Role Description
Speech Pathologist

Role Description Fields	Details
Cluster	Education
Department/Agency	Department of Education
Division/Branch/Unit	School Operations and Performance
Role number	Various
Classification/Grade/Band	Grade 1
Senior executive work level standards	Not Applicable
ANZSCO Code	.
PCAT Code	.
Date of Approval	11 March 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.

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. A core focus of the role is to help with augmentative or alternative communication methods for students through recommendations of specialised equipment and providing training to staff and students.

Key accountabilities

- Managing cases and providing specialised assessment and diagnosis of speech, language and related specific learning difficulties to students. Providing referral pathways, advice and guidance to parents and educators where required.
- Document assessment, planning, evaluations, trial, and recommendations for communicating or other suitable methods for students including any additional documents from other student care.
- Make recommendations for improving communication through use of AAC equipment and/or other equipment and recommend oral language programs to develop speech and language skills.
- Provide advice on identified speech and language needs based on current development and research.
- Ensuring consultation and collaboration between government, non-government and external stakeholders to develop a culturally responsive speech pathology intervention to support students with speech, language, communication and swallowing/mealtime competencies and/or developmental delays.

- Evaluation of student outcomes and staff feedback from interventions and/or programs to make informed decisions in improving the design, development, and deliverance of specialist advice, training materials and standard of practice to ensure a quality deliverance for the different phases of progression.
- Planning, implementing, and evaluating the outcomes of interventions and/or programs to ensure positive progression in education and life trajectories of children with identified communication support needs.

Key challenges

- Managing professional relationships across a multidisciplinary team 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 for informed recommendations and 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	• 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	• Assist in the development of resources and training packages for staff, students and parents of students within the school. • Develop individualised 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 students with language difficulties.

External

Who	Why
Government and non-government organisations and committees	• Provide information and strategies to support staff with managing students with disability based on the speech pathologist's professional judgement of solutions that will ensure safety for both staff and student. • Collaborate to any other external stakeholders for specific student needs for seamless transition and development

Role dimensions

Decision making

The Speech Pathologist makes decisions about the communication adjustments required for students with language difficulties to support their safe engagement and participation in learning.
The Speech Pathologist makes decisions on strategies, intervention programs and referrals to improve the communication needs 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

Nil.

Budget/Expenditure

School funded positions

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.

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	• Keep up to date with relevant contemporary knowledge and practices • 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 and maintain a high level of personal motivation	Adept
	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	• 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	• Encourage a culture that recognises the value of collaboration • Build cooperation and overcome barriers to information sharing and communication across teams and units • Share lessons learned across teams and units • Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work • Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services	Adept

	Plan and Prioritise Plan to achieve priority outcomes and respond flexibly to changing circumstances	• Understand the team and 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 affect the achievement of team and unit goals • Accommodate and respond with initiative to changing priorities and operating environments	Intermediate
	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	• Identify opportunities to use a broad range of technologies to collaborate • Monitor compliance with cyber security and the use of technology policies • Identify ways to maximise the value of available technology to achieve business strategies and outcomes • Monitor compliance with the organisation's records, information and knowledge management requirements	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
	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Intermediate
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Adept
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Adept
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Intermediate
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Intermediate