

## Job Description

Job title/Position: Speech and Language Therapist  
Division: Learner Support  
Direct Supervisor: Director of Learner Support

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### **Position Overview**

The Speech and Language Therapist (SLT) supports Hong Kong Academy's Learner Support Programme, including academic programmes across all grades. The SLT will help to guide the development, implementation and coordination of the speech and language therapy programme. He/She provides direct instruction, screening, evaluation, educational planning, therapeutic intervention and exit planning for identified students in grade PK1-12 under the direction of the Learner Support Director. He/She adheres to the school's mission, policies, and beliefs; among those beliefs is foremost that all children enrolled in Hong Kong Academy are fully participating members of the HKA school community. The SLT is both a child advocate and a parent liaison. The SLT supports and contributes to the enrolment process where his/her specific expertise is needed.

### **Essential Qualifications and Experience**

The Speech and Language Therapist should have:

- Successfully completed and graduated from an accredited Speech and Language Therapy professional programme and hold a valid certification/license in Speech and Language Therapy
- A minimum of a B.S. degree (or equivalent) including appropriate certifications in related field areas
- 3-5 years experience in working with a variety of special needs in a school system and 2 years of overseas experience
- Experience as a teacher trainer, or some experience in presenting
- Some experience in both a paediatric clinical and educational settings that required creating and reporting on intervention programs.

The SLT should use professional literature, evidence-based research and continuing education content to make programme decisions.

### **Preferred Qualifications and Experience**

M.S. in Speech and Language Therapy, coursework in language pathology and therapeutics speech and language sciences behavioural sciences, and experience in special education is preferred for both the leadership and experience aspects, as is some work with emotional and behavioural disabilities, more specifically Pervasive Developmental Disabilities, Autism, and Down Syndrome. Previous involvement with curriculum committees and/or implementation of curriculum is desirable. The successful candidate will also show evidence of recent professional development in various areas of special needs and child development and should possess exceptional communication skills, collaborative skills, patience, and compassion.

## **General Responsibilities**

The Speech and Language Therapist (SLT) will:

- Develop, maintain and report on individualized educational plans
- Coordinate the SLT programme and process under the direction of the HKA Learner Support Director
- Work with classroom teachers through observations, strategy development, support the instructional program and the Child Study Team (CST) process to meet the needs of individual students in grades PK1-12
- Provide information and consult with staff and parents regarding various disabilities and topics related to learner support
- Provide support, where appropriate, to families and community members through: the sharing of information, communication regarding local organization talks and seminars, and periodic sponsorship of HKA presentations of special needs and related topics
- Oversee all aspects of Individualized Education Plan (IEP) Management: facilitating I. E. P. meetings, writing I.E.P.s, and overseeing their implementation
- Data-based decision making, including gathering and interpreting data with individual students, as well as overall program evaluation are essential responsibilities.
- Provide intervention that is appropriate to the age and learning needs of each individual student and is selected through an evidence-based decision-making process. Although service delivery models are typically more diverse in the school setting than in other settings, the therapy techniques are clinical in nature when dealing with students with disabilities.
- Provide support to Admissions through application review, observations, and recommendations
- Continue his/her own professional development through conference attendance, seminars, network meetings, journals, etc.
- Work with students exhibiting the full range of communication disorders, including those involving language, articulation (speech sound disorders), fluency, voice/resonance, and swallowing. Myriad etiologies may be involved.
- Provide appropriate speech-language services in Early Childhood through Secondary School.
- Conduct assessments in collaboration with others that help to identify students with communication disorders as well as to inform instruction and intervention.
- Configure school wide programs that employ a continuum of service delivery models in the least restrictive environment for students.
- Perform other duties as assigned by the Learner Support Director

## **School Hours**

7:45 a.m. to 3:30 p.m. Monday to Friday. Classes meet 8:00 a.m. to 3:00 p.m., with the exception of Wednesday, when early dismissal of all students enables teachers to engage in professional and curriculum development from 1:30 p.m. – 4:45 p.m.

Contact: [recruitment@hkacademy.edu.hk](mailto:recruitment@hkacademy.edu.hk)

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