

# Department of Education

## STATEMENT OF DUTIES – November 2022

<b>Title</b>	Clinical Education Lead - Speech and Language Pathology
<b>Number</b>	Generic
<b>Division</b>	Children and Young People
<b>Branch</b>	Student Support
<b>Section</b>	Professional Support (Northern Region)
<b>Sub-Section/Unit/School</b>	N/A
<b>Supervisor</b>	Manager Professional Support Staff
<b>Award/Agreement</b>	Allied Health Professionals Industrial Agreement
<b>Classification</b>	Level 4
<b>Employment Conditions</b>	Permanent or fixed term, full or part-time, up to 76 hours per fortnight, 52 weeks per year including 4 weeks annual leave. Interstate and intrastate travel may be required.  Speech Pathologists are part of a statewide public education system and may, in accordance with the provisions of the <i>State Service Act 2000</i> , be transferred to any other location on a temporary or permanent basis. If permanently transferred to meet departmental requirements, reasonable expenses will be met.
<b>Location</b>	North, North West

### The Role

As part of the Senior Speech and Language Pathology leadership team, establish and promote a positive culture of being a learning organisation, by building capacity of speech and language pathologists, and working with different teams within the department, to provide pre-entry student placements and support new graduates during their early career years.

### Level of Responsibility/ Direction and Supervision

Required to make a significant contribution towards the department's strategic priority of building and developing a sustainable workforce.

The occupant is expected to work autonomously on a day to day basis with broad direction from the supervisor. The occupant is expected to exercise initiative and professional judgement across the spectrum of responsibilities and maintain the highest standard of quality, accuracy and timeliness of

information and advice. At all times, they shall comply with the department's policy and protocol requirements, including those relating to mandatory education, training and assessment.

The department has a range of delegations in operational areas including Finance, Human Resources and Facilities. The occupant is responsible for ascertaining the delegations that are assigned to these duties and is expected to exercise any applicable delegations prudently and in accordance with any specified limitations.

## Primary Duties

1. Lead the planning, design, implementation and evaluation of pre-entry student placement programs and associated learning activities, to build capacity for the speech and language pathology service to provide pre-entry student placements via clinical leadership, mentoring, supervision and facilitation of professional development.
2. Establish collaborative relationships with universities, acting as the interface between the speech and language pathology service and the university regarding pre-entry student placements, in consultation and liaison with universities. Partner with other clinical leads, senior professional support staff and managers to develop productive networks and facilitate interdisciplinary education, training, professional development and research opportunities.
3. Provide clinical leadership, support and supervision to new graduate speech and language pathologists transitioning to practice, including facilitation and/or coordination of internal or external professional development opportunities, and supporting speech and language pathologists undertaking supervised re-entry into practice.
4. Lead the development, implementation and review of policies, procedures, guidelines, evidence-based service models, quality improvement projects and practice standards for pre-entry student placements and learning activities, together with the monitoring and reporting of key performance indicators and activity, in consultation with the supervisor, senior professional support staff, other clinical leads and support staff.
5. Perform other duties as envisaged by the assigned classification under the relevant industrial award or agreement and in accordance with the skills, competency and training of the occupant.

## Selection Criteria

Employment in the State Service is governed by the *State Service Act 2000* and employment decisions must be based on merit. A decision relating to appointment or promotion is based on merit if:

- an assessment is made of the relative suitability of the candidates for the duties; and
- the assessment is based on the relationship between the candidates' work-related qualities and the work related qualities genuinely required for the performance of the duties; and
- the assessment focuses on the relative capacity of the candidates to achieve outcomes related to the duties; and
- the assessment is the primary consideration in making the decision.

Work-related qualities might include; skills and abilities; qualifications, training and competencies; standard of work performance; capacity to produce required outcomes; relevant personal qualities; and demonstrated potential for future development.

The following specific selection criteria must be addressed by candidates in this context. The nominated position objective and duties contained in this statement of duties must also be used to assist in the interpretation of these selection criteria.

1. Extensive experience delivering contemporary speech and language pathology services in a range of settings and/or areas of practice including demonstrated understanding of evidenced-based practice, clinical governance, clinical risk management, clinical standards, research and ethics.
2. Extensive clinical leadership experience with pre-entry students and new graduate speech and language pathologists, and the demonstrated ability to plan, develop, implement and evaluate learning activities, resources and professional development opportunities.
3. Demonstrated knowledge and understanding of relevant professional competency standards/professional capabilities, professional accreditation standards, contemporary pedagogy, and competency assessments, and their application to pre-entry student placements and expectations of new graduate allied health professionals.
4. Demonstrated communication, interpersonal, negotiation and facilitation skills, and the demonstrated ability to establish and maintain relationships with internal and external stakeholders and universities.
5. Demonstrated high levels of resilience and emotional intelligence combined, with the ability to work autonomously and under pressure, to effectively manage multiple competing priorities.
6. High level skills of self-direction, initiative and flexibility and the ability to work as a member of a multi-disciplinary support team within an inclusive educational environment.

## Requirements

- Essential**
- A degree in speech pathology from a university, Institute of Technology or College of Advanced Education or an equivalent award from a recognised overseas institution.
  - *The Registration to Work with Vulnerable People Act 2013* requires persons undertaking work in a regulated activity to be registered. A regulated activity is a child-related service or activity defined in the Registration to Work with Vulnerable People Regulations 2014. This registration must remain current and valid at all times whilst employed in this role and the status of this may be checked at any time during employment.
    - Current Tasmanian Registration to Work with Vulnerable People (Registration Status – Employment)

- Desirable**
- Five or more years post-graduate experience as a speech and language pathologist including experience in supervising and supporting pre-entry students and new graduate allied health professionals.
  - Holds, or is currently working towards, postgraduate qualifications in education and/or clinical teaching and learning.
  - Eligibility for membership of Speech Pathology Australia.
  - A current driver's license.

## Working within the Department of Education

The Department is responsible for providing public education, vocational education and training, adult and community education, and library and archive services throughout Tasmania.

Our strategic focus is centered on achieving the Tasmanian Government's priorities for education, training and information services. These priorities are expressed through the goals of the *Learners First: Every Learner, Every Day* Strategic Plan, and the Libraries Tasmania Strategy.

<b>Our Commitment</b>	Working together we inspire and engage all learners to learn more every day.
<b>Our Values</b>	Aspiration, Respect, Courage and Growth.
<b>Our Goals</b>	Access, Participation and Engagement; Early Learning; Wellbeing; Literacy and Numeracy.

Our strategies aim to transform the way Tasmanians access education, training and information services, provide a fresh and exciting approach to lifelong learning and build an education system that inspires and supports all learners to succeed as connected, resilient, creative and curious thinkers.

## Information and Records Management

All employees are responsible and accountable to:

- Create records according to the business needs and business processes of their business unit or school that adequately document the business activities in which they take part.
- Register documents in an approved Business Information Management System.
- Access information for legitimate work purposes only.

All employees must not:

- Destroy delete or alter records without proper authority; or
- Remove information, documents or records from the Department without permission.

## State Service Principles and Code of Conduct

Employment in the State Service is governed by the *State Service Act 2000*. All employees are responsible for ensuring that the standards of behaviour and conduct specified in the State Service Principles and Code of Conduct are adhered to. All employees are expected to act ethically and with integrity in the undertaking of their duties. Employees who breach the code of conduct may have sanctions imposed.

The State Service Principles and Code of Conduct are contained in the *State Service Act 2000* and can be found on the State Service Management Office website at <http://www.dpac.tas.gov.au/divisions/ssmo> together with Employment Direction No. 2 *State Service Principles*. All employees must read these and ensure they understand their responsibilities.

All employees are expected to utilise information management systems in a responsible manner in line with the DoE Condition of Use policy statement located at [Department of Education: Information technology policies](#)

## Work Health and Safety and Workplace Diversity

The Department is committed to high standards of performance in respect of work health and safety and managing diversity. All employees are expected to promote and uphold the principles of fair and equitable access to employment/promotion, personal development and training and the elimination of workplace harassment and discrimination.

In accordance with the *Work Health and Safety Act 2012*, all employees whilst at work are expected to participate in maintaining safe working conditions and practices and take reasonable care for their own health and safety, ensuring their actions do not adversely affect the health and safety of others. All employees are expected to comply with any reasonable instruction given by the Agency to ensure compliance with the Act and collaborate with Agency work health and safety policies, procedures and guidelines.

The Department of Education is committed to providing a safe workplace for all employees and has zero tolerance to all forms of violence.

State Government workplaces and vehicles are non smoking environments.

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**Category/funding/restrictions:** Permanent or Fixed Term. Cost code: Specified for the School/College or Business Unit.

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**HR Office use only:**

**APPROVED BY HRM DELEGATE:** 960250 - Director Human Resources - November 2022

Request:

Date Duties and Selection Criteria Last Reviewed: 11/22 RPR

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