

JOB DESCRIPTION

Position title	Speech-Language Therapist
Group/business unit	Learning Support
Location	Otago/Southland
Date	
Reports to	Service Manager
Remuneration band	MOE/NZEI Field Staff Collective

Our purpose

The Ministry of Education is the government's lead advisor on the education system, shaping direction for education agencies and providers. The Ministry delivers policies and services focused on its leadership role in the education sector. This includes coordination with other sector and government agencies and forums to achieve shared goals through cross sector work programmes and contribution to broader government goals.

The overarching outcome to which the Ministry contributes is to build a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century and shapes, leverages and influences Māori enjoying education success as Māori.

Group/unit description

Learning Support is charged with leading the sector in ensuring that children with Learning Support needs achieve their full potential through education. The national office ensures that policy advice, system design, service provision and resourcing each work effectively. The regional and local offices provide a wide range of services and support both directly and indirectly to children and young people with Learning Support and developmental needs.

Learning Support works closely with parents, families/whānau, caregivers, iwi, Māori, Pasifika and other communities, schools, early childhood educators and agencies. Together with the Ministry's regional education offices, Learning Support supports access to a continuum of services available to children with diverse needs.

Our Promise

Learning Support's service promise clearly sets out what people can expect from us, and what we expect from each other. To work for Learning Support means being committed to this promise and to delivering it every day, in all our work.

Our Promise:

Every day, children will learn and succeed because of the work we do.

We will:

- value, respect and treat you fairly
- listen and understand you
- together, find what works
- make it easy for you to work with us
- do what we say we will do in a timely manner.

Position purpose

The vision for Learning Support (LS) is that every child and young person will have access to learning opportunities that maximise their learning, promote social inclusion and facilitate smooth transition through to life-long learning.

The purpose of the speech-language therapist is to provide effective, efficient and equitable delivery of speech-language services in accordance within the goals, objectives and policies of the Ministry of Education.

Nature and scope

The speech-language therapist has primary responsibility for the provision of direct and indirect specialist service to children and young people aged from 0 – 21 years who have impairment in comprehension and/or use of spoken, written and/or other symbol system which may involve phonologic, morphologic, syntactic, semantic and pragmatic skills.

The speech-language therapist assesses, develops, plans and co-ordinates developmental programmes through a collaborative process and monitors and implements effective, efficient, and equitable interventions, and provides relevant training programmes.

The speech-language therapist, while working individually, plays an integral role in LS teams and provides advice to learners, their families, special and regular educators, school management, and community groups on programme development and systems changes.

Dimensions of the position for which the incumbent is accountable

Number of direct reports	N/A
Total number of indirect reports	N/A
Operating budget	N/A
Other (formal Ministry delegation levels etc)	N/A

Important relationships

Internal

- Liaise with, and work collaboratively with other Learning Support employees
- Liaise with, and work collaboratively with other Ministry employees

External

- Liaise with, and work collaboratively with representatives from learning institutions in all sectors of education, voluntary agencies, advocacy and service groups who assist learning, and other Government agencies
- Develop and maintain effective working relationships with parents, families/whānau and caregivers
- Develop and maintain effective working relationships with learners
- Develop and maintain effective working relationships with the local iwi groups, community groups and health professionals

Key achievement areas	Key deliverables/outcomes
<p>Service delivery</p>	<p>The speech-language therapist will be responsible for the provision of high quality Learning Support and speech-language and communication services to learners, parents, families/whānau and caregivers, learning facilities, and to other service users in accordance with the guiding principles of Te Whaariki (Early Childhood Curriculum) and the New Zealand Curriculum Framework.</p> <ul style="list-style-type: none"> • Provide specialist differential diagnosis of specific communication disorders in children. • Gather data using a range of speech and language, and communication assessments, to ensure an accurate understanding of the nature of a child's communication difficulty. • Provide direct and indirect intervention and communication therapy services to meet the needs of the learner. • Establish and develop positive service relationships with parents and caregivers. • Assist with transitions to primary, intermediate and secondary schools and to environments beyond school following best practice. • Undertake supervision of communication support workers, as designated. • Provide support, advice, and guidance to Resource Teachers: Literacy, Itinerant, and other specialist teachers working with children with special needs. • Undertake qualitative and quantitative assessment of intervention outcomes. • Develop and implement, either individually or as a member of a team, inclusive programmes by working collaboratively with parents, families/whānau, caregivers, teachers/educators

	<p>and other professionals, including support workers for children.</p> <ul style="list-style-type: none"> • Maintain accurate service provision records and client files. • Undertake individual, and facilitate and contribute to comprehensive and multi-disciplinary assessments. • Undertake LS key worker role for designated children and young people on the caseload. • Develop and provide training programmes as required within the District's professional development programme. • Ensure the best interests of the learner are fundamental to service provision. • Aim to implement interventions that are integrated into the educational programme. • Work effectively with children and young people across a diverse range of settings and circumstances. • Support the development of community and marae-based Learning Support provisions and networks as required. • Provide advice and/or guidance to staff and administrators in learning facilities, caregivers and other client groups as required. • Use specialist skills and knowledge to contribute to a team approach to promote best outcomes for the learner in an inclusive environment.
<p>Project management</p>	<p>The speech-language therapist, when required, will provide leadership and efficient management within a team of education and/or other professionals, or collaborate as the case may be, in undertaking Learning Support projects.</p> <ul style="list-style-type: none"> • Provide objective consultative analysis of project requirements. • Ensure, or collaborate with others to ensure time frames are met. • Where required, make timely reports to the district manager. • Develop, or assist to develop, plan and implement in-service training modules for teachers, teacher s' aides, school management teams, parents/caregivers and community groups.

<p>Partnership responsiveness</p>	<p>The speech-language therapist will be responsible for providing a service that projects the principles of the Treaty of Waitangi and reflects a partnership between tangata whenua and tau iwi.</p> <ul style="list-style-type: none"> • Support parent/whānau networks. • Support services which are community and marae-based. • Promote bicultural values and language. • Facilitate partnership between the iwi/hapu and the district/centre to promote equity within the Ministry and the community it serves.
<p>Responsiveness</p>	<p>The speech-language therapist will be responsive to a wide range of individuals, community groups, sector groups and other social service agencies, as well as to the principles of key government initiatives and strategies, through all aspects of service provision.</p> <ul style="list-style-type: none"> • Facilitate effective professional relationships with parents, families/whānau, and caregivers, key community and sector groups and other social service agencies to contribute to effective service provision. • Apply the principles of the disability strategy, and other relevant government initiatives and strategies, in all aspects of service provision, and, where appropriate, participate effectively in their implementation. • Work effectively with Pasifika parents, children and community groups, and demonstrates an understanding of, and responsiveness to, the Pasifika culture and community. • Be responsive to the needs of different cultural and ethnic groups and individuals.
<p>Reporting</p>	<p>The speech-language therapist will be responsible for providing timely and objective reports, as required.</p> <ul style="list-style-type: none"> • Report regularly to the district manager or her/his delegate on services and projects being undertaken. • Keep the district manager or her/his delegate informed of the Learning Support needs within the district/centre. • Report to service users as required by the district manager or her/his delegate. • Ensure issues that have a significant impact on the reputation of the service and the health and wellbeing of clients and staff are communicated to the district manager in a timely manner.

Professional supervision

The speech-language therapist will regularly participate in and provide professional support and peer supervision, as required.

- Participate in professional supervision in relation to their work practice.
- Provide peer supervision.

Mandatory achievement areas for all Ministry staff positions	Key deliverables/outcomes
Ka Hikitia – Managing for Success	<p>Has an understanding and working knowledge of Ka Hikitia - Managing for Success including the goals and actions. Applies this knowledge to ensure all work results in Māori enjoying education success as Māori.</p>
Health and safety	<p>Takes all practicable steps to ensure safety at work and that no action or inaction causes harm to anyone else.</p> <p>Reports all hazards, accidents, near misses, or unsafe conditions to your manager or health and safety representative as soon as possible</p> <p>Observes Ministry stated health and safety policies and guidelines.</p> <p>Knows and complies with all Ministry health and safety policies and guidelines.</p>

Competencies

Client service orientation

Making efforts to listen to and understand clients (both internal and external); anticipating client needs, giving high priority to client satisfaction.

Technical/professional knowledge and proficiency

Achieving a satisfactory level of technical and professional skills/knowledge in job related area and applying that knowledge in the course of one's work; keeping abreast of current developments and trends in areas of expertise.

Empowerment

Creating a sense of ownership of job or projects by providing clear expectations, control of resources, responsibility and coaching; offering help without removing responsibility.

Analysis

Securing relevant information and identifying key issues and relationships from a base of information; relating and comparing data from different sources; identifying relationships.

Judgement

Committing to an action after developing alternative courses of action that are based on logical assumptions and factual information and that take into account resources, constraints and organisational values.

Initiative

Proactively looking for new and innovative ways of approaching situations and solving problems. Taking responsibility for achieving required outcomes.

Working co-operatively

Working effectively with others inside and outside the organisation; taking actions that demonstrate consideration for others and the impact of one's behaviour on others.

Collaboration

Facilitating positive and collaborative working relationships among people to maximise effectiveness and change.

Communication

Expressing ideas effectively in individual and group situations (including non-verbal communication); adjusting language or terminology to the characteristics and needs of the audience.

Integrity

Maintaining and promoting social, ethical and organisational norms in conducting internal and external business activities.

Māori responsiveness

Interacting effectively with Māori, taking into consideration tikanga and kawa. Developing an effective shared approach with Māori to issue resolution and decision making.

Cultural awareness

Working effectively with people from a range of cultures, demonstrating an understanding of cultural differences.

Leadership

Working effectively with and through others, and using as appropriate approach and style to influence and support others to achieve required outcomes.

Specific knowledge and skills

This section sets out the practical or technical knowledge or experience that is required for someone to be fully effective in the position, and includes any required professional knowledge and/or registration.

1. Qualifications

- Bachelor of Speech Language Therapy or, for qualifications prior to 1993,
- NZ SLT graduate or
- An overseas Speech Language Therapy qualification as approved by the NZ Speech-Language Therapist's Association.

2. Knowledge/experience

Specialist knowledge of:

- Speech-language therapy theory and practice.
- Typical and atypical child and human development.
- Early childhood development, learning and behaviour for typical and atypical children.
- Multilingual development and its impact on language development for children with and without communication difficulties.

Broad knowledge of:

- Te Whaariki Curriculum and Desirables Objectives and Practices.
- Different impairments and conditions disabilities/needs.
- Relevant health and welfare entitlements and community services.
- Relevant legislation, policy and best practice.
- The range of Early Childhood Education facilities and their philosophies.
- Inclusion.

3. Skills and abilities

- Ability to apply specialist knowledge of speech-language theory and practice in the diagnosis of speech-language/communication, swallowing and feeding needs and the development of appropriate interventions.
- Ability to undertake a range of formal and informal assessment procedures using a range of assessment tools and to interpret the results.
- Ability to translate specialist knowledge into practical information that will assist in the development, provision and support of individual programmes in order to overcome barriers to learning.
- Ability to work effectively with families and children across a diverse range of settings and circumstances.
- Ability to establish a family-centered practice.
- Ability to develop networks and relationships with a range of agencies.
- Ability to teach and empower both the individual learner and those supporting the programme to ensure integrated effective management of the learner's need.
- Strong interpersonal skills, particularly relating to the establishment of effective relationships with families and whānau.
- Ability to coach and upskill others.