



Title of Position: Speech Pathologist, Anangu Education Special Services Team Classification Code: PS02 Type of appointment: <input type="checkbox"/> Ongoing <input checked="" type="checkbox"/> Temporary (12 months from 02/02/2003) <input type="checkbox"/> Other Term <input type="checkbox"/> Exec Term Position Reference Number:	Administrative Unit: The Department of Education and Children's Services Directorate: Office of Learning and Service Delivery Unit/Section: Special Services Position Analysis: • Originated by: Coordinator AESS Team/Chris Rogers Classified by: Classification panel Version Number: 1 Version Date: 1/4/03
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Job and Person Specification Approval

_____/_____/_____
CPE or CEO or Delegate

JOB SPECIFICATION

<p>1. Summary of the broad purpose of the position and its responsibilities/duties.</p> <p>To work as a member of a transdisciplinary team, in collaboration with Aboriginal Lands District to provide support for children/students with special needs and staff in Aboriginal Lands schools and child-parent centres.</p> <p>The Speech Pathologist is responsible to the District Director, Aboriginal Lands District for the provision of a speech pathology service to Anangu children with special needs in schools. Professional support is available from the Speech Pathology service.</p> <p>The service provided contributes to improved outcomes for those with communication difficulties and those responsible for their care and education.</p>
<p>2. Reporting/Working Relationships</p> <p>The Speech Pathologies reports to the Coordinator, Aboriginal Lands Special Services Team and works as a member of the transdisciplinary Team within the Aboriginal Lands.</p> <p>Effective working relationships will be developed and maintained with other agencies and DECS staff within and across geographical boundaries.</p>
<p>3. Special Conditions</p> <p>Travel: Interstate and Intrastate travel required Out-of-hours: There are short periods of extended out-of-hours work required each term. Location: Current location maintained Conditions: PMS Act. Flexible working arrangements. A current driver's licence is essential. 5 contact days per school term in Anangu Schools, travelling on weekends. 2 or 3 visits per year to Yalata and Oak Valley. Participation in annual Anangu Conference in Alice Springs.</p>

4. Statement of Key Responsibilities/Duties

4.1 Ensure the provision of a cultural and contextually appropriate quality intervention service which facilitates access and participation of children and students with special needs by:

- Identifying communication needs of individuals and groups within schools, by providing contextually appropriate assessment and diagnostic services including the use of formal and informal assessment, observation, in consultation with carers, staff and other service providers.
- Collaboratively plan, prepare, implement, evaluate and modify intervention strategies and programs for individuals and groups.
- Contributing to the development of education programs that promote the participation and learning outcomes of those with communication difficulties through collaboration and negotiation with family, staff and other services providers, and by providing formal reports, information, advice, advocacy and counselling as appropriate.
- Contributing to the ongoing management of and continuity of service (including transition for school), to those in receipt of service by maintaining records of involvement and complying with established procedures, policies and legislative requirements.
- Identifying those eligible for additional resources and contributing to the process of development of negotiated education plans.

4.2 Deliver the service to assigned locations to ensure positive outcomes for children and students with special needs and their families through a team approach by:

- Identifying and informing appropriate personnel (e.g. principals/manager) regarding the provision of speech pathology services to those with communication difficulties, within and across locations.
- Ensuring that caseloads are prioritised through negotiation with Team Coordinator to maximise use of available resources.
- Advising on appropriate resources and equipment for assessment and intervention.
- Working with other service providers and agencies to develop and coordinate support and delivery models.

4.3 Contribute to the planning and development of Anangu Education Special Support Team DECS speech pathology services by:

- Monitoring, evaluating and reporting on service delivery; contributing to quality assurance by identifying aspects of service that require clarification; assisting in the development, implementation and evaluation of appropriate strategies.
- Developing and maintaining effective working relationships with interagency, community and statewide services.
- Undertaking particular projects in response to identified needs as negotiated with the Team Coordinator.
- Contributing to training and development programs by identifying aspects of the service where such activities would be beneficial; reporting to the group on professional development activities attended outside the department; sharing relevant experiences with the group; providing copies of new programs and materials developed for use with students and schools.
- Undertaking professional development to extend professional knowledge and skills to meet own and service needs.
- Assisting with the selection and induction of new staff.

Acknowledged by occupant /...../.....

PERSON SPECIFICATION

Essential Minimum Requirements (Those characteristics considered absolutely necessary).

Educational/Vocational Qualifications

An appropriate degree in Speech Pathology or other appropriate qualification giving eligibility for Practising Membership of the Speech Pathology Association of Australia

Personal Abilities/Aptitudes/Skills

- Proven ability to work independently with minimal supervision, collaboratively and a commitment to work in a transdisciplinary team.
- Effective verbal and written communication skills with a diverse range of people.
- High level problem solving skills, including the ability to:
 - determine priorities, organise workloads and meet deadlines
 - analyse information, evaluate alternatives and instigate a range of strategies
 - evaluate outcomes including personal performance
- Ability to plan, develop, implement and evaluate a range of services strategies which consider children in the family context and students in the school context.
- Ability to plan, deliver and evaluate training and development programs for diverse groups.
- Ability to negotiate constructively when working with other services, school leadership and communities to achieve positive service outcomes.
- Ability to respond to challenging situations creatively and sensitively.

Experience

- Successful experience in formal and informal assessment, intervention strategies and programming.
- Successful experience working with Aboriginal children and adults in the provision of a curriculum focussed speech pathology service for children and student.

Knowledge

Generic:

- A sound knowledge of policies relating to Occupational Health, Safety and Welfare and EEO. An understanding of their application to work in remote locations.

Professional:

- Knowledge of:
- The process of consultancy
- A wide range of standardised and non-standardised assessment and intervention options of ways in which these may be adapted for working with indigenous children and students.
- Departmental and interagency support services relevant to those with special needs
- The needs of families with young children in education settings
- Cultural and linguistic issues relating to Aboriginal children and students