

THE HOLMEWOOD SCHOOL: Speech and Language Therapist
JOB DESCRIPTION

JOB TITLE	Speech and Language Therapist
LEVEL	At least one year experience in education settings
REPORTS TO	Senior Therapist

JOB PURPOSE:

The post holder will be responsible for providing support to autistic school aged children at The Holmewood School. The post holder will:

- Work alongside a senior therapist and have access to support and supervision.
- Contribute to the developing SaLT team (senior therapist, two junior therapists).
- Manage a defined caseload and work with an agreed degree of autonomy and independence, with regular support/supervision from an experienced speech and language therapist.
- Undertake appropriate formal and informal assessment, with a robust analysis and evaluation.
- Provide a high standard of pertinent intervention for the children and young people at The Holmewood School.
- Participate as an active member of the Multi-Disciplinary Team (consisting of Occupational Therapy, SaLT and Psychotherapy).

REQUIREMENTS:

- Planning and organising provision for own caseload.
- Opportunities for direct intervention and the application of a range of pertinent approaches.
- Development of professional practice and specialism within a specialist school for young people with Autism.
- Opportunities to develop training, workshop and presentation skills.

MAIN DUTIES AND RESPONSIBILITIES:

- Provide support to neurodivergent children and young people, demonstrating sound clinical judgement and evaluation of impact.
- Formally and informally assess students' communication needs and development with proficient knowledge and experience of a wide range of assessment tools (formal and informal).
- Evaluate assessment findings by employing sound clinical interpretation and analytical skills.

- Implement and review specialist SaLT intervention approaches to meet identified complex needs in line with good practice guidance.
- Demonstrate sound skills in dealing with clinical issues in the identified area of specialism.
- Ensure the meeting of deadlines including annual review reports.
- Demonstrate effective time management.
- Ensure quality, safety and reduction of risk in service delivery by use of evidence-based practice.
- Demonstrate a solution-focused approach to complex issues arising in practice with support from colleagues.
- Act professionally in all aspects of own work, ensuring a high standard of clinical care for the caseload.
- Collaboratively work with parents and colleagues to aid understanding of the nature of each students' strengths and needs and the impact of their learning, communication and ability to access the curriculum.
- Empower and enable parents and carers to understand and support behaviour and communication.
- Provide specialist advice to colleagues to support children and young people in the school environment.
- Ensure that families and service users are involved in the planning and delivery of therapy plans with the key aim of fostering participation.
- Work collaboratively with all colleagues, Parents and Carers, other Allied Health workers, Social Services and the Voluntary sector.
- Advise on the promotion of positive communication environments to meet communication needs.
- Refer on to other services/agencies as appropriate.
- Be responsible for continuation of own clinical professional development, and practice reflective practice and clinical supervision as per RCSLT guidelines.
- Adapt practice to meet individual circumstances, including due regard for equality and diversity.
- Be aware of, and respect the right for children and young people's choice and dignity, and promote the school's Equal Opportunities Policy.
- Ensure that intervention aims to promote the child's independence, confidence and competence
- Be aware that duties may be delegated as appropriate by the Head of School.

Governance and risk management

- Maintain contemporaneous and accurate clinical records in line with Health and Care Professions Council and Royal College of Speech and Language Therapists' professional standards.
- Share verbal and written information with others, observing confidentiality and data protection policies.
- Participate in the appraisal process.

Leadership and Management

- Be proactive in the whole school development and school improvement plan, and contribute ideas or projects where appropriate.
- Provide advice and recommendations for change within the school in relation to SaLT standards.

- Be accountable for own professional action and recognise own professional boundaries, providing advice on clinical issues as appropriate.
- Practice within defined local and national policies, guidelines and professional standards.
- Supervise and support SaLT Assistants and teaching support colleagues

Workforce development

- When necessary, support 'Newly Qualified Practitioners' (NQPs) gain competencies in line with the Royal College of Speech and Language Therapists Guidelines
- Provide observation sessions for prospective and current speech and language therapy students.
- Participate in local undergraduate/postgraduate student placement programme, delivering work-based learning opportunities for speech and language therapy students.
- Provide SaLT induction training for new and inexperienced teaching colleagues
- Explain the role of the speech and language therapist to new and inexperienced teaching colleagues, students and volunteers.
- Supervise indirect SaLT intervention of volunteers and inexperienced teaching colleagues.
- Provide observation sessions for students/colleagues from other disciplines.
- Contribute in the multi-disciplinary team meetings
- Deliver SaLT training to colleagues, a diverse range of learners.
- Contribute to the identification of the workforce training needs
- Demonstrate positive professional behaviour within day-to-day practice, acting as a role model for the profession

Finance and resource management

- Consider the condition of the SaLT assessment and resources and order new equipment as appropriate.
- Be responsible for the security and maintenance of the SaLT resources ensuring that standards of safety and infection control are maintained.
- Provide advice where required on SaLT resources needed within the school.

KEY RESULT AREAS:

- Provision of specialist Speech and Language Therapy practice for children and young people with identified needs in the Primary and Secondary School context.
- Management of a highly complex caseload.
- Ensure impact of therapy is monitored and evidenced.
- Quality assurance of Speech and Language Therapy practice in the specialist area, so that practice is safe, effective and of high quality.
- Service improvement across the specialist area, with evidence of clear linkage with whole school policies
- Active participation in the Multidisciplinary team.

COMMUNICATIONS AND WORKING RELATIONSHIPS:

The post holder will communicate effectively with a wide range of service users, including those whose first language may not be English, where the use of an interpreter will be necessary. This will be in order to deliver on all aspects of the specialist role to:-

- Children, young people and families
- Speech and Language Therapy colleagues both within and beyond the service
- Multi-Disciplinary Team
- Teaching and admin colleagues
- Senior Leadership Team

- Local authority and NHS colleagues
- Voluntary and independent service user groups

The post holder will:

- Produce highly specialist reports regarding needs, summarising proposed intervention plans and future recommendations.
- Contribute to termly Individual Education Plans (IEP), Annual Reviews, case studies, and other Multidisciplinary meetings about children and young people at The Holmewood School.
- Represent Speech and Language Therapy at multidisciplinary team meetings to ensure the delivery of an integrated multidisciplinary service to include discussion of intervention, evaluation and progress.
- Be expected to follow the staff code of conduct and provide a welcoming environment where they are courteous to colleagues, visitors and telephone callers.

PHYSICAL DIMENSIONS:

The post holder will

- Be required to travel to and from The Holmewood School sites (N12 8SH and N3 2SY) to carry out duties for the role.
- Demonstrate highly developed auditory discrimination and perceptual skills in assessment, diagnosis and intervention for children and young people with speech, language and communication needs.
- Demonstrate skills in the safe handling of children and young people with complex needs, including unpredictable and challenging behaviour.

EFFORT AND ENVIRONMENT

The work of the post holder will require the following;

Mental effort

- Ability to maintain intense concentration in all aspects of work for prolonged periods.
- Flexible to mental demands of the environment e.g. deadlines and frequent interruptions, unpredictable work patterns.

Emotional effort required in the job

- Ability to maintain sensitivity to the emotional needs of others, particularly when imparting potentially distressing information.
- Exposure to scenarios with other colleagues regarding emotional and stressful subjects for those involved.
- Ability to manage emotional consequences for oneself when working with children and families in difficult circumstances.
- Ability to manage children and young people with challenging behaviour.

HEALTH AND SAFETY:

It is the duty of all school employees to ensure that a safe working environment and safe working practices are maintained at all times. Any specific duties you are required to fulfil as part of the job you are employed to undertake will be detailed as part of your job description.

All employees must comply with the duties imposed on them by the Health and Safety at Work Act and follow the school's Health & Safety Policy.

DATA PROTECTION:

- In line with national legislation, and The Holmewood School policies, all personal data is processed fairly and lawfully, for the specific purpose(s) it was obtained and not disclosed in any way incompatible with such purpose(s) or to any unauthorised persons or organisations, unless a lawful exemption applies.
- The post holder must be familiar with and comply with all of The Holmewood School Policies on Data Protection, Confidentiality and Information Security and Access to children and young people's records and know how to deal with a request for personal information.
- The post holder must be familiar with and comply with the data protection regulations within the GDPR (May 2018).

CONFIDENTIALITY:

The Holmewood School attaches the greatest importance to confidentiality and to the confidentiality of personal health data, personal data and other data held and processed by the School. All data should be treated as confidential and should only be disclosed on a need-to-know basis.

Some data may be especially sensitive and is the subject of a specific organisation policy, including information relating to the diagnosis, treatment and/or care of children and young people and individual staff records. Under no circumstances should any data be divulged or passed on to any third party who is not specifically authorised to receive such data.

Due to the importance that the school attaches to confidentiality disciplinary action will be considered for any breach of confidentiality. All members of staff are expected to comply with national legislation in respect of confidentiality and data protection.

All employees should be mindful of the **six Caldicott principles** when dealing with person identifiable information.

1. Justify the purposes of using confidential information
2. Only use it when absolutely necessary
3. Use the minimum that is required
4. Access should be on a strict need to know basis
5. Everyone must understand his or her responsibilities
6. Understand and comply with the law

POLICIES AND PROCEDURES:

All staff should comply with the School's Policies and Procedures. It is the employee's responsibility to ensure that they are aware of the relevant Policies and Procedures for their area of work. Key Policies and Procedures will be explained as part of induction training.

EQUALITY, DIVERSITY AND RESPECT:

All employees must comply with the Equality, Diversity and Respect Policy and must not discriminate either directly or indirectly on the grounds of race, colour, nationality, religious belief, ethnic or national grounds, sex, marital status, sexual orientation, disability or any other grounds which cannot be shown to be justifiable.

CLINICAL SUPERVISION:

It is mandatory for all professionally qualified Speech and Language Therapists and clinical support staff to actively participate in clinical supervision as an integral part of their professional development. Clinical Supervision will be monitored via agreed review and appraisal mechanisms.

SAFEGUARDING CHILDREN AND ADULTS:

The Holmewood School takes the issues of Safeguarding Children and Adults very seriously. All employees have a responsibility to support the School in its duties by:

- attending mandatory training on Safeguarding children
- being familiar with individual and the School's requirements under relevant legislation
- adhering to all relevant national and local policies, procedures, practice guidance and professional codes
- reporting any concerns to the appropriate authority