**JOB DESCRIPTION**

**Chingford Foundation School**

**Chingford Academies Trust**

**JOB TITLE:** Speech and Language Therapist (SALT)

**RESPONSIBLE TO:** Head of Inclusion Faculty

**RESPONSIBLE FOR:** Designated teaching assistants

**GRADE/PAY RANGE:** SO1, spinal points 29 - 31

£24,148 - £25,640 actual pro-rata salary

**HOURS:** 36 hours per week x 44.4 weeks per annum

**KEY CONTACTS:** Internal: Students/Staff

External: External agencies/Professional Bodies

**PURPOSE OF THE JOB**

The Speech and Language Therapist (SALT) will manage the Speech and Language Specially Resourced Provision (SRP) at Chingford Foundation School. They work closely with students who have various levels of speech and communication needs. The therapist will assess students’ needs and problems before developing individual programmes to enable each student to improve as much as possible. They will be directly responsible to the Head of Inclusion Faculty.

Such programmes will involve those with whom the student has a close relationship including:

* All members of the Inclusion Faculty
* Family / carers.
* Their teachers.

The post holder will be working as part of a multidisciplinary team, alongside other health professionals, such as doctors, nurses, psychologists, physiotherapists and occupational therapists, and liaising with professionals in education and the social services.

**MAIN DUTIES AND RESPONSIBILITIES**

1. To work with the Head of the Inclusion Faculty to develop the ethos and vision of the Speech and Language Specially Resourced Provision.
2. To work with the Head of the Inclusion Faculty to provide clear criteria for admission to the SRP.
3. To manage the resources of the SRP as efficiently as possible to have the most impact on student progress.
4. To liaise with parents, primary schools and other professionals regarding students with speech and language needs on student’s transition to the Inclusion Faculty.
5. To provide training for all Speech and Language issues to staff both within the Faculty and in the school as a whole.
6. To work with teachers and other staff to develop strategies to support students with Speech and Language needs within mainstream lessons.
7. To identify children's developmental speech and communication difficulties/disorders;
8. To assess/treat communication difficulties which may arise from a variety of causes, e.g. congenital problems (such as cleft palate) or acquired disorders after a stroke or injury;
9. To devise, implement and revise relevant treatment programmes; such programmes may be in the classroom alongside teachers.
10. To advise parents/carers on implementation of programmes and training other professionals in therapy delivery.
11. To monitor and evaluate the progress of students with speech and language needs.
12. To work with students on a one-to-one basis, and in groups, to deliver therapy.
13. To write and maintain confidential student case notes and reports, as well as information for students, carers and other professionals.
14. To manage a caseload taking account of priority cases, waiting lists, successful outcomes, referral and discharge of service users.
15. To provide regular feedback to the Head of Inclusion Faculty on progress and producing evidence of that progress.
16. To carry out home assessment visits as appropriate according to school’s policy guidance.

**General**

1. These above mentioned duties are neither exclusive nor exhaustive and the post-holder may be required to carry out other duties as required by the School.
2. Always to perform duties in all elements of the role in a professional manner and with integrity, mindful of confidentiality as appropriate.
3. To be committed to, and comply with, all school policies.
4. To comply with all provisions of the Health and Safety at Work Act 1974, any other relevant legislation and with all school Policy and Practice relating to Health and Safety at Work.
5. To participate in appraisals annually in line with school policy.
6. To participate in continuing professional development opportunities as directed or identified through appraisal and ensuring ability to fulfil role effectively.
7. To manage both internal and external relationships, striving for excellence in stakeholder satisfaction.
8. To work effectively and successfully in your team within school.

**Other requirements**

To have an up-to date Enhanced DBS Disclosure.

**Safeguarding**

Safeguarding students of the Trust is a priority. All appointments to posts in the   
Trust are made through stringent adherence to the requirements of ‘Keeping Children Safe in Education’ (most recent edition). The schools in the Trust maintain a cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to this post will participate in the selection process.

All staff will be trained annually in Child Protection requirements. Cognisant of Part 1 of ‘Keeping Children Safe in Education’, (most recent edition), staff are required to refer all Child Protection concerns to the Child Protection trained staff team in their school (recognising that they can refer directly themselves to LWBF in extraordinary circumstances). Those trained in Child Protection are identified throughout Trust and school documentation and on the school websites.

Within their work, employees are required to identify, attempt to prevent or at least minimise the risk of interpersonal abuse or violence; safeguarding children, other vulnerable people and themselves. This includes the timely sharing of information with appropriate colleagues to enable action to be initiated and protection to be afforded to both students and/or colleagues as needed.

All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance which will affect their practice in role and must adhere to all policies and protocols of Chingford Academies Trust and their school within the Trust.

Name of Postholder .........................................................................................................

Signature ............................................... Date ........................................................

**CHINGFORD ACADEMIES TRUST**

**CHINGFORD FOUNDATION SCHOOL**

**PERSON SPECIFICATION**

**Speech and Language Therapist (SALT)**

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| --- | --- | --- | --- |
| **JOB REQUIREMENTS** | **Essential** | **Desirable** | **Method of Assessment (I/T/A/R)\*** |
| **Qualifications** |  |  |  |
| Recognised Speech and Language Therapy degree qualifications or equivalent | ✓ |  | A |
| Health Professions Council Licence to Practice | ✓ |  | A |
| Registered Member of Royal College of Speech and Language Therapy | ✓ |  | A |
| Evidence of successful completion of specialist short courses relevant to the post | ✓ |  | A |
| |  | | --- | | Membership of relevant special interest groups | |  | ✓ | A/I |
| **Experience** |  |  |  |
| |  | | --- | | Experience of working with children / young people with  SLCN | | ✓ |  | A/I/R |
| Experience of working with children / young people with  ASD | ✓ |  | A/I/R |
| Experience of working collaboratively and co-operatively as part of an interdisciplinary team | ✓ |  | A/I/R |
| Experience of using evidence based practice to inform own clinical practice | ✓ |  | A/I/R |
| Experience of working with children/young people with SLCN within an educational setting | ✓ |  | A/I/R |
| Minimum of 2 years relevant experience post registration | ✓ |  | A/I |
| **Knowledge and Understanding** |  |  |  |
| Well established knowledge of assessment tools relevant to the area of practice | ✓ |  | I/R |
| Ability to formulate comprehensive intervention plans and evaluate outcomes | ✓ |  | I/R |
| Understanding and working knowledge of the principles of clinical governance/audit/record keeping | ✓ |  | A/I/R |
| Good knowledge of ICT |  | ✓ | A/I/R |
| **Skills and Abilities** |  |  |  |
| Excellent Interpersonal skills | ✓ |  | A/I/R |
| Ability to communicate complex information to a range of different audiences |  |  | A/I/R |
| **Personal Attributes** |  |  |  |
| Enthusiastic and willing to learn | ✓ |  | I/R |
| Flexible, proactive and resourceful | ✓ |  | I/R |
| Willingness to work flexibly to meet the needs of the students as demand dictates |  | ✓ | I/R |
| **Other Requirements** |  |  |  |
| Flexible approach to work | ✓ |  | I/R |
| Ability to work well as part of a team | ✓ |  | A/I/R |
| Ability to quickly gain the respect of all students and staff and foster appropriate relationships | ✓ |  | R |
| Committed to school ethos and direction | ✓ |  | I |
| Understanding of Safeguarding Procedures | ✓ |  | I |
| High standard of punctuality | ✓ |  | I/R |
| A commitment to on-going personal development and willingness to undertake appropriate training | ✓ |  | I |
| Appointment to the post is subject to a satisfactory enhanced DBS check | ✓ |  | Post interview |

This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.

*‘*The amendmentsto the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Servicewebsite.’

***“The Trust as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf”.*** *(Ref: Safeguarding Children and Safer Recruitment in Education 2007).*

\*I - Interview R – Reference L - Lesson observation A - Application Form