Role Description
Speech Pathologist

Cluster	Education
Agency	Department of Education
Division/Branch/Unit	School Operations and Performance
Role number	Various
Classification/Grade/Band	Speech Pathologist Grade 3
ANZSCO Code	252712
PCAT Code	111 91 92
Date of Approval	November 2019
Agency Website	https://education.nsw.gov.au/

Department of Education

The NSW Department of Education provides, funds and regulates education services for NSW students from early childhood to secondary school, delivering world-class education through its public schools and providing funding support to non-government schools. We employ, develop and support teachers, leaders and other staff to deliver the best outcomes for students and to advance the wellbeing of Aboriginal people.

Primary purpose of the role

Provide speech pathology diagnosis and assessment and develop intervention supports for students with complex reading and language difficulties referred to the NSW Centre for Effective Reading, an initiative of the NSW Department of Education and the NSW Ministry of Health.

Key accountabilities

- Provide specialised assessment and diagnosis of speech, language and related specific learning difficulties in primary school aged students referred to the NSW Centre for Effective Reading.
- Document results of assessments including analysis of the presenting language and literacy problems.
- Contribute to the development of evidence based interventions to support literacy learning of students with language difficulties.
- Provide advice on the identification of speech and language needs, based on current development and research.
- Develop and implement quality professional learning and case presentations in relation to programs for primary school aged students referred to the NSW Centre for Effective Reading.
- Actively contribute to the work of the NSW Centre for Effective Reading in supporting schools in strengthening outcomes for students with reading and language difficulties.
- Liaise and work collaboratively with key groups including government and non-government agencies where required.

Key challenges

- Managing professional relationships across a multidisciplinary team that is geographically dispersed across NSW
- Assimilating large volumes of information in order to inform practice, including clinical observations and assessment results, family circumstances and observations, educational placement, teacher observations and assessment information from the multidisciplinary team members

- Building and maintaining relationships with families, students, home schools and local services via email, telephone and video conference, due to large distances between sites
- Willingness to travel to Sydney metropolitan or rural and remote NSW for school and/or Centre Development Days or hub interactions

Key relationships

Who (i.e. who is the relationship with)	Why (i.e. purpose of the relationship)
Internal	
Immediate team	Day to day clinical team management of students of The Centre
The Centre – whole team	Participation in activities of the Centre
Discipline specific team	Support and peer supervision , involvement in projects
Line managers	Support and help monitor caseload, day to day and team issues
Clinical leader	Support and help manage caseload and other clinical issues
DEC school staff (local schools)	Share information, support student, provide specific recommendations
External	
Non-DOE local schools	Share information, support student, provide specific recommendations
Local services (e.g. local speech pathologists seeing the student)	Share information, support student, provide specific recommendations
Families	Share information, support student, provide specific recommendations

Role Dimensions

Decision making
- Clinical decisions regarding assessment and speech pathology management in collaboration with the hub team

Reporting line
- Principal, Palm Avenue School

Direct reports

Nil.

Budget/Expenditure

Nil.

Essential requirements
- Relevant tertiary qualifications and eligibility for membership of Speech Pathology Australia.

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- Experience in delivery of assessment and intervention services to primary 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
- Valid Working With Children Check clearance
- Knowledge of and commitment to the Department's Aboriginal Education policies.

Capabilities for the role

The NSW Public Sector Capability Framework applies to all NSW public sector employees.

NSW Public Sector Capability Framework		
Capability Group	**Capability Name**	**Level (refer to Capability Framework)**
Personal Attributes	Display Resilience and Courage	Intermediate
	Act with Integrity	Adept
	Manage Self	**Adept**
	Value Diversity	Adept
Relationships	**Communicate Effectively**	**Adept**
	Commit to Customer Service	Intermediate
	Work Collaboratively	**Adept**
	Influence and Negotiate	Intermediate
Results	Deliver Results	Intermediate
	Plan and Prioritise	**Intermediate**
	Think and Solve Problems	Intermediate
	Demonstrate Accountability	**Adept**
Business Enablers	Finance	Foundational
	Technology	**Adept**
	Procurement and Contract Management	Foundational
	Project Management	Intermediate

Focus capabilities for the Role

It is expected that an occupant new to the role will demonstrate immediate competence in each of the Focus Capabilities. The level indicated is a minimum requirement for immediate competence in the role. Refer to the PSC Capability Comparison Guide to determine the range of focus capabilities required for the role.

In addition, behavioural indicators need to be specified for each of the focus capabilities (sourced directly from the Capability Framework).

NSW Public Sector Capability Framework		
Group and Capability	**Level**	**Behavioural Indicators**
Personal Attributes Manage Self	Adept	• Look for and take advantage of opportunities to learn new skills and develop strengths • Show commitment to achieving challenging goals • Examine and reflect on own performance • Seek and respond positively to constructive feedback and guidance • Demonstrate a high level of personal motivation
Relationships Communicate Effectively	Adept	Tailor communication to the audience • Clearly explain complex concepts and arguments to individuals and groups • Monitor own and others' non-verbal cues and adapt when necessary • Create opportunities for others to be heard • Actively listen to others and clarify own understanding • Write fluently in a range of styles and formats
Work Collaboratively	Adept	• Encourage a culture of recognising the value of collaboration • Build co-operation and overcome barriers to information sharing and communication across teams/units • Share lessons learned across teams/units • Identify opportunities to work collaboratively with other teams/units to solve issues and develop better processes and approaches to work
Results Plan and Prioritise	Intermediate	• Understand the team/unit objectives and align operational activities accordingly • Initiate, and develop team goals and plans and use feedback to inform future planning • Respond proactively to changing circumstances and adjust plans and schedules when necessary • Consider the implications of immediate and longer term organisational issues and how these might impact on the achievement of team/unit goals • Accommodate and respond with initiative to changing priorities and operating environments
Demonstrate Accountability		

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NSW Public Sector Capability Framework		
Group and Capability	**Level**	**Behavioural Indicators**
Demonstrate Accountability	Adept	• Assess work outcomes and identify and share learnings to inform future actions • Ensure that actions of self and 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 health and safety of self and others • Conduct and report on quality control audits • Identify risks to successful achievement of goals, and take appropriate steps to mitigate those risks
Business Enablers Technology	Adept	• Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks • Identify opportunities to use a broad range of communications technologies to deliver effective messages • Understand, act on and monitor compliance with information and communications security and use policies • Identify ways to leverage the value of technology to achieve team/ unit outcomes, using the existing technology of the business • Support compliance with the records, information and knowledge management requirements of the organisation