



Academies Trust

A young boy with short brown hair, wearing a dark blue school sweater with a light blue collar, is sitting at a desk. He is smiling broadly at the camera. He is holding a blue marker in his right hand and a red marker in his left hand. There are papers on the desk in front of him. The background is a classroom with bookshelves and a window.

**Two Speech and  
Language Therapists  
Candidate Pack**

# Welcome

## Are you a Speech and Language Therapist (SLT) with the enthusiasm and motivation to work with children with a wide range of learning difficulties and disabilities, including autism?

These unique and brand new opportunities allow you to work alongside committed school staff in a range of schools across the Trust in all the communities we serve. We aim to deliver an outstanding school experience to children with special educational needs and disabilities and their families. Many of our communities are the most deprived in the North of England.

The majority of your role will be focusing on pupils in our Primary schools. Your core responsibility will be to offer assessment and therapy (on-line where possible to allow for flexible working) sessions but also develop our staff to improve pupil experiences for children with a range of additional special educational needs. This would mean working alongside the NHS Speech and Language intervention when required to ensure we maximise capacity that already happens in our schools. We want you to support the ongoing daily work, building capacity and expertise with your input within assessment and therapy strategies. We want our provision for SEN pupils to improve across the Trust developing into outstanding experiences and both appointments will help greatly with this key target. Professional supervision would be provided if required.

There are exciting and new opportunities based in our schools with one concentrating in West Yorkshire and the other in the North West or West Midlands to work with a range of pupils and staff and help to improve the practice of this key area across the Trust. You will be working with a dedicated team of SENCO's based in our schools and belong to a team of Directors of SEN who also work across the Trust. The network of SENCOs which you would belong to is led by our SEN lead across the Trust; Dominic Wall Executive Headteacher. Virtual work from home is also possible for therapy and assessment input to allow for flexible working with the pattern to be determined in dialogue with your line manager. There is travelling within your region between schools and hub offices.

Working for the Co-op in all what we do is underpinned by being a morale and values based organisation. We strongly believe in networks of schools working collaboratively and cooperatively together to improve pupil daily experiences and making our schools great places to work for our staff. Join an organisation determined to make a difference but also doing it in the right way.

# Our Co-op Academies Trust

Dear Applicant,

Thank you for showing interest in our academy and our Trust.

The Co-op Academies Trust is a multi-academy trust operating across three hubs: Greater Manchester; West Yorkshire; and Staffordshire and Merseyside. We currently have 33 schools across the regions including secondary, primary and special schools plus a sixth form college. This makes us one of the most diverse multi-academy trusts in England.

The Co-op Academies Trust is governed by a very experienced Trust board consisting of senior members within education and business; about half the members work in senior leadership positions within all areas of the Co-op. Our Trust has a commitment to deliver a three-year strategic plan, developed in 2022, which gives a strong direction of outcomes needed in all areas, community impact and a moral code of practice for all members of Co-op Academies Trust to adhere to.

All our academy governing councils have a Chair of Governors from the Co-op as well as two to four Sponsor Governors. Each hub is led by a Regional Director - a proven leader of schools and an outstanding practitioner with a track record of improvement in education.

Within our leadership team, we have a National Leaders of Education (NLE) and a former NLE. We have a well-developed school improvement offer, including access to 18 different specialist directors. We have the full support of the Co-op who offer a range of services to all our academies, including enrichment opportunities, seconded staff, resources and expertise in the areas of education that overlap with commerce.

Most of our academies have a history of being in very difficult circumstances with many of them serving deprived communities. As well as bespoke individual plans to support academies, we offer school improvement strategies across the Trust that includes school-to-school support, links to external sources of expertise and internal directors. We want the very best for our academies and the diverse communities we serve, with the highest of ambition and aspiration for all students.

Throughout all of our academies you will clearly see our strong core vision and values called the Ways of Being, giving the Trust an ethical code that every stakeholder buys into and engages with.

Good luck with your application and thank you for considering Co-op Academies Trust as the next stage in your career.

Best wishes,

**Dr Chris Tomlinson** | Chief Executive Officer

# Our Values

## Co-op Academies Trust is committed to the values shared by co-operatives everywhere:

<b>Self-help</b>	we support learners, parents, carers and staff to help themselves
<b>Self-responsibility</b>	we encourage learners, parents, carers and staff to take responsibility for, and answer to their actions
<b>Democracy</b>	we give our learners, parents, carers and staff a say in the way we run our schools
<b>Equality</b>	we believe that the voice of each individual should be heard
<b>Equity</b>	we run our schools in a way that is fair and unbiased
<b>Solidarity</b>	we share interests and common purposes with our learners, parents, carers and staff, and with other schools in the communities we serve

## We strive to demonstrate the following ethical values in everything we do:

<b>Openness</b>	we believe in being open with colleagues in our schools and beyond, children and their families, sharing information and ideas to raise standards and life chances
<b>Honesty</b>	we act in a professional and respectful manner in our dealings with everyone
<b>Social responsibility</b>	we maximise our impact on the people in our communities while minimising our footprint on the world
<b>Caring for others</b>	we treat everyone as we wish to be treated ourselves, understanding that children only have one childhood

## We use our simple 'Ways of Being Co-op' to demonstrate our values:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

# The Application Process

**Closing date for applications: Wednesday 14th February 2024, 1pm**

**Interviews: TBC**

## How to apply

Applications must be on our application form (returned in Word or Google Doc, not pdf format), which is available along with other supporting information on our website at [coopacademies.co.uk/vacancies](https://coopacademies.co.uk/vacancies) to [centralrecruitment@coopacademies.co.uk](mailto:centralrecruitment@coopacademies.co.uk)

If you would like an informal discussion about the post, prospective candidates are warmly invited to contact our lead for SEN across the Trust Dominic Wall, Executive Headteacher [dominic.wall@coopacademies.co.uk](mailto:dominic.wall@coopacademies.co.uk)

For more information about the Trust, please visit [coopacademies.co.uk](https://coopacademies.co.uk)





Nation



Co-op Academe  
Southfield

## Job Description

# Two Speech and Language Therapists Co-op Academies Trust

**Salary:** £50,000 to £60,000 plus benefits (open to negotiation)

**Location:** One based in West Yorkshire working with all schools in the region and one working on the North West working with all schools in Manchester, Stoke and Wirral

**Start date:** Open to negotiation

**Reports to:** Executive Headteacher and Trust lead on SEN

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### Purpose of the role

The post-holder is responsible for providing a speech and language assessment and therapy service within the Trust which does not replace the NHS provision that takes place at the moment in our schools but works with and alongside this to improve practice in all components within this vital area. This will include the assessment, diagnosis, treatment and management of speech, language and communication disorders of children attending school. The post-holder is required to work as part of a multidisciplinary team with teaching and other staff and parents, providing assessment, training and therapy programmes. The therapist will also contribute actively to the development of the Speech and Language Therapy service within the Trust.

Flexible working is possible and will be a proportion part of your working week with virtual on-line assessment and therapy suitable. Professional supervision will also be provided for successful candidates.

*This post is subject to an enhanced DBS check.*

*All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.*

*Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.*

## Job Description

### Key accountabilities (and specific duties / responsibilities):

Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be expected to carry out such other reasonable duties which may be required from time to time.

- To help provide a Speech and Language therapy service to pupils attending our schools and support all staff including SENCOs to improve practise in this area. Working with and alongside school based staff. Some of your working week will be based in school although some virtual work is possible for therapy and assessment sessions.
- Undertake ongoing formal and/or informal assessment of children and young people with communication difficulties.
- In consultation with the multidisciplinary team and outside agencies, advise on and have a role in procuring equipment required for pupil support (e.g. completion of equipment request forms).
- To demonstrate specialist knowledge and clinical effectiveness underpinned by current evidence based practice and outcome measures and to use this knowledge to continue to develop and improve service provision.
- Identify and provide specific targets in conjunction with teaching staff for each pupil on the caseload.
- To deliver and observe individual and group therapy in a range of settings.
- To provide school/home programmes and appropriate resources/strategies to class staff and family where relevant.



## Job Description

- To continually monitor, evaluate and modify treatment plans to meet the pupils changing needs based on evidence for best practice.
- Provide training and ongoing advice and support to parents, carers and school staff on strategies to promote receptive and expressive language and communication skills.
- To liaise with parents/carers to discuss targets and progress of individual pupils.
- To monitor the communication environment, ensure a communication friendly classroom and helping teachers to develop strategies to support receptive and expressive language.
- Link the SALT needs of pupils with their need to fully access the wider school curriculum through consultation with teaching staff and school leaders.
- Identify approaches/resources appropriate for individuals and the whole school in consultation with school teaching staff.
- Be responsible for assisting and maintaining accurate and comprehensive records in line with HPC and RCSLT standards of practice.
- To liaise and work with professionals from other agencies e.g. NHS service providers, social services, respite services, specialist support organisations/services (e.g. ACE Centre).
- Complete request for information forms to contribute to Education and Health Care plans and other specialist reports required.
- To attend professional clinical groups, such as Journal Clubs, RCSLT Clinical Interest Groups, Local Specialist Interest Groups, Peer Review Groups and other professional development activities in order to share and expand specialist knowledge.
- To maintain your own specialist knowledge and skills through participation in CPD.



# Person Specification

## Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I)
<p><b>Qualifications</b></p> <p>Recognised Speech and Language Therapy Degree qualification</p> <p>Registered member of Health Professions Council</p> <p>Training history and experience with Young People with SEND</p> <p>Evidence of comprehensive professional development, including specialist training courses e.g. Qualifications and experience in working with children with LDD, Sensory Processing Disorders; ADHD and ASD</p>		<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>
<p><b>Experience</b></p> <p>Experience in inclusive settings/schools working with children and young people with SEND</p> <p>Evidence of planning and delivering training to a range of audiences</p> <p>Case management experience</p>		<p>A/I</p> <p>A/I</p> <p>A/I</p>



# Person Specification

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I)
<p><b>Skills, Ability, Knowledge</b></p> <p>A clear understanding of equal opportunities</p> <p>Specialist knowledge and understanding of the relevant issues (including national and local initiatives) in both education generally and complex needs in particular</p> <p>A clear understanding of speech and language development including the use of AAC</p> <p>Well developed problem solving and negotiation skills</p> <p>Excellent organisational skills</p> <p>Ability to develop and sustain partnerships</p> <p>Excellent interpersonal /communication skills</p> <p>Ability to produce high quality reports</p> <p>Ability to meet deadlines</p> <p>High level of competence in ICT and good awareness of the use of ICT across the curriculum</p> <p>Ability to work diagnostically and use this information to inform practice and monitor progress</p>		<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>
<p><b>Personal Qualities</b></p> <p>Able to work cooperatively as part of a team</p> <p>Able to demonstrate a strong commitment to public service</p> <p>Has a high degree of integrity</p> <p>Able to demonstrate fairness and openness</p> <p>Strong commitment to team working</p> <p>Ability to work under pressure</p> <p>Willingness to support the school community outside of working hours, including the charitable and fund-raising activities of the school</p>		<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>



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