



## JOB DESCRIPTION

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| <b>Job Title</b>    | Speech and Language Therapist     |
| <b>Reporting To</b> | Positive Behaviour Support Leader |
| <b>Pay</b>          | Grade 7                           |

### Job Purpose

Provide a comprehensive speech and language therapy service of a high level of expertise to children and young people with speech, language and communication difficulties.

Work in collaboration with other professionals to provide highly specialist advice to enable teams to understand the communication needs and support needed for our students.

### Key Responsibilities

| Key Responsibilities |  |
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| 1                    | Manage and prioritise a complex and specialist caseload and work independently using specialist knowledge to inform sound clinical judgement and decision making.  |
| 2                    | To work autonomously in Speech and Language therapy and be responsible for assessing, planning, developing and implementing speech and language therapy treatment and evaluate outcomes, including reporting on the impact of speech and language provision. |
| 3                    | Provide feedback to a range of professionals and families regarding therapeutic support being given.   |
| 4.                   | To work in partnership with other professionals and stake holders to ensure that services are provided for the students and their families based on assessed needs.  |
| 5.                   | Using professional decision making and evidence-based practice, support in the development of a tiered whole-school approach from point of referral, intervention and discharge for all students.  |
| 6.                   | Introduce, train and support staff to assess the social communication skills, emotional regulation skills and transactional supports needed for each student.  |
| 7.                   | Support staff through collaborative goal setting meetings and discussions to ensure a holistic view of the student's speech, language and communication need, and provide appropriate evidence to capture and track success using a systematic framework.    |
| 8.                   | To conduct specific standardised and non-standardised paediatric assessments where appropriate. Analyse this data and collate with information from other sources to plan treatment appropriately.   |
| 9.                   | To produce timely and informative reports for families and care givers and for other professionals across the wide range of agencies, making relevant recommendations regarding the students' functional communication skills.                               |



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| 10. | Maintain specialist knowledge of current practice and literature, ensuring decisions are based on the best available evidence.   |
| 11. | Through giving instruction, information and education to the students, families and school staff, enable them to carry out prescribed programmes of therapeutic input and support them in achieving identified goals.  |
| 12. | To attend and contribute therapeutic advice to annual reviews of children and young people with EHC Plans.   |
| 13. | To attend professional meetings, including, but not limited to, Multidisciplinary Team meetings, Class Team meetings, Care and Safeguarding meetings and family meetings.  |
| 14. | Source and maintain a bank of recommended resources for use by both therapists and class based staff, and instruct others in their use where appropriate.  |
| 15. | Devising and delivering small group work and one to one therapeutic sessions as required.  |
| 16. | Maintain accurate and confidential case notes for all students.  |
| 17. | Support student placements who carry out work experience at the school, including feedback to the institution.   |
| 18. | Support students to access work experience in Key Stage 4 and Key stage 5 and provide training, guidance and support to the placement providers.   |
| 19. | Provide training, advice and support internally to other professionals, and to other schools if required.  |
| 20. | Use professional judgement and expertise to highlight key themes and areas for development for staff training in regards to student's speech, language and communication needs and plan and deliver twilight whole-school training sessions, in-class training sessions and key stage training sessions. |
| 21. | Use professional expertise to quality assure the speech and language provision in the school and make recommendations for future whole-school developments.  |
| 22. | To provide family training sessions to support speech, language and communication needs of the students at home and in the community, plan and deliver these in-person and using online platforms.   |
| 23. | To represent the school at a local, regional, national and international level via attendance at meetings, membership of working groups and projects.  |
| 24. | The details contained in this job description reflect the need at the time of creation and may be subject to change from time to time without changing the general nature of the duties or the level of responsibility.  |



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| <b>Safeguarding Responsibilities</b> |
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| 1. Adhere to School Safeguarding Policy and ensure the safety of students at all times. |
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| <b>Information Management Responsibilities</b> |
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| 1. Take reasonable care to ensure that personal sensitive data is managed in accordance with the schools policies and procedures. |
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| <b>Leadership Responsibilities</b> |
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| 1. Be an excellent role model to both staff and students and adhere to the ALS Golden Rules at all times. |
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| 2. Able to work to the schools Code of Conduct. |
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| <b>Professional Standards</b> |
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| HCPC / RCSL |
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| <b>PERSON SPECIFICATION</b>  |                  |                  |
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| <b>Qualifications</b>  | <b>Essential</b> | <b>Desirable</b> |
| Recognised Speech and Language Therapy Degree or equivalent  | X                |                  |
| Registration with Health and Care Professionals Council  | X                |                  |
| Registered Member of Royal College of Speech and Language Therapists   | X                |                  |
| Evidence of CPD relevant to this role  | X                |                  |
| <b>Skills and Knowledge</b>  | <b>Essential</b> | <b>Desirable</b> |
| Excellent organisational skills with ability to manage a caseload  | X                |                  |
| Excellent communication skills with the ability to make yourself understood by different audiences                               | X                |                  |
| Excellent interpersonal skills including observation, listening and empathy skills   | X                |                  |
| Highly developed negotiation and problem solving skills  | X                |                  |
| Good auditory discrimination skills and ability to transcribe speech phonetically  | X                |                  |
| Knowledge of national policies and procedures relevant to our student cohort   | X                |                  |
| Ability to compare and contrast the relative benefits of a range of therapeutic interventions                                    | X                |                  |
| <b>Experience</b>  | <b>Essential</b> | <b>Desirable</b> |
| Substantial relevant experience post-qualification, including demonstrable experience working as a Speech and Language Therapist | X                |                  |
| Experience working with students and young people with autism  |                  | X                |
| Report writing skills aimed at different audiences from professionals to parents   | X                |                  |
| Design and delivery of training to staff, families and stakeholders  | X                |                  |
| Using a wide broad range of assessment tools relevant to the student cohort  | X                |                  |
| <b>Values</b>  | <b>Essential</b> | <b>Desirable</b> |
| Integrity and sensitivity  | X                |                  |
| Able to live and role model the school code of conduct to students, their families and employees                                 | X                |                  |
| <b>Other</b>   | <b>Essential</b> | <b>Desirable</b> |
| Enhanced DBS and Children's Barred List Check.   | X                |                  |
| Working hours are 35 per week during term time.  | X                |                  |
| Actively participate in relevant CPD and professional supervision.   | X                |                  |
| Role involves some work within family homes as well as on school site.   | X                |                  |
| Driver with use of a vehicle for work purposes   |                  | X                |



Original copies of certificates will be required prior to appointment.

| Headteacher Name | Headteacher Signature  |
|------------------|--|
| Ania Hildrey     |  |
| Employee Name    | Employee Signature   |
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