

## Job Description: Speech & Language Therapist

**Responsible to:** Service Lead Speech & Language Therapist  
Principal Speech & Language Therapist  
Therapies & Family Support Manager

**Salary details:** OAT Grade 8, SCP 31 – 36 (Grade 6 for newly qualified postholders)

**Working Hours:** 37 hours per week, 39 weeks per year (term time only including training days)

### What you will deliver

#### *Clinical*

- Manage a caseload of pupils with diagnoses of learning disability, autism and related conditions, using profession-specific assessment skills and evidence-based interventions under the supervision of the Principal Speech & Language Therapist.
- Provide appropriate assessment and analysis of clinical and social information from a range of sources to develop appropriate intervention plans.
- Provide a range of direct and indirect interventions in a range of settings as appropriate to the needs of the pupil.
- Use evidence-based practices to provide specialist and targeted interventions relative to the identified needs of the autistic pupil, working alongside teaching staff to ensure the delivery of Therapy programmes.
- Devise, execute and monitor specific and detailed programmes to support development of pupils' social communications.
- Collaborate with teachers, along with other professionals, on Personal Learning Plan (PLP) goal setting and emotional regulation support plans.
- Ensure universal approaches embedded across all classes on caseload, with regular audit and review undertaken.
- Write baseline and annual review reports reflecting knowledge of approaches for autistic pupils and those with related conditions.
- Work closely with pupils, carers and families, involving them in decision-making regarding intervention approaches, sharing assessment and condition related information clearly and effectively, particularly where barriers to understanding exist.
- Demonstrate empathy with and maintain sensitivity at all times to the emotional needs of children, young people and their families.
- Employ excellent communication skills, differentiation and creativity to encourage pupils, staff and carers to engage in therapy programmes.
- Recognise potential conflict and when it occurs seek advice and support to resolve.
- Liaise with therapists, parents/carers, teaching staff and others to continue the effective implementation of strategies to create a total communication environment.
- Adapt the learning environment to maximise the effective communication abilities of students.
- Demonstrate a working knowledge of and be willing to further understand PECS, TEACHH, Total Communication, AAC, Colourful Semantics, Attention Autism, SCERTS and other strategies that facilitate effective communication.
- Use clinical reasoning to review own caseload in liaison with the Principal Speech and Language Therapist, ensuring that intervention is meeting the needs of children and their families and carers.
- Demonstrate clinical effectiveness and maintain own clinical skills in line with evidence-based practice.
- Attend educational and multidisciplinary assessments and reviews where appropriate.
- Maintain up to date and accurate progress notes in line with HCPC standards.

- Provide written advice for statutory assessment of special educational needs as requested and/or contribute to pupil's Education, Health and Care plan by providing a report, setting outcomes and SALT provision recommendations.

### Reporting and Administration

- Be an effective member of the multidisciplinary therapy team at Ormiston Kensington Queensmill Academy.
- Attend or ensure appropriate representation for relevant meetings.
- Autonomously manage own time and prioritise demands of caseload on a day-to-day basis, under the supervision of the Principal Speech and Language Therapist.
- Complete administration tasks including record keeping.
- Have a working knowledge of relevant procedures including Safeguarding Children, SEN procedures and other relevant legislation related to the health, education and social welfare of children, young people and their families.
- Apply the policies and practices of Ormiston Academies Trust and Ormiston Kensington Queensmill Academy.
- Be aware of and adhere to the school, Trust, local and national Child Protection procedures.
- Share information with others, observing information sharing and data protection guidelines.
- Be involved with research projects, audit and review of the Therapy Service as agreed by the Principal Speech and Language Therapist, and/or the Therapies & Family Support Manager.
- Provide evidence and information as required for OFSTED, NAS accreditation and other inspections under the direction of the Principal Speech & Language Therapies and/or the Therapies & Family Support Manager.
- Contribute to development of information and advice for parents or carers through leaflets or on the school website under the direction of the Principal Speech & Language Therapist and/or the Therapies & Family Support Manager.
- Carry out any other duties that may arise under the direction of the Principal Speech & Language Therapist and/or the Therapies & Family Support Manager.

### Supervision & Training

- Responsible for maintaining up to date HCPC registration.
- Participate in regular clinical supervision.
- Develop and maintain the skills and knowledge to ensure clinical best practice.
- Identify personal/professional development evidenced by Personal Development Plan developed within the Ormiston Academies Trust performance management framework, including setting SMART objectives.
- Maintain CPD as outlined by HCPC/RCLST.
- Share new information with and provide training feedback to other staff.
- Participate in the in-service training sessions.
- Demonstrate the ability to reflect on practice with peers and mentors and identify own development needs.
- Contribute to the planning and delivery of specialist training packages to OKQA staff, parents/carers; adapted appropriately to meet the needs of participants, in collaboration with the Principal Speech and Language Therapist.
- Contribute to the clinical training of Speech & Language undergraduates, when required, according to guidelines provided by the higher education institutes.

## Person Specification

This role requires an extensive level of knowledge on autism and child development, with proven experience as a therapist working in school settings. The successful candidate should be able to demonstrate clinical skills, with knowledge of evidence-based therapeutic approaches for use across all school settings and be able to champion the rights of autistic pupils in accessing appropriate and inclusive education services.

	Essential	Desirable
<b>Qualifications</b>		
Recognised Speech and Language Therapy Degree Qualification or equivalent	X	

Postgraduate diploma/masters level expertise in the specialist field of autism or education.		X
Professional knowledge acquired through further training and specialist short courses.		X
HCPC Licence to Practice	X	
Member of Royal College of Speech and Language Therapy		X
Show active interest in CPD in line with RCSLT guidelines	X	
Self-motivated and remain updated with professional practice	X	
An interest in current autism research and practice		X
<b>Experience</b>		
Experience of working with children and young people with Autism and related diagnoses e.g., PDA, ADHD, at undergraduate/post graduate level	X	
Experience of working within a school environment	X	
Working collaboratively with parents/carers and other professionals	X	
Experience of working in a multi-agency and/or multidisciplinary team		X
Experience of assessing the needs of children and young people with complex communication needs including those who do not yet use speech to communicate	X	
Experience of working with pupils presenting with extreme dysregulation		X
Experience of supporting pupils using a range of AAC systems		X
Experience in planning and delivering training to other professionals	X	
<b>Knowledge</b>		
Knowledge of UK legislation and policies relevant to SEND, Autism and Education	X	
Knowledge of assessment tools, treatment techniques and therapeutic interventions	X	
Knowledge and experience of using a range of Autism specific approaches, e.g. PECS, TEACCH, Attention Autism, and the SCERTS framework.	X	
Knowledge of a Total Communication Approach and use of a range of AAC systems	X	
Awareness of the roles of other professionals relevant to SEND, Autism and education.	X	
Awareness of standards of record keeping	X	
Awareness of the principles of clinical governance/audit	X	
Awareness of vulnerable adults, children and young people's safeguarding issues and legislation.	X	
<b>Skills/Abilities</b>		
An enthusiastic and a positive attitude towards supporting autistic people and those with related diagnoses to lead independent and fulfilling lives.	X	
Ability to analyse and interpret assessment findings from both standardised and non-standardised assessments in order to establish appropriate intervention goals and integrate these appropriately into speech and language therapy assessment, therapy plans and reports.	X	
Demonstrate clear clinical reasoning based on evidence-based practice	X	
Present information in a clear and logical manner	X	
Sound written and verbal presentation skills	X	
Able to use own initiative to organise, prioritise and manage own caseload	X	
Excellent interpersonal skills including observation, listening and empathy	X	
Negotiation, problem solving, analytical and reflection skills	X	
Ability to be a good team member	X	
Sound ICT skills	X	