TE OHANUI
PALMERSTON NORTH SPECIALIST SCHOOL

Kia tupu, kia hua | To grow, to flourish

P O Box 5125, Terrace End, Palmerston North 4441
Tel. 06 355 2425
office@pnss.school.nz
www.pnss.school.nz

2nd November 2026

Dear Applicant,

Thank you for your interest in the advertised Speech and Language Therapist vacancy at Te Ohanui - Palmerston North Specialist School, which is due to open at the start of Term 3, 2027 with a roll of around 30 students, all verified under the Ongoing Resourcing Scheme (ORS) as having High or Very High needs.

The advertised vacancy is for:

- Speech-Language Therapist

Start Date: Term 2, 2027

Timeline:

- Application Close – 3pm, Wednesday 16th November
- Shortlisting – Thursday 17th November

Applicants must be able to work successfully as part of a large multi-disciplinary team to ensure positive learning outcomes for students.

Your application package includes the following:

1. Job Application form
2. Equal Employment Opportunity (EEO) form
3. Palmerston North Specialist Code of Conduct
4. Referee Nomination Form and Consent for Release of Information
5. Job Description

Please forward completed and signed forms, a cover letter and your CV to vacancy@pnss.school.nz as soon as possible.

Ngā mihi
Chris Mitchell
Tumuaki ~ Principal

Initials: _____

Job Description: Speech and Language Therapist - Te Ohanui

Employee Name:	
Position Title:	Speech and Language Therapist
Reports to:	Assistant Principal, Deputy Principal, Principal
Working Relationships:	All school staff, students, whānau, external agencies
Remuneration:	Remuneration for this position will be paid in accordance with the relevant New Zealand teacher collective agreement.

School Vision – Kia tupu, kia hua | To grow, to flourish

At Te Ohanui, every learner is supported to grow, flourish, belong, and succeed. We value strong relationships, inclusive practice, and meaningful learning experiences. We work in partnership with whānau and specialist teams to support each learner's needs. We celebrate progress, wellbeing, independence, and achievement.

Purpose of the Speech and Language Therapist

The Speech-Language Therapist is a key member of the transdisciplinary team, working collaboratively with ākonga, whānau, and staff to remove communication barriers to learning and participation. Through specialist assessment, intervention, and advice relating to speech, language, communication, literacy, and social interaction, the Speech-Language Therapist supports ākonga with high and complex needs to engage, connect, and participate fully in school and community life.

Initials: _____

Specialist Speech and Language Therapist Practice	• Assess the communication, language, speech, literacy, social communication, participation, and hauora needs of ākonga with high and complex learning needs, identifying barriers and enablers to learning, wellbeing, and inclusion. • Design, implement, and evaluate individual and group speech-language therapy programmes that strengthen communication skills, support self-advocacy, enhance participation, and promote positive mental health and wellbeing. • Develop recommendations and plans that enable ākonga to access the curriculum, learning environments, and wider school life through effective communication supports, while fostering belonging, positive relationships, and engagement. • Recommend and support the use of augmentative and alternative communication (AAC), specialised communication tools, assistive technology, and evidence-informed strategies that promote communication, wellbeing, emotional safety, and successful participation. • Contribute to comprehensive and multidisciplinary assessment, planning, and review processes, ensuring a strengths-based, culturally responsive, and mana-enhancing approach that supports learner communication, wellbeing, and positive outcomes. • Monitor learner progress and adapt interventions to meet changing needs, supporting communication development, participation, achievement, social-emotional development, and overall hauora. • Build the capability of whānau, kaiako, and learning support teams through coaching, modelling, and professional learning to create communication-accessible and inclusive environments. • Support the development of communication, social competence, and relationship skills that strengthen learner agency, participation, wellbeing, and engagement in learning.

Initials: _____

Te Tiriti o Waitangi Partnership	• Demonstrate commitment to culturally responsive practice. Value and affirm Māori learners' identity, language, and culture. • Build respectful partnerships with whānau and iwi. • Integrate te reo Māori and tikanga Māori into practice. • Individualised learning plans recognise the cultural identities and strengths of learners. • Collaborate with whānau to ensure educational goals reflect family aspirations and whakapapa.
Supporting Inclusive Practice	• Promote inclusive educational practices that enable all learners to participate successfully. • Work collaboratively with teachers and support staff to identify and remove barriers to learning. • Support the development of learning environments that are accessible, engaging, and responsive to learner needs. • Contribute specialist knowledge to Individual Education Plans (IEPs) and other learner support plans.
Building Capability	• Build the capability of teachers, teacher aides, whānau, and other professionals through coaching, modelling, mentoring, and professional learning. • Share specialist knowledge and best practice across the school community. • Develop and deliver professional learning opportunities that strengthen inclusive teaching and support practices. • Contribute to quality assurance processes and continuous improvement initiatives.
Collaborative Practice	• Work as a valued member of Te Ohanui's transdisciplinary team. • Build strong relationships with learners, whānau, teachers, support staff, external agencies, and community services. • Contribute positively to a culture of collaboration, reflective practice, and shared problem-solving. • Support collective decision-making to achieve the best outcomes for learners.

Initials: _____

Therapist Approach

At the heart of our approach is a belief that joy matters. We are committed to creating a learning community where every ākonga feels valued, connected, and empowered to flourish. Our therapists work alongside ākonga, whānau, and kaiako to build meaningful relationships, remove barriers to learning, and support participation, wellbeing, and success. Through curiosity, collaboration, and a strong sense of belonging, they help create environments where learning thrives, strengths are celebrated, and every learner is supported to grow with dignity, purpose, and confidence. Together, we make a meaningful difference in the lives of ākonga and whānau, ensuring every learner has the opportunity to grow, belong, and succeed.

Signatures

Professional Accountability:
Speech and Language Therapists will have:

- A New Zealand recognised qualification in Speech-Language Therapy / Speech-Language Pathology that meets the requirement for NZSTA membership.
- Current membership or eligibility for membership, with the New Zealand Speech-language Therapists' Association (NZSTA)
- Demonstrate commitment to ongoing professional learning and development.
- Participate in professional supervision as appropriate.
- A current clean full New Zealand driver's licence.

Employee's name:	
Employee's signature:	
Principal:	**Chris Mitchell**
Principals signature:	
Date:	

Initials: _____