Job Description

Job title	**Speech and Language Therapist – Band 6**
Grade	**NJC PO3** **Equivalent to NHS Band 6**
Directorate	• Phoenix School
Reports to	• Clinical Lead Speech and Language Therapist
Key working relationships	• School staff and AHP staff at Phoenix School • Speech and language Therapy Team at Phoenix School • SLT TAs employed by Phoenix School • Clients and their carers / parents
Key dimensions	The post holder works as part of the SLT team at Phoenix school to provide advice, supervision and training to the SLT TAs to enable them to support the development of children's speech and language communication needs. The post holder is an autonomous practitioner, providing assessment, diagnosis, prognosis and a variety of therapy and intervention programmes in the management of children with Autistic Spectrum Disorders at Phoenix School. The post holder supports the planning and delivery of training of school staff as well as of the parents/carers of clients.
Job purpose	The post holder works alongside a highly specialist SLT at Phoenix school and will provide assessment and treatment of children with Autistic Spectrum Disorders at Phoenix School. S/he provides advice and training to others to enable them to support the development of children's speech language and communication skills.

KEY RESPONSIBILITIES

Clinical Expertise

- To work independently, following the guidance given by departmental policies, to provide SLT assessment and intervention to a caseload of children with Autistic Spectrum Disorders.
- To develop SLT assessment and intervention skills specific to children with ASD, with support from a senior colleague.
- To assess children's communication skills in both home language and additional language(s) using interpreters or bi-lingual SLT co-workers, as appropriate.
- To write accurate reports and case notes detailing complex and sensitive information related to client's communication skills, development and needs.
- To provide a clear and accurate feedback to parents and key professionals based on the analysis of all the information gathered from assessment and discussion with others.
- To ensure children and their families are involved in all aspects of the planning of care where possible including negotiating targets and overall management of their child. The post holder will attend parent evenings, support parent training sessions and jointly run termly PECS clinics.
- To develop short and long-term goals, evaluate intervention and child's progress and alter treatment programmes if required to suit the needs of the child.

- To refer child and / or their family to other sources of advice and intervention as appropriate and to liaise with other professionals involved with the family.
- To carry out detailed assessment of child's communication skills to contribute for EHCP or annual reviews.
- To participate in the device of a termly SLTTA training timetable in line with the whole school timetable.
- To support the delivery of SLTTA training.
- To prepare, manage and run weekly communication training sessions for SLT TAs relevant to ASD.
- To support newly appointed SLT TAs in setting up and running communication groups and supporting the total communication needs of pupils in class.
- To support established SLT TAs through the use of specialist training programs and in class demonstration and observation of communication groups and meeting the communication needs of pupils in class.
- To support SLT TAs in evaluating the communication activities and planning further ideas for activity.
- To liaise regularly with the SLT team at Phoenix regarding training and SLTTA support.
- To carry out yearly SLT TA competency meetings.
- To offer drop in / problem solving sessions to SLT TAs.
- To meet with teachers and relevant staff to ensure that the communication needs of pupils are being met.
- To participate in the interviews and employment procedure of new SLT TAs.
- To support the record keeping of PECS data.
- To support students access school council meetings through the use of visuals.

Staff Management

- To carry out supervision of SLT TAs.
- To demonstrate his/her own duties to student practitioners, less experienced SLTs and volunteers.
- To assist in the support of students and new staff from other professional groups as requested by Clinical Co-ordinator or line manager.

Service Development

- To contribute to the development of policies for use by the SLT team at Phoenix.
- To contribute to the development of resources for the SLT Team at Phoenix (e.g. clinical forms, advice leaflets, screening tools and observation checklists).
- To contribute to and distribute promotional information such as advice leaflets.
- To effectively plan and organise own caseload to meet service and client priorities, and adapt management to accommodate changes to the model of service delivery.
- To collate and present statistical information service evaluation purposes.

Teaching/Training/Research

- To be responsible for maintaining own competency to practice by actively reflecting on own clinical and professional practice through identifying own strengths and areas for development and discussing with line manager at supervision meetings. This will include participation in appraisal and in an individualised CPD programme.
- To attend relevant and specialist training courses and SEND in order to develop specialist knowledge and skills further and maintain a personal development portfolio.
- To participate in audit within the team as directed and contribute to the development and implementation of appropriate audit and clinical governance projects.

- To participate in in-service training of therapists and assistants and training of parents and professionals in health and education.

Measures of success

- Ensures effective management of designated specialist level caseload.
- Ensures adherence to service prioritisation.
- Ensures written work including case notes, care plans, reports and programmes are written and delivered in a timely manner.
- Ensure that clinical practice is evidence-based.
- Ensures any issues regarding service delivery are reported to line manager.

FURTHER INFORMATION

- The post holder must at all times carry out duties and responsibilities with due regard to the school's equal opportunities policies and procedures.
- The post holder must ensure that personal information for clients, members of staff and all other individuals is accurate, up-to-date, kept secure and confidential at all times in compliance with the Data Protection Act 1998, the Caldicott principles and the common law duty of confidentiality.
- The post holder must follow the record keeping guidelines established by the school to ensure compliance with the Freedom of Information Act 2000.
- Comply with safeguarding children practices as outlined by the School. As such each member of staff is expected to carry out their role and responsibility in relation to a child or children's welfare; for example ensuring they access child protection training in accordance with their role, accessing child protection supervision if they are in a clinical role working with children and being aware of who to contact and what action to take if they are concerned regard the welfare of a child.
- The post holder is expected to take responsibility for self-development on a continuous basis, undertaking on-the-job and other training as required.
- The post holder is required to familiarise him/herself with and comply with the School's policies and procedures.
- The post holder must be aware of individual responsibilities under the Health and Safety at Work Act and identify and report, as necessary, any untoward accident, incident or potentially hazardous environment.
- All staff must ensure that they comply with the school's Infection Control policies and procedures and undertake relevant training for any deficit in their practice and knowledge. Staff must take personal responsibility for their own actions in relation to infection prevention and control practices during their day to day work.
- The post holder is expected to develop IT skills.
- The post holder may be required to undertake duties at any location within the School, in order to meet service needs.
- This job description is intended as a guide to the main responsibilities of the post and **not** as an exhaustive list of duties and tasks. The post holder may be required to undertake other duties appropriate to his/her grade, which are not listed above, at the direction of his/her manager. The job description may be amended from time to time after consultation with the post holder.
- The School operates a No Smoking Policy.

Person Specification

POST	SLT – ASD	*Grade*	PO3

Desirable = D	Essential = E	E or D	Evidence sought from (tick) Applic'n form/CV	Interview	Test
EDUCATION/ QUALIFICATIONS	Recognised Degree in Speech and Language Therapy.	E	✓		
	Registered member of the Royal College of Speech and Language Therapists and the Health Professionals Council.	E	✓		
	Experience in the use of the Picture Exchange Communication System.	E	✓		
	Autistic Spectrum Disorder knowledge and experience.	E	✓		
SKILLS/ ABILITIES	Excellent time management, organisation, delegation and prioritisation skills.	E	✓		
	Able to communicate effectively with a range of audiences in writing or orally both in formal and informal situations.	E		✓	
	To have highly developed auditory and visual perception skills.	E	✓		
	To have excellent interpersonal skills.	E		✓	
	To be empathetic to the needs of the clients and their families.	E	✓		
	Able to work efficiently in a team and support other team members.	E	✓		
	Have good negotiation and problem solving skills.	D	✓		
	Demonstrate good analytical and	E		✓	

	reflection skills. To have good skills in managing different levels of motivation in clients and their families. To be able to manage conflict in a professional manner and seek advice from supervisor where necessary. To be able to work independently without onsite, direct support from colleagues. To be flexible and be able to work in different situations / locations. Have competent IT skills.	D D E E E E	 ✓ ✓ ✓ ✓	✓	
EXPERIENCE	Experience of working with clients with Autistic Spectrum Disorder within one or more settings. Experience of working in a school setting. Experience in the organisation and presentation of workshops, courses or other training packages. Evidence of attending specific and relevant training courses and further developing clinical knowledge in areas related to post. Experience of working collaboratively with others as part of a Speech and Language therapy or multi-disciplinary team in an undergraduate setting. Experience of working with cultural and religious practices in the community	E D D D E D	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	
	Theoretical and practical knowledge of child development, and the broad	E	✓	✓	

KNOWLEDGE	range of communication difficulties and implications of difficulties for child.	E	✓	✓
	Theoretical and practical knowledge of assessment tools relevant to client group(s).	E	✓	✓
	Knowledge and of a range of interventions and well developed applied knowledge of more specialised intervention techniques relevant to the client group(s).	E	✓	✓
	Well developed awareness of the issues around training parents and professionals.	D	✓	
	Excellent awareness of issues of multi-lingual and multi-cultural communities relating to speech and language therapy.	D	✓	
	Awareness of clinical governance.	E	✓	
	Excellent awareness of standards of record keeping.	E	✓	
	Knowledge of Makaton Sign System, PECs, TEACH and other augmentative and alternative communication systems	E	✓	

EFFORT AND ENVIRONMENT FACTORS

1. Does the post-holder use any equipment? If so please describe.	EQUIPMENT FOR ASSESSMENT & THERAPY RANGES FROM BOOKS TO TOYS
2. What physical movement is required in the job? E.g. standing, walking, sitting, kneeling, crouching, bending, climbing or crawling.	SITTING ON FLOOR, KNEELING, SITTING AT LOW TABLES WHEN WORKING WITH CHILDREN
3. Is this for short or long periods of time and how often?	MAY BE SITTING / KNEELING FOR ABOUT AN HOUR AT A TIME
4. Is the post-holder required to input at a keyboard, work at heights, push or pull trolleys - how often and for how long? Please state which.	INPUTS AT KEYBOARD TO ENTER DATA , CHECK AND RESPOND TO E-MAILS AND WRITE REPORTS. UP TO TWO HOURS AT A TIME AT KEYBOARD
5. Is the post-holder required to lift equipment/weights with or without mechanical aids – how often and for how long?	***NO***
6. What is the approximate weight – is it < 6 kilos, 6-15 kilos or over 15 kilos?	***N/A***
7. Does the post-holder have to move between different work areas, locations, etc.? Give examples.	YES. BETWEEN PHOENIX COLLEGE AND PHOENIX SCHOOL
8. Is the pattern of work predictable in nature? If no, please explain.	PREDICTABLE IN TERMS OF RUNNING THERAPY BUT EACH SESSION CAN BE VERY DIFFERENT FROM OTHERS AND SO IN THAT SENSE NOT PREDICTABLE
9. What is the level of concentration and how intense is the concentration required to do the job? Give examples.	REQUIRED TO CONCENTRATE INTENSELY FOR DURATION OF SESSION UP TO 40 MINS. INTENSE CONCENTRATION IN LISTENING, BEHAVIOURAL OBSERVATION OR TAKING A LANGUAGE SAMPLE ALSO TO GIVE ACCURATE FEEDBACK TO PARENTS
10. Is this for short/long periods of time and how often?	FOR PERIODS OF UP TO ONE HOUR SEVERAL TIMES PER DAY
11. Is there emotional involvement with patients and staff in difficult circumstances, either face to face or over the telephone, e.g. imparting bad news?	REQUIRED TO IMPART BAD NEWS TO PARENTS, CARERS AND SCHOOLS. REQUIRED TO DEAL WITH ISSUES RELATING TO CHILD ABUSE AND SAFEGUARDING. DEALING WITH PARENTS WHO MIGHT BE DISTRESSED, ANGRY OR DISENGAGED.
12. Is the post-holder exposed either indirectly or directly to emotionally or distressing circumstances/situations? If so, for how long and how often?	COMMUNICATION DISORDER IS DISTRESSING OFTEN FOR THE CHILD AND FAMILY. POST HOLDER DEALS WITH THIS ON A DAILY BASIS AND THROUGHOUT THE DAY
13. Please describe briefly the working environment, e.g. lab, office, etc.	WORKING WITHIN A SCHOOL SETTING
14. Is the post-holder exposed to working conditions that are difficult to work in? E.g. extreme heat/cold, smells, noise, fumes, etc.	***NO***
15. Is the post-holder required to work in, directly with or exposed to: dangerous chemicals, unpleasant substances, infectious material, foul linen, bodily fluids, faeces, tissues, and others – please give examples, for how long and how often.	SOME EXPOSURE TO SALIVA