



## Team Leader

### Speech Pathologists in Schools Program

<b>Position number</b>	Generic
<b>Agreement</b>	<a href="#">Public Sector CSA Agreement 2024</a> or as replaced
<b>Classification</b>	Level 6
<b>Reports to</b>	Program Manager – Speech Pathologists in Schools Program
<b>Direct reports</b>	Nil

#### Context

The Speech Pathologists in Schools (SPiS) Program enables schools to employ individuals with a speech pathology qualification as Department of Education Speech and Language Officers or Speech and Language Specialists, to work with staff, students, and the wider school community. These speech pathologists are line-managed and supported by a SPiS Team Leader and benefit from collegiate support across the SPiS network.

SPiS is delivered within a Response to Intervention (RtI) framework across all tiers of intervention, with a strong emphasis on Tier 1 (universal) and Tier 2 (small group) support through staff capacity building.

This position supports schools and SPiS team members to facilitate the delivery of high-quality speech, language and literacy instruction and intervention, including where relevant, Augmentative and Alternative Communication (AAC) and feeding support.

Visit [education.wa.edu.au](http://education.wa.edu.au) to find out more information about the Department of Education.

#### Key responsibilities

##### Leadership and Management

- Support the collection, analysis and interpretation of data to inform, recommend and improve operational practices within the school, classroom and SPiS context.
- Develop, trial and evaluate speech, language and literacy programs, strategies and resources which support educators, SPiS team members and students with speech and language needs.
- Monitor, analyse and report on outcomes, targets, issues and trends related to services provided by the SPiS Program.
- Provide strategic advice to stakeholders on SPiS policy and guidelines.
- Undertake research and maintain expert knowledge of current issues and evidence, contemporary training, methodologies and initiatives in speech, language and literacy to support the provision of effective services.

- Prepare reports, briefing notes and responses to correspondence on matters related to the SPiS Program.
- Research, design, deliver and transfer professional learning to strengthen the capability of education staff across Western Australia, including SPiS team members, in response to current and emerging needs of public schools and aligned to the Department's strategic direction.
- Manage staff performance in accordance with the Public Sector Performance Management Standard and Department policy.
- Monitor and manage staff leave entitlements to ensure accrued leave is cleared within a reasonable timeframe and in accordance with relevant awards, agreements and Department policy.

### Stakeholder Engagement

- Facilitate service and resource agreements between the SPiS program, Education regions and school to ensure that coordinated professional support is provided.
- Work autonomously to provide consultancy and coaching to school leaders, educators and SPiS team members in speech, language and literacy to support school policies, priorities, initiatives and whole school approaches to improve the quality of teaching and learning.
- Develop and foster professional networks and relationships in schools, the SPiS team and the wider community.
- Collaborate with colleagues, within and across Statewide Speech and Language teams, and mentor new staff to ensure effective and consistent services.

### Selection criteria

1. Demonstrated substantial knowledge and experience in speech, language and literacy (tier 1 and 2 instruction/intervention) within the context of Western Australia's public education system and operations at a school level.
2. Demonstrated ability to work in a self-directed manner to provide specialised speech, language and literacy support to educators.
3. Demonstrated experience in developing, implementing and reviewing speech, language and literacy programs for students across grade levels in a school context.
4. Demonstrated skills and experience in providing effective leadership and managing change in educational or other organisational settings.
5. Demonstrated highly developed oral and written communication skills, including considerable experience in developing and effectively facilitating professional learning.
6. Demonstrated highly developed negotiation, consultation and interpersonal skills with a proven ability to build collaborative partnerships with a range of people across settings.

### Eligibility and training requirements

Employees will be required to:

- possess a tertiary qualification of Bachelor of Speech Pathology (or equivalent degree in speech pathology) and eligibility for membership to Speech Pathology Australia
- consent to a Nationally Coordinated Criminal History Check and obtain a current Screening Clearance Number issued by the Department of Education's Screening Unit prior to commencement of employment
- obtain or hold a current Working with Children Check
- undertake travel to regional areas, including overnight stays
- hold a current and valid 'C' driver's licence
- own a personal vehicle for travel to metropolitan schools
- complete the Department's induction program within 3 months of commencement

- complete any training specific to this role required by Departmental policy
- complete the Department's training in Accountable and Ethical Decision-Making within 6 months of appointment and every 3 years thereafter
- complete the Department's Aboriginal and Torres Strait Islander cultural awareness online course within 3 months of commencement.

### **Certification**

The details contained in this document are an accurate statement of the responsibilities and other requirements of the position.

### **ENDORSED**

Date 25 November 2025  
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