

Position Description

Position details

Job description #	2868
Position title	Te Mahau Te Tai Runga
Business group	Sector Enablement and Support
Team	Learning Support
Reports to	Service Manager
Direct reports	Nil

Organisation Context

Our Purpose	<p>We work together to shape an education system that delivers excellent and equitable outcomes.</p> <p>Ko tā mātou he waihanga i tētahi pūnaha mātauranga e tuku ai he otinga tōkeke, he otinga hiranga</p>
Our Behaviours	<ul style="list-style-type: none"> • Aroha: care and concern for others • Ōrite: equitable opportunities for all • Whanaungatanga: a shared purpose and sense of belonging • Kaitiakitanga: looking after our relationships and our resources • Manaaki: we are kind, generous and respectful • Pono: we do the right thing, not the easy thing • Mahi Tahī: we connect and collaborate • Whakamanawa: we empower each other to do our best • Whakawhirinaki: by consistently demonstrating our behaviours we build trust with each other and the people we service.

Role Context

Role Purpose	<p>The purpose of the Speech Language Therapist is to provide effective, efficient and equitable speech and language therapy services in accordance with the goals, objectives and policies of the Ministry of Education.</p>
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Accountabilities

Key accountabilities	Key activities
Service Delivery	<ul style="list-style-type: none"> work to understand the impact of the child's speech and language difficulties in the context of their home, school/kura and community work closely alongside parents, caregivers, teachers and other specialists to help them be able to support their children with the development of speech, language and communication skills build the capacity of those who are best placed to support the learning of children and young people work in a child's natural environment to understand the impact of the child's needs and to better understand how the adults in the child's life could be supported provide professional support and guidance to schools/kura, ECE, teacher and parents/caregivers/whānau and in collaboration, support the development and implementation of intervention plans assess, analyse, hypothesise, collaboratively plan, support and monitor the implementation of individual (or group) intervention plans for students who have additional learning needs provide specialist differential diagnosis of specific communication disorders in children in order to identify what the disorder is e.g. speech disorder or fluency disorder
Reporting and information	<ul style="list-style-type: none"> interpret and apply research findings, and contribute towards research agendas and policy development
Leadership	<ul style="list-style-type: none"> support systemic change build the capability of the adults that surround the learner
Relationship management	<ul style="list-style-type: none"> develop and maintain collaborative relationships with parents/caregivers/whānau and a range of professional partners, community and sector groups and support agencies work effectively as part of a multidisciplinary team
Professional Supervision	<ul style="list-style-type: none"> regularly participate in and provide professional support and peer supervision as required.
Te Tiriti o Waitangi	<ul style="list-style-type: none"> provide a service and support that is culturally responsive and protects the principles of Te Tiriti o Waitangi

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Position specific competencies

Behavioural expectations of all people linked closely to our mission and behaviours and Code of Conduct. To be successful in your role, you'll need to display the behaviours and attitudes that are described in our competency framework. For more information, visit <http://www.ssc.govt.nz/resources/leadership-success-profile/>

Capability	Level	Expectation
Managing work priorities	-	Plan, prioritise, and organise work; to deliver on short and long-term objectives across the breadth of their role.
Engaging others	-	Connect with and inspire people; to build a highly motivated and engaged workforce.
Curious	-	Show curiosity, flexibility, and openness in analysing and integrating ideas, information, and differing perspectives; to make fit-for-purpose decisions.
Honest and courageous	-	Delivers the hard messages, and makes unpopular decisions in a timely manner; to advance the longer-term best interests of customers and New Zealand.
Resilient	-	Show composure, grit, and a sense of perspective when the going gets tough; to help others maintain optimism and focus.
Achieving ambitious goals	-	Demonstrate achievement drive, ambition, optimism, and delivery-focus; to make things happen and achieve ambitious outcomes
Self-aware and agile	-	Leverage self-awareness to improve skills and adapt approach; to strengthen personal capability over time and optimise effectiveness with different situations and people.
Tātai Pou Demonstration of Tātai Pou competencies	Developing level	<ul style="list-style-type: none"> Pou Hono – Valuing Māori Pou Mana – Knowledge of Māori content Pou Kipa – Achieving equitable education outcomes for Māori
Professional competence	Maintain	Maintain continuous professional development in line with NZSTA guidelines

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Key working relationships

Internal	Type of relationship
Learning Support colleagues	have strong working relationships
Wider Ministry Staff	have strong working relationships

External	Type of relationship
Learners, parents, whānau and caregivers	Develop and maintain effective working relationships
Early learning services, schools/kura, Kāhui Ako, and other education providers	Develop and maintain effective working relationships
All partners involved with the student such as: local iwi groups, community groups, the Resource Teacher: Learning and Behaviour service	Develop and maintain effective working relationships
Representatives from learning institutions in all sectors of education, voluntary agencies, advocacy, and service groups who assist learning	Liaise with, and work collaboratively with
The Ministry of Health and other Government agency professionals	Liaise with, and work collaboratively with

Technical and specialist capabilities

Qualifications / Skills / Experience / Knowledge	
Essential	<ul style="list-style-type: none"> Bachelor's or Master's degree in speech-language therapy or an equivalent that meets the requirements of the New Zealand Speech-language Therapists' Association To be eligible to be a member of the New Zealand Speech-language Therapists' Association
Desired	<p>Broad knowledge of</p> <ul style="list-style-type: none"> Te Whāriki: Early Childhood Curriculum and Te Whāriki a te Kōhanga Reo, the New Zealand Curriculum and Te Marautanga Disability sector Relevant legislation, policy and best practice Relevant health and welfare entitlements and community services The significance of identity, language and culture through all services and supports.

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<p>Expertise</p>	<p>Specialist knowledge of theory, research and practice related to:</p> <ul style="list-style-type: none"> • Child and human development • Speech-language therapy theory and practice • Early childhood development, learning and behaviour for typical and atypical children • Multi-lingual development and its impact on language development for children with and without communication difficulties.
<p>Knowledge and skills</p>	<ul style="list-style-type: none"> • 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 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 teach and empower those working with the child to ensure integrated effective management of the learner's needs • Ability to work effectively with families and whanau, teachers as well as children and young people and their families and whānau, using a natural environments family centred approach, across a diverse range of settings • Ability to develop relationships and networks and co-ordinate service delivery with a range of agencies • Ability to develop and provide training • Ability to coach and upskill others • Ability to use assessment, analysis and problem solving to contribute to intervention, planning and implementation at the individual and systems level. • Excellent written and oral communication skills
<p>Personal attributes</p>	<ul style="list-style-type: none"> • Responsiveness • Persistence • Positive attitude • Problem solving • Ability to develop and maintain effective working relationships • Able to collaborate and work cooperatively • Able to use own initiative • Able to work independently, including ability to self-reflect, analyse and adapt at a high level

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Financial Delegation	Nil
People Delegation	Nil
Health, Safety and Wellbeing	<p>I am responsible for:</p> <ul style="list-style-type: none"> • My own health and safety and that of my colleagues. • Reporting of all incidents and near misses.
This position has the following specific requirements	<ul style="list-style-type: none"> • Vulnerable Children’s Act 2014. • Ministry vetting procedures. • Conflict of interest. • Ministry Code of Conduct.

Working conditions

Physical environment	<p>Site visits will provide a variety of contexts</p> <p>The Ministry is moving to open plan, flexi working environments from an assigned desk environment so where you will be on the continuum will be contingent on your location.</p>
Travel requirements	Travel and a full driver’s license is required.