

**CERTIFICATED JOB DESCRIPTION**

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**LEAD SPEECH-LANGUAGE PATHOLOGIST**

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**JOB SUMMARY:**

Under the supervision of the Director of Special Education and Pupil Services, supports building capacity of employees at school sites by providing training to other Speech-Language Pathologists and working collaboratively with other professionals. Provides remedial services to students with speech and language handicaps within the framework of Individuals with Disabilities Education Act (IDEA) guidelines. Provides optimum services for students, staff, and community.

**ESSENTIAL JOB FUNCTIONS:**

- In addition to all the job functions normally assigned to a Speech-Language Pathologists, performs the functions listed below.
- Supports other Speech-Language Pathologists in the District.
- Plans specialized workshops, trainings, and/or consultative services to other Speech-Language Pathologists with the intent of improving student performance.
- Assists as a resource for special projects in developing programs in the areas of speech and language.
- Cooperates with District, community, regional, state, and federal programs to effect comprehensive services, research, and/or training of personnel.
- Works cooperatively with other school support personnel.
- Participates in District staff meetings and other inservice opportunities.
- Supports Special Education Department in monitoring District Speech-Language Pathologist caseloads to determine appropriate full-time equivalent personnel (FTE) staffing for school sites.
- Performs other duties as assigned.

**ESSENTIAL JOB REQUIREMENTS - QUALIFICATIONS:**

- **Credential:**  
Speech-Language Pathologist Credential or equivalent.  
Master's Degree including all courses needed to meet credential requirements.
- **Education and Experience:**  
Master's Degree including all courses needed to meet credential requirements. Minimum of four years of District experience.
- **Personal Qualities:**  
Appearance, grooming, and personality that establishes a desirable example for students. Ability to meet District standards for physical and mental health. Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher. Must be extremely flexible and able to cope with the unexpected. Must understand and be able to cope with emotional problems of students and parents that accompany physical handicaps.