Edmonton Catholic Schools is now accepting applications for the position of

Speech Language Pathologist

(Existing position)

Edmonton Catholic Schools is a large urban school district whose mission is to provide a Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another. The District is comprised of over 41,000 students and 5,000 employees in 90 schools and other sites.

Edmonton Catholic Schools requires a Speech Language Pathologist to provide speech and language services to children (aged three to six years) within inclusive environments. This includes children who have been identified with severe, mild/moderate needs as well as those children who are typically developing. An understanding of the Pyramid of Intervention (the integration of broad based supports/strategies, as well as small group and individual strategies are critical.

The job is primarily responsible for addressing and identifying speech and language (using assessment as necessary) needs that have been impacting the child’s performance at school.

This is a permanent, full-time, Out of Scope, Level 7 position with a salary range of $67,504.00 - $84,393.00 (10 month); $81,006.00-$101,273.00 (12 month). Position to commence as soon as possible. The successful applicant’s starting salary will be based on the individual’s education, qualifications and directly related experience.

Edmonton Catholic School District offers a comprehensive benefits program as part of its total compensation package.

Primary Responsibilities:

- Liaise closely with the multi-disciplinary team, teachers, Educational Assistants, Therapeutic Assistants, Early Learning Facilitators parents and other members of the school team;
- Diagnose speech, language and swallowing disorders;
- Write assessment and treatment reports to share with parents and professionals with and outside of the Edmonton Catholic School System;
- Generalize intervention strategies to all natural environments, which include programming for generalization in the classroom, home and new environments;
- Lead instruction and activities with large and small group of children;
- Collaborate with other therapists if possible to demonstrate cross-connection (i.e. behaviour and language strategies);
- Develop family programs in various settings, and together with other families, for group learning and networking opportunities as well as individual family sessions.

Qualifications:

- Master of Science in Speech and Language Therapy plus three (3) years of directly related experience including paediatric speech and language intervention;
- Registered with the Alberta College of Speech and Language Pathologist and Audiologists is mandatory;
- Knowledge of selection and design of alternative and augmentative communication systems;
- Very strong assessment and problem solving skills are required to identify and address developmental and educational delays;
- Strong written and verbal communication skills;
- Ability to translate and convey highly technical/medical information to parents/guardians and professional staff is essential.

A complete job description is shown below.

For further information on this job opportunity, please contact Shannon Kolt at Shannon.Kolt@ecsd.net.

To apply, please email a letter of interest and resume to:

Shannon Kolt, Manager, Speech Language Pathology
resumesearlylearning@ecsd.net

This position will remain open until suitable candidates are found.

Prior to employment, successful candidates will be required to submit Police Information Check and Intervention Record Check documents.

We thank all candidates for their interest. Only applicants considered for the position will be contacted.
Out of Scope Job Description

**JOB IDENTIFICATION:**
- Incumbent: Vacant
- Working Title: Speech Language Pathologist
- Current Classification Level: 7
- Requested Classification Level:
- Supervisor’s Name:
- Supervisor’s Working Title: Manager, Speech Language Pathology
- Location: Genesis Centre
- Department: Learning Services – Innovation
- Program: Speech Language Pathology

**PRIMARY FOCUS/OVERALL ACCOUNTABILITY:** Provide a brief summary of the job, covering the main responsibilities, the framework within which the job has to operate and the main contribution to the organization.

The job provides speech and language services to children (aged three to six years) within inclusive environments. This includes children who have been identified with severe, mild/moderate needs as well as those children who are typically developing. All programs are inclusive, and welcoming to all children, so an understanding of the Pyramid of Intervention (the integration of broad based supports/strategies, as well as small group and individual strategies are critical. Speech language pathology strategies are incorporated into the child’s program, in authentic and functional ways.

The job is primarily responsible for addressing and identifying speech and language (using assessment as necessary) needs that have been impacting the child’s performance at school. Collaborating and communicating with both the school team and the multi-disciplinary team is also essential. Involvement in building capacity not only with the teacher, but also through the parents with family programming in the community, is also a responsibility of this position.

A Speech Language Pathologist (SLP) is hired for this position because of their professional expertise to identify, diagnose and treat communication delays and disorders.

**JOB RESPONSIBILITIES AND ACTIVITIES:** Normally a job has four to eight core responsibilities, each of which shows what the job is accountable for, within what framework, and what the added value is. For each responsibility, approximately four major activities should be described. List the core responsibilities in ascending order of importance.

1. **Multi-disciplinary teams participation**
   - Liaise closely with the teachers, Educational Assistants, Therapeutic Assistants, Early Learning Facilitators, parents and other members of the school team.
   - Liaise closely with the multi-disciplinary team including: Occupational Therapists, Behavioural Specialists, Physical Therapists, Psychologists, Social Workers, Fine Arts Specialists and Consultants

2. **Administer, score and interpret standardized speech and language assessments**
   - Diagnose speech, language and swallowing disorders
   - Write assessments and treatment reports (IPPs, year-end summaries, etc.) to share with parents and professionals within and outside of the Edmonton Catholic School system.

3. **Monitor children’s progress**
   - Provide ongoing observation of development in the areas of cognition, self-help skills, fine motor skills, gross motor development, socialization/play skills and behaviour, in conjunction with other members of the multi-disciplinary team.

4. **Conduct therapy within the context of typical classroom activities**
   - Generalize intervention strategies to all natural environments, which include programming for generalization in the classroom, home and new environments.
   - Develop and implement lessons and activities to address individual goals of children as outlined in Individual Program Plans (IPP).

5. **Direct and assist children in performing daily classroom routines**
   - Lead instruction and activities with large and small group of children.
   - Collaborate with other therapists if possible to demonstrate cross-connection (i.e. behaviour and language strategies).
   - Devise and train parents to implement home programs to permit carry-over of learning to home.
   - Provide strategies to facilitate their child’s development.
JOB RESPONSIBILITIES AND ACTIVITIES: Normally a job has four to eight core responsibilities, each of which shows what the job is accountable for, within what framework, and what the added value is. For each responsibility, approximately four major activities should be described. List the core responsibilities in ascending order of importance.

6. Program development
   - Develop family programs in various settings, and together with other families, for group learning and networking opportunities as well as individual family sessions.
   - Integrate strategies into natural environments and activities.

7. Consultation and coordination
   - Consult with other professionals (both within and outside of ECSD)
   - Coordinate additional services for children including audiology referrals, feeding and swallowing referrals and medical referrals.

8. Participate in Individual Program Planning (IPP)
   - Meet with other professionals and caregivers.
   - Attend and participate in school case/debrief meetings and Early Learning Multi-Discipline meetings.

9. Collaborate to develop broad based strategies
   - Work with multi-disciplinary teams to develop learning and development strategies
   - Provide onsite modeling, support and follow-up to classroom teachers and assistants, as capacity is built at school to continue the integration of broad based strategies within the daily, functional context of the classroom.

10. Professional development
    - Participate in development and delivery of professional development for parents and district, that model effective strategies within the discipline

11. Maintain certification through various professional development activities

12. Participate in unit meetings and contribute to short- and long term strategic planning activities

PROBLEM SOLVING: Describe difficult or challenging situations the position is typically expected to solve; the degree of originality of the solutions; assistance available; and any problems or decisions that must be referred to a supervisor for resolution or approval

The primary focus of the job is the assessment, diagnosis and identification of appropriate and effective strategies to address a wide-range of problems such as: apraxia, dysarthria, phonology disorder, articulation delay, fluency disorder, dyspraxia, etc.. The job’s supervisor is not in the same discipline; therefore access to assistance is not readily available within the district. The job is seen as having an advanced level of expertise and is consulted on a regular basis to address students learning and developmental strategies.

ORGANIZATIONAL DATA: Identify any measurable areas upon which the job has either direct or indirect impact. Measures that may be included are: number of staff supervised, annual operating budget, number and size of projects, clients served or any other significant values. Include examples that indicate the “size” of the job. Attach a complete Organizational Chart that includes supervisor, peers, direct reports and staff.

Work done with young children has district-wide impact. The job has impact on the school team, including administrators and Learning Coaches, and the multi-disciplinary team working together to support and facilitate the child’s program plan and program (this could include administration and the Learning Coach). The job participates and delivers professional development for parents, teachers, Early Learning Facilitators, Learning Coaches, Educational Assistants and Therapeutic Assistants that model effective strategies within the discipline.
Out of Scope Job Description

Organizational Chart

REPORTING RELATIONSHIPS: Identify the jobs and the number of incumbents within each job that report directly to you. Provide a brief summary of each subordinate job’s purpose.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Job Responsibilities</th>
</tr>
</thead>
</table>

CONTACTS: Identify internal and/or external contacts such as co-workers, clients, stakeholders and partners. Indicate the nature and purpose of contact (i.e. to deliver information, present data, negotiate contracts, etc.) and frequency (daily, weekly, monthly etc.).

<table>
<thead>
<tr>
<th>Contact</th>
<th>Nature and Purpose</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals, teachers, consultants, Educational Assistants, Therapeutic Assistants and specialists</td>
<td>To provide information, expertise, guidance and direction in area of expertise To resolve problems To collaborate on educational teams</td>
<td>Weekly/daily</td>
</tr>
<tr>
<td>Parents/guardians</td>
<td>To provide feedback, guidance, follow-up and to explain routines/strategies and expected results.</td>
<td>Weekly/daily</td>
</tr>
<tr>
<td>Students</td>
<td>To provide services, conduct assessments, support and guide development</td>
<td>As needed</td>
</tr>
<tr>
<td>Doctors, medical personnel and therapeutic specialists in other organizations</td>
<td>To obtain and provide information and resolve problems To collaborate with multi-disciplinary teams To address child programming concerns or needs To coordinate authorization of special equipment</td>
<td>Weekly</td>
</tr>
<tr>
<td>Agencies and community resources</td>
<td>Liaison with Edmonton Student Health Initiative Partnership and other professional</td>
<td>As needed</td>
</tr>
<tr>
<td>Vendors and suppliers</td>
<td>To obtain appropriate equipment and materials</td>
<td>As needed</td>
</tr>
<tr>
<td>Network of professional contacts</td>
<td>To obtain and provide information To share best practices and resolve problems</td>
<td>As needed</td>
</tr>
</tbody>
</table>
**Job Qualifications:** Include a list of the most important knowledge factors, including knowledge about practical procedures, specialized techniques etc. Outline specific training that is needed to do the work and any occupational certification/registration required for the job. Include a list of competencies (skills and abilities) critical in performing the job.

<table>
<thead>
<tr>
<th>Knowledge and Experience</th>
<th>Competencies</th>
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<tbody>
<tr>
<td>Master of Science in Speech and Language Therapy, plus three years of directly experience including paediatric speech and language intervention</td>
<td>• Very strong assessment and problem-solving skills are required to identify and address developmental and educational delays.</td>
</tr>
<tr>
<td>Registered with the Alberta College of Speech and Language Pathologists and Audiologists is mandatory; continuing professional development as per ACSLPA guidelines; professional liability as per ACSLPA guidelines</td>
<td>• Strong written and verbal communication skills</td>
</tr>
<tr>
<td>Knowledge of the selection and design of alternative and augmentative communication systems</td>
<td>• Ability to translate and convey highly technical/medical information to parents/guardians and professional staff is essential.</td>
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<tr>
<td>Knowledge of FOIP Legislation; MicroscoSoft programs including Excel, Outlook and databases</td>
<td>• Effective decision making and leadership qualities</td>
</tr>
<tr>
<td>Knowledge of research, data collection and analysis techniques</td>
<td>• Flexibility is essential given the variety of children's abilities, needs and conditions.</td>
</tr>
<tr>
<td>Knowledge of workplace safety including an awareness of Occupational Health and Safety regulations</td>
<td>• Strong demonstration and oral presentation skills</td>
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<tr>
<td>Understanding of early learning philosophy is required with an understanding of Reggio inspired philosophy</td>
<td>• Skills to facilitate the consultant role through education, training and assisting other professionals.</td>
</tr>
<tr>
<td>Understanding of the Pyramid of Intervention (the integration of broad based supports/strategies, as well as small group and individual strategies are critical.</td>
<td>• Ability to work as a member of a multi-disciplinary team</td>
</tr>
<tr>
<td>General knowledge of In this multi-disciplinary setting, it is essential to be informed in all disciplines</td>
<td>• Ability to work independently</td>
</tr>
<tr>
<td>General knowledge of the district/department operations, business, goals and objectives and an understanding of elementary curriculum</td>
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</tbody>
</table>

**Signatures**

The signatures below indicate that the incumbent, supervisor and manager have read, discussed, and agreed that the information accurately reflects the work assigned.

**Incumbent**

Name ____________________________  Signature ____________________________  Date ____________________________

**Supervisor**

Name ____________________________  Signature ____________________________  Date ____________________________

**Manager**

Name ____________________________  Signature ____________________________  Date ____________________________

*This information is being collected under the authority of Board Governance Policy EL# 5 relating to Freedom of Information and Protection of Privacy (FOIP) Act and will be used to allocate positions within a classification plan and to manage the Edmonton Catholic School District’s human resources program. If you have any questions about the collection of this information, contact the Assistant Superintendent, Human Resource Services 780 441-6061.*