catholic Education Limited (DOBCEL)

DOBCEL is a company limited by guarantee created to govern nominated Catholic schools in the Diocese of Ballarat. The Executive Director of Catholic Education acts:

- with a delegation from the Bishop in the organisational, administrative, support and service matters related to DOBCEL Schools and DOBCEL Management;
- with a delegation from the Diocese of Ballarat Catholic Education Limited (DOBCEL) in the leadership, oversight and management of DOBCEL Schools and employees, including the appointment, supervision and performance management of all School Principal and DOBCEL Management employees;

Safeguarding of Children and Young People

DOBCEL is committed to providing a safe environment for people of all ages, with special concern for children and young people.

All DOBCEL employees must:

- conduct themselves in accordance with the DOBCEL Safeguarding Children and Young People Code of Conduct;
- read, and conduct themselves in accordance with, the CECV Commitment to Child Safety;
- read and maintain their knowledge of DOBCEL Child Safeguarding policies, procedures and reporting obligations;
- understand individual professional and behavioural expectations associated with the safeguarding of children and young people;
- take all appropriate action to reasonably protect children and young people;
- complete as a minimum, all mandatory competencies/training in understanding professional obligations in relation to the safeguarding of children and young people.

Purpose

The Speech Pathologist will partner with schools to improve practices and build capacity to identify and respond effectively to student learning needs and support the development of teacher practice in alignment with the Australian Professional Standards for Teachers and the Australian Teacher Performance and Development Framework (AITSL).

This position will be part of the Wellbeing Team with the following major responsibilities:

- support schools with the identification and implementation of evidence-based practices that will lead to improved learning outcomes for all students;
- assist individual school staff members or teams in interpreting student academic and/or behaviour data that will lead to improved learning outcomes;
- work as a member of a cohesive and collaborative Educational Services Team and Diocesan Education Team focussed on improving outcomes for all students;
- partner with the Educational Consultants to facilitate the provision of a comprehensive and integrated service to schools

Key Responsibilities

Under the direction of the Leader Wellbeing, this role will:

Complete comprehensive assessment and diagnosis of individual students to support educational programming.

This may include:

- provide secondary consultation and pre-referral advice for identified students.
- administration of standardised assessments, classroom observations and checklists;
- problem solving in collaboration with the Learning Diversity, Psychologist and relevant school teams regarding assessment and appropriate evidence-based interventions;
- providing timely reports and feedback to school communities following assessment of identified students;
- individual programming to support students to access curriculum in the classroom. This may include establishment of Program Support Groups and the development of Personalised Learning Plans (PLPs) for students in conjunction with teachers and families
- liaison with school-based and/or privately accessed Speech Pathologist (s) or other health professionals to develop a plan where each of the professionals are equally and ethically responsible for ensuring that the service they provide is appropriate, evidence based and consistent with the student's need;

Identify, implement, monitor and evaluate evidence-based interventions

This may include:

- partnering with schools to improve learning and teaching results for all, through the provision of targeted differentiated practices - informed by the school data and action plans and current evidence base
- capacity building for leadership teams in whole-school data and planning for initiatives in response to the school data picture;
- ensuring that, for students with Complex Communication Needs (CCN), there are whole-school approaches for continuity of communication systems; that universal teaching strategies are accessible; that skilled communication partners are available throughout the school;
- engaging school leadership teams in whole-school approaches to inclusive classroom environments where curriculum, pedagogical strategies and assessment are personalised through appropriate adjustments and accommodations to support access to learning for all students;
- building the capacity of school leadership teams to implement whole-school approaches to identification of children who require Tier 2 and Tier 3 accommodations, adjustments and interventions;
- building the capacity of teachers to be able to identify, select and develop evidence-based programmes for classes or small groups of students to enhance skill development in specific areas, such as phonological awareness or narrative skills;
- working with teachers, families and school communities to identify, implement and monitor programs that develop specific communication skills and competencies;

- collaborating with teachers and relevant Educational Services Team members to select, develop and utilise evaluation tools to measure the outcomes of programmes, including monitoring students to determine if they are responding to support and identifying any student who needs to move to Tier 3;
- collaborating with school leadership teams to monitor whole-school changes to the school data picture in response to interventions

Coaching

- professional coaching for teaching staff to increase knowledge of the links between oral language, literacy and learning;
- coaching for leaders and teachers to implement and evaluate interventions;
- providing targeted feedback and coaching for teachers regarding strategies that will support learning for an identified student or group of students.
- coaching for teachers to assess and explicitly teach communication skills for learning;

Professional Learning

- Partner with Educational Consultants, Educational Services Team members and professional development providers, to coordinate professional learning activities that are responsive to school needs and the educational vision of the Diocese of Ballarat
- provision of learning opportunities for the wider school community, including families, about speech, language and literacy development and strategies to enhance communication within school, home and community environments;

Collect, collate and maintain student information and records to meet legislative and system requirements to inform research and policy development

- Keeping and maintaining of individual records, files and notes
- Collection, collation and maintenance of practice related data, e.g. caseload demographics, outcome measures, intervention effectiveness
- Maintaining an awareness of school community issues and events which may impact on the school, and work alongside staff to manage such issues.
- Being an active participant in Case Allocation Team meetings as well as building the capacity of school staff to determine the need for referral, analysis and recording of appropriate referral information (including screening assessments) and establishing clear pathways for referral in order to meet the needs of students

Other

- carry out all other duties within the limits of the employee's skill, ability and competence, as may be directed from time to time.
- It is not the intention of this position description to limit the scope or accountabilities of the position but to highlight the most important aspects of the position.
- The accountabilities described within may be altered in accordance with the changing requirements of the role.
- The employee is expected to comply with and demonstrate a positive commitment to upholding all DOBCEL policies, procedures, and work instructions.

Partnering and Communication

All employees have a responsibility to ensure effective communication is maintained to:

- promote a culture of partnering and collaboration;
- as requested, represent the CEB on committees and working parties.
- ensure appropriate language and behaviour is demonstrated in every interaction;
- ensure timely support is offered and provided to identified needs;
- develop and maintain effective relationships with relevant internal and external stakeholders to build and enhance DOBCEL services;
- facilitate effective working relationships between DOBCEL schools and office employees;
- contribute towards creating a harmonious working environment and maintain effective team work and professional working relationships.

Performance and Professional Development

All employees have a responsibility to undertake continuous professional development including to:

- participate in regular team meetings and committees as required;
- develop an individual development plan aligned to organisational and role priorities;
- participate in performance development and alignment conversations as required;
- complete all mandatory training required as an employee of DOBCEL;
- comply with all expected professional expectations and codes of conduct as outlined by DOBCEL or the relevant regulatory professional body;
- demonstrate the need to continually develop new skills and update knowledge appropriate to the role.

Health and Safety

DOBCEL is committed to providing a work environment that is safe and free of risks to health, so far as is reasonably practicable. To achieve this all employees must:

- take reasonable care for their own health and safety;
- take reasonable care for the health and safety of others who may be affected by their acts or omissions;
- cooperate with anything DOBCEL does to comply with OHS requirements;
- comply with all DOBCEL *Safe Working Procedures* at all times;
- use appropriate *Personal Protective Equipment (PPE)* as required;
- periodically update their employer about any medical condition they have that:
 - is life threatening or may require Emergency Services to be called;
 - could impact on their ability to perform their duties;
- complete occupational health and safety training courses as required and participate in compliance briefings or inductions as directed;

- not 'intentionally or recklessly interfere with or misuse' anything provided at the workplace to support health, safety and welfare;
- report all hazards (e.g. unsafe working conditions) and incidents (e.g. injuries, illnesses etc.) to their employer;
- work co-operatively and consult with Health and Safety Representatives to resolve workplace safety changes and issues;
- undertake all work activities in a manner that ensures the workplace is free from harassment, bullying and discrimination and supports workplace diversity.

Skills and Capabilities

To be successful in this role the employee needs to have the following skills and capabilities:

- strong attention to detail;
- excellent communication skills;
- demonstrated high measure of confidentiality and professionalism;
- proven ability to use initiative and resolve problems;
- demonstrated ability to operate as an effective team member;
- initiate quality improvement activities;
- the ability to be discrete and confidential with sensitive information.

Mandatory Requirements

The following are requirements for this position:

- a commitment to work within and align to the DOBCEL Vision and Mission;
- a tertiary qualification in Speech Pathology with confirmed requirements for full membership of Speech Pathology Australia;
- demonstrated speech pathology experience;
- demonstrated ability to deliver evidence based, innovative clinical practices;
- demonstrated high measure of confidentiality and professionalism;
- hold a current Victorian or National Police Check
- hold a current Working with Children Check (if not VIT registered)
- hold a current Victorian Driver's License