



## JOB DESCRIPTION

<b>Job Title:</b>	<b>Speech and Language Therapist</b>	<b>Service Area:</b>	Percy Hedley Foundation – Hedleys College and Horizons Services
<b>Reports to:</b>	Supervisory SLT Lead Clinician	<b>Salary Band:</b>	<b>Band 5</b>
<b>Professionally accountable to:</b>	Therapy Lead College Principal/Head of Service		

### JOB PURPOSE

- To assess and provide therapy interventions for a caseload of service users or students with complex needs under the regular supervision of a clinical supervisor. Supervision initially to be weekly, moving to monthly as determined by supervising clinician.
- To develop an ability 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.
- To work closely with families, carers and external agencies as required.
- To provide training and advice to families, carers, college/horizons staff and other professionals as required with support from more experienced SLT staff.
- To use Evidence Based Practice from professional literature and CPD to inform clinical decision making.

### MAIN DUTIES

#### Clinical

- To implement safe and effective speech and language therapy interventions in collaboration with students, families, carers, college/horizons staff and external agencies as required.
- To contribute to the initial assessment and formulation of speech, language and communication needs under the direct supervision of a more experienced clinical supervisor.

- To develop assessment skills and demonstrate the ability to contribute to trans-disciplinary discussion in order to determine ongoing needs and therapy planning.
- To manage all aspects of a caseload of students and service users following a comprehensive speech and language therapy assessment, working closely within the team and under the regular supervision of a clinical supervisor.
- To produce detailed, comprehensive reports for a range of professionals and carers relating to student and service user 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 following departmental guidelines.
- To compile and maintain accurate and effective case notes, following PHF policy, under the supervision of more experienced SLT staff.
- To develop a working knowledge of the curriculum and activities and approaches in order to implement communication targets collaboratively, with all staff and to support joint curriculum planning in relevant areas.
- To develop specific knowledge in relation to relevant aspects of SEND e.g. physical disability, complex communication needs, ASC, sensory difficulties, mental health issues etc.
- To develop skills in working with students and service users with complex disabilities, including physical disabilities, challenging behaviour and ASC.
- To develop an understanding of the management of dysphagia where required, working under close supervision from a dysphagia trained therapist, in preparation for undertaking further training if relevant.
- To develop skills in working with all forms of Augmentative and Alternative Communication (AAC) as needed and specific approaches such as phonological awareness, literacy development, social communication etc.
- To assist students and service users with personal care where required. This may involve assisting in the bathroom, helping with eating and drinking or delivering gastrostomy feeds, medication etc. Training will be given.
- To communicate complex information relating to communication needs to students and service users as appropriate, carers and the trans-disciplinary team, demonstrating empathy and ensuring that effective communication is achieved, particularly where barriers to understanding exist.
- To develop 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 seek advice and

support to resolve issues from the clinical supervisor.

- To deal with initial complaints sensitively, avoiding escalation and seeking support immediately from the clinical supervisor.

### **Organisational**

- To manage own time within the requirements of the your caseload priorities, including meeting deadlines for reports and other administrative tasks. To prioritise caseload and workload effectively with support and supervision from more experienced SLT staff.
- To work with staff from the College and Horizons services with support 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.
- To provide specific and relevant training and advice for carers, staff and other relevant parties to extend their knowledge base, maintain high standards and maximise the students and service user's communication/dysphagia progress.
- To develop, supervise and provide ongoing review of therapy interventions carried out by carers, assistants or other staff.
- To assess for and implement risk assessment plans in conjunction with the trans-disciplinary team and develop them with support from the clinical supervisor.
- To be aware of and adhere to all policies and plans relating to the post and to comment on policy developments as requested, e.g. Moving and Handling, Safeguarding, Health and Safety, Prevent and British Values.
- To be aware of and work towards departmental development plans and to input to future planning with support.
- 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 participate in student placements, both SLT and other disciplines as appropriate, under the supervision of more experienced SLT staff.
- 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 develop the ability to reflect on practice with peers and the clinical supervisor to identify areas of strength and development needs.
- To participate in formal performance and development review sessions as 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 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 student 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 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 children and young people.
- 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 Foundation Person Specification Speech and Language Therapist - Band 5

Criteria	Essential	Desirable	Means of Assessment
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>• Qualified SLT status</li> <li>• HCPC Registered.</li> </ul>	<ul style="list-style-type: none"> <li>• Member of RCSLT</li> <li>• Evidence of successful completion of post-registration education</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form.</li> <li>• Interview.</li> </ul>
<b>Experience, Knowledge, Skills</b>	<ul style="list-style-type: none"> <li>• Evidence of experience in relevant areas during training.</li> <li>• Experience of working with children and young people with complex needs and their families.</li> <li>• Knowledge of current SLT interventions for young people with complex communication needs, ASD, physical difficulties, sensory needs and additional difficulties.</li> <li>• Excellent interpersonal skills</li> <li>• Excellent communication skills – both verbal and written</li> <li>• Excellent recording and reporting skills</li> <li>• Proven ability to plan effectively and differentiate to meet individual needs.</li> <li>• Well-developed organisational and self-management skills.</li> <li>• Excellent ICT skills</li> <li>• Ability to prioritise and manage a varied caseload</li> <li>• Able to work independently and in a multi-disciplinary team.</li> <li>• Good group management skills</li> </ul>	<ul style="list-style-type: none"> <li>• Affiliation to Clinical Excellence Networks</li> <li>• An awareness of current legislation relating to the role.</li> <li>• Good presentational and teaching skills</li> <li>• Experience of delivering training</li> <li>• An awareness of issues relating to mental health</li> <li>• Experience of working with challenging behaviour.</li> <li>• Knowledge of signing/AAC</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form.</li> <li>• Interview.</li> </ul>
<b>Personal Qualities: Attitude, Behaviour, Values</b>	<ul style="list-style-type: none"> <li>• Ability to work as part of a team, valuing all contributions from team members</li> <li>• Commitment to learn new skills and be guided by the therapy team and others</li> <li>• Commitment to undertake any training as required</li> <li>• Commitment to participate in continued professional development (CPD)</li> <li>• Commitment to provide relevant training for</li> </ul>	<ul style="list-style-type: none"> <li>• .</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form.</li> <li>• Interview.</li> <li>• References.</li> </ul>

	<ul style="list-style-type: none"> <li>colleagues.</li> <li>• Ability to adapt positively to changes in working practices</li> <li>• Ability to work under pressure and meet deadlines</li> <li>• An ability to cope with the emotional demands of the post</li> <li>• Positive, empathetic and enthusiastic attitude</li> <li>• Flexible and creative.</li> <li>• Highly organised.</li> <li>• Committed to equal opportunities for all</li> </ul>		
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>• Enhanced DBS Disclosure required following interview.</li> <li>• Ability to travel between sites</li> <li>• Able to fulfil occupational health requirements for the role.</li> </ul>		