



Speech and Language Pathologist - Full Time (12 Month)

Summary and Scope of Role

The Speech and Language Pathologist instructs students using teaching methods based on the unique needs of students with ADHD, Dyslexia, and other learning differences. Pathologists have the specific responsibility for supervising individual or small groups of students and in other assigned areas; developing lesson plans and delivering group and individual student instruction within established curriculum guidelines; collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress. This position reports to the SLP Coordinator.

Responsibilities

School Culture and School Operations

- Understanding of and a commitment to Marburn Academy's Vision and Mission
- Conduct self in presence of students, parents, and visitors in manner which models the Core Values and behaviors Marburn seeks to teach
- Consistently and effectively use the conflict resolution
- Develop and sustain relationships with colleagues, parents, and members of the Marburn Academy community that are professional, collegial, and collaborative
- Manage confidentiality aspect of student, parent, and colleague relationships, and of internal Marburn affairs according to established school guidelines
- Establish and maintain appropriate personal "boundaries" in relationships with students, parents, and colleagues
- Attend and participate in professional development opportunities
- Abide by all policies articulated in the Student and Employee Handbook and other school and board policies
- Represent and support the school at various functions both internally and externally relative to the role of faculty member.
- Effectively perform other duties assigned by the Head of School, Associate Head of School, and/or Division Head.
- Support the school and its leadership
- Serve on school-wide and standing committees as needed
- Engage in continuous learning to maintain and enhance knowledge of subject area and pedagogy practices.

Academic Responsibilities

- Complete reports, other required forms and tasks on time and to the established standards
- Base teaching on understanding best practices for students with ADHD, Dyslexia, and other learning differences
- Differentiate instruction for students with a variety of learning styles and challenges and integrate technology
- Implement principles of OG, Marburn Math Program, Responsive Classroom, and other school wide approaches for instruction
- Utilize appropriate informal and formal classroom assessment measures to pinpoint the source of learning difficulties and to support the “diagnostic/prescriptive” teaching approach
- Develop instructional plans, classwork, homework, and assessment to assure the use of methods and materials appropriate to the individual students’ developmental needs and written goals
- Manage student behavior by utilizing the Marburn Academy behavior management systems
- Create a classroom and school environment that is safe for all students
- Reinforce and uphold Marburn Academy Rights and Responsibilities (community values)
- Develop a positive rapport with students and treat them with respect and dignity, even when correcting or disciplining; avoiding public humiliation of students
- Place as much emphasis on recognizing and rewarding appropriate behavior as on consequencing undesirable behavior
- Use an interventionist mindset to problem-solve academic and behavior concerns
- Instructs and coaches students to adopt more helpful behaviors rather than attempting to consequence them into different behaviors
- Attend Parent-Teacher Conferences as needed

Speech and Language Responsibilities

- Complete reports and documentation on time and to the established standards
- Provide individual and small group instruction based on the SLP model
- Provide classroom support based on the SLP Push-In model
- Differentiate type of service level based on SLP Model
- Participate in meetings and sign Evaluation Team Reports (ETR) as a related service
- Parent and teacher communication regarding student’s progress and concerns in a timely manner.
- Review new student files and screen when needed
- Perform hearing screenings on all new students, speech students, and upcoming ETR students
- Implement evidence based practices during instruction
- Prepare speech/language IEP present levels, goals, objectives and accommodations for students on the Jon Peterson Special Needs Scholarship Program and Autism Scholarship Program
- Collaborate with colleagues, collect and synthesize teacher feedback for IEP annual reviews and quarterly progress reporting regarding generalization of social pragmatics, reading comprehension, expressive language, and articulation skills

Qualifications, Education, and Skills

- Alignment with Marburn’s Mission and Core Values
- High ethical standards, a sense of integrity, and respect for all of Marburn’s constituents
- Strong interpersonal acuity and a proven ability to forge relationships with a large and diverse community of people
- Strong written and verbal communication skills
- Intelligence, critical thinking, focus, and creativity
- Proficient with Google Workspace, Microsoft Office, and email
- A bachelor’s degree in Speech and Language Pathology or Audiology is required and advanced degree preferred.
- Have and maintain licensure as required by the Ohio Department of Education
- Successfully pass a background check (FBI, BCI, Sex Offender)

Physical Requirement

- Ability to stand, traverse, and present in front of the students for extended periods of time “two hours or more”
- Ability to visually detect, observe and recognize
- Verbally and audibly communicate and exchange information with ability to position oneself to do so
- Ability to participate in outdoor activities of the school as needed
- Ability to move, lift and position:
 - Regularly up to 10lbs
 - Frequently up to 11lbs-30lbs
 - Occasionally over 30lbs
 - Rarely up to 50lbs with assistance as required

Hours

- Monday-Thursday: 7:30am-3:30pm with the faculty member expected to be available, as needed, until 4:30pm for meetings with parents, teachers, administrators, or other duties.
- Fridays: 7:30am-4:30pm for Faculty Professional Development
- Occasionally, the faculty member will be required to participate in certain activities such as field trips, afternoon or evening events, and overnight or weekend programs that will occur outside of the regular daily hours mentioned above (e.g., Graduation, Voyageurs Trips, Middle Division DC Trip, Curriculum Night, Parent Conferences, Graduation, Discovery Nights, Dances, etc.).

Marburn Academy provides equal employment opportunities to all applicants for employment without regard to race, color, religion, age, sex, national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws.