



# Position Description

<b>Position Title</b>	<b>Speech Pathologist</b>
<b>Organisation</b>	Catholic Education Sandhurst Limited (CES Ltd)
<b>School</b>	St. Joseph's
<b>Location</b>	<i>Cobram</i>
<b>Enterprise Agreement and / or Award</b>	Catholic Education Multi-Enterprise Agreement 2022
<b>Classification</b>	Education Support Officer Cat B Level 3-1 / Level 4-6 (Pro Rata)
<b>Remuneration</b>	\$73,598 - \$95,805 (Annual rem excluding superannuation)
<b>FTE</b>	0.4 - 0.6 (negotiable)
<b>Status</b>	Fixed Term or Casual
<b>Reports to</b>	Principal

## 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 Northeast Victoria. The organisation supports more than 3000 employees in 52 schools and 3 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 Victorian Catholic Education Authority (VCEA), 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 is appointed by the Board of CES Ltd to support the administrative, organisational, and service matters to Catholic schools within the Diocese.

The Executive Director 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 and parishes, stimulating, enriching, liberating, sacramental and nurturing learning environments drawn from the Catholic tradition in each of the diocesan school communities.

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, a pursuit of excellence in all levels of learning and creating communities of welcome, hospitality and inclusion.

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.

## School Summary

St Joseph's School provides a dynamic, student-centered approach to education for children living in and around the Cobram area. Our school was opened in 1922 by the Sisters of Mercy, who travelled from Bendigo to open the school, beginning with 65 pupils from Grade 1 to Grade 8.

With a focus on the development of the whole person; intellectual, spiritual, social, physical, and emotional development, St Joseph's School seeks to create an environment that enhances learning, nurtures young people, and empowers them to live the Catholic faith in the spirit of Jesus Christ. St Joseph's School is committed to providing our young people, our future, with exemplary educational experiences and opportunities that foster their many and diverse gifts and talents and meet their many diverse developmental needs.

## 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

<b>Speech Pathology Services</b>	<ul style="list-style-type: none"><li>• Provide evidence based, curriculum aligned Speech Pathology services to schools that includes assessment, intervention, and consultation related to speech, language, communication and related literacy needs across a range of learning contexts.</li><li>• Provision of school-based Speech Pathology support according to key principles of the Multitiered System of Supports (MTSS) framework and data informed service delivery.</li><li>• Provide culturally safe and responsive services that acknowledge cultural and linguistic diversity in the communities and of the individuals we serve.</li></ul>
<b>School Collaboration</b>	<ul style="list-style-type: none"><li>• Work closely with school staff to identify and provide holistic support to students with speech, language and communication needs.</li><li>• Liaison with, and referral to, external agencies as required.</li><li>• Consult with teachers and providing advice about relevant teaching and learning strategies in order to build capacity in relation to speech and language.</li></ul>

	<ul style="list-style-type: none"> <li>Supporting the Learner Diversity Leaders and teachers to develop Individual Education Plans and classroom strategies that meet student needs.</li> <li>Providing speech pathology intervention to individual and groups of students. <ul style="list-style-type: none"> <li>Collaborate with staff in schools to identify and implement curriculum adjustments for students who present with communication and/or related learning difficulties.</li> </ul> </li> </ul> <p>Provide advice and recommendations for teachers to implement research-based pedagogy.</p> <p>Provision of relevant professional development support to teachers and school communities.</p>
<b>Record Keeping</b>	<ul style="list-style-type: none"> <li>Maintain student files and other necessary documentation and report student progress.</li> </ul>
<b>Best Practice Principles</b>	<ul style="list-style-type: none"> <li>Respond to children’s support requirements by employing a range of evidence based, culturally responsive practices and activities, including assessment, intervention and consultation underpinned by best practice principles.</li> <li>Maximise opportunities to improve the capacity of the education system to deliver supports to all children</li> </ul>
<b>Support Teachers</b>	<ul style="list-style-type: none"> <li>in collaboration with members of the education team, facilitate enhanced outcomes for children through the use of systematic approaches that define outcomes and determine services.</li> <li>Support in collaboration with the team continuous cycles of goal setting and evaluation to determine support needs for children and develop robust intervention plans that improve educational outcomes.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Practice improvement should be strategic, contextualised, and relevant to work demands and service agreements, and be supported by quality assurance processes.</li> <li>Maintain access to mentoring, supervision and training opportunities that support translation of new knowledge and skills into practice.</li> </ul>
<b>Work Within a Multi-disciplinary Team</b>	<ul style="list-style-type: none"> <li>Contribute to and actively participate in relevant team-based processes and projects</li> </ul>

Carry out all other duties that are within the limits of the skill, ability, competence, and training of the employee, and aligned with the requirements of the role as may be directed from time to time.

## 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. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd’s OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.
- Depending on the role some employees will be required to provide evidence of successful completion of First Aid Certificate inclusive of Anaphylaxis training prior to commencing employment with CES Ltd.

### Compliance with Child Safety Legislation

- 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 or VIT registration. 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

<b>Essential</b>	<b>Qualifications and Registrations</b>	<ul style="list-style-type: none"> <li>• Relevant tertiary qualification in Speech Pathology,</li> <li>• Member of Speech Pathology Australia</li> </ul>
	<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• An understanding and/or experience working with primary school students with a presenting with speech, language and communication needs, including the ability to provide specialist advice on appropriate goals and teaching strategies for students with additional needs.</li> </ul>

		<ul style="list-style-type: none"> <li>• An understanding of the development of speech, language and communication and its relationship to literacy, learning and social emotional growth across the curriculum.</li> <li>• An understanding of the 2022 Speech Pathology Australia: Speech Pathologists in Education position statement and practice guidelines.</li> <li>• Demonstrated ability to design, deliver and provide advice on intervention programs in a school with implementation supported by teachers, Education Support staff, parents and relevant professionals.</li> <li>• 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.</li> </ul>
	<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• Demonstrated commitment to Catholic Education and Catholic Identity along with an understanding and willingness to work within the Catholic ethos, traditions, and practices of the Diocese of Sandhurst.</li> </ul>
	<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• Willing to undergo or provide a current and satisfactory working with children check</li> </ul>
	<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Highly developed interpersonal, communication and ICT skills.</li> <li>• Well-developed research and analytical skills including the interpretation of data.</li> <li>• Sounds organisational and administrative skills.</li> <li>• Ability to work autonomously and to act independently where appropriate.</li> <li>• Good presentation skills.</li> <li>• Demonstrated experience and competence in clinical problem solving and decision making</li> </ul>
<b>Desirable</b>		<ul style="list-style-type: none"> <li>• The capacity to develop skills required for coaching and provision of adult learning.</li> </ul>