

## Speech & Language Therapy Assistant

### Job Description

<b>Responsible to:</b>	Head of Integrated Services
<b>Reporting to:</b>	Clinical Lead for Speech and Language Therapy
<b>Job purpose:</b>	To assist with the delivery of all aspects of individual speech and language therapy programmes for learners in the college and in community settings

### Tasks and Responsibilities

1. To use a person-centred approach to promote choice, independence, and inclusion, reflecting the key principals of Valuing People (DOH 2002), Valuing People Now and the Human Rights Act and working towards the Preparing for Adulthood Agenda, to enable the student to achieve his/her academic, social and employment potential, under the guidance of a speech and language therapist.
2. To always maintain and model the highest level of respect for students and their families, modelling person centred and collaborative working, at all times promoting student's human's rights, dignity and individual choices.
3. To promote student's choice, self-advocacy, and independence, working under the principles of the Mental Capacity Act (2005).
4. To work with external agencies (e.g., Schools, work placements, social services, community learning disability teams etc.) to ensure a smooth transition of student's communication and dysphagia needs under the guidance of an Speech and Language Therapist.
5. To work with the multi-disciplinary team to ensure the college is supported in the delivery of a "Capable environment" through participating in audits, learner walks, training, coaching and feedback to class teams under the guidance of a speech and language therapist.
6. To work as part of the interdisciplinary team under the guidance of teachers, therapists, learning support assistants and senior care staff. Speech and language therapy assistants work as part of the class team and as such, undertake educational and care activities alongside therapy.
7. To assess student's communication and capable environment needs using a range of formal and informal assessments and observations under the guidance of a speech and language therapist.
8. To be involved in the editing and maintenance of learner's high technology AAC devices as required and under the supervision of a speech and language therapist.
9. To carry out learners' individual programmes independently having been shown by the speech and language therapist and been signed off.
10. To be able to support curriculum staff implementing speech and language therapy programmes, recommendations, or strategies either 1:1 or in a group setting, once students have been assessed by a Speech and Language Therapist and a programme prescribed.
11. To assist in sessions as required.
12. To maintain own client caseload, as designated by speech and language therapist.

13. To jointly set and review EHCP related targets with teaching, other support, and integrated services staff, under the guidance of a speech and language therapist.
14. To represent the speech and language therapy team at students' Annual Review meetings as required, and feedback student's therapy progress at the meeting.
15. To keep all relevant therapy and classroom records and make regular reports to Speech and language therapists as required in line with Royal College of Speech and Language Therapists and Health & Care Professions Council professional standards.
16. To accurately maintain up to date clinical case notes/records.
17. To assist Speech and Language therapists with assessments and ordering of equipment as required.
18. To devise and develop resources for group and individual work including communication books, objects of reference, photos and symbol resources; under the supervision of a speech and language therapist.
19. To participate in dysphagia competency training (Level A – assistant dysphagia practitioner) under the supervision of a HCPC registered speech and language therapist. This involves documenting evidence of having achieved appropriate level of competency, as per RCSLT Dysphagia Competency Framework, as agreed by line manager.
20. To be responsible for equipment used in carrying out duties and to adhere to relevant policies, including competence to use equipment and ensuring the safe use of equipment by others through teaching, training, and supervision of practice.
21. To contribute towards team and college development plans in Speech and Language Therapy.
22. To attend training and support Speech and Language Therapy in training staff in both communication and dysphagia awareness.
23. To travel between venues as required to deliver student centred programmes, interventions or attend SaLT and IS team meetings and training.
24. To be aware of using the appropriate communication skills with learners, staff, parents, and others and be able to recognise the differences in style required for each group.
25. Be able to cope with occasional, potential stressful, upsetting, or emotional situations in an empathetic manner, such as student's suffering from illnesses or pain states that may lead to anxiety and aggressive behaviour.
26. To support speech and language therapists in screening prospective students' paperwork to establish therapy needs, organise a timetable for student's assessments and assist with pre- admission assessments under the guidance of a Speech and Language Therapist.
27. To explain the role of Speech and Language Therapists to education staff, families, visitors, students, and volunteers and attend open days and parent's evenings as requested.
28. To quickly act/act in a timely manner in all cases relating to Adults at Risk (Safeguarding Adults) and Child Protection. The post holder must be fully conversant with all policies (and practice issues/and responses required) relating to adult and child protection matters that impact on their practice.

## **Personal Development**

1. To keep abreast of recent developments in the education and care of learners with special needs.
2. To attend relevant exhibitions and courses whenever possible, after consultation with the Line Manager, and give feedback if required.
3. To organise and attend all appropriate in-service training programmes as discussed with your supervisor or line manager.

29. To take an active part in weekly supervision in the form of face-to-face/ peer/group/ long arm supervision and travel to other sites if required.

## **Health and Safety**

*Ensure that the colleges Health & Safety policy is adhered to through:*

1. Taking care of your own health & safety.
2. Taking care of the health and safety of others.
3. Co-operating with line manager and colleagues on health and safety matters.
4. Not interfering with anything that is provided to safeguard health and safety.
5. Complying with the college's' Health and Safety Policy and Procedures.
6. Ensuring safe systems of work and procedures are in place at all times.

## **Required Competencies**

<b>Knowledge</b>	Demonstrates required level of knowledge and skills appropriate to the job. Essential to be competent with office programmes
<b>Decision Making</b>	Demonstrates the will and confidence to render judgements, make decisions and take action to achieve results appropriate to responsibilities
<b>Drive, Energy and Self Motivation</b>	Strives to improve personal or team performance by committing to challenging but realistic standards and objectives. Continually improves quality, efficiency and output
<b>Adaptability and Flexibility</b>	Responds to a changing environment quickly, positively and creatively, helping others through the process of change within the scope of your job knowledge
<b>Meeting 'Customer' Needs</b>	Adopts a positive approach to learners, families, purchasers and internal customers. Demonstrates an understanding of their needs and expectations and a willingness to fulfil them
<b>Teamwork</b>	Contributes to team output by co-operating and supporting colleagues throughout the college, valuing others, sharing knowledge and demonstrating commitment to the colleges Mission Statement
<b>Communication</b>	Interacts and expresses ideas in an appropriate fashion with a variety of audiences, demonstrating good listening, questioning, negotiating, and social communication skills.
<b>Problem Solving</b>	Acquires and uses information from diverse sources to identify problems, evaluate solutions, recommend and where necessary, implement actions to the required level.

	To keep the therapists informed and To ask for guidance from the appropriate therapist when clarification is required.
<b>Planning and Organising</b>	Plans, organises, prioritises, monitors controls, and liaises, making the most effective use of time and resources to achieve objectives within the class timetable.

## Notes

- Many of the learners have complex physical disabilities and complex health needs. These include challenging behaviour and mental health issues. The post holder is expected to respond to challenging behaviour in accordance with College policy and procedure to minimise potential risk.
- Given the nature of the client group, the post holder will be expected to undertake basic manual handling training provided by the College and carry out manual handling techniques as required.
- 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 Orchard Hill policies, procedures and guidelines, including those relating to Equal Opportunities, Health and Safety and Confidentiality of Information.*

## Speech and Language Therapy Assistant

### Person Specification

Criteria	Essential or Desirable
<b>Knowledge, Skills, Aptitudes</b> <ul style="list-style-type: none"> <li>Understanding of the job and its requirements.</li> <li>Ability to recognise the constraints of own role, responsibilities and competence</li> <li>Evidence of ability to accept supervision and guidance</li> <li>Evidence of desire to build on knowledge base</li> <li>Demonstrate an ability to logically organise with rationale behind thoughts/actions</li> <li>Understanding of disability and how therapeutic intervention can be of help</li> <li>Skilled at Microsoft programmes and IT</li> </ul>	E E E E E E E
<b>Personal Qualities</b> <ul style="list-style-type: none"> <li>Confidently articulate with ability to accurately exchange knowledge</li> <li>Evidence of ability to communicate with both peers and students</li> <li>Innovative and creative thinker</li> <li>Evidence of flexible approach</li> <li>Ability to problem solve</li> <li>To have a sensitive approach with ability to maintain students' dignity at all times</li> <li>Ability to undertake moving and handling tasks</li> <li>Ability to work effectively in a MDT</li> </ul>	E E D E E E E E
<b>Experience</b> <ul style="list-style-type: none"> <li>Experience of working in a community/healthcare/educational environment</li> <li>Experience of working with special needs</li> <li>Experience of working within a team</li> </ul>	D D E