



HERETAUNGA KINDERGARTEN ASSOCIATION

Te Pūtahi Kura Pūhou O Heretaunga

Position Description – Speech Language Therapist

Position	Speech Language Therapist
Reporting to	Education Leader
Date	

About Us

The Association is responsible for managing 16 kindergartens in the greater Hastings area and Central Hawke's Bay.

The Association is committed to:

- Providing education and support programmes which respect the dignity, rights, abilities, individuality, cultural values and learning styles of children, parents and management.
- Providing advice, support and professional development which will enhance the performance of teachers and management.
- Ensuring that the activities of the association and kindergartens centre on the needs of the child as learner.
- Ensuring that the activities of the association and the kindergartens are high quality and cost effective.
- Honouring the principles and practices inherent in the Treaty of Waitangi.
- Ensuring equitable practices.

Purpose of Position

The purpose of the speech-language therapist is to ensure all kindergartens within the Association are optimal environments for speech, language and communication development for all tamariki by working closely with relevant parties to identify, support kaiako and tamariki through assessment, planning and co-ordinating developmental programmes to ensure all tamariki are receiving high quality learning support and speech-language and communication services.

Key Relationships

Internal	General Manager Education Leader/Advisor Association Support Team Teachers – permanent and relieving Management Committees Association Members Parents/whānau Children
External	NZK Ministry of Education

ERO
NZSTA
Other Association Boards, Management and Teachers
Consultants and advisers
Other educational and support agencies

Key Activities

As our Speech-Language Therapist you will -

- Work closely with teachers to identify and support children who have suspected impairment in comprehension and/or use of spoken, written and/or other symbol system which may involve phonologic, morphologic, syntactic, semantic and pragmatic skills.
- Assess, develop, plan and co-ordinate developmental programmes through a collaborative process and monitor and implements effective, efficient, and equitable interventions, and provide relevant training programmes.
- Play an integral role within our teaching team and provide advice to learners, their families, special and regular educators, management, and community groups on programme development and systems changes.

Delivery of Service

To be responsible for:

- the provision of high quality learning support and speech-language and communication services to young children and their whānau in accordance with the guiding principles of Te Whāriki
- providing a service that projects the principles of the Treaty of Waitangi and reflects a partnership between tangata whenua and tau iwi

Project Management

Provide support to the Senior Teacher team around the delivery of speech-language across Heretaunga kindergartens and collaborate in learning support projects.

Networking

To be responsive to a wide range of individuals, community groups, sector groups and other social service agencies.

Reporting

Provide timely and objective reports, as required.

Key Requirements and Competencies for this role

Specialist knowledge of:

- Evidence based practice in speech and language interventions and theory.
- Typical and atypical child and human development.
- Early childhood development, learning and behaviour for typical and atypical children.
- Multilingual development and its impact on language development for children with and without communication difficulties.

Key Requirements and Competencies for this role cont'd

Broad knowledge of:

- Te Whāriki.
- Different impairments and conditions disabilities/needs.
- Relevant health and welfare entitlements and community services.
- Relevant legislation, policy and best practice.
- Inclusion.

Skills and abilities

- Ability to apply specialist knowledge of speech-language theory and practice in the diagnosis of speech-language/communication, swallowing and feeding needs and the development of appropriate interventions.
- Ability to undertake a range of formal and informal assessment procedures using a range of assessment tools and to interpret the results.
- Ability to translate specialist knowledge into practical information that will assist in the development, provision and support of individual programmes in order to overcome barriers to learning.
- Ability to establish a family-centred practice.
- Ability to develop networks and relationships with a range of agencies.
- Ability to teach and empower both the individual learner and those supporting the programme to ensure integrated effective management of the learner's need.
- Strong interpersonal skills, particularly relating to the establishment of effective relationships with families and whānau.
- Ability to coach and upskill teachers and support workers.

Key Outcomes

- Early identification of suspected impairment.
- Provide formal and informal assessment procedures whereby results can be reported and measured to determine success of improvement for individuals.
- Ensure teachers are enabled to support the programme practically.
- Best practice is implemented to ensure successful educational outcomes and aspirations are achieved for children/tamariki.
- Positive workplace culture is evident.
- The needs of tamariki, whanau, and teachers are met.

Experience & Qualifications

Qualifications

- Bachelor of Speech Language Therapy or, for qualifications prior to 1993 - NZ SLT graduate or an overseas Speech Language Therapy qualification as approved by the NZ Speech-Language Therapist's Association.
- A full New Zealand driver's licence.