

Speech Pathologist - Inclusive Education

Position ID:	SCSPATH01 / NSPATH01
Classification:	BCE Speech Pathologist Salary Scale
Agreement:	Brisbane Catholic Education Office Employees' Enterprise Agreement (as amended from time to time)
BCEO Service/Function:	Learning Services/Strategy, Policy and Innovation
Team:	Inclusive Education and Student Wellbeing
Location: *	2a Burke Street, Woolloongabba 5-7 Laurinda Crescent, Springwood 12 Endeavour Boulevard, North Lakes
Reports To:	Lead Education Advisor – Inclusive Education
Expenditure Approval Authority:	tba

* The role holder may be required to work at any approved Brisbane Catholic Education Office location.

THE ORGANISATION

Brisbane Catholic Education

Brisbane Catholic Education (BCE) is committed to high quality teaching and learning for more than 75,000 young people enrolled in our schools and colleges from Prep to Year 12. Our community of over 140 schools is centred on Christ and our mission is to teach, challenge and transform through our service, support and leadership for Catholic education in the Archdiocese of Brisbane.

The Brisbane Catholic Education Strategic Plan 2021 – 2025 sets out the priorities, strategies and key performance indicators that focus efforts to achieve our vision. This vision for the future is that of a faith filled learning community creating a better future. Brisbane Catholic Education inspires students who are engaged, successful learners who are hope-filled and positively contribute to our world through the strategic priorities of: *Catholic Identity; Learning and Teaching; Wellbeing; People and Culture; and Diversity and Inclusion.*

Brisbane Catholic Education Office

The Brisbane Catholic Education Office (BCEO) operates on the principles of subsidiarity, shared wisdom and collaboration. BCEO is comprised of three service areas of Strategy & Performance, Learning Services and Corporate Services and functional areas (Catholic Identity and Legal Counsel) that report directly to the Executive Director.

Learning Services - Strategy, Policy, and Innovation

Strategy, Policy, and Innovation make up one of the functions within Learning Services. This service comprises of three functions, Religious Education, Inclusive Education and Student Wellbeing and Learning, Teaching and Curriculum. These teams provide specialist professional support, design, research, innovation,

and policy development to BCE, with an intentional focus on BCE schools. Strategy, Policy, and Innovation are also responsible for developing, implementing, and reviewing the Religious Education curriculum and policies for all Catholic and ecumenical schools in the Archdiocese.

The Speech Pathologist - Inclusive Education may work across primary schools, secondary or P-12 Colleges as a member of the Inclusive Education & Student Wellbeing team operating as part of Learning and Teaching Services within the Learning Services function. As a member of Learning and Teaching Services, the role holder works in professional collaboration with other Inclusive Education & Student Wellbeing and Learning and Pedagogy staff.

PURPOSE & SCOPE OF POSITION

Reporting to the designated Lead Education Advisor – Inclusive Education, the Speech Pathologist - Inclusive Education role provides a collaborative and consultative speech pathology services to schools to build the capacity of schools and teachers to meet the diverse learning needs of their students. As a member of the Inclusive Education & Student Wellbeing team, the role holder provides specialist services and works with schools to support students requiring significant assistance to access the curriculum and interact socially as a result of communication difficulties.

MAJOR RESPONSIBILITIES

"The major responsibilities detailed below are not exhaustive of all the activities in which the role holder might engage."

- Adhere to and support the vision, mission and values of Brisbane Catholic Education and the achievement of Brisbane Catholic Education's strategic priorities.
- Develop partnerships with school communities and support schools to implement BCE policies, procedures and guidelines specifically in the area of inclusive education for students with communication impairments as they relate to curriculum.
- Develop partnerships with school communities and support schools to implement BCE policies, procedures and guidelines specifically in the area of inclusive education for students with functional impact associated with communication as they relate to curriculum.
- In partnership, engage in decision-making processes with BCE and school personnel, families and students.
- Provide consulting to various school-based procedures, such as the Individual Education Plan, the Education Adjustment Program, Transition, and the Enrolment Application and Support Procedures, for students requiring significant educational adjustments arising from a communication impairment.
- Assist schools to develop connections in order to facilitate a cohesive and co-ordinated approach for the learning and teaching of students with communication impairments.
- In consultation, employ practices and processes to support students requiring significant educational adjustments arising from communication impairments, including evaluation of communication abilities; reporting; collaborative planning/or programming - student, class, whole school.
- Respond to identified school needs through a range of routine and strategic service options at student, class, whole school, and school cluster levels.
- Contribute to data collection, resource development, identification of good practice and program evaluation to support high quality speech pathology practices and change processes in BCE schools.
- Provide professional advice, support, representations, briefings and reporting, in the area of speech pathology services in alignment with relevant research and data and identify areas for student and teacher development.

- Utilise established communication pathways to ensure the effective exchange of information and an integrated approach to service delivery to schools.
- Work with Progress and Performance Senior Leaders to support school planning processes in the area of inclusive education.
- Implement policy and strategic directions, with a focus on speech pathology services, and in accordance with government and Archdiocesan requirements and quality research.
- Liaise with and seek professional support and supervision, as required, from the designated Education Officer - Speech Pathology.
- Participate as a member of the Inclusive Education & Student Wellbeing team and contribute to the broader strategic and operational planning and professional knowledge transfer processes within Learning and Teaching Services.
- Maintain professional accreditation, expertise and competencies and ongoing professional learning specific to the field of speech pathology and broader educational areas, and participate in professional groups with BCE personnel (e.g. SLIQA, Professional Support, Supervision and Debrief sessions).

ORGANISATIONAL REQUIREMENTS

In all aspects of the role, the role holder will commit to and enliven Brisbane Catholic Education values of:

Excellence	Integrity	Justice	Hope
<i>Inspired by our Catholic tradition, strive for excellence</i>	<i>As witness to the Good News of Jesus Christ, act ethically</i>	<i>As people of faith, foster respectful relationships, advocating for and empathising with those at the margins</i>	<i>Empowered by the Spirit, embrace the future with confidence</i>

The role holder adheres to Brisbane Catholic Education policies and practices. The role holder adheres to compliance with work health and safety legislation, Archdiocesan and BCE policy and procedures. The role holder models and fosters a commitment to the safeguarding of children and promotes a culture where student protection is the responsibility of everyone. The role holder may be required to work from any BCE Office location.

The role holder is required to lead and participate positively in planning forums, staff gatherings, and ceremonies at executive, team, and broader BCE levels.

The role holder's performance is measured against organisational and individual key performance indicators (KPIs) determined by the Senior Manager and Lead Education Advisor (Inclusive Education and Student Wellbeing).

QUALIFICATIONS EXPERIENCE AND CAPABILITIES

Qualifications:

- Appropriate tertiary qualifications(S) in Speech Pathology from recognised institutions(s) a qualification in speech pathology from an accredited university
- Eligibility for certified practising speech pathologist (or provisional certified practising speech pathologist) membership of Speech Pathology Australia.
- Must hold a current Paid Employee Positive Notice Blue Card prior to commencement
- Current/valid Queensland Driver's Licence and eligibility to work within Australia for the period of this appointment.

Work Experience:

- Demonstrated experience in providing specialised advice and support to schools on the implementation of effective and expected practices in speech pathology services.

Required Capabilities:

- A commitment to and understanding of the purpose and mission of the Catholic Church and Catholic schools.
- Sound knowledge and understanding of professional practices, relevant legislation, initiatives and current research in speech pathology services to students.
- Clinical competence in differential diagnosis and intervention for children/adolescents with communication difficulties.
- Willingness to undertake accreditation for Education Adjustment Program (EAP) processes in the category of Speech Language Impairment.
- Experience in implementing policy and strategic directions to support students with communication impairments.
- Demonstrated knowledge and effective application of contemporary 'expected and effective' evidence-based practices in speech pathology.
- Ability to form productive partnerships and constructive relationships with school leaders and teachers to facilitate effective speech pathology services in schools.
- Skills and experience in delivering professional development and knowledge transfer activities.
- High level written and oral communication skills with the ability to maintain accurate and comprehensive written records.

BCE Capabilities:

Focusses direction

- Applies creative thinking, research, investigation, and analysis of information to generate ideas and options to address issues and recommend change and improvements from the evidence
- Supports the implementation of the organisation's mission, vision, and strategic priorities
- Plans operational direction for the area of responsibilities with an understanding of implications for other areas

Create collaborative cultures

- Encourages actions and behaviour that demonstrates a culture of inclusion that respects an individual's unique identity and ensures their needs and expectations are met.
- Builds rapport and trust in a supportive, collaborative, and cooperative team environment, acknowledges the contributions and efforts of individuals to team effectiveness
- Supports and implements initiatives and programs that create a safe and equitable environment where differences are valued
- Acknowledges the emotions and behaviours of self and others
- Tailors' operational information and services to engage, influence, and guide a particular outcome, identifies and adapts to experiences, differences and abilities in the workplace
- Leverages from others viewpoints and different experiences to solve issues and improve practices, facilitating the collective purpose and vision of the organisation

Deepens Catholic identity

- A commitment to and understanding of the purpose and mission of the Catholic Church and Catholic schools.

- Advises others in maintaining and developing Catholic Identity, decision-making, managing others, and dealing with situations ethically and in light of the Church's teaching
- Communicates Catholic perspectives in meaningful terms internally and externally in areas of:
 - Employees Professional Learning Formation
 - Identified Needs of Employees
 - Strategic Leadership
- Promotes participation in the organisation's Catholic Identity priorities
- Understands and articulates the vision for Catholic education in the Archdiocese, its missional objectives and strategic priorities within Catholic Education by being involved in continuing professional development

Deepens learning

- Seeks deeper understanding, knowledge and skills of technology, information, trends, patterns and data analysis relevant to the work area
- Actively seeks to improve and develop potential self and other's skills and talents by developing knowledge, giving constructive feedback, coaching, and learning opportunities
- Seeks feedback on management and technical capabilities and builds development strategies to address gaps
- Shows initiative and innovation to respond to new and complex situations by adjusting behaviour and responding to changing circumstances
- Plans operational outcomes within the department or relevant area of the school
- Sets goals and monitors the progress of the plans and results

Secures accountability

- Ensures team and self-understand goals and what is expected
- Identifies development needs to improve knowledge, skills, and ability to deliver against performance expectations
- Holds self and others accountable and is focused on a high-achieving environment to achieve goals and outcomes
- Ensures compliance and participation in the performance development process for self and team
- Raises inefficiencies or ineffective work processes and offers constructive alternatives
- Shows essential ability in finance, resource allocation, savings and efficiencies to support priorities, goals and outcomes
- Complies with legislation, standards, and regulations
- Monitors and recognises critical issues for the organisation, monitors progress, and, if required, addresses issues to achieve goals and priorities
- Organisation's vision and direction are supported, with a high expectation of initiative and resourcefulness of self and others in the organisation
- Implements safe work practices, BCE policies, strategic priorities, monitors compliance with health, safety, and wellbeing,
- Implements risk management processes and takes steps to mitigate risks
- Implements the standards and safeguarding to protect the organisation and children, which reflects Catholic teaching
- Challenges individuals constructively about performance problems and keeps them accountable for their progress and achievement of goals