



PENLEIGH AND ESSENDON GRAMMAR SCHOOL

POSITION DESCRIPTION

POSITION:	Speech Pathologist
REPORTS TO:	Senior Psychologist
LOCATION:	Essendon/Moonee Ponds Campus

PURPOSE

To provide a speech pathology service that supports improved student learning, engagement and wellbeing, and to provide the best possible education for each student, in line with the School's values and educational objectives.

SCHOOL OVERVIEW

Penleigh and Essendon Grammar School is a school for boys and girls from Kindergarten to Year Twelve. The school operates on three campuses with a student population of over 3,000. The Kindergartens and Junior School (boys) are located in Essendon, the Junior School (girls) in Moonee Ponds and Gottlieb House Middle School (boys), McNab House Middle School (girls) and the Larkin Centre (coeducational Senior School) are located in Keilor East.

The school has an excellent record for the academic achievement of its students in all areas. The curriculum is designed to challenge students intellectually, to develop their knowledge within particular disciplines and to gain an appreciation of contemporary society and its history. The academic programme is complemented by a diverse co-curricular programme of Drama, Dance, Music and Sport.

The school actively promotes the safety, wellbeing and participation of all students, including supporting children from culturally diverse backgrounds and those with learning diversity and inclusion needs and encourages every student to thrive in the classroom and beyond.

SCHOOL VALUES: REACH

RESPECT: We acknowledge the dignity and intrinsic worth of individuals and our world. We demonstrate fairness, kindness, and an awareness of diverse perspectives, recognizing the impact of our actions on others.

EXCELLENCE: In education and all that we do, we pursue the highest standards with focus and a commitment to continuous growth. We embrace challenges, learn from mistakes, and cultivate a culture of mastery and exceptional outcomes.

ACCOUNTABILITY: We act with integrity and take responsibility for ourselves, others, and the world around us. We demonstrate honesty, reliability, and ethical behaviour in all we do.

CURIOSITY: We learn and grow through questioning, exploring, and deepening understanding, simulating wonder and innovation. We value intellectual engagement and lifelong learning.

HEART: We show kindness, courage, and empathy in our actions and relationships. We stand for what is right, support others, and build meaningful connections based on trust and compassion.

POSITION CONTEXT

The Speech Pathologist is at all times responsible to the Senior Psychologist, Head of Section, Deputy Principal and Principal for the effective performance of duties.

The incumbent is expected to support the school's values, policies and procedures and the philosophy of an independent school associated with the Uniting Church and support Equal Employment Opportunity principles, including support for an equitable, safe, and productive environment for all staff and students and treating all school community members with dignity and respect.

Whilst work may occur across all campuses, this role will have a strong focus on the Junior Schools.

POSITION GUIDELINES

The Speech Pathologist is expected to perform many diverse duties. The following list is not exhaustive, nor in any order of priority, but is indicative of the range and nature of the role:

- Provide a speech pathology service across the school, including screening, assessment, and intervention for kinder and primary aged children to determine speech, language, and pragmatic difficulties.
- Provide advice and support to the Principal, Deputy Principal, Heads of Section, Psychologists, staff and families about the requirements of the Program for Students with Disabilities.
- Provide professional advice and support to the relevant staff in the development and implementation of programs and services with a focus on the learning, development and wellbeing of students, with a particular emphasis on our Junior Schools.

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- Administer and interpret a range of formal and informal assessments to identify speech, language, pragmatic and related learning needs including; CELF-5, CELF-P3, SPAT, and The Articulation survey.
- Apply an understanding of the funding application process for the State Support Services for Independent Schools Victoria.
- Deliver speech pathology support in a range of contexts; including individual sessions, small group intervention, and class-based support where appropriate.
- Maintain accurate and comprehensive student records, reports and service documentation on students who have received speech pathology services both inhouse and externally.
- Manage a varied caseload effectively, including prioritisation of support needs and making referrals to external providers where appropriate.
- Support continuity of care through collaboration with external professionals and services where appropriate to optimise support for our students.
- Contribute to multidisciplinary wellbeing planning and collaborative decision-making with leadership and student support staff.
- Support broader school practice by contributing to strategic intervention, transition planning and evidence-informed recommendations for student learning and funding-related processes to support improved student learning and engagement and wellbeing consistent with the school's priorities.
- Participate actively in support, learning and development activities as a professional member of a multidisciplinary team.
- Liaise with external professionals and services to strengthen referral pathways and coordinated support for students and families

Other

- Continually review current practices and recommend improvements
- Work safely, reporting all hazards in accordance with school procedures.
- Annually prepare a professional learning plan in accordance with school priorities and learning diversity and inclusion needs and actively participate in professional learning activities on an ongoing basis in order to keep up to date with speech pathology and teaching practices.
- Participate in a cyclical review process to continuously improve knowledge and practice
- Support the school leadership in all matters.
- Support the philosophy of an independent Uniting Church school and the aims and policies of Penleigh and Essendon Grammar School.
- Ensure adherence to and demonstrate behaviours in accordance with the School's Child Safety Code of Conduct, including the Child Safe Standards;
- Other duties as required

SELECTION CRITERIA

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The Speech Pathologist will demonstrate the following attributes:

- An approved qualification in speech pathology acceptable for membership of Speech Pathology Australia & Membership of Speech Pathology Australia.
- Experience and sound knowledge of speech pathology techniques and the ability to provide speech pathology services and specialist advice on appropriate intervention strategies.
- Ability to deliver a speech pathology service to students and families in an educational environment, including speech and language assessment and reporting and the provision of advice on program delivery.
- Capacity to apply assessment, conceptual and analytical skills in the provision of student support services and work with children, young people and their families.
- Ability to design, deliver or arrange professional learning for staff, in the area of language and communication.
- Communication, networking and interpersonal skills, including the ability to liaise effectively with a wide range of people both internally and external.
- Capacity to work as part of a collaborative, multidisciplinary professional team.
- A commitment to child safety, demonstrating an understanding of appropriate behaviours when engaging with children with diverse needs and backgrounds
- A valid Working With Children Check
- 1st Aid, asthma and anaphylaxis accreditation, or willingness to complete it

CONDITIONS

Hours of work: As agreed.

Relevant Award: Educational Services (Schools) General Staff Award 2020

Salary: To be negotiated, dependent upon skills and experience.

CONCLUDING REMARKS

The position description should not be seen as limiting and is open to review, by negotiation, by either party.

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