

NORTH EAST SCHOOL DIVISION # 200



JOB DESCRIPTION

POSITION TITLE: Speech - Language Pathologist

REPORTS TO: **Directly:** **Coordinator of Learning**
 Indirectly: **Superintendent of Learning**

Purpose:

The Speech-Language Pathologist (SLP) provides diagnostic and programming services for children and youth with communication challenges. SLP's consult and collaborate with teachers, administrators, parents and other personnel or agencies to support student success in learning.

Required Education, Knowledge, Qualifications and Experience:

- Masters degree in Speech-Language Pathology from a recognized post-secondary institution
- A minimum of 1 year experience as an SLP or equivalent would be an asset
- Licensed by the Saskatchewan Association of Speech-Language Pathologists and Audiologists
- Maintain membership in the Saskatchewan Association of Speech-language Pathologists and Audiologists
- Possess a current and valid Driver's License
- Experience working in the learning sector within a collaborative-consultative model would be an asset
- Proficiency in the operation of computers, word processing applications and additional software comparable to those currently used in the school division.

Required Skills and Abilities:

- Ability to maintain strict confidentiality
- Ability to prioritize multiple demands and effectively manage time
- Ability to work as a team player
- Ability to establish a strong rapport with students, families and school personnel
- Ability to manage high stress situations
- Ability to write reports requiring meaningful interpretations of data, accuracy, readability and editorial correctness
- Effective communication and presentation skills
- Ability to handle physically/emotionally demanding children
- Ability to hear and understand speech levels
- Excellent interpersonal skills
- A positive attitude and work ethic
- Effective organizational and record keeping skills

Supervision of Other Staff:

This position does not involve the direct supervision of staff.

Duties and Responsibilities:

Without restricting the generality of the purpose above, the SLP shall perform such duties and responsibilities as may be assigned including but not restricted to the following:

- Participate as an active member of the Student Support Services team in carrying out the NESD vision and mission

- Respond to student needs as outlined in the NESD Response to Instruction (RtI) service delivery model
- Provide informal consultation when appropriate to classroom teachers during Cycle 1 in the RtI process
- Provide preventative programming, screening, consultation, assessment/diagnosis, treatment, and intervention
- Provide support and/or therapy regarding disorders in speech, language, swallowing, voice, fluency, hearing, and cognitive aspects related to communication
- Recommend and support training for augmentative and alternative communication
- Determine the assessment procedure which will provide the appropriate diagnosis of a communication disorder and, subsequently, participate in the development of a suitable program plan
- Provide early identification and intervention for children with communication difficulties
- Interpret assessments in speech, language and hearing
- Manage caseload regarding student status
- Provides strategies and recommendations for home and/or school programming
- Consult with required personnel and/or parents to provide appropriate follow up for students
- Communicate with parents, administrators and classroom teachers in post-assessment conferences as required regarding assessment results and recommendations for communication programming
- Participate in IIP and school based team meetings as required
- Provide therapeutic activities that optimize the student's ability to function in educational, home and community environments
- Model intervention techniques within the classroom setting
- Provide reports to parents and school division personnel for students assessed and/or receiving services as required
- Provides referrals and recommendations to outside agencies and Student Support Services team as needed
- Provide workshops and in-service in the areas of expertise to teachers, educational assistants and others when required
- Submit reports to the Coordinator of Learning responsible for Student Support Services as required
- Comply with ethical standards of professional practice in the delivery of school speech-language pathology services, observing relevant laws and policies that govern practice
- Maintain professional competency through on-going professional development
- Be knowledgeable and supportive of applicable Division Operational Policies & procedures
- Be willing to engage in life-long learning with respect to training and professional development
- Conduct oneself in a manner appropriate to a professional learning environment
- Deal tactfully with staff, students, parents and the public
- Performs additional duties as assigned by the Coordinator of Learning

Judgment, Independence and Client/Peer Contact:

Confidentiality

At no time should a SLP discuss, in public, information pertaining to a student. A SLP is expected to respect the confidential nature of the position by avoiding discussion about any topics that are not formally communicated to the public by the administration of the school or the school division. Any breach of confidentiality in this regard is a serious violation of acceptable professional conduct.

Independence

The SLP is expected to work independently and as a team member of both the school-based and division staff.

Client/Peer Contact

This position involves working collegially with other support staff, teachers, parents and school-based administration on a daily basis in support of the goals of the school.

Responsibility for Quality of Assigned Work:

The employee is under direct supervision and is responsible to achieve the quality of work as assigned by the supervisor.

Salary Grid: SLP

The salary grid for the SLP is tied to the following grid:

Speech and Language Pathologist Salary Grid

Approved By:	Dean Biesenthal
Date Approved:	July 15, 2013
Reviewed:	October 2015