

Kimi Ora School

Position Description

Position title	Speech Language Therapist
Functional Relationships:	Other Therapists Teachers Teacher Aides Parents/Guardians External Agencies Other Kimi Ora Staff
Reports to:	Therapy Team Leader Principal Professional Peer
Staff responsibilities:	Supervision of visiting students as required. Supervision of Teacher Aides as required

Position Summary:

To provide a high quality Speech-Language Therapy service to students, as part of a transdisciplinary team, ensuring that the values and philosophies of Kimi Ora School are maintained at all times.

Key Objectives	Performance Indicators/outcomes
Clinical To provide a therapy service which is centred on the learning needs of the students, reflecting the cultural, family and trans-disciplinary needs and goals.	<ul style="list-style-type: none"> ◆ Therapy interventions are adapted to reflect cultural inclinations. ◆ The needs of the family are recognised and incorporated in interventions as appropriate. ◆ Therapy programmes are implemented that incorporate the assessment and objectives of the trans-disciplinary team, with strong regard for the curriculum, class programmes and IEP objectives.

<p>Responsible for the provision of an initial comprehensive assessment and on going reassessment linked to the IEP (Individual Education Plan) process.</p>	<ul style="list-style-type: none"> ◆ Appropriate assessments are carried out formally and informally to establish the students therapy needs. ◆ The trans-disciplinary team and family/guardian are consulted. ◆ The student's progress is regularly evaluated, inherently within the therapy intervention and progress is monitored as regards to achievements of the IEP goals. ◆ Re-evaluation of the student's therapy progress is carried out at 6 monthly intervals to coincide with IEP.
<p>Responsible for the planning and implementation of therapy programmes, which reflect the IEP objectives.</p>	<ul style="list-style-type: none"> ◆ Therapy programmes are planned and provided for each student. ◆ Programmes are to improve and develop: <ul style="list-style-type: none"> - Communication skills either verbally or with the support of technology solutions. - Swallowing and feeding skills. ◆ Session times are planned with consideration to the schools. timetable and are adequately preplanned and prepared for. ◆ Group class programmes are planned and presented in collaboration with the teacher. ◆ Teacher Aide support is utilised and education provided to support individual and group programme as appropriate. ◆ Class outings are participated in as required.
<p>Facilitate the provisions of equipment to enable the students communication needs to be met as identified in IEP</p>	<ul style="list-style-type: none"> ◆ Therapists maintain and develop an up to date knowledge about assistive equipment that provides communication solutions. ◆ Feeding solutions are developed in consultation with OT.

<p>Responsible for accurate and timely recording and reporting of initial and ongoing assessment: individual and group sessions and IEP</p>	<ul style="list-style-type: none"> ◆ All records are clear, accurate, timely and presented in a format appropriate to its purpose. ◆ Initial comprehensive assessment is well documented with formal results demonstrated and informal results supported by clinical judgement. ◆ A brief record of group sessions- plan, goals and outcomes is kept. ◆ The SLT section of the IEP is completed for each student as required.
<p>Responsible for ensuring effective communication to all staff within the school, to families/guardians. Other external agencies and to visitors to the school.</p>	<ul style="list-style-type: none"> ◆ Is able to use a range of communication forms and language to communicate clearly, accurately interpreting and relaying information in a manner that is appropriate to the recipient. ◆ Therapy goals are clearly communicated at IEP meetings. ◆ Actively participates in staff meetings. ◆ Effectively uses skills to foster team membership. ◆ Presentations to visitors are made as required. ◆ Presents self and school effectively to those liaising with the school.
<p>Assists with transition of students from the school to another environment when requested.</p>	<ul style="list-style-type: none"> ◆ Support a smooth transition for students entering Kimi Ora from other centres or ◆ Assist with transition from Kimi Ora to other schools or adult service providers.
<p>Professional development is actively maintained and updated.</p>	<ul style="list-style-type: none"> ◆ A professional supervision arrangement is formalised in agreement with the Principal. ◆ Courses, professional conferences, interest groups and inservice training are attended as appropriate.

	<ul style="list-style-type: none"> ◆ Contributes to opportunities to develop professional skills and abilities of all staff.
Performance is managed in compliance with ethical, legal, professional and safety requirements	<ul style="list-style-type: none"> ◆ Complies with Kimi Ora School policies and procedures. ◆ Practises within the NZSLT code of practice. ◆ Privacy and confidentiality of the students and families/guardians is maintained. ◆ Injury or infection to student and therapist is prevented by compliance with injury and prevention control strategies.

Responsible for the supervision of SLT students in training	<ul style="list-style-type: none"> ◆ Supervision provided in accordance with appropriate training establishment and within the Kimi Ora guidelines. ◆ Liaison between the Clinical tutor and therapist occurs as appropriate.
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Areas of Responsibility

- ◆ Provide a therapy service which is centred on the learning needs of the student reflecting the cultural, family and trans-disciplinary needs and goals.
- ◆ Assess for, evaluate and plan individual and group therapy programmes in consultation with the transdisciplinary team
- ◆ Keep and maintain accurate records and reports.
- ◆ Contribute to the development of student IEPs with therapy plans focussed to achieve the IEP goals.
- ◆ Be an active part of the school routines for example supporting students with daily care, school events and student supervision.
- ◆ Prescribe or facilitate the prescription of a range of equipment to enable students learning, communication and feeding needs to be met.
- ◆ Maintain the safety of students and staff.
- ◆ Maintain and develop professional skills.
- ◆ Ensure professional competence and conduct is adhered to at all times.
- ◆ Facilitate staff training as and when required.

Ideal Person Specification

Skills and Knowledge required:

- ◆ Knowledge of normal/abnormal child development and theoretical frames of reference.
- ◆ Knowledge of and ability to use a wide range of assessment tools.
- ◆ Sound knowledge of or ability to seek knowledge relating to current professional practises and developments.
- ◆ Skilled in operating a range of communication technology solutions is desirable.
- ◆ Ability to manage times effectively within the school hours and school routines.

Experience:

- ◆ Proven ability to work in a multidisciplinary team and develop good working relationships.
- ◆ Paediatric experience is an advantage.
- ◆ Experience with assistive equipment including seating/wheelchairs/computer technology is desirable.
- ◆ Knowledge of relevant health/disability, ACC, Education, Occupational Health and Safety legislation.

Qualifications:

- ◆ Diploma or Degree in Speech Language Therapy with a current NZ Practising Certificate.
- ◆ Current EMS accreditation for communication is preferred or expected to be in place one employed.

Personal Attributes:

- ◆ Enthusiastic and committed to working with disabled students and their families/guardians.
- ◆ Able to be flexible within a changing organisational environment.
- ◆ Able to maintain confidentiality at all times.
- ◆ Ability to work within a transdisciplinary team, building key working relationships.
- ◆ Desire to maintain and develop professional skills.
- ◆ Ability to communicate and relate to people from diverse backgrounds.