Title: Speech-Language Pathologist (SLP)   **Date: 2025-2026**

Reports to: Principal and Assistant Principal   **FLSA Status:** exempt

POSITION OBJECTIVE:

An SLP is responsible for providing quality speech and language therapy services to special education students and consistently communicating the students' progress to parents. An SLP reports directly to the principal and assistant principal and is responsible for the planning, execution, documentation, updating, and evaluation of each student's individualized speech and language program and supervising the SLP assistant/s within the Speech and Language Department, who assist in carrying out lessons and activities.

ESSENTIAL FUNCTIONS:

Speech- Language Pathologist/Instructional Support Teacher

- Evaluate students using appropriate measurement tool(s).
- Develop speech/language goals and objectives for each student's IEP based on evaluations/assessments.
- Develop individualized lesson plans to be used in therapy sessions.
- Develop speech/language lessons for use by staff in daily language lessons.
- Work with staff in coordinating therapy sessions.
- Maintain a record of student progress.
- Provide adequate training for staff members who conduct daily language lessons.
- Monitor student progress toward objectives.
- Change instruction based on the results of monitoring.
- Participate in parent/teacher conferences.
- Attend training sessions, workshops, and conferences when appropriate.
- Attend parent meetings as required.
- Attend staff meetings.
- Attend program-level meetings as necessary.
- Participate in the planning and developing of The Joseph Sams School Educational Curriculum.
- Be familiar with and carry out responsibilities and duties as indicated in The Joseph Sams School Staff Handbook.
- Perform other duties as assigned by the principal and assistant principal.
- **For Clinical Fellows:** Receive supervision and mentorship from experienced SLPs to meet CFY requirements.

KNOWLEDGE, SKILLS, AND ABILITIES

An SLP is preferred to have knowledge of teaching techniques, materials, and behavioral strategies for working with children who have mild to severe communication and speech disorders, or be willing to learn and adapt to the school's teaching practices. Experience writing and/or knowledge of Individualized Education Plans (IEPs) is preferred. Familiarity with PECS communication, sign language, various AAC devices, and oral motor and feeding therapies is also preferred, or a willingness to develop proficiency in these areas. Strong written and verbal communication skills are required. Attention to detail and the ability to keep and monitor student progress through data collection are essential. Organizational skills, flexibility, and the ability to multitask are critical.

An SLP must manage the SLP assistants in the Speech and Language Department; therefore, leadership and management skills are necessary.

The ability to circulate among people of various backgrounds and roles is essential, as this position will regularly interface with administrators, Board members, teachers, paraprofessionals, students, parents, potential students, and parents, as well as staff members from other public and private school settings.

EDUCATION AND EXPERIENCE: A master's degree in Speech-Language Pathology is required, as well as certification through the American Speech and Hearing Association. Experience working with children with disabilities is also required, preferably having worked with children ranging from mild to severe in speech and communication disorders.

WORKING CONDITIONS

An SLP will teach and administer lessons in a variety of locations both inside and outside of the school environment, including the therapy room, classroom, lunchroom, playground, PE/gross motor room, etc., as well as in community venues such as grocery stores, local businesses, and public facilities such as libraries, parks, etc. May be required to assist in transferring and lifting students and able to lift at least 50 pounds. Other physical demands may include crouching, stooping, kneeling, bending, carrying, pushing, and pulling.