

Position Description | Te whakaturanga ō mahi

Te Whatu Ora | Health New Zealand

Title	Speech-language Therapist, Invercargill Speech-language Therapy Team.		
Reports to	Operationally Allied Health Unit Manager Professionally Speech-language Therapy Professional Lead		
Location	Invercargill		
Department			
Direct Reports		Total FTE	1.0
Budget Size		Capex	
Delegated Authority	HR		Finance
Date 07/10/2024			
Job band (indicative)	Speech Language Therapist New Graduate or Fully Registered (step 1 onwards)		

The Health System in Aotearoa is entering a period of transformation as we implement the Pae Ora/Healthy Futures vision of a reformed system where people live longer in good health, have improved quality of life, and there is equity between all groups.

We want to build a healthcare system that works collectively and cohesively around a shared set of values and a culture that enables everyone to bring their best to work and feel proud when they go home to their whānau, friends and community. The reforms are expected to achieve five system shifts. These are:

1. The health system will reinforce Te Tiriti obligations
2. All people will be able to access a comprehensive range of support in their local communities to help them stay well
3. Everyone will have equal access to high quality emergency and specialist care when they need it
4. Digital services will provide more people the care they need in their homes and communities
5. Health and care workers will be valued and well-trained for the future health system

Te Mauri o Rongo – The New Zealand Health Charter

Te Mauri o Rongo is currently being finalised – this section provides an overview of anticipated content. In order to guide the culture, values, and behaviour expected of the health sector, Health New Te Mauri o Rongo provides common values, principles and behaviours through four Pou, to guide health entities and their workers, enabling a cultural transformation of the health sector. Te Mauri o Rongo fundamentally upholds a key system shift of the New Zealand health reforms to reinforce and embrace Te Tiriti and our obligations to it.

The pou are a platform and a foundation to empower a culture transformation, every person is guided to align themselves to the pou and enact the values and behaviours that the pou represent. Employers and employees are expected to uphold Te Mauri o Rongo in their work and environments as part of our commitment to achieving Pae Ora (healthy futures) for all.

It is fundamental that the four Pou of Te Mauri o Rongo are upheld by the health entities and their workforce.

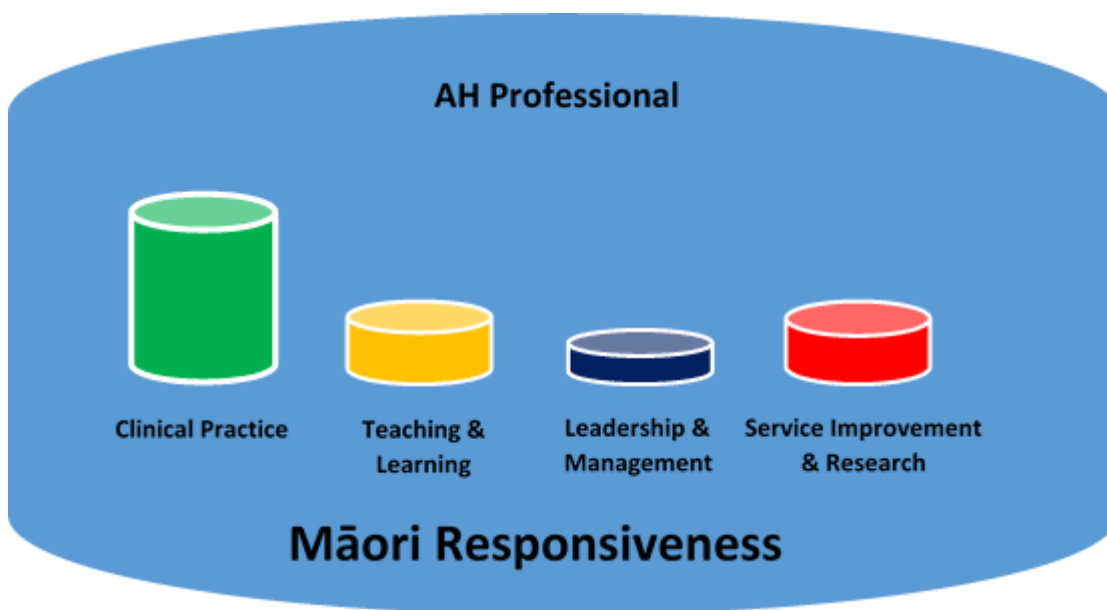
Wairuatanga	The ability to work with heart	<i>“When we come to work, we are able and supported by others to be our whole selves. When we return home we are fulfilled” .</i>
Rangatiratanga	Ensuring that the health system has leaders at all levels who are here to serve	<i>“As organisations we support our people to lead. We will know our people; we will grow those around us and be accountable with them in contributing to Pae Ora for all”</i>
Whanaungatanga	We are a team, and together a team of teams	<i>“Regardless of our role, we work together for a common purpose. We look out for each other and keep each other safe. Together we are whānaunga, we are the workforce - kaimahi hauora”</i>
Te Korowai Manaaki	Seeks to embrace and protect the workforce	<i>“The wearer of the cloak has responsibility to act/embody those values and behaviours”</i>

About the role

The primary purpose of the role is to:

- Work as a part of the Invercargill Speech-language therapy team.
- You will provide a safe and clinically effective patient/client assessment and intervention with demonstration of knowledge and skills to identify and manage Speech-language Therapy presentations appropriately.
- There is an expectation of competence and confidence working in a Multi-Disciplinary Team (MDT) context.
- Your work in the team will require sound theoretical knowledge and competence in dysphagia, and other usual Speech-language therapy presentations. Knowledge of Videofluoroscopic Swallow of Studies. (VFSS) would be helpful. You should have evidence of these competencies or desire to develop this.
- Work in other areas as identified or following a reasonable request to support the organisation in managing safe patient care and maintaining service delivery.
- Your role may involve supporting other SLT’s to achieve their clinical competencies and may include an element of supervision and leadership as appropriate. Regularly reassesses and evaluates the patient / client’s progress against identified goals and adjust intervention as situations change.
- Carries out and supports with assessment, formulation and management of risks.
- Demonstrates provision of culturally safe / bicultural practice with patients/ clients and their whānau. Supports other with this as required and appropriate.
- Demonstrate an awareness of health inequalities, with evidence of implementing actions within clinical practice and identifying solutions for wider service delivery that contribute towards reducing inequalities for patients / clients and / or whānau.
- Represent the service and / or individual patients/clients at clinical meetings and case conferences in person or remotely to ensure the delivery of a coordinated multidisciplinary service and to ensure speech language therapy is integrated into the overall treatment programme (where appropriate) including discharge planning.

- Complete documentation consistent with legal and organisational requirements.
- Adhere to any applicable recognised best practice and any relevant clinical policies and practice guidelines.
- Provide specialist advice, teaching and instructions to patients/clients, carers, relatives and other professionals to promote coordination of support being delivered.
- Identify unmet needs of patients/clients.
- Demonstrate recognition that the patient/client's knowledge, experiences and culture are integral to effectively addressing the needs of the patient/client.



<p>Teaching and Learning</p>	<ul style="list-style-type: none"> • Maintains competency to practice through identification of learning needs and continuing professional development activities. This should comply with professional body requirements. • Leads and fosters a learning environment for staff including teaching and participating in the running of training relevant to area of clinical practice. • Contributes to the training needs analysis for the team / service / profession. • Supervises, educates and assesses the performance of speech language therapy students as required. • Provides interdisciplinary education in direct clinical area, or discipline specific teaching across teams. • Provides critical analysis, appraisal and integration of current research outcomes and relevant literature to maintain advanced levels of knowledge and practice. Demonstrates application of this knowledge in practice. • Maintains an awareness of current developments in relevant clinical areas. • Is involved in the induction and training of newly appointed staff as required.
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	<ul style="list-style-type: none"> • Develops clinical skills of others by providing learning opportunities. • Completes core training as applicable for the role. • Participates in an annual performance review and associated clinical assurance activities. • Participates in professional supervision in line with the organisation's requirements and/or professional body. • Provides mentoring and clinical support and / or professional supervision.
<p>Leadership and management</p>	<ul style="list-style-type: none"> • From information available, prioritises patients/clients to enable appropriate allocation of referrals, delegates appropriate tasks and has oversight of workload for staff in the clinical area. • Attends and actively contributes to all relevant department, clinical and team meetings, leading and facilitating such meetings as required. • Assists team leaders and professional leaders in clinical assurance activities of speech language therapy staff as requested. • Demonstrates negotiation and management of conflict skills within the workplace. • Provides reports to team leaders/professional leaders in relation to area of clinical practice, as requested. • Is involved in recruitment and selection processes as requested by line manager or professional leader. • Provides advice and recommendations to line manager where this will support delivery of services.
<p>Service Improvement and Research.</p>	<ul style="list-style-type: none"> • Promotes professional practice that is based on best practice and research that supports organisational strategic aims. • Takes responsibility for leading local audit and research projects as identified by self, team leaders, professional leaders. • Participates in development of quality improvement activities to develop and improve service delivery, clinical practice or professional standards. This may include care pathways / treatment protocols, standards of practice etc. • Develops / updates competency-based frameworks for clinical staff in relevant clinical areas as agreed to by line manager or professional leader if required. • Proactively challenges and questions established interventions and approaches. • Actively participates in national, regional and sub-regional working groups / clinical networks to identify and implement innovative practice and or service improvements as appropriate. • Establishes collaborative partnerships with external organisations to promote integrated working that improve the outcomes and experience of patients/clients. • Contributes to annual planning process, including identifying gaps in service and participating in work / projects that may result from the planning process. • Practises in a way that uses resources (including staffing) in the most sustainable and cost effective manner.

	<ul style="list-style-type: none"> • Awareness of and complies with all legislative, contractual and employment requirements as applicable to the role (e.g. Privacy Act 1993, Vulnerable Children’s Act 2014, Health & Safety at Work Act 2015, ACC service specifications etc.) •
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<p>Legislative requirements</p> <ul style="list-style-type: none"> • Practise in accordance with relevant legislation, codes, policies etc. and upholds consumer rights • Uphold professional code of ethics <p>Assessments and interventions (if appropriate to profession)</p> <ul style="list-style-type: none"> • Undertake accurate and comprehensive assessments and evaluations • Plan and implement appropriate interventions • Provide relevant education - including any relevant alternative options - in a format that can be clearly understood • Collaborate with patients-populations to set realistic, person-centred outcomes <p>Evidence-based practice and research</p> <ul style="list-style-type: none"> • Consistently refer to and relate practice to literature and research • Critique, discuss and disseminate evidence based best practice • Reflect on and evaluate the effectiveness of own practice <p>Documentation</p> <ul style="list-style-type: none"> • Maintain confidentiality of patient information and documentation • Adhere to Southern’s documentation standards 	<ul style="list-style-type: none"> • You adhere to professional and legislative standards of practice • You work according to the scope of your Annual Practising Certificate • Your interventions are realistic and based on best practice • You use standard measurement tools and equipment as set down by departmental or professional protocols • Your documentation is timely, clear, concise and accurate • You assist others to gain appropriate support and representation which reflects their cultural needs and preferences. • You implement evidence-based best practice procedures and guidelines • You update your knowledge related to best practice guidelines and area of practice • You maintain a professional portfolio and participate in NZSTAs CDP process.
Teaching & Learning // Ako Atu, Ako Mai	
<p>Of Self</p> <ul style="list-style-type: none"> • Develop both personally and professionally to meet the changing needs of your career and profession <ul style="list-style-type: none"> • Reflect on and evaluate the effectiveness of own practice • Develop and maintain professional competency • Appraisal, peer review, observed practice or other professional audits as applicable <p>Of Others</p> <p>Contribute to the support and education of colleagues and students to enhance development of the profession</p> <ul style="list-style-type: none"> • Consistently refer to and relate practice to literature and research 	<ul style="list-style-type: none"> • You have formal and informal systems in place for supporting colleagues • You maintain supervision records for students • You implement evidence-based best practice procedures and guidelines • You update your knowledge related to best practice guidelines and area of practice • You maintain a professional portfolio or participate in an approved CPD programme (as per professional requirements) • You hold current registration as required • You maintain an up-to-date professional development plan

<ul style="list-style-type: none"> • Critique, discuss and disseminate evidence based best practice • Provides interdisciplinary education in direct clinical area, or discipline specific teaching across teams. • Maintains an awareness of current developments in the clinical areas being worked in and make recommendations to changes in practice. • Be involved in the induction and training of newly appointed staff as required. • Provides mentoring and clinical support and / or professional supervision where required. 	
Leadership and Management/ Te Ārahi me te Whakahaere	
<ul style="list-style-type: none"> • Participate in and contribute to the functioning of the interprofessional team • Attends and contributes to relevant department, clinical and team meetings, leading and facilitating such meetings as requested • Establish and maintain an effective working relationship with other staff <p>Time management</p> <ul style="list-style-type: none"> • Manage own time adopting a disciplined approach to establishing and following identified role-related priorities <p>Skill Sharing</p> <ul style="list-style-type: none"> • Share skills (as appropriate) with other health professionals and unregulated (assistant) workforces to enhance person centred outcomes 	<ul style="list-style-type: none"> • You have formal and informal systems in place for supporting colleagues • You maintain supervision records for students • You participate as a team member to ensure the best outcomes for patients/ people • Your tasks are scheduled and completed in a timely manner • You use recognised skill sharing processes such as the Calderdale framework to delegate parts of your practice to other team members
Service Improvement and Research / / Te Whakapai Ratonga me te Rangahau	
<ul style="list-style-type: none"> • Broadens research and development skills through participation in local audit and research projects as identified by team leaders, professional leaders or other AH professionals. • Participates in quality improvement activities to develop and improve service delivery, clinical practice or professional standards. This may include care pathways / treatment protocols, standards of practice etc. • Develops and /or participates in regional / sub regional professional networks as appropriate to area of work. • Contributes to annual planning process, including identifying gaps in service and participating in work / projects that may result from the planning process. • Practises in a way that utilises resources in the most cost-effective manner, including inter-disciplinary and transdisciplinary practice 	<ul style="list-style-type: none"> • Active participation in department quality and service developments. • Establishes working partnerships with external organisations to promote integrated working • Participate in workforce redesign programmes e.g. Calderdale Framework

Other Duties	
Undertaking duties from time to time that may be in addition to those outlined above but which fall within your capabilities and experience.	<ul style="list-style-type: none"> You respond positively to requests for assistance in own and other areas, demonstrating adaptability and willingness. You produce work that complies with Southern processes and reflects best practice. Research undertaken is robust and well considered.
Professional Development – self	
Identifying areas for personal and professional development.	<ul style="list-style-type: none"> Training and development goals are identified/agreed with your manager. Performance objectives reviewed annually with your manager. You actively seek feedback and accept constructive criticism.
	<ul style="list-style-type: none">

Relationships

External

- Tāngata whaiora and their whānau
- Other professional colleagues across the Southern region and nationally (and internationally as appropriate)
- Relevant training institutions and Special interest Professional groups.
- Primary Care providers
- NZSTA
- Local Iwi
- Union Partners

Internal

- Operational Management
- Chief Allied Health, Scientific and Technical Officer (CAHSTO) and Directors of Allied Health
- Medical Professions, House Officers, Registered Medical Professionals and Senior Medical Officers.
- Allied Health Educators, Coordinators and Professional Leaders
- Nursing and Allied Health Medical professionals and leaders

About you – to succeed in this role

You will have:

Essential

Knowledge, Skills & Experience:

Relevant qualification in Speech-language Therapy that is recognised and approved by the New Zealand Speech-language Therapists' Association (NZSTA) (essential).

Member of NZSTA (essential).

Professional Qualifications / Accreditations / Registrations and Evidence of competence in any specialty areas.

Proficiency in using technology in the workplace.

Someone well-suited to the role will place a high value on the following:

Delivering high quality care for the patient/client/whānau placing the patient at the centre.

Work actively and co-operatively in an inter-professional team and liaise appropriately with relevant health care professionals

Contributing to the development of others through sharing of knowledge and expertise.

Continual improvement focus facilitating or leading clinical improvements

Evidence based and reflective practice

Being a lifelong learner

Other:

A commitment and understanding of the Treaty of Waitangi (and application to health) and a willingness to work positively in improving health outcomes for Maori.

Current full NZ driver's licence with ability to drive a manual and automatic car (required for roles based in the community or where the role may be required to work across multiple sites)

A high standard of written and spoken English

This position description is intended as an insight to the main tasks and responsibilities required in the role and is not intended to be exhaustive. It may be subject to change, in consultation with the job holder.

Acknowledged / Accepted

Employee

Date

Manager

Date