

**Speech – Language Pathologist**

**REPORTS TO:** Building Principal and/or Director of Special Services

**ESSENTIAL FUNCTIONS:**

Assesses student communication skills for the purpose of identifying communication disorders, determining program eligibility and developing recommendations for treatment.

Provides speech and language therapy to students for the purpose of minimizing the adverse impact of speech and language disorders on student success.

Participates in child study process and individual education plan (IEP) process.

Instructs eligible students in the use of appropriate communication technologies (e.g. hearing aids, FM systems, augmentative communication devices, etc.) for the purpose of minimizing the adverse educational impact of communication disorders in accordance with established guidelines and legal requirements.

Maintains files and/or records (e.g. progress reports, activity logs, billing information, treatment plans, required documentation, quarterly reports, screening results, etc)

Prepares a wide variety of written materials (e.g. activity logs, correspondence, memos, treatment plans, Medicaid billings, reports, required documentation, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.

*Only minimum duties are listed. Other functions may be required as given or assigned.*

**MINIMUM DESIRABLE QUALIFICATIONS:**

Knowledgeable of anatomy and physiology of speech and hearing mechanisms and disorders.

Knowledgeable of principles and practices of speech and language therapy and pertinent codes, policies, regulations and/or laws.

Ability to write reports and business correspondence.

Ability to interpret a variety of written or oral instructions.

Ability to work as part of a team.

Ability to establish and maintain effective working relationships with students, peers, parents, and the community.

Ability to communicate clearly and concisely in writing or orally.

Ability to handle stressful situations.

Ability to maintain confidentiality of student matters.

Ability to effectively manage time and responsibilities.

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**EQUIPMENT USED:**

Assessment instruments; specialized equipment used in the treatment of communication disorders; computer, calculator, copier, telephone/voice mail, fax machine, dictation equipment.

**WORK ENVIRONMENT:**

While performing the duties of this job, the employee regularly works inside in what can be a stressful environment. The employee must be able to meet deadlines with severe time constraints. The employee is directly responsible for the safety and well-being of students.

The noise level in the work environment is usually quiet to moderate, depending upon the task at hand.

**PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is frequently required to sit; occasionally walk and stand; travel from building to other sites. Specific vision abilities required by this job include close vision, distance vision, depth perception, and the ability to adjust focus. The employee is required to be able to hear conversations in quiet environments.

**MENTAL/MOTOR DEMANDS:**

While performing the duties of this job, the employee rarely performs routine work. The employee frequently exercises flexibility (ability to shift from one task to another). Guidance and reinforcement are infrequently available. The employee frequently works within time constraints and maintains attentiveness intensity. The employee is frequently involved in social interactions which require oral and written communications.

*The physical demands, work-environment characteristics, and mental/motor demands described within this job description are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

**History**

Approved on: June 9, 2010

Revised on: