

## **Speech and Language Therapist (Band 6 or above) – 2 days a week**

### **Job Description**

#### **REPORTING RELATIONSHIPS**

<b>Responsible to:</b>	Primary Phase Leader
<b>Accountable to:</b>	Headteacher Board of Governors

#### **Client group:**

FreshSteps Independent School includes:

- A specialist independent school and alternative provision providing education to pupils aged 5 – 16 years old
- Children with special needs including autism and social, emotional & mental health needs.

#### **JOB PURPOSE AND SCOPE:**

- To provide clinically effective, person centred and evidence-based speech and language therapy assessment and intervention to learners, around communication to a caseload of students attending OHC & AT schools and/or Orchard Hill Further Education college, and as specified by the manager.
- To be willing to work with a paediatric caseload around communication, articulation, oral-motor skills, and phonology within own scope of practice and competencies, and to develop competencies in various clinical areas as needed by the school.
- To provide support and training to all teaching staff with regard to communication, including training workshops and training specific to individual learners and/or environments.

#### **FUNCTIONAL LINKS:**

The Speech and Language Therapist will be expected to work in collaboration with allied professionals and will need to maintain links with a variety of bodies. These will include:

1. Students and their parents/carers and advocates
2. School staff
3. Other professionals working with students.

#### 4. Community Services

##### **DUTIES & RESPONSIBILITIES:**

##### **Clinical**

- To work in accordance with current best practice guidance and HCPC standards of conduct, performance and ethics.
- To accept clinical responsibility in the areas of communication for a varied caseload of children and to prioritise and manage this caseload efficiently and effectively.
- To select and use appropriate formal and informal assessment tools. To analyse, interpret and report results.
- To provide clinical assessment and intervention to students within FreshSteps with a range of conditions and complex social and functional needs.
- To report assessments findings in a timely manner and ensure key findings and recommendations are shared with families, school staff as appropriate.
- To autonomously plan and implement person-centered individual and/or group interventions which aim at improving functional abilities, access to the curriculum, and participation in curriculum learning activities.
- To monitor, evaluate and modify intervention in order to measure progress and ensure effectiveness of intervention.
- To set joint targets for students with curriculum staff.
- To report to other team members regarding speech and language therapy interventions and communication programmes.
- To assess, advise and order AAC equipment being aware of financial implications and restrictions. Liaise with social services/ external agencies/ parents/ carers regarding the provision and use of such equipment. To monitor new developments in specialised equipment and communicate with manufacturers. To instruct those working with the student how to correctly use the equipment and set guidelines for its use.
- To work accordingly to the service needs such as a consultancy model.
- To make referrals to outside services and centres where needed.
- To devise and implement guidelines for AAC use in the school/ college and community, and to provide training to staff in supporting students to use AAC systems.
- To attend and contribute to department and student related meetings including review meeting for learners where appropriate.

- To provide reports as required including transition and Annual Review /EHCP reports.
- To attend meetings for students including Parents' Evenings, Annual Reviews, Open Days etc.
- To contribute to and carry out risk assessment and risk management plans, including eating and drinking plans and risk assessments for use of equipment.
- To assess students awaiting a place at FreshSteps
- Provide support to teachers, lecturers and/or teaching assistants to maximise the communication environment for students.

### **Administration & management**

- To manage a clinical caseload and time effectively, prioritising work as required.
- To complete and maintain accurate speech and language therapy case notes in accordance with RCSLT and HCPC best practice guidance.
- To address issues of confidentiality, consent and sharing of information throughout assessment and intervention and clearly record in students' case notes.
- To utilize standard school documentation as required e.g. equipment ordering documentation.
- To be responsible for equipment used in carrying out duties, and to adhere to departmental equipment policy, including competence to use equipment and to ensure the safe use of equipment by others through teaching, training and supervision of practice
- To be responsible for maintaining stock, advising on resources to carry out the job, including the responsible use of petty cash.
- To keep up to date and accurate statistical information regarding direct and indirect student contacts in school systems and calendar as advised by the therapy lead.
- To participate in clinical audit.

### **Professional**

- To be aware of the sensitivity required to work closely, effectively and in a professional manner with learners, parents/carers, advocates, the multidisciplinary team, staff, Community Services, and other professionals working with students.
- To respect the confidentiality, individuality, values, cultural and religious diversity of learners and to contribute to the provision of a service sensitive to these needs.
- To undertake the Schools' induction programme and Mandatory training.
- To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate.
- To participate in staff meetings, student related meeting and school meetings.
- To promote awareness of the role of speech and language therapy within the multidisciplinary team, the school and with outside agencies.
- To contribute to the induction, training and education of Therapy and school staff both formally and informally.
- To undertake research in specialist area(s), as appropriate.
- To supervise the work of other Speech and Language assistants and students, as appropriate.
- To maintain personal development through use of off-site and in-house training, contact and involvement with relevant special interest groups, attendance of in-service training, and review of literature as required.
- To maintain own clinical professional development (CPD) and records in accordance with HCPC and RCSLT standards.
- To review and reflect on own practice and performance through effective use of professional and operational supervision and appraisal, audit and outcome measures.
- To comply with the Royal College of Speech and Language Therapists (RCSLT) *Clinical Guidelines*
- To work in accordance with the schools Core Principles.
- To work with senior staff and teaching staff to provide an integrated therapy service that supports learning.

## **General**

- To be aware and comply with Health and Safety Policy and Procedures and implement any policies that may be required to improve the safety of the work area, including the prompt recording and reporting of accidents and incidents, and ensuring that equipment used is safe.
- To be aware of and comply with all other school policies and procedures.
- To undertake such other duties of a similar nature from time to time as may be required by the headteacher

## **Notes**

- Some of the learners have additional health needs. These include challenging behaviour and mental health issues. The post holder is expected to respond to challenging behaviour in accordance with school policy and procedure to minimise potential risk. We also have learners with EAL.
- Given the nature of the client group, the post holder will be expected to undertake basic positive handling training provided by the school
- The post holder should expect exposure to saliva and bodily fluids within the course of their work.

*This is not an exhaustive list of duties and responsibilities and the post holder may be required to undertake other duties that fall within the grade of the job, in discussion with the manager.*

*This content of the job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.*

*The post holder is expected to comply with all relevant FreshSteps policies, procedures and guidelines, including those relating to Equal Opportunities, Safeguarding, Health and Safety and Confidentiality of Information.*

## **Speech and Language Therapist (Band 6)**

## **Person Specification**

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below.

### **QUALIFICATIONS/EXPERIENCE**

1. Degree in Speech and Language Therapy or equivalent.
2. UK HCPC Registration.
3. Eligibility for membership of the Royal College of Speech and Language Therapists.
4. Successful post registration practice and experience with young people who have social, emotional mental health. Experience should be at a band 6 level or higher.

### **ABILITIES, SKILLS & KNOWLEDGE**

#### **Clinical**

5. Ability to effectively manage a clinical caseload of young people with moderate/severe/profound learning difficulties and/or disabilities.
6. Ability to carry out a range of effective speech and language therapy assessments and interventions relevant to young people with learning difficulties.
7. Knowledge of and commitment to person centred practice in all stages of the Speech and Language therapy process.
8. Skilled in carrying out both individual and group interventions
9. Ability to evaluate outcomes of intervention and adapt practice accordingly
10. Ability to work closely with teaching staff in the identification of integrated Learning and therapy related individual objectives.
11. Working knowledge of Mental Capacity and Safeguarding Legislation and other legislation relevant to the students in this setting.

#### **Professional**

12. Knowledge of SaLT Professional Code of Conduct and ability to apply it to practice.
13. Ability to reflect and critically appraise own performance.

14. Ability to engage purposefully in own supervision and seek out supervision and support when needed.
15. Ability to take responsibility for own CPD (continuing professional development).

### **General**

16. Ability to communicate effectively with learners, carers and other professionals.
17. Ability to operate effectively as part of a multi-disciplinary team.
18. Skilled in a comprehensive range of high level verbal and written communication styles.
19. Skilled in using equipment and technology to adapt information and make it accessible to the individual.
20. Understanding of how to access other services and agencies.
21. Ability to communicate a commitment to the view that students with a range of learning disabilities can and do achieve.

Ability to work within and promote the schools Equality and Diversity, Safeguarding and Health and Safety Policy.