



Position Description

Position Title	Speech Pathologist – Graduate
Organisation	Catholic Education Sandhurst Limited (CES Ltd)
Function	School Development and Support
Location	<i>Bendigo, Wangaratta, or Tatura</i>
Enterprise Agreement and or Award	Catholic Education Multi-Enterprise Agreement 2022
Classification	Speech Pathologist Grade 2
Remuneration	\$78,448 (Annual rem excluding superannuation)
FTE	1.0 FTE
Motor Vehicle	Provision of motor vehicle in line with CES Ltd Policy
Status	Ongoing
Reports to	Senior Speech Pathologist

Our Organisation

Catholic Education Sandhurst Limited (CES Ltd) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northwest Victoria. The organisation supports more than 3000 employees in 52 schools and 2 early childhood facilities. It also provides support to 4 secondary colleges owned and operated by Religious Institutes.

CES Ltd participates and cooperates in the work of the Catholic Education Commission of Victoria Ltd (CECV), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

The Executive Director of Catholic Education Sandhurst acts as Chief Executive Officer for the Board of CES Ltd and within its delegated schedule for the organisational, administrative, support and service matters related to Catholic schools within the Diocese.

The Executive Director of Catholic Education Sandhurst and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CES Ltd is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

Our Vision

The vision for CES Ltd is to provide, in partnership with our families, stimulating, enriching, liberating, sacramental and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people.

We believe:

- That the values of the Gospel are central to who we are, what we do, and how we act.
- That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition.
- That a strong sense of community is dependent on the quality of our collegial relationships.
- That each person's potential is fostered through the dedicated ministry of Catholic Education.
- In leadership encompassing vision, innovation, and empowerment.

Our Values

CES Ltd Values underpin and reflect the behaviours we expect of our staff:

Principles of Catholic Social Teaching

The identity of the Sandhurst Catholic School reflects the principles of Catholic social teaching, grounded in the person of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school

Respect

Respect for the dignity and potential of each person within a climate that is conducive to peace, security and development. This must find expression in the relationships, structures, curricula, planning, processes and care in the everyday life of the school

Partnerships

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community

Faith

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership

Office Summary

The Catholic Education Sandhurst Office comprises approximately 100 employees working across 7 key functional areas, supporting over 50 schools within the Sandhurst Diocese based across Bendigo, Tatura, and Wangaratta.

The Chief position within each function reports directly to the Chief Executive Officer of Catholic Education Sandhurst (CES) and the 7 functional areas comprise of:

- Catholic Mission, Learning and Teaching
- School Development and Support
- Early Childhood Education & Care
- Student Pastoral Wellbeing
- People and Culture
- Operations; and,
- Strategy, Risk and Governance.

Function Summary

The School Development and Support function provides systemic leadership across the Sandhurst Catholic Diocese relating to school improvement, Principal performance and development, and learner support.

The function provides strategic leadership for CES Ltd across three key performance domains: shaping culture, building capacity and capability, and enhancing performance across the Diocesan system of schools.

The function includes:

- School Improvement and Performance
- School Review (NSIT)
- Principal performance and development
- Learner Diversity Support; and,
- School Development, Research, and Innovation

The Learner Diversity team works closely with the Learning and Teaching and Student Pastoral Wellbeing functions to ensure the effective delivery and timely approach to diverse learning needs and interventions. The team strives for the achievement of best practice across all schools in the network; working collaboratively with teachers, families, parents/carers, professional external service providers and allied health professionals to ensure appropriate learning strategies are developed.

Position Summary

This position supports the vision and mission of the Catholic Education Sandhurst Limited through the provision of Educational Speech Pathology services to school communities. Collaborative evidence-based school support occurs across all three tiers of the Multi - Tiered System of Support (MTSS) Framework. This form of service delivery facilitates an active and supported learning environment for students, which encourages generalisation of skills because it occurs within the learning context. The Educational Speech Pathology intervention programs are accountable and reflect current theoretical knowledge.

Key relationships include School Principals and appropriate school staff for determination of work allocations, CES Senior Speech Pathologist for leadership, professional support and guidance and other speech pathologists for collaboration.

Key Responsibilities

Speech Pathology Services	<ul style="list-style-type: none"> • Provide evidence based, curriculum aligned Speech Pathology services to schools that includes; assessment, intervention, and consultation and/or learning difficulties across a range of learning contexts. • Provision of school-based support according to key principles of the Multitiered System of Supports (MTSS) framework¹ and data informed service delivery. • Provide culturally safe and responsive services that acknowledge cultural and linguistic diversity in the communities and of the individuals we serve.
School Collaboration	<ul style="list-style-type: none"> • Collaborate with staff in schools to identify and implement curriculum adjustments for students who present with communication and/or related learning difficulties. • Provide advice and recommendations for teachers to implement research-based pedagogy.
Support Teachers	<ul style="list-style-type: none"> • Provision of relevant professional development support to teachers and school communities.
Professional Development	<ul style="list-style-type: none"> • Commitment to continued education and professional development activities relating to Speech Pathology and Education and abide by Speech Pathology Australia’s Code of Ethics (February 1986).
Record Keeping	<ul style="list-style-type: none"> • Maintain student files and other necessary documentation according to CES Ltd administration protocols.
Work Within a Multi-disciplinary Team	<ul style="list-style-type: none"> • Contribute to and actively participate in relevant team-based processes and projects.

Mandatory Responsibilities and Requirements

Compliance with CES Ltd Policies and Procedures

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies, procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

Compliance with Occupational Health and Safety

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. In addition, it is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd’s OH&S Management System, including requirements to report any health, safety or wellbeing issues as well as eliminate hazards, follow instructions, and participate in training and consultation processes. You will also be required to provide evidence of your current First Aid and Anaphylaxis training prior to commencing employment with CES Ltd.

Compliance with Child Safety Legislation

¹ See section 3 of the SPA Speech Pathologists in Education practice guidelines (2022).

- CES Ltd is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check. CES Ltd are committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

Key Selection Criteria

Essential	Qualifications and Registrations	<ul style="list-style-type: none"> • Formal qualifications in Speech Pathology. • A current unrestricted Victorian Drivers Licence. • A valid Working with Children Check or VIT registration.
	Knowledge and Experience	<ul style="list-style-type: none"> • An understanding of the development of speech, language and communication and its relationship to literacy, learning and social emotional growth across the curriculum. • An understanding of the <i>2022 Speech Pathology Australia: Speech Pathologists in Education</i> position statement and practice guidelines. • Capacity to provide professional learning opportunities for others in Speech Pathology and a willingness to share knowledge with teachers and other members of school communities. • Capacity to work effectively as a member of a multi-disciplinary team. • Willingness to engage in structured supervision and mentoring. • Understanding of and competence in responding to legal requirements such as Disability Discrimination and Privacy obligations
	Commitment to Catholic Mission	<ul style="list-style-type: none"> • Demonstrated commitment to the Catholic Faith with an ability to articulate the Church's mission in Catholic Education. • Support the Sandhurst Catholic Ethos and Framework to serve the students enrolled within the system.
	Skills and Attributes	<ul style="list-style-type: none"> • Highly developed interpersonal, communication and ICT skills. • Well-developed research and analytical skills including the interpretation of data. • Sound organisational and administrative skills. • Ability to work autonomously and to act independently where appropriate. • Good presentation skills. • Demonstrated experience and competence in clinical problem solving and decision making.
Desirable	Knowledge and experience	<ul style="list-style-type: none"> • The capacity to develop skills required for coaching and provision of adult learning.