



Flour Bluff Independent School District Job Description

JOB TITLE: Lead Speech-Language Pathologist

WAGE/HOUR STATUS: Exempt

NUMBER OF DAYS: 196

REPORTS TO: Director of Special Education

DATE REVISED: 01/2025

PRIMARY PURPOSE:

- The Lead Speech Pathologist will address the unique needs pertaining to the speech therapy team and assist with establishing and maintaining cohesive communication and service delivery. The Lead Speech-Language Pathologist responds to the unique needs of students with disabilities, conducts individual assessments, participates in the special education placement and review process and provides supportive services to special education teachers within the framework of the philosophy and goals established by Board policy and in accordance with statutes, standards or regularly agencies, and administrative guidelines.

QUALIFICATIONS:

Minimum Education/Certification:

- Master's degree
- Speech-Language licensure as per State Board

MAJOR RESPONSIBILITIES AND DUTIES:

ROLE 1: INSTRUCTIONAL MANAGEMENT

1. Models' effective communication skills.

2. Establishes a working relationship, based upon mutual respect, trust and confidence, which encourages optimum performance.
3. Coordinates services to provide maximum efficiency in scheduling and service delivery.
4. Provides communication therapy in the parameters of articulation, fluency, and language.
5. Demonstrates flexibility in planning and conducting therapy sessions to meet student's needs.
6. Implements therapy strategies which address individual educational objectives.
7. Selects, produces, and utilizes appropriate therapy materials and equipment to be used with therapy objectives.
8. Demonstrates knowledge of technology as appropriate to meet student needs.
9. Evaluates and provides feedback on student progress during instruction.
10. Monitors generalization of student's communication skills in various settings.

ROLE 2: SCHOOL/ORGANIZATION CLIMATE

1. Uses management practices that promote positive teamwork and collaborative decisions for students with communication disabilities.
2. Relates to staff, students and parents in ways that convey equality and mutual respect.
3. Possesses knowledge of the school's responsibilities and of the way the responsibilities of the speech-language pathologist relate to this broader framework.

ROLE 3: SCHOOL/ORGANIZATIONAL IMPROVEMENT

1. Involves teachers and campus administrators in the decision-making process relating to speech-language services.
2. Possesses knowledge of campus organization and plans/procedures for achieving campus goals.
3. Assists the school in accomplishing its commitment to education in the community.

ROLE 4: PERSONNEL MANAGEMENT

1. Supervises SLP interns during their clinical fellowship year according to the guidelines of the American Speech-Language-Hearing Association (ASHA). (applies only to SLPs with CCC).
2. Complies with Medicaid procedures for implementation of school health and related services (SHARS) as required.
3. Supervises licensed speech-language pathology assistants, as requested.

ROLE 5: ADMINISTRATION AND FISCAL FACILITIES MANAGEMENT

1. Maintains state eligibility files of speech students for whom speech therapy is the primary special education service (does not apply to licensed assistants).
2. Ensures the integrity and confidentiality of student data.

3. Maintains individual working files on all speech therapy students.
4. Maintains therapy facility to provide an atmosphere for optimal learning.
5. Organizes and maintains materials and equipment to facilitate efficient therapy delivery.
6. Initiates the requisition and purchase of appropriate materials to meet student program needs.

ROLE 6: STUDENT MANAGEMENT

1. Complies with federal and state laws and district policies and procedures in all areas of speech-language services.
2. Accepts and reviews referrals for those suspected of having a communication disorder.
3. Administers appropriate diagnostic instruments and procedures, both formal and informal, in all parameters of communication.
4. Conducts an in-depth assessment and accurately records results of any parameter in which disorder is detected.
5. Initiates referrals to various district, community health and rehabilitation professions, as authorized.
6. Completes an accurate computer-generated speech-language assessment report.
7. Determines eligibility for speech-language service through review of student data, observation, and assessment data.
8. Prepares and conducts admission, review, and dismissal (ARD) committee meetings.
9. Interprets appropriate diagnostic results and recommends therapeutic objectives for the development of individual education plans (IEP).
10. Utilizes a computer-generated IEP management program.
11. Recommends appropriate placement and service delivery model to the ARD committee.
12. Develops and displays discipline management plan in compliance with campus guideline.

ROLE 7: PROFESSIONAL GROWTH AND DEVELOPMENT

1. Plans and engages in professional development and relates useful information obtained to other professionals.
2. Uses appropriate technology to increase effectiveness.
3. Adheres to ethical and professional standards.
4. Adheres to proper channels when communicating about problems, ideas, etc.
5. Demonstrates knowledge of current literature in and incorporates applicable clinical ideas.
6. Participates in district, department, staff, and committee assignments.
7. Develops and maintains skills by applying knowledge gained through staff development.
8. Responds to supervision and facilitates communication concerning administrative and therapy issues.

ROLE 8: SCHOOL AND COMMUNITY RELATIONS

1. Maintains a working knowledge of community agencies and resources available to students with communication disabilities.
2. Works cooperatively with private schools/agencies and school personnel in the provision of speech-language services.
3. Assumes responsibility for disseminating information regarding speech-language services.
4. Includes the parent on the team in habilitating, rehabilitating, and educating the communicatively.
5. Complies with district policies and campus procedures.
6. Perform other duties as assigned.

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used:

Standard testing equipment; standard office equipment including computer and peripherals.

Posture:

Frequent sitting, kneeling/squatting, bending/stooping, pushing/pulling, and twisting.

Motion:

Frequent walking, grasping/squeezing, wrist flexion/extension.

Lifting:

Regular light lifting and carrying (under 15 pounds), occasional heaving lifting (45 pounds or more) and positioning of students with physical disabilities; controlling behavior through physical restraint; assisting non-ambulatory students.

Environment:

Exposure to biological hazards, bacteria, and communicable diseases; may require districtwide travel.

Mental Demands:

Work with frequent interruptions; maintain emotional control under pressure.

The above statements describe the general purpose and responsibilities assigned to this job and are not an exhaustive list.