

Role Description

Speech Pathologist

| Role Description Fields | Details |
|---------------------------------------|---|
| Cluster | Education |
| Department/Agency | Department of Education |
| Division/Branch/Unit | Royal Far West School |
| Role number | Various |
| Classification/Grade/Band | Grade 3 |
| Senior executive work level standards | Not Applicable |
| ANZSCO Code | 252712 |
| PCAT Code | 1 1 1 91 92 |
| Date of Approval | November 2024 |
| Agency Website | https://education.nsw.gov.au/ |

Agency overview

The NSW Department of Education serves the community by providing world-class education for students of all ages. We ensure young children get the best start in life by supporting and regulating the early childhood education sector. We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We are committed to fostering vibrant, sustainable and high-performing vocational and higher education sectors.

We are responsible for enacting NSW Government policy, driving improvement in education, and overseeing policy, funding and compliance issues relating to non-government schools. We respect and value Aboriginal and Torres Strait Islander people as First Peoples of Australia.

Primary purpose of the role

To provide specialist advice and interventions to support students with communication difficulties in speaking, listening, understanding language, reading, writing, social skills, stuttering and using voice. In addition to the above, speech pathologists will also work with students with difficulties with swallowing, drinking and saliva control.

The Sounds, Words, Aboriginal Language and Yarning (SWAY) Speech Pathologist supports students from non-English speaking backgrounds, students with trauma resulting in communication difficulties and Aboriginal communities throughout rural and remote NSW. The SWAY Speech Pathologist manages complex cases that requires extensive experience and knowledge and provides specialist advice and interventions to support students from Aboriginal communities. They have responsibility for the management of the SWAY Program in its entirety and ensure all staff that are part of the program are trained appropriately, supported, and confident to educate students in accordance with their individual needs.

Key accountabilities

- Managing complex cases requiring extensive experience and providing specialised assessment and document diagnosis of speech, language and related specific learning difficulties to students. Providing referral pathways, advice and guidance to parents and educators as required.

- Document assessment, planning, evaluations, trial, and recommendations for communicating or other suitable methods for students including any additional documents from other student care.
- Ensuring consultation and collaboration between SWAY Speech Pathologist team and Aboriginal communities in developing a culturally responsive speech pathology intervention to support preschool or kindergarten children with speech, language and/or developmental delays.
- Evaluation of student outcomes and staff feedback from SWAY interventions across the different sites in rural and remote NSW to make informed decisions in improving the design, development, and deliverance of the program, training materials and standard of practice to ensure a quality deliverance.
- Planning, implementing, and evaluating the outcomes of 3-day SWAY training courses in alignment with NESA for face-to-face and online training for SWAY educational staff and early childhood educators.
- Leading and providing guidance to the strategies of deliverance for targeted and whole class interventions in rural and remote NSW for local Aboriginal students, developmental delays and students from non-English speaking backgrounds.
- Providing guidance through the SWAY Mentoring Support Program and ensuring clinical coaching and supervision for the SWAY Speech Pathology unit, onboarding of contracted SWAY Speech Pathologists, university student Speech Pathologists, support staff and educators for ongoing support, learning and skill development.
- Identify, liaise and work collaboratively through high level of oral and written communication skills with key stakeholders including the Aboriginal Education Consultative Group, government and non-government agencies where required to develop advice, strategies and interventions to support students and parents.

Key challenges

- Managing a team and professional relationships across a multidisciplinary environment to support students.
- Collating and reviewing information, including clinical observations and assessment results, family circumstances and observations, educational placement, teacher observations and assessment information from different stakeholders to make informed recommendations and provide advice to develop support plans for students.
- Making informed decisions in relation to day-to-day situations within scope of practice and Education policies and procedures.
- Communicating regularly, building and maintaining relationships with families, students, school community and external stakeholders through different communication mediums.
- Building understanding, knowledge and skill sets of school staff and parents supporting students.

Key relationships

Internal

| Who | Why |
|--|--|
| Principal and executive teaching staff | <ul style="list-style-type: none"> • Provide advice to the team based on assessment and communication systems as part of complex case management for students with specific needs and details of training to support school staff for students with speech/language needs. |
| Teaching and non-teaching staff | <ul style="list-style-type: none"> • Assist in the development of resources and training for staff, students and parents of students. • Develop and supervise training for staff in communication and language development of students with language difficulties. • Work collaboratively with classroom staff to model and implement strategies for students with speech/language needs. • Provide advice, training and resources to school staff for supporting student needs. |

External

| Who | Why |
|--|---|
| Government and non-government organisations and committees | <ul style="list-style-type: none">• Provide information and strategies to support staff with managing students with developmental delays based on the speech pathologist's professional judgement of solutions that will ensure safety for both staff and student.• Collaborate with other external stakeholders for specific student needs for seamless transition and development. |
| Aboriginal Education Consultative Group | <ul style="list-style-type: none">• Consult and collaborate to develop appropriate material for intervention programs based on local Aboriginal language and yarns. |

Role dimensions

Decision making

The Speech Pathologist makes decisions about the communication adjustments required for students to support their safe engagement and participation in learning.

The Speech Pathologist makes recommendations on communication strategies, intervention programs and referrals to improve the sound and language abilities of students in consultation with school teaching staff, the principal and any other stakeholders involved in the students' wellbeing.

Reporting line

Principal of the school

Direct reports

This role has direct reports. At any one time there is a requirement to manage up to or more than 5 staff members in the following categories:

- SWAY Speech Pathology staff
- Allied Health support staff
- University practicum students

Budget/Expenditure

Determined by the line manager

Key knowledge and experience

- Extensive experience in delivery of assessment and intervention services to school age students with speech, language and literacy difficulties.
- Proficiency with a range of technology, including using databases, Word, Excel, PowerPoint and capacity to develop skills in using telehealth applications.

Essential requirements

- Must hold a bachelor or post graduate degree in speech pathology.
- Maintain accreditation as a Speech Pathologist.
- Is a member or has eligibility for membership with Speech Pathology Australia.
- Valid Working with Children Check clearance.
- Knowledge of and commitment to the Department's Aboriginal Education policies.
- Ability and willingness to travel between worksites. This will require a current and valid driver's licence with permission to drive by one-self.

Capabilities for the role

The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

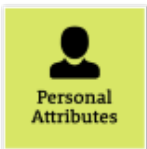

The capabilities are separated into focus capabilities and complementary capabilities

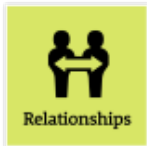
Focus capabilities

Focus capabilities are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

Focus capabilities

| Capability group/sets | Capability name | Behavioural indicators | Level |
|---|--|--|----------|
|  | Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning | <ul style="list-style-type: none">• Act as a professional role model for colleagues, set high personal goals and take pride in their achievement• Actively seek, reflect and act on feedback on own performance• Translate negative feedback into an opportunity to improve• Take the initiative and act in a decisive way• Demonstrate a strong interest in new knowledge and emerging practices relevant to the organisation | Advanced |
|  | Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect | <ul style="list-style-type: none">• Tailor communication to diverse audiences• Clearly explain complex concepts and arguments to individuals and groups• Create opportunities for others to be heard, listen attentively and encourage them to express their views• Share information across teams and units to enable informed decision making• Write fluently in plain English and in a range of styles and formats• Use contemporary communication channels to share information, engage and interact with diverse audiences | Adept |



Work Collaboratively

Collaborate with others and value their contribution

- Recognise outcomes achieved through effective collaboration between teams
- Build cooperation and overcome barriers to information sharing, communication and collaboration across the organisation and across government
- Facilitate opportunities to engage and collaborate with stakeholders to develop joint solutions
- Network extensively across government and organisations to increase collaboration
- Encourage others to use appropriate collaboration approaches and tools, including digital technologies

Advanced

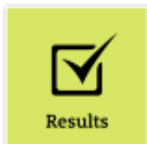


Plan and Prioritise

Plan to achieve priority outcomes and respond flexibly to changing circumstances

- Understand the links between the business unit, organisation and the whole-of-government agenda
- Ensure business plan goals are clear and appropriate and include contingency provisions
- Monitor the progress of initiatives and make necessary adjustments
- Anticipate and assess the impact of changes, including government policy and economic conditions, on business plans and initiatives and respond appropriately
- Consider the implications of a wide range of complex issues and shift business priorities when necessary
- Undertake planning to help the organisation transition through change initiatives, and evaluate progress and outcomes to inform future planning

Advanced

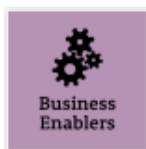


Demonstrate Accountability

Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines

- Assess work outcomes and identify and share learnings to inform future actions
- Ensure that own actions and those of others are focused on achieving organisational outcomes
- Exercise delegations responsibly
- Understand and apply high standards of financial probity with public monies and other resources
- Identify and implement safe work practices, taking a systematic risk management approach to ensure own and others' health and safety
- Conduct and report on quality control audits
- Identify risks to successfully achieving goals, and take appropriate steps to mitigate those risks

Adept

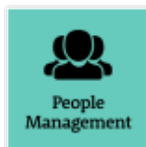


Technology

Understand and use available technologies to maximise efficiencies and effectiveness

- Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks
- Use available technology to improve individual performance and effectiveness
- Make effective use of records, information and knowledge management functions and systems
- Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies

Intermediate

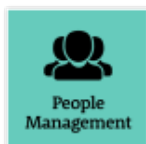


Manage and Develop People

Engage and motivate staff, and develop capability and potential in others

- Define and clearly communicate roles, responsibilities and performance standards to achieve team outcomes
- Adjust performance development processes to meet the diverse abilities and needs of individuals and teams
- Develop work plans that consider capability, strengths and opportunities for development
- Be aware of the influences of bias when managing team members
- Seek feedback on own management capabilities and develop strategies to address any gaps
- Address and resolve team and individual performance issues, including unsatisfactory performance, in a timely and effective way
- Monitor and report on team performance in line with established performance development frameworks

Adept



Optimise Business Outcomes

Manage people and resources effectively to achieve public value










- Develop team and unit plans that consider team capabilities and strengths
- Plan and monitor resource allocation effectively to achieve team and unit objectives
- When planning resources, consider the attraction and retention of people of diverse cultures, backgrounds and experiences
- Ensure that team members work with a good understanding of business principles as they apply to the public sector context
- Participate in wider organisational workforce planning to ensure that capable resources are available

Intermediate

Complementary capabilities

Complementary capabilities are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

| Capability group/sets | Capability name | Description | Level |
|---|--------------------------------|--|--------------|
|  Personal Attributes | Display Resilience and Courage | Be open and honest, prepared to express your views, and willing to accept and commit to change | Adept |
|  Personal Attributes | Act with Integrity | Be ethical and professional, and uphold and promote the public sector values | Adept |
|  Personal Attributes | Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Adept |
|  Relationships | Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Adept |
|  Relationships | Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Intermediate |
|  Results | Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Adept |
|  Results | Think and Solve Problems | Think, analyse and consider the broader context to develop practical solutions | Adept |
|  Business Enablers | Project Management | Understand and apply effective planning, coordination and control methods | Foundational |
|  People Management | Inspire Direction and Purpose | Communicate goals, priorities and vision, and recognise achievements | Foundational |