POSITION GUIDE

Position Title:	Teacher of Speech Correction/Speech Language Therapist	**Code:**	
Department:	Early Childhood & Special Education Services	**Group:**	PROF
Reports to:	Program Supervisor	**Date:**	12/2025

PURPOSE OF POSITION:

The Speech/Language Therapist is responsible for assessing those students referred for service, determining severity of speech/language remediation needs and designing an appropriate program for them. They are also responsible for developing an appropriate schedule for therapy in each assigned school to make maximum use of time.

ESSENTIAL FUNCTIONS:

All job functions are to be executed through the lens of high quality customer service. Customers are defined as both internal and external clients. Examples demonstrative of high quality service may include, but are not limited to, the following:

- ***prompt responsiveness to inquiries***
- ***professional and courteous verbal and nonverbal communication***
- ***proactive problem solving***
- ***embody the IU13 Keys to the culture***

1. Receives referrals, establishes a schedule to screen and evaluate referrals, and perform appropriate evaluations. Where appropriate, be an active participant in Instructional Support Team (IST) functions.

2. In consultation with the school administrator, develops an appropriate schedule for therapy that maximizes their time in the school, seeing children in small groups (not more than four), or individually as needs warrant. Presents an integrated delivery model when appropriate.

3. Consults with regular and special education teachers to establish an awareness of the need for good student speech and language. Assists teachers with the expansion of knowledge related to speech and language development and how to integrate it into the students' curriculum. A collaborative effort between therapist and teacher is essential.

4. Develops an appropriate Individualized Education Program (IEP) or intervention plan and meet with parents, when needed, and secure proper signature on necessary forms in compliance with state and federal law.

5. Develops a weekly schedule which reflects all schools assigned and all children due processed for service and submits to supervisor on a timely basis.

6. Is aware of techniques, methods, procedures, materials and devices that are helpful to facilitate development of speech/language and incorporate into the therapy program as appropriate.

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7. Submits reports, attends conference sessions, utilizes techniques, and assumes other roles and functions as requested by program supervisor.

8. Adheres to the established work schedule through regular and consistent attendance.

9. Fulfills all other duties as required by the Program Supervisor.

10. Follows all federal, state and local laws/ requirements pertaining to privacy practices, including but not limited to, FERPA and HIPAA. In addition, knows, observes and adheres to all LLIU policies and procedures.

MARGINAL FUNCTIONS:

Marginal Function will vary with the specified assignment and depend on the particular unit function for which the person is responsible.

KNOWLEDGE & SKILL REQUIREMENTS:

Education Required: Master's Degree in Speech/Language

Certification Required: PA Certification in Speech & Language Impaired

Experience Required: None, three years preferred

ESSENTIAL PHYSICAL REQUIREMENT:

The strength and ability to lift and/or assist in lifting pupils of ages ranging from pre-school to school- age and their assistive appliances. Considerable bending, stooping, and squatting must be tolerated as well as the ability to possibly restrain students in emotional stress.

SUPERVISION OF PERSONNEL:

N/A

PHYSICAL/MENTAL/ENVIRONMENT:

Physical Demands:

Activities: Sit: 60%
Walk/stand: 40%
Driving to other locations: Travel during workday between assignment locations required

Lifting: Up to 20 lbs. - Lifting of light boxes and office material (unless otherwise noted below)

Vision: Close concentration

Mental Demands: Interpret, analyze and problem solve

Environment: Variety of settings, including but not limited to: Normal classroom & early childhood environments, and students' homes

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I have reviewed the essential functions; knowledge and skill requirements; and physical/mental environmental demands of this position. By my signature below, I am verifying that I am able to fulfill all essential functions, requirements and demands of the position as stated with or without reasonable accommodations.

Print Name

Signature

Date

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