



SPEECH-LANGUAGE PATHOLOGIST

Rev. Jun 2022

Job No.: L105

Reports to: Lead SLP

Dept./Campus: Special Programs & Services

FT FLSA Status: Exempt

Pay Grade: LP

Term: 187 Days

PRIMARY PURPOSE:

To assess students and provide therapeutic intervention to eliminate or reduce problems or impairments that interferes with their students' ability to derive full benefit from the education program. **This position may be contingent upon funding in whole or in part through state or federal grants.**

MAJOR RESPONSIBILITIES AND DUTIES

- Consult and provide training as needed for campus SLPs and teachers to plan and provide appropriate individual and group therapy to students consistent with speech and language goals contained in Individual Education Plans (IEP).
- Evaluate student progress and determine readiness for termination of therapy services.
- Participate in the Admission, Review and Dismissal (ARD) Committee to assist with interpretation of assessment data, appropriate placement, and goal setting for students with communication disorders or conditions according to district procedures.
- Counsel and involve parents in evaluation process.
- Create an environment conducive to learning and appropriate for the maturity level and interests of students.
- Provide relevant parent and staff training.
- Demonstrate regular and prompt attendance to ensure a consistent focus on student learning.
- Perform other duties as assigned.

SUPERVISORY RESPONSIBILITIES

- None.

GENERAL QUALIFICATION GUIDELINES

Education/Certification/Experience:

- Master's degree in speech-language pathology required.
- Valid Texas license as a speech-language pathologist granted by the State Board of Examiners for Speech-Language Pathology and Audiology (SBESLPA) required. ASHA Certificate of Clinical Competence required.
- Experience in supervised clinical speech-language pathology preferably in school setting.

Knowledge/Skills/Abilities:

- Knowledge of evaluation, habilitation and rehabilitation of speech-language disorders and conditions; organization; communication; and interpersonal skills.
- Ability to use the accepted tests and measurements to assess communication disorders and conditions; and instruct and manage student behavior.

Mental/Physical/Environmental Demands

The essential functions, pursuant to the Americans with Disabilities Act, may include the characteristic duties, responsibilities, knowledge, skills, and abilities noted herein; however, this is not a comprehensive listing of all functions and tasks performed by positions found in this job description.

- Needs to move about inside the classroom or campus to monitor students as necessary.
- Maintain emotional control under stress.
- Frequent standing, stooping, bending, pulling, and pushing.
- Frequent moving of small stacks of textbooks, media equipment, desks, and other classroom equipment.
- ~~Occasional prolonged and irregular hours.~~
- Potential exposure to bodily fluids and communicable diseases.
- Ability to organize and prioritize own work schedule on short-term basis.
- Ability to compose material such as detailed reports, work-related manuals, publications of limited scope or impact and to make presentations outside of the immediate work area.
- Ability to make decisions which have significant impact on the immediate work unit and monitor impact outside immediate work unit.
- Ability to understand complex problems and to collaborate and explore alternative solutions.
- Use standard office equipment including personal computer and peripherals.
- Repetitive hand motions including frequent keyboarding and use of mouse; occasional reaching.
- May work prolonged or irregular hours.
- Work with frequent interruptions.
- Maintain composure and professionalism at all times.