

KO TAKU REO

Deaf Education New Zealand

Job Description / Performance Agreement

NAME:

POSITION: Speech Language Therapist (Outreach School)

TENURE:

RESPONSIBLE TO: Integrated Services Lead

DIMENSIONS OF RESPONSIBILITY: Speech Language Support
Professional Conduct
Professional Relationships and Values

DESCRIPTION:

The Outreach School Speech Language Therapists will gather nation-wide data around the language and communication of Deaf and Hard-of-Hearing students in mainstream schools. They will work closely with learners and their education team to determine the learners' communication strengths and needs. They will take an evidence-based, team approach to deliver and interpret assessments, and use these to provide advice and strategies to support learners to continue to develop language and communication skills and access the curriculum. They will work closely with Resource Teachers of the Deaf and whanau to find out what approaches and strategies have worked well for their children, to best understand the communication strengths and needs of learners.

SIGNED _____
Speech Language Therapist

DATE _____

SIGNED _____
Integrated Services Lead

DATE _____

DIMENSIONS OF RESPONSIBILITY

Dimension One – Speech Language Communication and Support

Speech Language Therapists work closely with the learner and educators to determine learner and assessment needs to assist with developing strategies to support learners.

Criteria	Key Tasks/Indicators
Support is offered to learners, after determining needs and taking a team approach by working closely with educators in the Outreach School.	• Takes an evidence-based, team approach to providing responsive support for assessments. • Identifies needs of learners and works with learners and educators to determine how best to provide support. • Works closely with parents and whānau to find out what approaches and strategies have worked well for their children, to best understand the strengths and needs of students. • Utilises the expertise of local and national agencies and utilises resources to suggest, develop and implement the strategy. • Presents ideas and strategies for educators to support learners. • Works alongside RTDs to support programme development and implementation of language and literacy strategies. • Presents ideas and strategies for family/whānau to support learners at home. • Provides advice and guidance to all supporting the learner. • Provides the learner, and educators with culturally responsive practice and support.

The speech and language therapist will work collaboratively with the education team to deliver and report on language and communication assessments	• Undertake speech, language, and communication assessments using standardised and non-standardised tools • Use evidence-based frameworks and clinical reasoning to determine appropriate assessment tools • Adapt assessment tools for use with Deaf and Hard of Hearing students, and students from cultural and linguistically diverse backgrounds • Document assessment findings and share explanations of assessment findings, interpretations and limitations with the educational team • Deliver assessments face-to-face or via telepractice • Travel to different locations to meet students for assessment. Travel could involve overnight stays where needed
The Speech Language Therapist maintains a high level of knowledge of relevant clinical practice, and of current educational, communication development and assessment theory.	• Delivers Speech Language and Communication services in line with National Specialist Service Standards and School requirements. • Develops resources to support Deaf and hard of hearing students' language and communication skills. • Supports students access to the curriculum. • Utilises current knowledge of effective Speech Language Therapy practice. • Meets evaluation, assessment and monitoring requirements in the agreed timeframe. • Ensures goal setting reflects the specific needs of Deaf learners. • Supports and feeds into school policies and processes for assessment.

	• Ensures all actions are recorded as per what is necessary to ensure appropriate and accessible administration documentation.
Students are motivated to achieve, provided a positive learning environment, and encouraged to reach their potential.	• Provides a learning environment that is positive and stimulating that encourages, students to respond enthusiastically to activities and instruction. • Contributes to students' individual programmes that contain meaningful learning outcomes. • Implements age-appropriate programmes in the context of meaningful daily activities. • Encourages, praises and acknowledges the efforts of students, motivating students to share their successes with others. • Models high standards of which students are aware and strive towards. • Establishes rapport with students, values their ideas and opinions. • Implements positive strategies to manage student behaviour, where expectations are clear and consistently applied. • Advises educators about communication strategies to support managing student behaviour.
Communication between the Speech Language Therapists and learners/colleagues/ is highly effective.	• Adjusts language use and modes of communication to reflect the needs of the attended audience. • Works to ensure effective communication is achieved between communication partners. • Is able to use a range of communication modes and aspects of visual communication to facilitate communication.

Colleagues are supported in relation to professional development.	• Shares expertise with staff across all settings. • Attends and positively contributes to staff meetings and whole school professional development. • Provides in-service training related to Speech Language Therapy scope of practice. • Provides professional guidance and motivation to teachers, support staff and others within specific skill areas. • Assists in developing language and communication goals and strategies.
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Dimension Two – Professional Conduct

The Speech Language Therapist is professional, works in alignment with the strategic direction and in a manner that improves outcomes for all ākonga.

Criteria	Key Tasks/Indicators
Professional conduct is present throughout the organisation, creating a culture that is based on integrity and respect.	• Builds trusting relationships through active listening, caring for others, and demonstrating personal integrity. • Conducts themselves with exemplary practice and is a role model to others. • Manages the delicate balance between supporting and challenging others. • Encourages and participates in opportunities for professional conversations that help to share expertise and strategies. • Is open and responsive to professional conversations and feedback.

	• Adheres to the NZSTA's Specialist Service Standards, within a Deaf education context.
All departments, teams and individuals within the organisation support the strategic direction to align practice with the best interests of learners, staff and the community.	• Supports and models behaviours in a way that articulates, supports and furthers the organisation's mission, vision and strategic direction. • Works with the Integrated Services Lead to ensure tasks and deliverables align with the strategic direction of the organisation. • Works collaboratively with colleagues to embed the strategic direction into all areas of the organisation. • Assists in reviewing how personal and departmental practice aligns with the mission, vision and strategic direction, suggesting improvements and implementing change.
Competence in relation to change management is evident throughout the organisation.	• Adopts a philosophy that recognises the importance of ongoing innovation and change. • Assists in change implementation that is focussed on a smooth transition to lead to the adoption of new practices. • Contributes within areas of speciality to ensure that change is informed by best practice and communicated effectively. • Understands that change on a large scale invariably needs a team approach to leadership. • Shows ability to communicate the rationale for any change. • Monitors the impact of the change and adjusts when needed.
Critical inquiry is engaged and a proactive approach to problem solving is adopted by all, as they take steps to work through problems to create solutions.	• Systematically and critically engages with evidence and professional literature to reflect on and refine practice. • Explicitly checks own assumptions.

	• Relates the problem to the wider vision and values of the organisation. • Actively seeks the interpretations of others. • Anticipates obstacles and how they could be overcome. • Identifies and reports any risk to appropriate people in a timely manner.
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Dimension Three – Professional Relationships and Values

The Speech Language Therapist engages in appropriate professional relationships and demonstrates commitment to professional values.

Criteria	Key Tasks/Indicators
Professional and effective relationships are established throughout the organisation.	• Engages in ethical, respectful, positive and collaborative professional relationships with: • Ākonga • Whanau • Colleagues, support staff and other professionals • Agencies, external stakeholders, groups and individuals in the community • Has a team-focused ethic and contributes to the corporate life of the organisation. • Fosters a climate of trust, modelling collegiality by working in partnership with other staff. • Transparently relays relevant information to other staff in a clear and concise manner as needed.

	• Represents the organisation and participates as a member of internal and external committees and organisations, as appropriate.
There is commitment to promoting the emotional, mental and physical wellbeing of all persons within Ko Taku Reo Deaf Education New Zealand.	• Promotes inclusivity throughout the organisation, ensuring all learners feel they belong. • Takes all reasonable steps to provide and maintain an environment that is physically, socially, culturally and emotionally safe. • Takes all reasonable and practical steps to ensure the health and safety of self and others. • Complies with any reasonable health and safety instruction, policy or procedure and ensure that all hazards, risks and incidents are reported according to protocol. • Participates in any required emergency response or exercises to ensure that essential services are able to be maintained.
There is respect and commitment to all heritages, languages and cultures within Ko Taku Reo Deaf Education New Zealand.	• Takes responsibility for growing their own confidence in culturally responsible practice. • Acknowledges and respects the languages, heritages and cultures of all. • Demonstrates commitment to the bicultural partnership in Aotearoa and a commitment to understanding of Te Tiriti o Waitangi. • Develops understanding and use of tikanga and te reo Māori. • Has a good understanding (or is committed to developing an understanding) of Deaf Culture. • Is committed to improving the use of NZSL throughout the organisation.

	• Appreciates, respects and affirms others and works effectively with all to create a positive and collaborative culture.
Staff are committed to ongoing learning, engaging in both formal and informal professional learning and development in their professional practice.	• Commits to developing personal skills in the use of NZSL. • Engages in the appraisal process for self, ensuring a regular cycle for review, ensuring documentation is complete, self-reflection is engaged, and that there is progress towards and/or achievement of performance indicators. • Identifies professional learning goals in consultation with colleagues and communicates these to the appraiser when establishing performance expectations. • Identifies and initiates learning opportunities to advance personal professional knowledge and skills. • Participates responsibly in professional learning opportunities within the learning community.
Any additional tasks and/or responsibilities are completed, as requested by the Integrated Services Lead.	• Ensures all tasks are completed efficiently and to a high standard. • Is professional in their appearance and manner, positively representing themselves and the organisation to ensure positive perceptions from the internal and external community. • Performs additional duties in an efficient manner, to the required standard and within a negotiated timeframe.

Qualifications

Essential

- Bachelor's Degree in Speech Language Therapy, Applied Masters in Speech Language Therapy or a Teaching Certificate in Endorsed Speech Language Therapy

Desirable

- Member of the NZSTA

Professional Competencies

Essential

- Knowledge of the New Zealand Education sector
- Knowledge and understanding of the core business of lifting student achievement and wellbeing
- Follows and complies with the professional standards of the NZSTA
- Skill in:
 - systems, strategic planning, implementation and reporting
 - organisation and time management
- Excellent
 - interpersonal skills, and diplomacy
 - communication skills
- Skill and competence in IT
- Ability to:
 - support change
 - see the big picture and work with details
 - think strategically, communicating and influencing at all levels
 - build and sustain high trust relationships through distributive leadership
 - anticipate problems and to be proactive in problem solving
 - work well under pressure

Desired

- Experience within Deaf and Hard of Hearing or Special Education settings
- Experience with, and awareness of, Deaf Culture and the Deaf community
- Proficient in NZSL (or a willingness to learn)

Personal Attributes

Essential

- Supports the organisation's guiding principles of 'Grow, Excel, Choose and Belong'
- Is motivated to develop a world leading service for Deaf and Hard of Hearing learners and whānau
- Demonstrates principles of equity and access in action
- Optimises quality and efficiency in work
- Respects diversity
- Is self-motivated and self-directed, taking personal accountability for work
- Understands personal strengths and limitations
- Is innovative and creative

- Is friendly, positive and approachable
- Demonstrates initiative, energy and vitality
- Is able to engage with families/whanau in a positive and respectful way that promotes quality relationships based on learner outcomes