



# Position Description

<b>Position Title</b>	<b>Speech Pathologist – Grade 2</b>
<b>Organisation</b>	Catholic Education Sandhurst Limited (CES Ltd)
<b>Team</b>	School Improvement & Safeguarding
<b>Location</b>	<i>Bendigo or Wangaratta</i>
<b>Enterprise Agreement</b>	Catholic Education Multi-Enterprise Agreement 2022
<b>Classification</b>	Level 2 CES Ltd Speech Pathologist
<b>FTE</b>	1.0 or by negotiation
<b>Motor Vehicle</b>	Provision of motor vehicle in line with CES Ltd Policy
<b>Status</b>	Ongoing/Fixed term
<b>Reports to</b>	Inclusive Education Lead

## Position Summary

The position supports the vision and mission of CES Ltd through the provision of Educational Speech Pathology services to school communities. Collaborative evidence-based school support occurs across all three tiers of the Multi-Tiered System of Support (MTSS) Framework. This form of service delivery facilitates and active and supported learning environment for students, which encourages generalisation of skills because it occurs within the learning context. The Educational Speech Pathology intervention programs are accountable and reflect current theoretical knowledge.

Key relationships include School Principals and appropriate school staff for determination of work allocations, CES Ltd Inclusive Education Lead for leadership, CES Ltd Senior Speech Pathologist for professional support and guidance and other speech pathologists for collaboration.

## Our Organisation

Catholic Education Sandhurst Limited (CESL) is committed to the mission of Catholic Education across the Diocese of Sandhurst. With a rich history dating back to 1853 the Diocese reaches from Central to Northeast Victoria. The organisation supports more than 3000 employees in just under 60 schools and early childhood facilities.

The Executive Director of Catholic Education Sandhurst is appointed by the Board of CESL to support the administrative, organisational and service matters to Catholic schools within the Diocese.

The Executive Director and all delegations via that position operate within the parameters of Canon Law and the Catholic Church structures and processes. CESL is the employing authority for its schools and acknowledges and respects the role of Parish Priests within the Parish communities in which schools are located and supported.

CESL participates and cooperates in the work of the Victorian Catholic Education Authority (VCEA), which has key responsibilities for the allocation and distribution of government funding, facilitating cooperation across the four Victorian Dioceses, and in working and cooperating with government statutory authorities.

## Our Vision

The vision for CESL is to provide, in partnership with our families, stimulating, enriching, liberating, sacramental and nurturing learning environments in each of the Catholic school communities within the Diocese. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing and inclusion of all children and young people.

We believe:

- That the values of the Gospel are central to who we are, what we do, and how we act
- That we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition
- That a strong sense of community is dependent on the quality of our collegial relationships
- That each person's potential is fostered through the dedicated ministry of Catholic Education
- In leadership encompassing vision, innovation, and empowerment.

## Our Values

CESL Values underpin and reflect the behaviours we expect of our staff:

### Principles of Catholic Teaching

The identity of the Sandhurst Catholic School reflects the principles of Catholic teaching, grounded in the person and teaching of Jesus, and interpreted and enacted for the "common good" in response to the "signs of the times".

These principles require that the dignity and potential of each person be fully respected within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

### Respect

Respect for the dignity and potential of each person within a climate that is conducive to peace, security, and development. This must find expression in the relationships, structures, curricula, planning, processes, and care in the everyday life of the school.

### Partnerships

The Sandhurst Catholic Schools do not function in isolation. In attending to the religious dimension of education, the most fundamental partnerships are those with parents/guardians and with local Catholic faith communities. The school is part of the wider Church community.

**Faith**

The tasks of evangelisation, catechesis and religious education are shared by home, school and parish, with each having its own distinct contribution to make in a sense of genuine partnership.

<b>Key Responsibilities</b>	
<b>Speech Pathology Services</b>	<ul style="list-style-type: none"> <li>• Provide efficient, evidence-based curriculum aligned Speech Pathology services to schools that includes assessment, intervention and consultation with regard to speech, language and communication needs and/or related difficulties across a range of learning contexts.</li> <li>• Provide school-based Speech Pathology support according to key principles of the Multi-tiered System of Support (MTSS) framework and data informed service delivery to improve student learning.</li> <li>• Provide culturally safe and responsive services that acknowledges cultural and linguistic diversity in the community and of the individuals we serve.</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Collaborate with and provide authoritative advice to schools and other Inclusive Education team members in relation to students who present with speech, language and communication and/or related complex learning difficulties.</li> <li>• Contribute to and actively participate in relevant team-based processes and projects.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Commitment to continuing education and professional learning activities relating to Speech Pathology and Education and abide by Speech Pathology Australia’s Code of Ethics (February 1986).</li> <li>• Provision or facilitation of relevant professional learning to school staff and school communities related to speech, language and communication in education settings.</li> </ul>
<b>Record Keeping</b>	<ul style="list-style-type: none"> <li>• Maintain student files and other necessary documentation according to CES Ltd administration protocols.</li> </ul>

**Mandatory Responsibilities and Requirements**

**Compliance with CES Ltd Policies and Procedures**

- All CES Ltd policies and procedures are available in either CompliSpace and/or the Staff Portal. It is expected that all employees of CES Ltd must ensure that they comply with policies,

procedures and standard ways of work practices when carrying out their work. Any breaches in compliance may result in disciplinary action.

### Compliance with Occupational Health and Safety

- All CES Ltd employees have a responsibility to take reasonable care of their own health and safety along with the safety of others. It is expected that all employees comply with policies, safe work procedures, instructions, and rules of CES Ltd’s OH&S Management System.
- All employees must report any hazards or any other health, safety, or wellbeing issues to their team leader/principal. There is also an expectation that employees will actively eliminate hazards, follow instructions, and participate in training and consultation processes.
- All employees who have responsibility to supervise /lead others have additional responsibilities including ensuring that employees have clearly defined safety roles and responsibilities, addressing OH&S issues immediately, be aware of tasks being undertaken by employees and ensure that they have the skills required to perform tasks safely, ensuring training is provided to address any knowledge or skills gaps for performing work safely, ensuring clear policies and procedures are implemented as well as holding regular OH&S meetings with employees and managing non-compliance.
- Depending on the role some employees will also be required to provide evidence of successful completion of First Aid Certificate inclusive of Anaphylaxis training prior to commencing employment with CES Ltd.

### Compliance with Child Safety Legislation

- CES Ltd is committed to creating and maintaining a child safe school environment in which all students feel safe and are safe. They do this by promoting the safety, wellbeing, and inclusion of all children. All CES Ltd employees have a responsibility to comply with current Child Safety legislation. This includes keeping up to date with relevant mandatory reporting requirements and maintaining a valid working with children check or VIT registration. CES Ltd are committed to ensuring the safety of children in our care, as such rigorous reference and background checks are conducted at the pre-employment stage. All staff are also expected to comply with the Child Safety Code of Conduct as amended or varied from time to time.

Key Capabilities & Requirements		
Essential	Qualifications and Registrations	<ul style="list-style-type: none"> <li>• Formal qualifications in Speech Pathology.</li> <li>• A current unrestricted Victorian Drivers Licence.</li> <li>• A valid working with children check (or VIT registration).</li> <li>• <i>Suitable for Graduate and Early Career Speech Pathologists</i></li> </ul>
	Knowledge and Experience	<ul style="list-style-type: none"> <li>• Suitable experience in or demonstrated capacity to develop skills required for provision of Speech Pathology service in education setting.</li> </ul>

		<ul style="list-style-type: none"> <li>• An understanding of the development of speech, language and communication and its relationship to literacy and learning across the curriculum.</li> <li>• An understanding of the Speech Pathology Australia: Speech Pathology in Education position statement and practice guidelines.</li> </ul>
	<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• An understanding of and willingness to work within the Catholic Ethos.</li> </ul>
	<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the requirements of the Child Safe Standards</li> <li>• Understanding and competence in response to relevant policy and legislation related to student support such as, Disability Discrimination and privacy obligations</li> </ul>
	<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Strong communication, networking and interpersonal skills including the ability to liaise effectively with a wide range of people in the education community and beyond.</li> <li>• Strong organisational and administrative skills including use of Microsoft Office systems.</li> <li>• Capacity to work effectively as a member of a multidisciplinary team and to act autonomously where appropriate.</li> <li>• Demonstrated understanding of problem solving and decision-making principles.</li> </ul>
<b>Desirable</b>		<ul style="list-style-type: none"> <li>• Capacity to assess, conceptualise and analyse information that translates to improving student support.</li> </ul>



# Position Description

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<b>Team</b>	School Improvement & Safeguarding
<b>Location</b>	<i>Bendigo or Wangaratta</i>
<b>Enterprise Agreement</b>	Catholic Education Multi-Enterprise Agreement 2022
<b>Classification</b>	Level 3 CES Ltd Speech Pathologist
<b>FTE</b>	1.0 or by negotiation
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<b>Reports to</b>	Inclusive Education Lead

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<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Collaborate with, and provide authoritative advice to schools and other Inclusive Education team members in relation to students who present with speech, language and communication and/or related complex learning difficulties.</li> <li>• Contribute to and actively participate in relevant team-based processes and projects.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Commitment to continuing education and professional learning activities relating to Speech Pathology and Education and abide by Speech Pathology Australia’s Code of Ethics (February 1986).</li> <li>• Provision or facilitation of relevant professional learning to school staff and school communities related to speech, language and communication in education settings.</li> </ul>
<b>Record Keeping</b>	<ul style="list-style-type: none"> <li>• Maintain student files and other necessary documentation according to CES Ltd administration protocols.</li> </ul>
<b>Policies and processes</b>	<ul style="list-style-type: none"> <li>• May contribute to the evaluation and analysis of guidelines, policies and procedures applicable to best practice Education Speech Pathology (<i>according to Speech Pathology Australia 2022, practice guidelines for Speech Pathologists in Education</i>).</li> </ul>
<b>Liase with external agencies</b>	<ul style="list-style-type: none"> <li>• Support University partners’ clinical education program for undergraduate Speech Pathology students.</li> </ul>
	<ul style="list-style-type: none"> <li>•</li> </ul>



# Mandatory Responsibilities and Requirements

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## Key Capabilities & Requirements

<b>Essential</b>	<b>Qualifications and Registrations</b>	<ul style="list-style-type: none"> <li>• Formal qualifications in Speech Pathology.</li> <li>• A current unrestricted Victorian Drivers Licence.</li> <li>• A valid working with children check (or VIT registration).</li> </ul>
	<b>Knowledge and Experience</b>	<ul style="list-style-type: none"> <li>• Suitable experience in provision of Speech Pathology service in education setting.</li> <li>• An understanding of the development of speech, language and communication and its relationship to literacy and learning across the curriculum.</li> <li>• An understanding of the Speech Pathology Australia: Speech Pathology in Education position statement and practice guidelines.</li> <li>• Capacity to provide clinical education to Speech Pathology students and support to graduate/early career Speech Pathologists</li> </ul>
	<b>Commitment to Catholic Education</b>	<ul style="list-style-type: none"> <li>• An understanding of and willingness to work within the Catholic Ethos.</li> </ul>
	<b>Commitment to Child Safety</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the requirements of the Child Safe Standards</li> <li>• Understanding and competence in response to relevant policy and legislation related to student support such as, Disability Discrimination and privacy obligations</li> </ul>
	<b>Skills and Attributes</b>	<ul style="list-style-type: none"> <li>• Highly developed communication, networking and interpersonal skills including the ability to liaise effectively with a wide range of people in the education community and beyond.</li> <li>• Highly developed organisational and administrative skills including use of Microsoft Office systems.</li> <li>• Highly developed to work effectively as a member of a multidisciplinary team and to act autonomously where appropriate.</li> <li>• Highly developed understanding of problem solving and decision making principles.</li> </ul>
<b>Desirable</b>		<ul style="list-style-type: none"> <li>• Demonstrated skills required for coaching and provision of adult learning.</li> </ul>