**BOBBY**

**MOORE**

ACADEMY

**Speech & Language Therapist**

Bobby Moore Academy

**Applicant Information Pack**

A group of men on a stage

Description automatically generated

Bobby Moore Academy is an all through school, providing a world-class education for the children of east London. A school characterised by ambition and drive it is transformational in its impact on their life chances and we all as a community stand firm in our belief that;

**Bobby Moore Academy**

We are the drivers of social mobility.

We address social injustice head on.

We are architects of aspiration.

We are unrelenting in our focus on academic achievement.

Our expectations are uncompromising.

We craft good character.

We are custodians of the ‘master key’

We are situated across two iconic sites on the Queen Elizabeth Olympic Park, and our Secondary phase is now heavily oversubscribed. We are building partnerships with the new East Bank development, including the BBC, UCL, V&A East which is bringing incredible opportunities to the young people of East London.

Since the school was founded in 2017, we have set ambitious academic standards backed up by exciting enrichment opportunities, whilst nurturing and caring for the wellbeing of every child. At capacity, our two sites will accommodate over 1500 pupils, including a Sixth Form.   
Built on the legacy of the 2012 London Olympic and Paralympic Games we enjoy world beating facilities including a competition standard 400m running track, full size football pitch and field events space, Astro-turf pitch, and state of the art classrooms and school buildings. Taking leadership inspiration from our namesake and the 1966 World Cup winning team we are inspired to generate transformational change for the young people in our care.



**About the Inclusion Department**

The Inclusion Department at Bobby Moore Academy is a growing department with a diverse and committed workforce who pride themselves on being excellent practitioners and team players. This is an exciting opportunity to play a key role in the development of a newly reformed department. Bobby Moore Academy offers a unique all-through approach to inclusion, with the vision of supporting children with diverse needs to thrive in a mainstream setting from Reception to Sixth Form. We are looking for someone who is enthusiastic, committed to continuous professional development and passionate about supporting children.

**About the David Ross Education Trust**

The David Ross Education Trust (DRET), of which the Bobby Moore Academy is part, has a passionate belief that by offering young people an outstanding range of opportunities they will discover what they can excel at and thus transform their life chances.

Such an ethos demands that at Trust and individual school level, we bring together best practice from across the independent and state sectors, to ensure high expectations and outcomes for pupils. In practice, this ethos is driven through four core values, the rules by which our community will thrives:

* Aspiration – Always aiming high
* Ambition – Being the best we can be
* Courage – Nothing holds us back
* Respect – Always leading by example

We are an equal opportunities employer, and as with all roles within Bobby Moore Academy, we welcome and strongly encourage applications from candidates representing ethnically diverse communities.

**Benefits of working at Bobby Moore Academy**

* World-class facilities
* Comprehensive training, coaching, and mentoring available. We are a school that is
* passionate about the science of learning and implementing evidence-informed practice
* Supportive working culture
* Competitive salary
* Free staff gym on site
* Interest free loans for season tickets and bicycle purchase
* Access to the London Marathon Community Track
* Local staff discount at the View Tube café
* Opportunities to attend Park events

**Job Purpose**

To undertake assessments of scholars’ Speech, Language and Communication needs, write initial and annual review reports and contribute to target setting for individual students. As a key part of the All-through Inclusion department, you will be responsible for SaLT provision for scholars across the academy. You will plan and lead group and individual interventions, train LSAs to deliver interventions and monitor the effectiveness of provision. You will take the lead in identifying ongoing support or training requirements to support the highest standard of SaLT delivery across the school

**Main areas of responsibility**

**Key responsibilities**

* Providing direct and indirect SaLT sessions to scholars in line with the provision and strategies identified on their EHCP (Education Health Care Plan).
* To assess and review scholars’ speech, language and communication needs and implement strategies and therapies as well as the needs identified by Parents / Carers.
* Using specialist knowledge to recommend and develop appropriate adaptations in the curriculum to support speech, language and/or communication.
* Using specialist knowledge to contribute to annual targets and programs related to speech, language, and communication needs of individuals and groups of scholars.
* To work in collaboration with the Inclusion Team and with parents/carers to implement and evaluate targets and develop communication strategies for scholars.
* Adapting practice to meet individual circumstances of scholars, including due regard for cultural/religious/racial/gender and linguistic differences
* Developing and managing SaLT resources and on-going assessment of any resource needs and informing the Executive Principal/Principal.
* To work collaboratively and closely with scholars and staff across both primary and secondary phase.
* To use evidence-based practice and outcome measures, thereby ensuring that practice is continually updated.

**Further duties and responsibilities**

* Identify the speech and communication difficulty or disorder.
* Assess the cause and nature of the problem, for example, congenital problems (such as cleft palate), Tourette’s or acquired disorders after injury.
* Devise and deliver a suitable treatment programme, working on a one-to-one basis or in groups, to enable each of the students to improve as much as possible.
* Review and revise the programme as appropriate.
* Monitor and evaluate progress.
* Write confidential case notes and reports, as well as information for scholars, parents/ carers and other professionals.
* To ensure and facilitate effective communication of SaLT needs.
* Monitoring and maintaining the health and safety of self and others using proactive and reactive strategies. This may include using positive handling techniques.
* To take part in liaison activities such as reviews, open day & parents’ evenings.
* To contribute to the development of effective subject links with external agencies.
* To contribute to the process of ordering and allocation of equipment and materials.
* To identify resource needs and contributing to the efficient/effective use of physical resources.
* To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the scholars.
* Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures.
* Assist in maintaining good discipline of students throughout the school and escort and supervise scholars on planned visits and journeys.
* Supervise scholars at times other than during lessons according to the school’s duty arrangements.
* Assist teachers by receiving instructions directly from professional or specialist support staff involved in the scholar’s education. These may include social workers, health visitors, language support staff, speech therapists, educational therapists, educational psychologists and physiotherapists.

**Whole school duties and responsibilities**

* Play a lead role in modelling the BMA Way and the development of our culture across the academy.
* Commitment and contribution to the co-curricular programme
* Participate in Trust meetings and coaching; work in effective partnership with other colleagues across the Trust
* Engage fully in the academy appraisal process to fulfil personal potential and be able to participate effectively in the implementation of the academy’s goals and improvement plan.
* Manage your own workload and that of others to allow appropriate balance
* Manage and maintain an effective quality assurance process
* To be responsible for promoting and safeguarding the welfare of students and for raising any concerns in line with Academy procedures
* To be responsible for promoting equality and diversity in line with Academy policies and procedures
* Report any safeguarding concerns immediately to the DSL
* Carry out any other reasonable duties as requested by the Executive Principal

**Personal Specification**

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| Qualifications | HCPC Registered, fully qualified Speech and Language Therapist  A good honours degree in a relevant subject  evidence of ongoing professional development | Graduate from high-tariff university  Evidence of postgraduate study  Upper Second or First Class undergraduate degree | Application |
| Experience | Excellent demonstrable experience of raising standards and leading developments in relevant subject area  Experience of successful delivery of the GCSE and A level programmes to a high standard  Experience of working in high-performing contexts  Experience line managing and coaching staff across a range of levels | Experience of working in areas of high economic and social deprivation  Experience of leading developments in the teaching of relevant subject area.  Experience of leadership within subject area. | Application  Interview  References |
| Knowledge & Skills | Commitment to research-informed pedagogy  Relentlessly high expectations of staff and pupils  Excellent subject knowledge  Familiarity and comfort with recent developments in education  Ability to draw meaningful and actionable interpretations from data  Ability to motivate inspire and develop others  Ability to develop the teaching practice of other colleagues | Familiarity with cognitive psychology and its application to education  Experience of coaching and mentoring  Knowledge of contemporary debates around pedagogy and curriculum | Application  Interview  References |
| Character & Ethos | Aligned with BMA’s commitment to transformational education  Values-driven with a strong moral purpose  Motivated, enthusiastic and flexible  Willingness to give and receive constructive feedback  Excellent interpersonal skills  Reflective practitioner, with a commitment to self-improvement  Ability to work under pressure  Commitment to co-curricular education as well as academic programmes | Evidence of volunteering and charitable work  Involvement in sports | Application  Interview  References |



The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**How to Apply**

For more information, please visit [www.bobbymooreacademy.co.uk](http://www.bobbymooreacademy.co.uk)

If you would like to discuss this opportunity further, in confidence, or to arrange a visit please contact the Executive Principal, Steve West, via [principal@bobbymooreacademy.co.uk](mailto:principal@bobbymooreacademy.co.uk)

To apply please visit [www.dretjobs.co.uk](http://www.dretjobs.co.uk)

Thank you for your interest in our school. We look forward to receiving your application.