

JOB DESCRIPTION

Speech Language Therapist



TE HUNGA HAUA MAURI MO NGA TANGATA KATOA

Position Details

Position Title: Speech Language Therapist
Team: Early Supports Team

CCS Disability Action Foundation Statement

Te Hunga Haua Mauri mo nga Tangata Katoa

This statement forms the foundation of our identity and means that all people have Mauri, unique life force, and that we value every person equally.

CCS Disability Action Vision

Including All People

CCS Disability Action has a vision that every disabled person will be included in the life of their family and community.

To achieve our vision we are taking action to make Aotearoa/New Zealand a society where everyone plays their part to include all people - family members, friends, Hapu, Iwi, educators, health workers, business people, employers, councils, Government, community agencies and the public.

CCS Disability Action values

- Mauri, the unique lifeforce of each person
- Disabled peoples' leadership
- The connections of family, whanau, and community
- The common ground between us and our differences
- The allies and partners in our work

CCS Disability Action Purpose

To strengthen communities and provide support so people with disabilities are included in the life of their family and in their community.

Te Aronui – CCS Disability Action Strategic Priorities



Disabled people - whānau haua Our purpose and focus. This sits centrally in Aronui as a reminder that everything we do will be underpinned by the self-determination of disabled people.

Matauranga – knowledge All people have knowledge to contribute to our society. We recognise disabled people/whānau haua as the experts in their own lives. We will share our knowledge freely to ensure disabled people can access the information that they need. We also recognise that we benefit from receiving the knowledge that disabled people hold.

Whanaungatanga – connectedness Understanding that all people and systems are interconnected. We will seek to identify connections between people and systems to ensure that disabled people have access to resources they need.

Hauora – wellbeing

Acknowledges that being 'well' means different things to different people. We will ensure that the voice of disabled people/whānau haua guides us ensure people can lead their own life, in their own way.

CCS Disability Action

1 in 4 New Zealanders live with an impairment; however, our society does not operate in a way where everyone can participate. This lack of participation can be due to a physical barrier; a barrier created by other people's attitudes and behaviours; or by a lack of access to information. These barriers create an environment that disables people. CCS Disability Action is an organisation that supports people of all ages, and across the diverse cultures and disabilities in Aotearoa/New Zealand society. We have a role in removing the many barriers that disable people encounter.

CCS Disability Action builds our work around three core documents:

- United Nations Convention on the Rights of Persons with Disabilities
- Te Tiriti o Waitangi
- New Zealand Disability Strategy

These documents mean we work within a human rights framework. We partner with disabled people, their families and whanau, to ensure that people with disabilities are in the driver's seat in their lives, have a positive and connected life, and that their local communities are more inclusive.

In our work, CCS Disability Action connects with all parts of Aotearoa/New Zealand. We recognise Maori as Tangata Whenua, and are committed to being in relationships with Hapu and Iwi so that we continue to develop our ability to support disabled Maori and their whanau. CCS Disability Action has a regional structure with local offices. We provide disability support to over 6,500 disabled people and their families each year. We run the Mobility Parking scheme which supports over 95,000 people to more easily access their local towns and facilities. We measure success by our ability to connect people with disabilities with the range of life opportunities that every New Zealander might reasonably expect:

- belonging in a family or whanau
- learning
- having friends and relationships
- having choices about where we live
- having meaningful work and leisure opportunities
- participating in the community
- belonging culturally and spiritually in a way that has personal meaning

Position Description

The Speech Language Therapist, a member of the Early Supports Team of CCS Disability Action, provides Speech Language Therapy services to children across the xxx region. Speech Language Therapists support the communication and eating and drinking abilities of disabled children, in collaboration with their families. Services are developed and delivered to reflect our commitment to supported lifestyles and community development and are in line with the organisations' strategic priorities.

Speech Language Therapy is delivered in accordance with relevant NZSTA clinical guidelines and code of ethics. The Speech Language Therapy Service delivery reflects the Ministry of Education Early Intervention Service, Service Journey – 2026 Onwards.

Functional Relationships

Internal to CCS Disability Action

- Reports to xxxxxxxxx
- CCS Disability Action Early Intervention Team Members
- CCS Disability Action Staff (local and regional)

External to CCS Disability Action

- People, their family/whānau and support networks
- Iwi, hapu and Maori organisations within the region
- Pacific people, fanau, aiga and matai and matua, refugee and migrant groups within the region
- Referral agencies
- Early Childhood Education staff and Ministry of Education staff
- School Staff
- Needs Assessment agencies
- Related disability and other community organisations
- Relevant health and medical services
- State sector agencies

General Competencies

Commitment to Disability Rights and Leadership

- Demonstrates commitment to the rights, aspirations, and leadership of disabled people, aligned with the UN Convention on the Rights of Persons with Disabilities and the New Zealand Disability Strategy.
- Actively supports disabled people to lead their own lives and participate in leadership roles within the organisation and wider community.

Commitment to Te Tiriti o Waitangi and Bicultural Practice

- Upholds the principles and articles of Te Tiriti o Waitangi in all aspects of service delivery and organisational practice.
- Engages with bicultural development and demonstrates respect for and knowledge of Tikanga Māori and Te Reo Māori.

Focus on Outcomes for Disabled People

- Works collaboratively with disabled people, their families/whānau, and communities to achieve agreed outcomes.

- Promotes the rights and interests of disabled people while balancing organisational and external requirements.
- Applies quality improvement approaches to enhance service effectiveness and outcomes.

Interpersonal and Relationship Skills

- Builds and maintains trusting, respectful, and accountable relationships with individuals, families, colleagues, and stakeholders.
- Demonstrates empathy, self-awareness, adaptability, and cultural sensitivity.
- Reflects on personal practice, seeks ongoing professional development, and contributes to positive team culture, shared vision, and accountability.

Communication Skills

- Communicates clearly and effectively, both verbally and in writing, with a variety of audiences.
- Adapts communication style and methods to meet different needs and responds appropriately to feedback and information from others.

Teamwork and Collaboration

- Works cooperatively with others, valuing diverse perspectives and contributions.
- Seek opportunities for collaboration with other agencies to effect good outcomes for disabled people and their families/whanau
- Proactively addresses conflict, supports constructive resolution, and contributes beyond role boundaries when needed to achieve organisational and client outcomes.
- Adheres to all organisational priorities, policies, procedures and practices
- Attends and actively participate in regular supervision and cultural guidance where appropriate

Self-Management

- Effectively plans, prioritises, and manages workload to deliver quality outcomes within deadlines.
- Identifies opportunities, risks, and challenges, takes initiative, and remains adaptable in changing environments.
- Identifies training opportunities and partakes in training opportunities provided.

Sector Knowledge

- Understands the disability and community sectors and works effectively with government agencies and other stakeholders to support organisational priorities and positive outcomes for disabled people.

Commitment to Diversity and Inclusion

- Values and promotes cultural diversity and inclusive practice.

- Respects and engages effectively with people from diverse backgrounds and creates opportunities for meaningful participation and contribution.

Person Specifications

Qualifications/Experience Knowledge and Skills required:

- A Degree in Speech Language Therapy (or equivalent qualification).
- Current New Zealand registration with Speech Language Therapist's Association would be an advantage, however, not essential.
- Experience in working with children with additional learning needs is an advantage.
- Experience or knowledge of AAC use and prescription is an advantage.
- Driver's license or have access to transport

Position Specific Tasks and Competencies – Speech Language Therapist

The following key tasks and performance indicators are outlined to indicate the skills, knowledge and personal attributes required to achieve the outcomes for this position.

SERVICE DELIVERY	KEY TASKS	PERFORMANCE INDICATORS
<i>Identify Need & Request Support</i>	<ul style="list-style-type: none"> • Work with Early Intervention (EI) staff to share information about Speech Language Therapy (SLT) service criteria and delivery. • Collaboratively assess and determine eligibility for services with families/whānau where required. 	<ul style="list-style-type: none"> • Prospective families/whānau receive clear information about SLT service criteria and delivery. • decisions are made collaboratively with EI staff and families/whānau for all relevant referrals. • Eligibility assessments are completed within agreed service timeframes. • All eligibility decisions and supporting information are accurately recorded
<i>Information Gathering & Planning</i>	<ul style="list-style-type: none"> • Develop individualised Speech-Language Therapy programmes based on assessment findings. • Collaborate with families/whānau/caregivers to identify priorities, concerns, and goals. • Ensure programmes align with family/whānau wishes, needs, and available resources. • Communicate assessment findings clearly and sensitively to families/whānau and other key stakeholders. 	<ul style="list-style-type: none"> • Programmes reflect families/whānau priorities and resources, as evidenced in documentation and feedback. • Assessment findings are shared with families/whānau and relevant stakeholders in a timely and understandable manner. • Individual goals are developed in partnership with families/whānau for children.
<i>Implement Support Plan</i>	<ul style="list-style-type: none"> • Plan Speech-Language Therapy in line with current evidence and relevant guidelines (e.g., NZSTA and organisational standards). • Implement individualised therapy programmes in partnership with families/whānau, caregivers, and education/support staff. • Source, adapt, or develop appropriate resources to support each child's therapy goals. 	<ul style="list-style-type: none"> • All children have a documented Speech-Language Therapy programme based on assessed needs and goals included in the IP. • Therapy plans are aligned with current evidence and recognised clinical guidelines. • Goals are specific, measurable and achievable in the time frame specified and regularly reviewed

	<ul style="list-style-type: none"> • Maintain, update, and procure equipment in line with each child's needs, ensuring cultural appropriateness and budget considerations. • Regularly review each child's progress, strengths, interests, and needs. • Identify and coordinate involvement of other professionals and maintain ongoing liaison. 	<ul style="list-style-type: none"> • Information regarding the therapy 'programme' is shared with family/whānau and team around the child so that positive outcomes are achieved. • Relevant education/information and or training is provided to family/whānau, significant people who support the child and the wider community in order to meet each child's communication/eating/drinking needs and have the relevant information to make informed choices, to advocate and use their own skills successfully • Appropriate resources are available and documented for all children receiving therapy. • Equipment needs are reviewed regularly, with maintenance or updates completed in line with assessed requirements and budget limits. • All therapy planning, resources, and equipment decisions reflect culturally appropriate practice. There is evidence of culturally and linguistically responsive practice in all programmes and interactions. • Required professional involvement is identified and actioned for 100% of relevant cases.
<p>Preparing for School/ Kura</p>	<ul style="list-style-type: none"> • Contribute to Ongoing Resourcing Scheme (ORS) applications and other relevant documentation • Work effectively with other internal and external professionals and whānau to ensure smooth transitions to school for children. • Connect families with other relevant agencies/supports in a timely way. 	<ul style="list-style-type: none"> • ORS contributions are perceived by Early Intervention Teachers within agreed timeframes • ORS and other resource applications are written in the manner that meets the Ministry of Education requirements and is acceptable to whānau. • Children and families/ whānau feel well supported at this time of transition with appropriate resources, information training and other necessary plans in place to support success at school. • Families/whānau understand the changes in Speech-Language Therapy service delivery occurring around

		<p>school transition and feel well supported through the transition.</p> <ul style="list-style-type: none"> Information is exchanged with Ministry of Education staff regarding the needs of each child and family/whānau (ORS/current IP and other relevant material). Alternative dysphagia service provision is secured if needed once the child is enrolled at school.
For children not meeting ORS/SHNF criteria		
<i>Support at School/ Kura</i>	<ul style="list-style-type: none"> Support the classroom teacher to lead implementation of the child's learning support plan. Monitor the child's progress and adjust support strategies as needed. Regularly review transition pathways and update support arrangements accordingly. Contribute to ongoing reflection and outcome reporting 	<ul style="list-style-type: none"> Child progress is reviewed and documented at agreed regular intervals (e.g. termly or per plan cycle). Evidence that support strategies are reviewed and adjusted in response to progress data is in place. Transition pathways are reviewed regularly, with updates recorded at least every review cycle. Regular reflective reporting on progress and outcomes is completed for 100% of children within required timeframes.
<i>Review Progress and Plan for Year Two</i>	<ul style="list-style-type: none"> Regularly review each child's progress and support needs. Provide ongoing support for children with high and complex needs. Step back support when school staff demonstrate confidence and capability. Plan and prepare for the child's next learning environment or transition stage. Identify and coordinate future Speech Language Therapy support needs. 	<ul style="list-style-type: none"> All children have documented progress and support reviews completed at agreed intervals. Ongoing support is maintained for all children with high and complex needs, with no gaps in provision. Evidence that support is reduced or stepped back appropriately when school staff demonstrate readiness. All children have documented planning for next learning environment or transition stage. Required future Speech Language Therapy supports are identified and recorded for all children before transition or review completion.

SIGNED

Speech Language Therapist	
Date	
General Manager	
Date	