

**JOB DESCRIPTION**

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

**JOB PURPOSE**

- To assess and provide therapy interventions for a caseload of pupils with complex needs within an educational setting under the regular supervision of a clinical supervisor. Supervision initially to be weekly, moving to monthly.
- 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, school/college staff and other professionals as required with support from more experienced SLT staff.

**MAIN DUTIES**

**Clinical**

- To implement safe and effective speech and language therapy interventions in collaboration with pupils, families, carers, school/college staff and external agencies as required.
- To contribute to the initial assessment and formulation of speech and language therapy needs under the direct supervision of a more experienced 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 pupils following a comprehensive speech and language therapy assessment, working closely within the class team and under the regular supervision of a clinical supervisor.

- To produce detailed, comprehensive reports for a range of professionals and carers relating to pupil needs, current progress and future management, in line with PHF guidelines and expectations.
- To prepare clear therapy plans which relate to the pupils' Educational, Health and Care Plans and identify targets which will meet documented 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 Educational Services policy, under the supervision of more experienced SLT staff.
- To develop a working knowledge of the educational curriculum and teaching approaches in order to implement communication targets collaboratively, with all staff and to support joint curriculum planning.
- To develop specific knowledge in relation to relevant aspects of SEND e.g. physical disability, complex communication needs, ASD, sensory difficulties etc.
- To develop skills in working with pupils with complex disabilities, including physical disabilities and challenging behaviour.
- 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.
- To develop 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 pupils 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 educational day and 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 PHF Children's Homes/College Residence 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, educational staff and other relevant parties to extend their knowledge base, maintain high standards and maximise the pupils' communication/dysphagia needs.
- To develop, supervise and provide ongoing review of therapy interventions carried out by carers, assistants or other class staff.
- To 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.
- 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.

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 and accidents to the Health and Safety Officer.
- 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 HSPC.
- Maintain professional accountability to the Royal College of Speech and Language Therapy and work within the SLT and HSPC 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.

**Confidentiality:**

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

- Remain objective and do not favour any gender, language or culture and comply with The Percy Hedley Foundation policy at all times.

## **SUMMARY OF KNOWLEDGE, SKILLS & EXPERIENCE**

### **Essential**

- Excellent communication skills both verbal and written.
- Ability to use a computer including word processing skills and a variety of software programmes.
- Relevant experience of working with children and young people with complex special educational needs and disability.
- Good interpersonal skills with proven ability to establish and maintain effective and supportive relationships with peers, colleagues, pupils and their families, the wider multi-disciplinary team and external agencies.
- Ability to plan, organise and manage own workload and to demonstrate the required maturity, initiative, flexibility and professionalism to work independently albeit under direction from a qualified therapist.
- An understanding of a range of conditions and how speech and language therapy therapy can help and support.

### **Desirable**

- Dysphagia experience
- AAC knowledge