



# The Percy Hedley Foundation

## JOB DESCRIPTION

<b>Job Title:</b>	<b>Specialist Speech and Language Therapist</b>	<b>Service Area:</b>	Percy Hedley Foundation – Hedleys College and Horizons Service
<b>Reports to:</b>	Supervisory SLT Lead Clinician	<b>Salary Band:</b>	<b>Band 6</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 students/service users with complex needs 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, 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.

### MAIN DUTIES

#### Clinical

- To implement safe, effective, high quality and evidence based speech and language therapy interventions in collaboration with students, families, carers, college staff

and external agencies as required.

- To contribute autonomously to the initial assessment and formulation of speech, language and communication plans and input to decisions around 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 and service users following a comprehensive speech and language therapy assessment, working closely within the teams.
- To produce detailed, comprehensive reports for a range of professionals and carers relating to student and service users needs, current progress and future management, in line with PHF guidelines and expectations.
- To prepare clear therapy plans which relate to the students, service user needs which will meet documented functional outcomes set on an annual or short term basis.
- 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 policy.
- To develop a thorough knowledge of the curriculum or activities we offer and approaches taken 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.
- Following completion of post-graduate training in Dysphagia, to assess and write management plans, liaise with outside agencies and families and monitor outcomes for students with dysphagia needs as required by the allocated caseload, under the supervision of more experienced dysphagia trained staff.
- To demonstrate skills in working with students and service users with complex disabilities, including physical disabilities, autistic spectrum conditions and challenging behaviour.
- 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 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 your caseload priorities, including meeting deadlines for reports and other administrative tasks. To prioritise caseload and workload effectively.
- To work with staff from the PHF College and Horizons services 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, staff and other relevant parties to extend their knowledge base, maintain high standards and maximise learning.
- To develop, supervise and provide ongoing review of therapy interventions carried out by carers, assistants or other 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 our specialist services.
- 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 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 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 Foundation Person Specification Speech and Language Therapist - Band 6

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> <li>• Post Education competencies completed.</li> <li>• Clinical Supervisory Skills course completed</li> <li>• An up to date CPD portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Member of RCSLT</li> <li>• Dysphagia qualification as required</li> <li>• Post-graduate training in areas relevant to the role e.g. Intensive Interaction, signing, Talking Mats, AAC, TEACCH, PECS</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>• Experience in speech and language therapy including working with people with a range of complex needs and their families.</li> <li>• Knowledge of current legislation relating to the role.</li> <li>• Knowledge of risk assessment processes and applications.</li> <li>• Understanding of the Mental Health Act and Mental Capacity Act and their applications</li> <li>• Knowledge of Safeguarding legislation and its application in practice.</li> <li>• Supervision of staff and therapy students.</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>• Skilled at making a differential diagnosis and identifying the appropriate intervention on the basis of evidence from assessment</li> <li>• Well-developed organisational and self-management skills.</li> <li>• Good presentational and teaching skills</li> <li>• Experience of developing and delivering training</li> <li>• Excellent ICT skills</li> <li>• Ability to prioritise and manage a complex 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>• Experience of working with challenging behaviour.</li> <li>• Experience of participating in quality improvement activities</li> <li>• Significant knowledge of evidence based practice in designated specialist area.</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form.</li> <li>• Interview.</li> </ul>
<b>Personal Qualities: Attitude, Behaviour,</b>	<ul style="list-style-type: none"> <li>• Ability to work collaboratively as part of a team, valuing all contributions from team members and leading where needed.</li> <li>• Commitment to learn new skills and share with others</li> <li>• Commitment to undertake any training as required</li> </ul>		<ul style="list-style-type: none"> <li>• Application Form.</li> <li>• Interview.</li> <li>• References.</li> </ul>

<b>Values</b>	<ul style="list-style-type: none"> <li>• Commitment to participate in continued professional development (CPD)</li> <li>• Commitment to provide relevant training for colleagues and families.</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>• Self-aware and committed to personal and professional development . Able to reflect and critically appraise own performance and accept and respond positively to feedback from supervision.</li> <li>• Positive, empathetic and enthusiastic attitude</li> <li>• Flexible and creative.</li> <li>• Decisive and solution focused</li> <li>• Highly organised.</li> <li>• Committed to equal opportunities for all and to promoting a positive image of people with complex needs.</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>		

