

Position Description

v3.7

POSITION TITLE:	Senior Speech Pathologist
FTE:	1.0 FTE (38 hours per week)
Classification:	Grade 3 – Allied Health Lead Clinician
Division:	Community Services
Program:	Early Intervention & Therapy Service
Location:	Site based, with the option of hybrid working in accordance with the Windermere Ways of Working with your primary location being the South Eastern Melbourne region, including outreach to support consumers (if applicable to your position). Windermere reserves the right to request you to work at any Windermere location, including our main offices at Narre Warren and Pakenham.
Tenure:	Ongoing
Date:	December 2025

1. About Windermere

Windermere is an independent, not for profit community service organisation working across Victoria including key regional locations.

We believe that everyone is someone in our community and we deliver services through critical partnerships with governments in the areas of:

1. **Family Wellbeing** to help families achieve safety and stability
2. **Disability Support** to enable people of all abilities to participate in their communities
3. **Development & Early Childhood Education** to help children reach their full potential
4. **Victims Assistance** to support victims of trauma, assault and/or violent crime
5. **Community Strengthening** to respond quickly to emergencies, disasters and emergent needs.

2. Our Purpose, Vision and Values

Our Purpose: We get in early to make a difference in the lives of individuals, families and communities.

Our Vision: A stronger, connected and supported community.

Our Promise: Our many services working together with you for a better life.

3. Our Commitment to our Employees

At Windermere, we live our values and care about:

- Our consumers and people, offering the support and flexibility we all need to thrive
- Creating inclusive environments that celebrate diversity and affirm authenticity
- Supporting career development and nurturing potential



4. Key result areas, responsibilities and performance measures

Key Result Areas	Responsibilities	Performance Measures
Service Delivery	<ul style="list-style-type: none">• Provide quality Early Childhood Intervention services to children aged 0-9 years and their families.• Provide discipline specific assessment and outcome focused intervention to children 0-9 yr olds with a range of disabilities and their family.• Provide service utilising the following service principles;<ul style="list-style-type: none">○ Family-centered Practice○ Strengths Based Practice○ Natural environments○ Evidence Based Practice• Work flexibly and be adaptive to a changing environment.• Continual and specific planning and evaluation of the effectiveness of programs.• Actively participate in professional development activities and enhance service delivery by informed best practice.	<ul style="list-style-type: none">• 100% of consumer related reporting and data collection completed accurately within specified timeframes as specified under agreements with funding bodies.• Meet utilisation targets of 4 hours/day or as directed by management.• Maintain own calendar; including consistent evidence that time is managed effectively.• Attend 80% of required meetings and events and contribute actively.• Liaise and/or refer to appropriate services.• Respond to internal requests for consultation within specified timeframes.• Demonstrate preparedness to work across the region as required.• Assessments, funding applications and reports efficiently completed within specified timeframes.• Actively explore and share industry trends and innovation and review current literature in order to

		provide evidence based practice.
Staff and Student Supervision	<ul style="list-style-type: none"> • Provide effective individual supervision to Windermere staff and students. • Improve knowledge, skills, and ability of others to deliver against performance expectations and outcomes. • Facilitate effective discipline specific meetings. • Support staff with service delivery such as debriefing, crisis management, information sharing, incident report management and escalating OHS and Risk issues identified. • Provide supervision and support to students providing regular feedback. 	<ul style="list-style-type: none"> • Regular individual supervision sessions with team members in line with policy and guidelines. • Effectively utilise supervision and team meetings to share knowledge, provide constructive feedback, coaching and learning opportunities. • Utilise data and feedback from staff to support development and learning in areas of need. • Utilise Practitioner Coaching Framework data to support continuous learning and improvement both in staff development and consumer outcomes. • Display a collaborative approach in facilitation of discipline specific meetings and interactions with colleagues to support reflective practices with all team members. • Guide others to create a culture of collaboration; Identify, and work to overcome barriers to knowledge or information sharing; Identify opportunities to work with other teams to deliver positive outcomes. • Completion of appraisals, regular KPI tracking and performance management requirements with all team members. • Provide supervision and support to students completing their placements.

Team Work	<ul style="list-style-type: none"> • Develop and contribute constructively to new ideas or change processes within the organisation. • Encourage positive responses to new ideas or change within teams/the organisation. • Develop and contribute toward a supportive, inclusive and cooperative work environment. • Demonstrate a commitment to lifelong learning and evidence based practice through provision of professional development for self and education and teaching of other professional groups. 	<ul style="list-style-type: none"> • Active engagement in team meetings and supervision sessions. • Model processes that enable communication of honest and constructive feedback. • Actively seeks to improve others' skills and talents by providing knowledge, constructive feedback, coaching and learning opportunities. • Consistently develops team capability. • Recognise and develop potential in others. • Provide knowledge, coaching and learning opportunities based on team needs and requirements. • Utilise staff feedback to effectively run supervision, discipline specific and whole team meetings. • Consistently display behaviours in line with Windermere values.
Organisational expectations and directives in relation to policies and procedures and the organisation's purpose, vision and values.	<ul style="list-style-type: none"> • Familiarise yourself with and adhere to Windermere's Policies and Procedures, including the Code of Conduct, Human Resources policies and guidelines and Occupational Health and Safety obligations. • Demonstrate dedication and commitment to work in accordance with Windermere's values and behaviours. • Attend prearranged dates scheduled for supervision and organisation wide training, including organisation forums and on line induction and be actively involved in the 6-week induction review, 3 and 6-month probationary reviews and a recurring annual 	<ul style="list-style-type: none"> • Ensure policies, procedures and codes are complied with at all times. • Ensure all interactions are undertaken in accordance with the behaviours set, as outlined in the Code of Conduct. • 100% attendance at performance reviews. • Completion of induction and orientation within set timeframes. • Positively embrace and adopt change as it occurs. • Ensure arrangements are made so that 100% of courses are attended or completed.

	<p>performance review with the relevant supervisor.</p> <ul style="list-style-type: none"> • Contribute to or participate in Continuous Quality Improvement (CQI) activities of the organisation, and will implement CQI strategies into their work practices. • Meet the challenges of change as it occurs within the service and organisation. • Attend or complete foundation and position specific training courses set by the organisation and attend or complete discretionary training as approved by the supervisor. • Actively assess, manage and where possible mitigate workplace risk including (OH+S), consumer related risk, reputation risk and personal risk. 	<ul style="list-style-type: none"> • Report risk to the appropriate Windermere personnel and utilise current risk management tools and procedures available. • Protect the rights, safety and wellbeing of children and provide a child safe environment.
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The employee will be expected to perform other duties outside those set in this position description as directed from time to time which are within the employee's skill, qualification, experience and competence level to meet the organisation's operational needs.

This position description may be amended from time to time at the organisation's discretion. Where there is inconsistency between KPIs in this position description and those within the Organisation Objectives, the Organisation Objectives will stand.

Windermere is committed to creating equitable environments for consumers and employees, this by building diverse and inclusive services and workspaces, where all peoples from Aboriginal & Torres Strait Islander, CALD, LGBTIQ+ Communities and those living with disability will know and feel accepted, affirmed, safe and celebrated. Windermere is delivering this through the continued development and implementation of our Welcoming and Inclusion Strategy as we seek to provide a diverse workforce at all levels.

5. Capability Framework Mapping

Our GROW Capability Framework describes the capabilities and associated behaviours expected of Windermere employees to be successful in their role. These capabilities and behaviours are aligned to Windermere's values and are essential for the delivery of Windermere's Strategic Plan. GROW gives our workforce of enablers a shared language to describe the capabilities needed to perform work at varying levels across different teams and roles. It sets standards regarding day to day work practices in all areas of workforce management including:

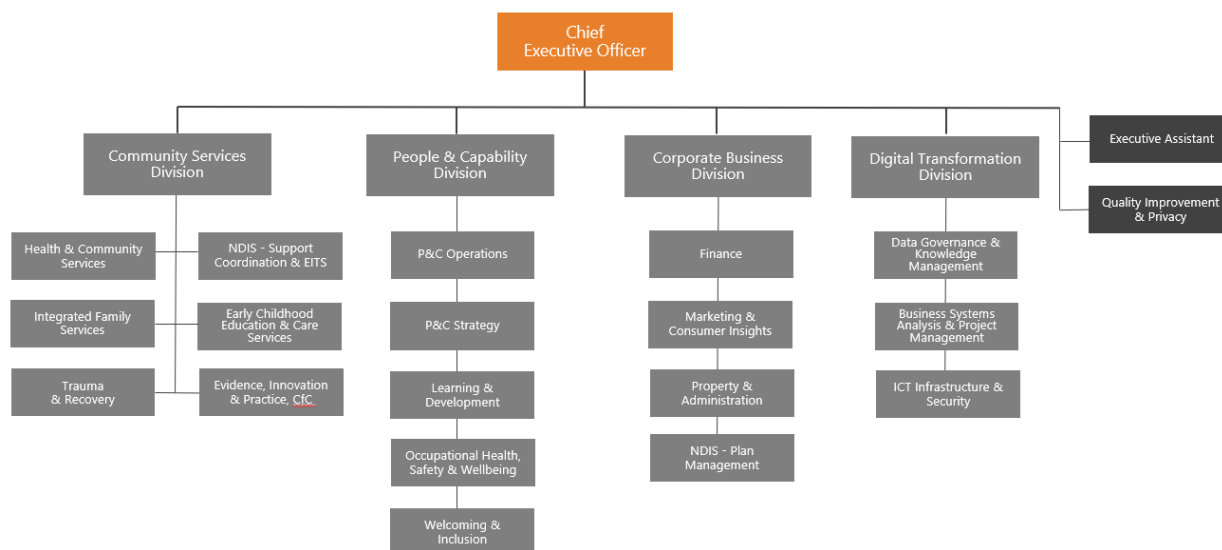


- standardised job design and role descriptions where capability requirements align with the purpose, accountabilities and challenges of a role
- recruitment practices that focus on assessing a person's capabilities at the level needed for a role
- performance development and coaching practices that help managers and staff to have a clear and common understanding of role expectations and areas for development
- mobility, where common descriptions of role requirements and capabilities help staff move between roles • learning and development activities aligned to specific capabilities
- career planning conversations and activities that focus on developing capabilities to help staff progress to new roles • workforce planning by identifying current and future workforce capability needs and gaps

This position has been mapped as follows:

Priority	Capability Group	Proficiency Level
1	Leadership	Foundation
2	Service Delivery	Intermediate
3	Vision & Strategic Drive	Foundation
4	Collaboration	Foundation
5	Adaptability	Foundation
6	Innovation & Continuous Improvement	Foundation

6. Organisational relationships



Line Manager:	Team Leader – EITS
Supervises:	Windermere EITS staff and students
Internal relationships:	All Windermere staff and students
External relationships:	External NDIS service providers, NDIA

7. Key selection criteria

- Tertiary qualifications in Speech Pathology and current and ongoing registration with Speech Pathology Australia.
- Minimum 3 years' experience managing, supervising and leading staff
- Minimum 5 years discipline specific clinical experience, with sound theoretical knowledge in paediatric practice 0 to 9.
- The ability to meet service delivery requirements of 4 hours/day and provide a consumer-focused, high-quality and responsive service
- Knowledge and experience to assess children from 0 to 9 with a variety of clinical and developmental needs
- Knowledge and experience in the prescription of assistive technology
- Willingness to obtain Medicare Provider Registration
- Proficient in the use of ICT for such things as service delivery (telehealth), case note documentation and online learning modules.
- Demonstrated ability to work collaboratively and support others to meet their KPIs.
- Build trusting working relationships with both children and families in addition to the Early Intervention and Therapy Service team.
- Being open to continuous quality improvement that allows ongoing learning and growth as part of a high performing team.
- Willingness to promote and support practices that are inclusive, culturally responsive, safe and accessible.
- Current Victorian Drivers' Licence
- Willingness to undertake relevant pre-employment screening and checks - including NDIS worker screening check, Police Check, Pre-Employment Medical and Working with Children's check
- Right to Work in Australia e.g. Australian Citizen, Permanent Resident or Visa holder with full working rights

8. Application details

To ensure your application is considered please include the following information:

- Cover Letter addressing the Key Selection Criteria
- Current Resume

9. Acceptance

I have read this Position Description (PD) and agree to undertake the duties and responsibilities listed above.

I acknowledge that:

- Additional or other duties and responsibilities of a similar level of capability may be allocated to me during my course of employment. Where needed I will be provided with additional training and support as per the Learning and Development policy.
- This PD will be reviewed regularly in consultation with me.
- The Key Performance Indicators (KPIs), where included in this PD, are indicative. KPIs will be set by my Supervisor or Manager in discussion with me, for each year or another set period.

Occupant:

Name: _____

Signature: _____ Date: _____