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| **Cluster** | Stronger Communities | |
| **Department** | Department of Communities and Justice | |
| **Division/Branch/Unit** | Community Services Statewide Services | |
| **Location** | Greater Metropolitan Sydney and Regional | |
| **Classification/Grade/Band** | Speech Pathologist Grade 1/2, 3 and 4 | |
| **Role Number** | Various | |
| **ANZSCO Code** | 252712 | |
| **PCAT Code** | 1119192 | |
| **Date of Approval** | 10th September 2019 | **Ref: CSSS 0012** |
| **Agency Website** | www.dcj.nsw.gov.au | |

***Please see job notes and/or advertisement for more information on specific role qualification requirements and relevant experience.***

# Agency overview

The Department of Communities and Justice (DCJ) is the lead agency under the Stronger Communities Cluster. DCJ works to enable everyone's right to access justice and help for families through early intervention and inclusion, with benefits for the whole community. Stronger Communities is focussed on achieving safe, just, inclusive and resilient communities by providing services that are effective and responsive to community needs.

# Primary purpose of the role

Provide speech pathology assessment, consultation, therapeutic interventions and professional services within a multidisciplinary team to support children and young people, their families or carers.

# Key accountabilities for the Grade 1/2 are:

* Provide speech pathology supports including screening, assessment, program development, intervention monitoring and review in the areas of communication and swallowing in line with relevant legislative, professional and ethical requirements.
* Manage a caseload of children and young people who have experienced abuse and maltreatment and their families/carers and measure the outcome of intervention strategies to ensure appropriate support is provided and positive outcomes are achieved
* Establish and maintain strong relationships with public sector agencies, non-government organisations and community groups to facilitate a person-centered approach in developing and delivering intervention programs.
* Work collaboratively as a member of multidisciplinary team and in partnership with other services to support planning, building team cohesiveness and resolving issues.
* Maintain accurate files and records in compliance with relevant policies, procedures and professional requirements
* Participate in professional supervision and relevant development activities to ensure good practice standards in providing speech pathology support to Children and young people with communication and/or swallowing support needs
* Contribute to quality assurance activities to ensure good practice standards of speech pathology supports are provided and maintained

# Key accountabilities for the Grade 3 role are:

* Provide professional supervision to Grade 1/2 speech pathologist/s and support other staff to ensure appropriate and high-quality supports are delivered consistent with the relevant legislative framework, guidelines, principles and professional and ethical requirements.
* Review and evaluate the speech pathology activities of the team, in conjunction with the Clinical / Line Manager to ensure quality, outcome focused supports are delivered.

# Key accountabilities for the Grade 4 role are:

* Identify and make recommendations on professional practice improvements and speech pathology systems in order to inform policy and procedural change.
* Utilize organisational client information and communication systems to maintain current and accurate records in compliance with relevant legislation, policies and procedures.
* Provide expert advice, consultation, reports, correspondence, briefing notes or submissions in order to inform senior management of complex or critical speech pathology issues.
* Provide clinical supervision and guidance for team quality improvement projects to Grade 3 speech pathologists

# Key challenges

* Balancing provision of speech pathology support with administrative tasks within available resources.
* Maintaining an up-to-date knowledge of a wide range of relevant policies, practices and statutory requirements.
* Provide good practice standards of speech pathology supports in a dynamic environment with changing funding and service delivery requirements.

# Key relationships

*Internal relationships*

| Who you’ll work with | Why |
| --- | --- |
| Line Manager and Clinical Supervisor | * Report directly to Line manager * Escalate issues, seek direction, advice and support * Provide information and feedback * Work collaboratively to implement agency strategic plan and critically reflect on and continually improve service delivery |
| Members of the multidisciplinary team | * Work collaboratively to facilitate a person-centred approach to supporting children and young people * Speech Therapists level 4 supervise and coach speech therapy staff at level 1/2 and 3 to develop their professional capability. |
| DCJ and NGO Caseworkers and Managers | * Liaise to ensure the provision of timely and accurate advice when requested * Develop and maintain effective working relationships |
| DCJ NSW Speech Pathologists | * Work collaboratively to meet peer support needs and develop, implement and review quality improvement projects. |

*External relationships*

| Who you’ll work with | Why |
| --- | --- |
| Children and young people and, their families and carers | * Collaborate on providing a person-centred service * Discuss service delivery related issues |
| A range of public sector agencies, non-government organisations and community groups | * Maintain strong relationships that ensure collaborative services for people with disability * Liaises and consults with a broad range of health and other professionals, community agencies and organisations on occupational therapy issues and initiatives. |

# Role dimensions

## Decision making

* Determines the most appropriate intervention strategies and designs a program of support for children and young people who have experienced abuse and maltreatment according to their assessed needs.
* Identifies where care and support issues should be prioritised and escalated.
* Maintains a degree of independence to develop a suitable approach in managing the workload, as well as that of supervised staff, and provision of advice and recommendations as well as input to the development of relevant systems, frameworks, team planning and projects.

## Reporting line

Manager Psychological Services

## Direct reports

Nil

## Budget/Expenditure

Nil

# Essential requirements

* Tertiary qualifications in Speech Pathology with demonstrated commitment to ongoing professional development.
* Eligibility for membership to Speech Pathology Australia
* Current driver's licence and a willingness to drive

Appointments are subject to reference checks. Some roles may also require the following checks/ clearances:

* National Criminal History Record Check in accordance with the Disability Inclusion Act 2014
* Working with Children Check clearance in accordance with the Child Protection (Working with Children) Act 2012

# Capabilities for the role

The [NSW public sector capability framework](https://www.psc.nsw.gov.au/workforce-management/capability-framework/the-capability-framework) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

The capabilities are separated into **focus capabilities** and **complementary capabilities**.

## Focus capabilities

*Focus capabilities* are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

# Focus Capabilities for Grade 1-2 role are:

| FOCUS CAPABILITIES | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Capability group/sets** | **Capability name** | | |  | **Behavioural indicators** | | **Level** | |
| Personal Attributes logo | **Display Resilience and Courage**  Be open and honest, prepared to express your views, and willing to accept and commit to change | | * Be flexible, show initiative and respond quickly when situations change * Give frank and honest feedback and advice * Listen when ideas are challenged, seek to understand the nature of the comment and respond appropriately * Raise and work through challenging issues and seek alternatives * Remain composed and calm under pressure and in challenging situations | | | Adept | |
| Relationships logo | **Communicate Effectively**  Communicate clearly, actively listen to others, and respond with understanding and respect | * Focus on key points and speak in plain English * Clearly explain and present ideas and arguments * Listen to others to gain an understanding and ask appropriate, respectful questions * Promote the use of inclusive language and assist others to adjust where necessary * Monitor own and others’ non-verbal cues and adapt where necessary * Write and prepare material that is well structured and easy to follow * Communicate routine technical information clearly | | | | Intermediate | |
| Relationships logo | **Commit to Customer Service**  Provide customer-focused services in line with public sector and organisational objectives | * Take responsibility for delivering high-quality customer-focused services * Design processes and policies based on the customer’s point of view and needs * Understand and measure what is important to customers * Use data and information to monitor and improve customer service delivery * Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers * Maintain relationships with key customers in area of expertise * Connect and collaborate with relevant customers within the community | | | | Adept | |
| Results logo | **Think and Solve Problems**  Think, analyse and consider the broader context to develop practical solutions | * Ask questions to explore and understand issues and problems * Find and check information needed to complete own work tasks * Identify and inform supervisor of issues that may have an impact on completing tasks * Escalate more complex issues and problems when these are identified * Share ideas about ways to improve work tasks and solve problems * Consider user needs when contributing to solutions and improvements | | | | Foundational | |
| Business Enablers logo | **Project Management**  Understand and apply effective planning, coordination and control methods | * Understand project goals, steps to be undertaken and expected outcomes * Plan and deliver tasks in line with agreed project milestones and timeframes * Check progress against agreed milestones and timeframes, and seek help to overcome barriers * Participate in planning and provide feedback on progress and potential improvements to project processes | | | | Foundational | |

# Focus Capabilities for Grade 3 role are:

| FOCUS CAPABILITIES | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Capability group/sets** | **Capability name** | | |  | **Behavioural indicators** | | **Level** | |
| Personal Attributes logo | **Display Resilience and Courage**  Be open and honest, prepared to express your views, and willing to accept and commit to change | | * Be flexible, show initiative and respond quickly when situations change * Give frank and honest feedback and advice * Listen when ideas are challenged, seek to understand the nature of the comment and respond appropriately * Raise and work through challenging issues and seek alternatives * Remain composed and calm under pressure and in challenging situations | | | Adept | |
| Personal Attributes logo | **Value Diversity and Inclusion**  Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | * Be responsive to diverse cultures, backgrounds, experiences, perspectives, values and beliefs * Seek participation from others who may have different backgrounds, perspectives and needs * Be open to different perspectives and experiences in generating ideas and solving problems * Adapt well in diverse environments * Respond constructively to feedback regarding observations of bias in language or behaviour | | | | Intermediate | |
| Relationships logo | **Communicate Effectively**  Communicate clearly, actively listen to others, and respond with understanding and respect | * Focus on key points and speak in plain English * Clearly explain and present ideas and arguments * Listen to others to gain an understanding and ask appropriate, respectful questions * Promote the use of inclusive language and assist others to adjust where necessary * Monitor own and others’ non-verbal cues and adapt where necessary * Write and prepare material that is well structured and easy to follow * Communicate routine technical information clearly | | | | Intermediate | |
| Relationships logo | **Commit to Customer Service**  Provide customer-focused services in line with public sector and organisational objectives | * Take responsibility for delivering high-quality customer-focused services * Design processes and policies based on the customer’s point of view and needs * Understand and measure what is important to customers * Use data and information to monitor and improve customer service delivery * Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers * Maintain relationships with key customers in area of expertise * Connect and collaborate with relevant customers within the community | | | | Adept | |
| Results logo | **Think and Solve Problems**  Think, analyse and consider the broader context to develop practical solutions | * Identify the facts and type of data needed to understand a problem or explore an opportunity * Research and analyse information to make recommendations based on relevant evidence * Identify issues that may hinder the completion of tasks and find appropriate solutions * Be willing to seek input from others and share own ideas to achieve best outcomes * Generate ideas and identify ways to improve systems and processes to meet user needs | | | | Intermediate | |
| Business Enablers logo | **Project Management**  Understand and apply effective planning, coordination and control methods | * Understand project goals, steps to be undertaken and expected outcomes * Plan and deliver tasks in line with agreed project milestones and timeframes * Check progress against agreed milestones and timeframes, and seek help to overcome barriers * Participate in planning and provide feedback on progress and potential improvements to project processes | | | | Foundational | |

# Focus Capabilities for Grade 4 role are:

| FOCUS CAPABILITIES | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Capability group/sets** | **Capability name** | | |  | **Behavioural indicators** | | **Level** | |
| Personal Attributes logo | **Display Resilience and Courage**  Be open and honest, prepared to express your views, and willing to accept and commit to change | | * Remain composed and calm and act constructively in highly pressured and unpredictable environments * Give frank, honest advice in response to strong contrary views * Accept criticism of own ideas and respond in a thoughtful and considered way * Welcome new challenges and persist in raising and working through novel and difficult issues * Develop effective strategies and show decisiveness in dealing with emotionally charged situations and difficult or controversial issues | | | Advanced | |
| Personal Attributes logo | **Manage Self**  Show drive and motivation, an ability to self-reflect and a commitment to learning | * Keep up to date with relevant contemporary knowledge and practices * Look for and take advantage of opportunities to learn new skills and develop strengths * Show commitment to achieving challenging goals * Examine and reflect on own performance * Seek and respond positively to constructive feedback and guidance * Demonstrate and maintain a high level of personal motivation | | | | Adept | |
| Personal Attributes logo | **Value Diversity and Inclusion**  Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | * Promote the value of diversity and inclusive practices for the organisation, customers and stakeholders * Demonstrate cultural sensitivity, and engage with and integrate the views of others * Look for practical ways to resolve any barriers to including people from diverse cultures, backgrounds and experiences * Recognise and adapt to individual abilities, differences and working styles * Support initiatives that create a safe and equitable workplace and culture in which differences are valued * Recognise and manage bias in interactions and decision making | | | | Adept | |
| Relationships logo | **Communicate Effectively**  Communicate clearly, actively listen to others, and respond with understanding and respect | * Tailor communication to diverse audiences * Clearly explain complex concepts and arguments to individuals and groups * Create opportunities for others to be heard, listen attentively and encourage them to express their views * Share information across teams and units to enable informed decision making * Write fluently in plain English and in a range of styles and formats * Use contemporary communication channels to share information, engage and interact with diverse audiences | | | | Adept | |
| Relationships logo | **Commit to Customer Service**  Provide customer-focused services in line with public sector and organisational objectives | * Promote a customer-focused culture in the organisation and consider new ways of working to improve customer experience * Ensure systems are in place to capture customer service insights to improve services * Initiate and develop partnerships with customers to define and evaluate service performance outcomes * Promote and manage alliances within the organisation and across the public, private and community sectors * Liaise with senior stakeholders on key issues and provide expert and influential advice * Identify and incorporate the interests and needs of customers in business process design and encourage new ideas and innovative approaches * Ensure that the organisation’s systems, processes, policies and programs respond to customer needs | | | | Advanced | |
| Results logo | **Think and Solve Problems**  Think, analyse and consider the broader context to develop practical solutions | * Research and apply critical- thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence * Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience * Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience * Seek contributions and ideas from people with diverse backgrounds and experience * Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness * Identify and share business process improvements to enhance effectiveness | | | | Adept | |
| Business Enablers logo | **Project Management**  Understand and apply effective planning, coordination and control methods | * Perform basic research and analysis to inform and support the achievement of project deliverables * Contribute to developing project documentation and resource estimates * Contribute to reviews of progress, outcomes and future improvements * Identify and escalate possible variances from project plans | | | | Intermediate | |
| People Management logo | **Manage and Develop People**  Engage and motivate staff, and develop capability and potential in others | * Define and clearly communicate roles, responsibilities and performance standards to achieve team outcomes * Adjust performance development processes to meet the diverse abilities and needs of individuals and teams * Develop work plans that consider capability, strengths and opportunities for development * Be aware of the influences of bias when managing team members * Seek feedback on own management capabilities and develop strategies to address any gaps * Address and resolve team and individual performance issues, including unsatisfactory performance, in a timely and effective way * Monitor and report on team performance in line with established performance development frameworks | | | | Adept | |

# Complementary capabilities

*Complementary capabilities* are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as ‘not essential’ for this role is not relevant for recruitment purposes however may be relevant for future career development.

| COMPLEMENTARY CAPABILITIES | | | |  |  |
| --- | --- | --- | --- | --- | --- |
| **Capability Group/Sets** | **Capability Name** | **Description** | **Level 1/2** | **Level 3** | **Level 4** |
| Personal Attributes logo |  |  |  |  |  |
| Act with Integrity | Be ethical and professional, and uphold and promote the public sector values | Intermediate | Intermediate | Adept |
| Manage Self | Show drive and motivation, an ability to self-reflect and a commitment to learning | Foundational | Intermediate | Adept |
| Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Intermediate | Intermediate | Adept |
| Relationships logo |  |  |  |  |  |
| Work Collaboratively | Collaborate with others and value their contribution | Intermediate | Intermediate | Adept |
| Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Foundational | Intermediate | Adept |
| Results logo |  |  |  |  |  |
| Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Foundational | Intermediate | Adept |
| Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Foundational | Intermediate | Adept |
| Demonstrate Accountability | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | Foundational | Intermediate | Intermediate |
| Business Enablers logo |  |  |  |  |  |
| Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Foundational | Foundational | Intermediate |
| Technology | Understand and use available technologies to maximise efficiencies and effectiveness | Foundational | Foundational | Intermediate |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Foundational | Foundational | Intermediate |
| People Management logo |  |  |  |  |  |
| Inspire Direction and Purpose | Communicate goals, priorities and vision, and recognise achievements | N/A | N/A | Intermediate |
| Optimise Business Outcomes | Manage people and resources effectively to achieve public value | N/A | N/A | Intermediate |
| Manage Reform and Change | Support, promote and champion change, and assist others to engage with change | N/A | N/A | Intermediate |