**JOB DESCRIPTION**

**Chingford Foundation School**

**Chingford Academies Trust**

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

**RESPONSIBLE TO:** Head of Inclusion Faculty

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

£19,728 - £20,946– actual pro-rata salary

**HOURS:** 30 hours per week x 44.4 weeks per annum

**KEY CONTACTS:** Internal: Pupils/Staff

External: External agencies/Professional Bodies

**RESPONSIBLE FOR:** None

**PURPOSE OF THE JOB**

The Speech and Language Therapist (SALT) will work closely with pupils who have various levels of speech and communication needs. The therapist will assess pupils’ needs and problems before developing individual programmes to enable each pupil 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 pupil 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 liaise with all parties on pupil’s transition to the Inclusion Faculty.
2. To identify children's developmental speech and communication difficulties/disorders;
3. 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;
4. To devise, implement and revise relevant treatment programmes; such programmes may be in the classroom alongside teachers.
5. To advise parents/carers on implementation of programmes and training other professionals in therapy delivery;
6. To assess communication environments to ensure condusiveness to learning e.g. classrooms etc.
7. To monitor and evaluate pupils' progress;
8. To work with pupils on a one-to-one basis, and in groups, to deliver therapy;
9. To write and maintain confidential pupil case notes and reports, as well as information for pupils, carers and other professionals;
10. To manage a caseload taking account of priority cases, waiting lists, successful outcomes, referral and discharge of service users;
11. To work with others to improve the effectiveness of service delivery;
12. To provide regular feedback to the Head of Inclusion Faculty on progress and producing evidence of that progress

**KNOWLEDGE, TRAINING & EXPERIENCE**

The post holder is expected to:

1. Ensure evidence based practice is used to inform own clinical practice
2. Have an understanding of speech and language therapy clinical practices and procedures within Multi-disciplinary team
3. Attend and participate in team in-service training

**SKILLS**

**Communication & Relationships**

1. To communicate complex information effectively with users and carers, team members, teachers and other agencies.
2. To participate in discussions and decisions with regard to pupil care programmes.
3. To provide support, education and advice regarding aspects of speech and language therapy.
4. To implement therapeutic interventions with users with complex needs which may require the use of persuasive and/or reassurance skills.
5. To communicate complicated and sensitive information regarding speech and language therapy intervention to those with communication and/or understanding difficulties in easily understood language
6. To instruct and advise in the appropriate provision of interventions.
7. To provide graded disclosure of possibly sensitive and contentious information, to support pupil and their families while they are dealing with the impact of a significant life event.
8. Sometimes this information and support has to be adapted for those with complex language, cognitive and perceptual problems, or to people from other ethnic and cultural backgrounds

**Analytical and Judgement Skills**

1. To interpret a range of clinical and non-clinical facts relating to individual pupil some of which may be complex
2. To assess, plan and implement an appropriate programme of SALT for pupils using clinical reasoning and determining the most appropriate treatment methods from a range of options, many of which will be in the classroom.
3. To monitor and evaluate pupil progress within their treatment programme making adjustments and modifications as needed.

**Planning & Organisational Skills**

1. To be responsible for a caseload of pupils within the team as agreed with The Head of Inclusion Faculty
2. To plan organise and deliver SALT intervention to pupils and carers
3. To prioritise own clinical caseload organising care effectively and efficiently with regard to clinical and other priorities and use of time

**Physical Dexterity Skills**

1. Frequent handing and positioning of pupils following handling profiles and risk assessments.
2. This may be undertaken in restrictive conditions e.g. pupil’s homes or other community facilities

**KEY RESULT AREAS**

**Pupil Care**

1. Generate appropriate strategies to manage an individual caseload including the assessment, diagnosis, treatment of a diverse range of pupils with a broad range of communication, eating and drinking difficulties with supervision, support and guidance from senior clinicians.
2. To recognise and refer on pupils that need further assessments by SALT Design and select appropriate means of assessment, analyse assessment data, make appropriate clinical decisions and define a differential diagnosis regarding level of pupil functioning, based on knowledge of evidence based practice and available treatment options using clinical assessment, reasoning skills, and knowledge of treatment skills with guidance from clinical supervisors as required.
3. To develop and deliver speech and language therapy treatment programme for pupils, individually and in classrooms alongside teachers
4. To ensure pupils are involved in the planning and prioritisation of their care/treatment plans wherever possible
5. To adapt practice to meet individual pupil circumstances including regard for cultural and linguistic differences
6. To evaluate and monitor patient progress adjusting treatment programmes accordingly
7. To work as part of a multi-disciplinary team delivering care to pupils
8. To contribute to the prevention of speech, language and communication.
9. To carry out home assessment visits as appropriate within given guidelines.

**Policy & Service Development**

1. To carry out all duties in accordance with the Royal College of Speech and Language Therapists policies and procedures.
2. To use evidence based practice, audits, published research to inform own practice
3. To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate.
4. To identify and discuss with Head of Faculty and other senior therapists any potential areas for service improvement or change based on evidence or knowledge and implement accordingly as agreed with them

**Training and Education**

1. To contribute to the education of any therapy or social work students who may be on placement in the team and being supervised by senior staff in the team
2. To participate in and contribute to the delivery of in-service training within the team

**EFFORT & ENVIRONMENT**

**Physical**

1. Regular requirement to exert moderate amounts of physical effort using hoists and wheelchairs when working with pupils and carers
2. To undertake moving and handling of pupil to facilitate their SALT treatment

**Mental Effort**

1. Frequent requirement for high levels of concentration during pupil treatment sessions, group interventions and multi-disciplinary team meetings.

**Emotional**

1. To undertake duties within an emotional environment with regular exposure to difficult situations including distressed pupils and relatives

**Working Conditions**

1. Occasional exposure to unpleasant working conditions when treating

pupils at home

**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 student group |  | ✓ | 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 collaboratively and co-operatively as part of an interdisciplinary team | ✓ |  | A/I/R |
| Experience of working with children/young people with SLCN within an educational setting |  | ✓ | A/I/R |
| Experience of working 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 |
| Knowledge of range of therapeutic, evidence based, interventions suitable for use with children with ABI, in an educational setting | ✓ |  | I/R |
| Understanding and working knowledge of the principles of clinical governance/audit/record keeping | ✓ |  | A/I/R |
| Knowledge of existing SALT service provision offered to children/young people with ABI within an educational setting |  | ✓ | A/I/R |
| Good knowledge of ICT |  | ✓ | A/I/R |
| **Skills and Abilities** |  |  |  |
| Ability to work effectively as part of an interdisciplinary team | ✓ |  | A/R |
| Excellent Interpersonal skills | ✓ |  | 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