Edmonton Catholic Schools is now accepting applications for the position of

Supervisor, Speech Language Pathology
(New 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 40,000 students and 4,000 employees in 90 schools and other sites.

The primary responsibility of the job is to supervise and provide coaching and mentorship to the Therapeutic Assistant (TA) team in the specialist area. The job also orients, mentors and develops specialists, teachers, Educational Assistants (EA), and Early Learning Facilitators (ELF) in the discipline of expertise as required.

The incumbent provides assistance to the manager in aspects of the development and delivery of specialized services. The range of assistance provided includes: data collection regarding department deliverables, developing and maintaining standards of practice, developing resources, and providing/organizing discipline specific professional development.

The incumbent must be able to utilize their area of expertise in ensuring that professional conduct and integrity within their field of expertise is adhered to.

This an Out of Scope, Level 7, permanent, full-time position with a salary range of $66,638.00 - $83,310.00 (10 mth); $79,966.00 - $99,973.00 (12 mth) to commence as soon as possible.

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

Primary Duties and Responsibilities:

- Supervise the Therapeutic Assistant team including orientation to role, standards and practices;
- Ensure understanding of program planning and implementation outlined by the specialist and classroom team;
- Conduct follow-up classroom visits;
- Mentor, coach and orient TA’s and new specialists;
- Assist in the mentorship of new specialists to understand the context of working in a school environment and with educators;
- Work with specialists who are having difficulty preparing treatment plans for students or classroom programming;
- Develop, support and maintain standards for inclusive intervention in the classroom context;
- Ensure consistencies in reporting and documentation for TA’s and assigned specialists;
- Assist specialists with the writing of assessments and treatment reports such as Individual Program Plans, year-end summaries;
- Assist and provide support in identifying children who qualify for Program Unit Funding (PUF);
- Assist and provide support to children within the inclusive context as required;
- Ensure that inclusive educational philosophy is understood and incorporated into each TA’s program plan and/or assigned specialist’s treatment plan.

Qualifications:

- Master of Science in Speech and Language Therapy or equivalent, plus five years directly related experience;
- Registration with the Alberta College of Speech and Language Pathologists and Audiologists is mandatory;
- Knowledge of pediatric speech and language intervention techniques;
- Understanding of educational philosophy and Reggio inspired philosophy, Pyramid of Intervention, the integration of broad based supports/strategies, as well as small group and individual strategies are critical;
- Strong leadership, supervisory and team building skills;
- Superior oral and written communications skills and the ability to communicate highly technical information to parents and others outside of the profession.

A complete job description is shown below.

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

Please email a letter of interest and resume by 4:00 p.m., Monday, May 16, 2016 to:

Shannon Kolt, Manager, Speech Language Pathology at: resumes@ecsd.net

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:

<table>
<thead>
<tr>
<th>Incumbent:</th>
<th>Working Title: Supervisor, Speech Language Pathology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Classification Level: 7</td>
<td>Requested Classification Level: Speech Language Pathology</td>
</tr>
<tr>
<td>Supervisor’s Name:</td>
<td>Supervisor’s Working Title: Manager,</td>
</tr>
<tr>
<td>Location:</td>
<td>Department/Program: Learning Services – Innovation/Specialized Services</td>
</tr>
</tbody>
</table>

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 primary responsibility of the job is to supervise and provide coaching and mentorship to the Therapeutic Assistant (TA) team in the specialist area. The job also orients, mentors and develops specialists, teachers, Educational Assistants (EA), and Early Learning Facilitators (ELF), in the discipline of expertise as required.

The incumbent provides assistance to the manager in aspects of the development and delivery of specialized services. The range of assistance provided includes: data collection regarding department deliverables, developing and maintaining standards of practice, developing resources, and providing/organizing discipline specific professional development.

The incumbent must be able to utilize their area of expertise in ensuring that professional conduct and integrity within their field of expertise is adhered to.

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. Supervision and leadership
   - Supervise the TA team including orientation to role, standards and practices
   - Ensure understanding of program planning and implementation outlined by the specialist and classroom team
   - Conduct follow-up classroom visits
   - In consultation with the assigned specialist, review and evaluate performance
   - Work with TA to address any gaps in performance identified by the assigned specialist and classroom team
   - Advise the manager of situations where performance management issues continue
   - Develop a professional growth plan for TA and ensure follow-through
   - Participate in recruitment, staffing and retention of staff
   - Support the management team in its efforts to bring the teams together

2. Mentorship and consultation
   - Mentor, coach and orient TAs and new specialists
   - Assist in the mentorship of new specialists to understand the context of working in a school environment and with educators
   - Work with specialists who are having difficulty preparing treatment plans for students or classroom programming
   - Advise manager where improvements appear unattainable and/or progressive discipline appears warranted
   - Assist manager with follow-up classroom visits to specialists as needed – escalate complex issues to the Manager
   - Provide regular feedback on TA and assigned specialist’s performance and follow up
   - Liaise with the teachers, EAs, ELFs, specialists, other multi-disciplinary team members and parents who participate as part of each student’s program planning team
   - Ensure that TAs and assigned specialists work collaboratively with relevant members of the multi-disciplinary team

3. Inclusive intervention standards
   - Develop, support and maintain standards for inclusive intervention in the classroom context
   - Ensure consistencies in reporting and documentation for TAs and assigned specialists
   - Collaborate with other supervisors to build staff capacity and enhance skills in program planning, implementation and documentation

Revised March 7, 2016
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.**

- Assist specialists with the writing of assessments and treatment reports such as Individual Program Plans, year-end summaries
- Assist and provide support in identifying children who qualify for Program Unit Funding (PUF)
- Assist and provide support to children within the inclusive context as required
- Ensure that standards are established with the TA team who work with children with severe needs so that the school staffs can continue treatment in the absence of the specialist
- Collaborate with other supervisors and specialists for integrated service delivery wherever possible
- Ensure data is collected to support the evaluation of the unit’s performance and deliverables

4. Professional development
- Ensure that inclusive educational philosophy is understood and incorporated into each TAs program plan and/or assigned specialist’s treatment plan
- Collaborate with the supervisors and managers to ensure professional development opportunities support the TA role
- Assist in the development and implementation of in-house presentations and/or professional development activities
- Work with assigned specialists to generalize intervention strategies to natural environments, which include programming for generalization in the classroom, home and new environments.
- Further extend Universal Designs for Learning – and integrate them with the other disciplines
- Incorporate these into various professional development models with teachers, EAs and ELFs.
- Integrate recommended intervention into an educational context that supports the educational program philosophy and the functional needs of the child.
- Advise, encourage and mentor TAs and EAs interested in education and growth beyond their current role

5. Manage a reasonable and sustainable caseload to ensure professional acumen continues to thrive

6. Work under the direction of the manager to ensure the development and establishment of district standards and continuity of services and support within the discipline of expertise.

7. Maintain technical knowledge, credentials and registration, through a range of professional development 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 incumbent must be able to utilize their area of expertise/discipline in ensuring that professional conduct and integrity within their field of expertise is adhered to. For example, where a new specialist is having a challenging time with meeting the functional needs of a child in the classroom, the incumbent would provide onsite support and modeling that includes case conceptualization, recommendations for intervention/consultation and assistance regarding the delivery of intervention i.e. modeling for TA and/or specialist, follow-up visits, etc.

The incumbent must be able to identify gaps in the TA or specialists’ performance and, in consultation with the manager, provide/recommend professional development activities to relieve relevant performance gaps. Where disciplinary action is involved, the incumbent will escalate directly to the manager for assistance and guidance as the job does not have the authority to discipline. Assistance is also available from Human Resource Services.

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 Organization Chart that includes supervisor, peers, direct reports and staff.

The incumbent directly supervises Therapeutic Assistants within their area of discipline and also assists the manager with coaching, mentoring and addressing performance gaps for both the TAs and specialists. The TAs provide support to area specialists and their work directly impacts students/children with communication delays and disorders who are utilizing specialized services. The incumbent therefore has a far reaching impact on the ability of the TA to support their classroom specialist, the teacher and the affected students/children and their families.

Revised March 7, 2016
**Out of Scope Job Description**

**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>
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<tbody>
<tr>
<td>Therapeutic Assistant, Speech Language Pathology (5 jobs)</td>
<td>The job provides specialized intervention services, as designed by the Speech Language Pathologist, to students enrolled in programs. The job is primarily responsible for the collection of data and implementation of the formal intervention plan.</td>
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</table>

**Organizational Chart**

**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>School staff and multi-disciplinary team</td>
<td>To provide and exchange information. To provide direction and feedback regarding assessment and intervention. To coach, mentor and orient TAs and specialists.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Students</td>
<td>To facilitate, guide and inform assessment and intervention.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Parents/guardians</td>
<td>To facilitate, guide, inform and help relevant caregivers understand the assessment and intervention process. This includes the process of informed consent. To provide education and guidance in consultation with the specialist. To facilitate problem resolution where necessary.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Network of professional contacts</td>
<td>To provide and obtain information To resolve problems and share best practices</td>
<td>As needed</td>
</tr>
<tr>
<td>Human Resource Services</td>
<td>To provide and obtain information To receive guidance 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 or equivalent, plus five of directly related experience</td>
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<tr>
<td>• Registration with the Alberta College of Speech and Language Pathologists and Audiologists is mandatory;</td>
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<tr>
<td>• Knowledge of pediatric speech and language intervention techniques</td>
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<tr>
<td>• Knowledge of collective agreements, supervisory principles and Human Resource policies and procedures</td>
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<tr>
<td>• Understanding of educational philosophy and Reggio inspired philosophy, Pyramid of Intervention the integration of broad based supports/strategies, as well as small group and individual strategies are critical.</td>
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<tr>
<td>• Knowledge of program development and project management techniques, principles and practices</td>
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<tr>
<td>• Knowledge of records management principles including Freedom of information and Protection of Privacy (FOIP) Legislation, Microsoft programs including Excel, databases and Outlook.</td>
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<tr>
<td>• General knowledge of multi-disciplinary setting is essential to be informed in all disciplines</td>
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<tr>
<td>• General knowledge of the district/department operations, business, goals and objectives</td>
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<td>• Understanding of educational curriculum.</td>
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<tr>
<td>• Strong leadership, supervisory and team building skills</td>
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<tr>
<td>• Superior oral and written communications skills and the ability to communicate highly technical information to parents and others outside of the profession.</td>
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<tr>
<td>• Ability to establish rapport and trust in working relationships with subordinates, specialists, administration, teachers, families and community agencies</td>
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<tr>
<td>• Strong leadership skills and the ability to influence decision making.</td>
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<tr>
<td>• Strong time management, planning and organizational skills with the ability to prioritize responsibilities.</td>
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<tr>
<td>• Strong consultation skills and ability to facilitate the consultant role through education, training and assisting other professionals and care-givers.</td>
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<tr>
<td>• Ability to present oneself in a friendly and positive manner.</td>
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<tr>
<td>• Attention to detail.</td>
<td></td>
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<tr>
<td>• Ability to manage information and maintain confidentiality.</td>
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<tr>
<td>• Flexibility is essential for this incumbent given the variety of children’s abilities, needs and conditions and the complexities of working as a cohesive team.</td>
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</table>

**Signatures**

The signatures below indicate that the incumbent, supervisor and principal/director 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.

Revised March 7, 2016