

JOB DESCRIPTION

Job Title:	Specialist Speech and Language Therapist	Service Area:	Percy Hedley Foundation – Educational Services
Reports to:	Supervisory SLT Lead Clinician	Salary Band:	Band 6
Professionally accountable to:	Therapy Lead Head of School/College		

JOB PURPOSE

- To assess and provide therapy interventions for a caseload of students with complex needs within an educational setting with broad support from a clinical supervisor. Work is managed collaboratively rather than actively supervised.
- To work within an integrated way within a trans-disciplinary team to ensure that therapy targets are embedded within the curriculum.
- To maintain accurate and contemporaneous records following departmental procedures.
- To work closely with carers and external agencies as required.
- To initiate and organise training and advice to carers, school staff and other professionals as required.
- To supervise students, support workers and less experienced therapists and provide clinical leadership and mentoring for identified staff.
- To use Evidence Based Practice from professional literature and CPD, student preference and clinical experience to inform clinical decision making and best practice.
- To undertake audits and research with supervision.
- Potentially to be responsible for input to other schools in the form of training or advice under the PHF Teaching Schools remit. This would be discussed and agreed individually with the clinical supervisor/lead therapist.

MAIN DUTIES

Clinical

- To implement safe, effective, high quality and evidence based speech and language therapy interventions in collaboration with students, families, carers, school staff and external agencies as required.
- To contribute autonomously to the initial assessment and formulation of speech, language and communication needs and input to decisions around educational placement.
- To demonstrate excellent assessment skills and contribute effectively to trans-disciplinary discussion in order to determine ongoing needs and therapy planning.
- To manage all aspects of a caseload of students following a comprehensive speech and language therapy assessment, working closely within the class teams.
- To produce detailed, comprehensive reports for a range of professionals and carers relating to student needs, current progress and future management, in line with PHF guidelines and expectations.
- To prepare clear therapy plans which relate to the students' Educational, Health and Care Plans and identify SMART targets which will meet documented functional outcomes.
- To demonstrate clinical effectiveness by use of evidence based practice and outcome measures, critically evaluating outcomes for further development.
- To compile and maintain accurate and effective case notes, following PHF Educational Services policy.
- To develop a thorough knowledge of the educational curriculum and teaching approaches in order to implement speech and language therapy targets collaboratively, with all staff and to support joint curriculum planning in relevant areas.
- To develop high quality, evidence based speech and language therapy interventions within specialist relevant fields, for example: AAC; literacy and phonological awareness; dysphagia; SCERTS; behavioural management; community skills; emotional regulation, sensory integration, mental health etc. depending on the nature of the caseload.
- To demonstrate skills in working with students with complex disabilities, including physical disabilities, autistic spectrum conditions and challenging behaviour.
- To demonstrate a working knowledge of current legislation relating to education e.g. Code of Practice, EHC plans.
- To communicate complex information relating to communication needs to students as appropriate, carers and the trans-disciplinary team, demonstrating empathy and ensuring that effective communication is achieved, particularly where barriers to understanding exist.

- To show effective communication and negotiation skills and demonstrate them at all times, particularly in difficult or emotionally charged situations.
- To recognise potential conflict and breakdown when it occurs and address issues immediately, seeking help if required.
- To deal with initial complaints sensitively, avoiding escalation and seeking support from the clinical supervisor/ lead therapist if the complaint cannot be easily resolved.

Organisational

- To manage own time within the requirements of the educational day and caseload priorities, including meeting deadlines for reports and other administrative tasks. To prioritise caseload and workload effectively.
- To work with staff from the PHF Children's Homes/College Residence where required to ensure consistency of approach across settings. This may involve a degree of flexibility in terms of working hours which will be agreed in advance with the clinical supervisor/lead therapist.
- To provide specific and relevant training and advice for carers, educational staff and other relevant parties to extend their knowledge base, maintain high standards and maximise the students' learning.
- To develop, supervise and provide ongoing review of therapy interventions carried out by carers, assistants or other class staff.
- To provide day to day supervision and mentoring of less experienced staff (Band 3, 4, 5) supporting their caseload management as required.
- To facilitate others in the team to develop competence by providing clinical leadership and specialist clinical advice on more complex cases within the boundaries of professional experience.
- To undertake appraisals of assistants as part of the formal performance review cycle.
- To participate in recruitment of assistants and speech and language therapists.
- To initiate and implement risk assessment plans in conjunction with the trans-disciplinary team.
- To understand and adhere to all policies and plans relating to the post and to actively input to policy development, e.g. Moving and Handling, Safeguarding, Health and Safety, Data Protection, Prevent and British Values.
- To have a thorough knowledge of departmental development plans, work to achieve them and to actively input to future planning in order to contribute to the continuing development of the SLT service.
- To initiate and share speech and language therapy innovations, further developing the specialist educational service.

- To participate in standard setting, prioritisation, quality assurance and other relevant working groups for the purposes of planning, monitoring and improving services.
- To monitor equipment, maintain safety and request new stock as needed.
- To supervise SLT student placements and input to other disciplines as appropriate.
- To raise awareness and increase the profile of the SLT profession through explanation and demonstration to visitors, students and volunteers.
- To receive regular supervision from a designated clinical supervisor and undertake a monthly case review to reflect on practice with peers in order to identify areas of strength and development needs.
- To participate in formal performance and development review sessions as a reviewee, developing an ability to identify relevant targets and training needs.
- To be responsible for updating professional knowledge and requesting additional training or support as needed.
- To develop and maintain a personal CPD portfolio to meet the requirements of the RCSLT and HCPC.

Percy Hedley Foundation Educational Services operate in a demanding and often changing environment. Members of staff must be flexible, adaptable and willing to cope with changing circumstances and opportunities. This list of duties and responsibilities must, therefore, be taken as a guide rather than being comprehensive.

Discipline, Health and Safety:

- Adhere to the Percy Hedley Foundation Health, Safety, Safeguarding, data protection and confidentiality policies at all times.
- Purchase tools and equipment from a recognised source.
- Promote Health and Safety in all therapy sessions.
- Maintain tools and equipment to a high standard.
- Carry out all activities with the pupil in mind.
- Develop a Health and Safety culture amongst all learners.
- Report all incidents, accidents and near misses to the Health and Safety Officer, using agreed reporting procedures at the school/ College under the direction of the supervising therapist.
- Maintain a high standard of record keeping in line with the Percy Hedley Foundation Educational Services policies and procedures and guidelines set out by the Royal College of Speech and Language Therapy and HCPC.
- Maintain professional accountability to the Royal College of Speech and Language Therapy and work within the RCSLT and HCPC code of ethics.

Equality and Diversity:

- Promote equality of access through therapy activities to training and employment opportunities for disabled people, and advocate a positive attitude and positive risk taking.
- Recognise that disabled people are individuals who have specific needs.
- Employ support strategies that will empower students.
- To adapt practice to meet individual circumstances including due regard for cultural and linguistic differences.
- Show awareness of knowledge and display non-discriminatory behaviours at all times in relation to culture, race, ethnicity, disability, gender, sexuality and age.
- Recognise the importance of inclusion by using appropriate means of communication at all times.
- Be flexible, trying to meet the changing needs of both service users and environment.
- Remain objective and do not favour any gender, language or culture and comply with The Percy Hedley Foundation policy at all times.

Confidentiality:

- Respect confidentiality. All personal information about students to which you have access should be treated as confidential. Information about the students needs, progress and assessment should only be shared with the team to aid support.

PERCY HEDLEY SCHOOL PERSON SPECIFICATION

SPEECH AND LANGUAGE THERAPIST - BAND 6

	Essential	Desirable
Skills Knowledge Aptitudes	<ul style="list-style-type: none"> • Ability to work successfully as part of an educational, trans-disciplinary team. • Good interpersonal skills. • Proven ability to be personally well organised and to be able to help others to become well organised. • Good communication skills. • Ability to communicate clearly with parents in writing and when talking with them • Ability to keep sound and efficient records. • Proven ability to plan effectively and differentiate to meet individual pupil needs. • Knowledge of a range of therapy strategies appropriate for children with complex special needs including ASD and challenging behaviour. • Good group management skills. • Knowledge and experience of issues related to complex Autistic Spectrum Condition. 	<ul style="list-style-type: none"> • Knowledge of a range of methods of AAC.
Qualifications & Training	<ul style="list-style-type: none"> • Qualified therapist status. • Member of HPC • Member of RCSLT 	<ul style="list-style-type: none"> • Evidence of recent and relevant CPD • Evidence of ASD specific training e.g. PECS, TEACCH, SCERTS
Experience	<ul style="list-style-type: none"> • Experience of working with children who are supported by Education, Health and Care Plans or Statements of SEN. • Experience of working with children with complex special needs including sensory impairment and challenging behaviour. • Experience of communicating successfully with the parents of pupils who have special educational needs. • Experience of assessing pupils with special educational needs in order to plan and implement individual education plans. 	<ul style="list-style-type: none"> • Experience of working with older children.
Disposition	<ul style="list-style-type: none"> • Good level of fitness and stamina • Enthusiastic, energetic, resilient, flexible, creative and resourceful. • Committed to equal opportunities in education. • Willingness to become actively involved in the extended life of the school. 	<ul style="list-style-type: none"> • Willingness to accompany pupils on residential and community trips if required.

