

Octorara Area School District

228 Highland Road • Atglen, PA 19310 • Phone: 610-593-8218

~Empowering Students to Build Successful Futures~

Job Title:	Speech and Language Pathologist (SLP)
Reports to:	Director of Pupil Services
Terms of Employment:	See CBA
Supervises:	N/A

Job Description

The Speech-Language Pathologist provides assessment, diagnosis, and intervention for students with speech, language, voice, and communication disorders. This role supports students' access to the educational environment by improving communication skills essential for academic and social success. The SLP develops and implements Individualized Education Programs (IEPs) and collaborates with educators, families, and related service providers. They use evidence-based practices to monitor progress and adjust interventions. Strong clinical expertise, communication skills, and collaboration are essential to support student growth and independence.

Requirements for Position

- Proper active and valid certification from the Commonwealth of Pennsylvania for assignment
- Previous experience is desirable
- In addition to certification credentials, SLPs should have poise, and interest in working with children, a sense of responsibility, the ability to work with others, and the ability to adapt to any reasonable pattern of behavior accepted by the community for professional persons

Core Responsibilities and Competencies

- Conducts screenings, evaluations, and diagnoses of speech, language, voice, and fluency disorders.
- Develops, implements, and monitors Individualized Education Programs (IEPs) for eligible students.
- Provides direct and indirect therapy services using evidence-based practices tailored to individual student needs.

- Maintains accurate documentation, evaluation reports, progress monitoring, and service logs in compliance with regulations.
- Collaborates with teachers, special education staff, and related service providers to support student communication needs across settings.
- Consults with families regarding student progress, strategies, and communication development.
- Supports students' use of augmentative and alternative communication (AAC) systems when appropriate.
- Integrates communication goals into classroom and functional activities to support generalization of skills.
- Participates in IEP meetings, multidisciplinary team meetings, and eligibility determinations.
- Provides strategies and resources to staff to support communication development in the classroom.
- Maintains confidentiality and adheres to ethical and legal standards of the profession.
- Engages in ongoing professional development to remain current with best practices in speech-language pathology.

PHYSICAL DEMANDS:

- Ability to sit, stand, and move between therapy and classroom locations throughout the day
- Frequent use of hands and fingers for writing, typing, and manipulating therapy materials and devices
- Occasional bending, kneeling, or reaching to interact with students or access materials
- Ability to lift and/or carry therapy materials and equipment (typically up to 20 lbs.)
- Ability to engage with students at various physical levels (e.g., floor work with younger children)

SENSORY ABILITIES:

- Visual acuity to observe articulation, facial movements, and student responses
- Auditory acuity to assess speech sounds, language use, and communication abilities

WORK ENVIRONMENT:

- Therapy rooms, classrooms, and various school settings
- May serve multiple buildings or travel between locations
- Quiet to moderately active environments depending on service delivery model (individual vs. group sessions)
- Frequent interaction with students, staff, and families
- Structured schedule with flexibility to accommodate student needs and meetings

TEMPERAMENT:

- Strong interpersonal and communication skills
- Patience and empathy when working with students with diverse communication needs
- Ability to work independently and as part of a multidisciplinary team
- Flexibility and adaptability in scheduling and service delivery
- Strong organizational skills and attention to detail

COGNITIVE ABILITY:

- Ability to communicate clearly and effectively with students, families, and professionals

- Strong analytical skills for assessment, diagnosis, and progress monitoring
- Ability to plan and implement individualized therapy interventions
- Problem-solving and decision-making skills in clinical and educational contexts
- Ability to manage documentation, compliance requirements, and multiple caseload responsibilities

(Reasonable accommodations may be made to enable a qualified individual with a disability or disabilities to perform the primary duties and responsibilities of the job.)

Evaluation

- Evaluated annually by supervisor

Revised March 2026