



## JOB DESCRIPTION

<b>JOB TITLE</b>	Speech and Language Therapist
<b>GRADE</b>	£23,217 - £27,057 FTE (Actual £19,904 - £23,196 pro-rata for term time working)
<b>DEPARTMENT</b>	Inclusion

### **JOB PURPOSE:**

To work under the guidance of the Area Leader for Inclusion to work across Manchester Communication Academy and Manchester Communication Primary Academy to provide support for those students who have various levels of speech and communication needs. The post holder will actively influence curriculum design to develop the communication skills of all students as well as providing tailored, individual programmes and support for students whose speech and language needs are a barrier to progress. The post holder will also assess students to identify specific needs

### **KEY TASKS**

1. Establish positive and productive working relationships with students and actively promote the inclusion of all students.
2. To identify and students' speech and communication difficulties
3. To contribute to the design of the Year 7 curriculum model to improve the communication skills and vocabulary development of all students
4. To devise and implement relevant interventions to improve the communication skills of students
5. To work alongside teachers and teaching assistants to devise and implement relevant intervention
6. To provide guidance for teachers ensure teaching and learning is appropriate for students with speech and communication difficulties
7. To contribute to the CPD offer for teaching and support staff focused on understanding and developing speech and communication needs
8. To monitor and evaluate student progress
9. In liaison with the Area Leader for Inclusion, manage a caseload of students including referral and discharge

10. To write and maintain student records and reports
11. Effectively communicate with all stakeholders, sharing relevant information
12. To work alongside all relevant members of staff to coordinate and provide a package of support to meet student needs
13. To keep up to date with research to inform advice and support
14. To act as a 'key person' for allocated students as part of the whole Academy Inclusion strategy.
15. To support the Academy Inclusion strategy through the completion of regular observational notes on learners with SEN.

## **STANDARD DUTIES**

- 1 Promote and implement equality and diversity  
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- 2 Adhere to legislation and the Academy's policies and procedures  
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- 3 Due regard to safeguarding and promoting the welfare of children and young people.  
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- 4 Participate in performance reviews and professional/personal development activities.  
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- 5 Will model the Academy's values at all times to generate a shared purpose  
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- 6 Respect confidentiality. Confidential information to be kept in confidence and not released to unauthorised persons.  
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- 7 To undertake any other duties as appropriate, commensurate with the grade of the post.  
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## **CONTACTS**

<p>All employees and contractors on site Senior Leadership Team</p>
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## **RELATIONSHIP TO OTHER POSTS**

Responsible to:	Area Leader Inclusion
Responsible for:	NO STAFF RESPONSIBILITIES

## **SPECIAL CONDITIONS**

<p>Enhanced DBS Check for a Regulated Activity.</p>
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	DATE	NAME	POST TITLE
<b>PREPARED</b>	March 2018	Susie Fraser	Assistant Principal



## PERSON SPECIFICATION

### Speech and Language Therapist

	<b>Selection criteria (Essential)</b>	<b>Selection criteria (Desirable)</b>	<b>How to be Assessed</b>
<b>Education &amp; Qualifications</b>	Speech and Language Degree  OR  postgraduate qualification in Speech and Language Therapy  Registered HCPC	Other relevant professional qualifications  Member of Royal College for Speech and Language Therapists  Successful completion of newly qualified competencies	AF, T, C
<b>Experience</b>	Experience of working with SEN learners  Experience of working in schools  Experience of working as part of a team  Understand the Code of Practice  Have experience of working with external agencies to inform good practice.	Experience of both primary and secondary school    Understand the Code of Practice and its implications for schools.	AF, T, I
<b>Skills &amp; Abilities</b>	Ability to use Information and Communication Technology (ICT) effectively	Ability to contribute to staff training	AF, T, I

	<p>Excellent written communication skills</p> <p>Ability to assess students for speech, language and communication difficulties</p> <p>Ability to write comprehensive and accurate reports</p> <p>Ability to suggest suitable strategies for teachers to meet the needs of students with speech, language and communication difficulties</p> <p>Ability to support the production of learning resources to meet the individual needs of the students</p> <p>Ability to communicate effectively and develop professional relationships internal colleagues</p> <p>Ability to liaise sensitively and effectively with parents and carers, recognising their roles in students' learning.</p> <p>Ability to communicate effectively and sensitively with students to support their learning.</p> <p>Ability to work flexibly and independently to support the learning and well-being of learners within the Academy.</p> <p>Ability to work effectively as a team member.</p>		
<b>Knowledge</b>	<p>Knowledge of speech, language and communication needs and experience of providing effective support.</p>	<p>Knowledge of EHC plans and application process</p>	<p>AF, T, I</p>

	Knowledge of assessments for speech, language and communication difficulties		
<b>Work Circumstances</b>	Enhanced DBS Check for a Regulated Activity  Take annual leave out of term time, i.e. in school holidays		I  I

AF – application form, T- test, I – interview, C – certificate

*N.B. - Any candidate with a disability who meets the essential criteria will be guaranteed an interview*