

Speech Therapist

Job Description-Reference code 010012

Department: Teaching & Learning Department

General Qualifications

- Master's degree in Speech-Language Pathology or Communication Sciences and Disorders from an accredited program
- Certification as a Speech-Language Pathologist (SLP)
- Clinical Fellowship (CFY) completion and certification by the American Speech-Language-Hearing Association (ASHA) preferred
- 3 years and above experience working with children and adolescents in educational or clinical settings
- Knowledge of speech and language development, assessment, and intervention techniques.
- Strong interpersonal and communication skills for collaborating with students, parents, teachers, and other professionals
- Ability to develop and implement individualized therapy plans based on assessment findings and student needs
- Proficiency in conducting standardized assessments and interpreting assessment results.
- Familiarity with assistive technology and augmentative and alternative communication (AAC) devices
- Commitment to ethical standards and professional conduct in speech-language pathology practice

Reporting: Teaching & Learning Director

Job Goal: The Speech Therapist, also known as a Speech-Language Pathologist (SLP), plays a crucial role in helping students overcome communication disorders and develop effective communication skills. Working within the school environment, the Speech Therapist assesses students' speech and language abilities, designs individualized therapy plans, and collaborates with educators and parents to support students' communication needs. Specific responsibilities may vary depending on the caseload, student population, and school policies.

Essential Functions and Responsibilities

Assessment and Diagnosis

- Conduct comprehensive evaluations to assess students' speech, language, and communication abilities
- Administer standardized tests and informal assessments to identify speech and language disorders, including articulation, fluency, voice, and language disorders.
- Collaborate with teachers, parents, and other professionals to gather information about students' communication skills and needs

Individualized Therapy Planning

- Develop individualized therapy plans tailored to each student's specific communication goals and needs
- Implement evidence-based therapeutic interventions to address speech and language disorders, including articulation therapy, language intervention, fluency therapy, and voice therapy

- Set measurable objectives and targets for therapy sessions and monitor progress regularly

Therapy Sessions

- Conduct individual or group therapy sessions to provide direct intervention for students with speech and language disorders
- Use a variety of techniques and materials, such as games, activities, and technology-based resources, to engage students and facilitate communication skills development.
- Provide feedback and reinforcement to students to encourage progress and maintain motivation

Collaboration and Consultation

- Collaborate with teachers, special education staff, and other school professionals to support students with communication disorders in the classroom and other educational settings
- Provide consultation and training to teachers and support staff on strategies for facilitating communication and accommodating students' needs
- Communicate regularly with parents to discuss students' progress, therapy goals, and strategies for promoting communication skills at home.

Progress Monitoring and Documentation

- Monitor and document students' progress in therapy sessions, including data on target achievement, therapy techniques used, and student response to intervention.
- Maintain accurate and up-to-date records of assessment results, therapy plans, progress notes, and other relevant documentation
- Prepare written reports and participate in meetings to communicate assessment findings, therapy recommendations, and progress updates to parents, teachers, and other stakeholders

Professional Development

- Stay informed about current research, best practices, and advancements in the field of speech-language pathology
- Participate in continuing education opportunities, workshops, conferences, and professional development activities to enhance knowledge and skills
- Maintain state licensure and certification requirements for speech-language pathology practice

Term of Employment: Three - Year Contract renewable yearly by written notice and mutual agreement

Evaluation Method

The Teaching & Learning Director shall evaluate the Speech Therapist once a year. The Teaching & Learning Director will drive the evaluation process according to the defined procedure. The KPIs for measuring the effectiveness of the Speech Therapist's contribution to the overall academic function of the school include: Assessment and Diagnosis (Completion of Assessments: Measure the number of comprehensive speech and language assessments conducted by the Speech Therapist within a specified timeframe. Accuracy of Diagnoses: Assess the accuracy of diagnostic evaluations by comparing assessment findings with standardized norms and clinical

guidelines). Individualized Therapy Planning (Development of Therapy Plans: Monitor the creation of individualized therapy plans for students with communication disorders, ensuring that goals are specific, measurable, achievable, relevant, and time-bound (SMART). Alignment with Student Needs: Evaluate the alignment of therapy plans with students' communication goals and needs, as indicated by progress toward objectives). Therapy Sessions (Frequency of Therapy Sessions: Track the frequency and duration of therapy sessions provided to students, ensuring consistency and adherence to recommended intervention schedules. Student Progress: Measure student progress in therapy sessions by assessing improvements in speech and language skills, as documented through progress notes and data collection). Collaboration and Consultation (Collaboration with School Staff: Assess the frequency and effectiveness of collaboration with teachers, special education staff, and other school professionals to support students' communication needs in educational settings. Parental Involvement: Evaluate parental involvement in the therapy process by monitoring communication and participation in meetings, workshops, and consultations). Progress Monitoring and Documentation (Documentation Accuracy: Ensure the accuracy and completeness of documentation, including progress notes, therapy plans, assessment reports, and communication logs. Data Collection: Monitor the collection of data on student progress, including baseline measures, ongoing assessments, and outcome measures, to track therapy effectiveness). Professional Development (Continuing Education: Track participation in continuing education opportunities, workshops, conferences, and professional development activities relevant to speech-language pathology practice. ASHA Certification: Monitor progress toward ASHA certification requirements, including completion of Clinical Fellowship (CFY) and continuing education units (CEUs)). Student Outcomes (Improvement in Communication Skills: Measure improvements in students' speech and language skills over time, as evidenced by changes in standardized test scores, communication abilities, and functional communication in educational settings. Achievement of Therapy Goals: Evaluate the attainment of therapy goals and objectives by students, as documented through progress reports and goal mastery criteria). Stakeholder Satisfaction (Feedback from Students: Gather feedback from students regarding their satisfaction with therapy sessions, progress made, and comfort level with the Speech Therapist. Feedback from Parents and Teachers: Solicit feedback from parents and teachers regarding their satisfaction with the Speech Therapist's communication, support, and effectiveness in addressing students' communication needs). Adherence to Ethical Standards (Ethical Conduct: Ensure adherence to ethical standards and professional guidelines in speech-language pathology practice, including confidentiality, informed consent, and cultural competence)

Selection and Appointment Process

Interested candidates should submit a resume, a portfolio of similar work done, and a cover letter explaining their qualifications and interest in the position. Application instructions and contact information should be included. This Job Description provides an overview of the responsibilities and qualifications for a Speech Therapist at the school. The specific requirements and expectations may vary depending on the school's needs, and the scope of its teaching and learning efforts