



## PERSON SPECIFICATION

### Head of Therapy (Trust-wide)

#### Qualifications, training and education

- Essential: Recognised Speech and Language Therapy degree qualification or equivalent professional qualification in another relevant profession, such as Occupational Therapy.
- Essential: Registration with the Health and Care Professions Council (HCPC) with a licence to practise.
- Essential: Membership or registration with the Royal College of Speech and Language Therapists (RCSLT) or another relevant professional body.

#### Skills and abilities

##### Technical skills

- Knowledge and understanding of assessment tools used within Speech and Language Therapy practice or the postholder's chosen professional field.
- Knowledge of a range of therapeutic interventions for children and young people with speech, language and communication needs, physical needs, sensory needs, or communication and interaction needs.
- Knowledge and understanding of the principles of clinical audit and service evaluation.
- Proven capability across universal, targeted and specialist therapy tiers, including whole-school development, targeted group provision and specialist one-to-one clinical work, to support consistent access to provision for pupils.
- Ability to establish clinical governance frameworks, supervision systems and safe operating procedures, including DBS, GDPR and health and safety requirements.
- Ability to work within relevant professional standards, including HCPC, RCSLT, RCOT or recognised counselling and mental health standards, as applicable.
- Ability to contribute to safe systems of work for therapy spaces, equipment and higher-risk procedures, including dysphagia, where relevant to professional scope.
- Ability to apply outcome measures, assessment information and service evaluation evidence to support pupil progress, provision quality and service development.



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### Communication

- Ability to communicate effectively with a range of stakeholders, including children and young people with communication needs.
- Interpersonal and team-working skills to support collaborative working with colleagues and multidisciplinary teams.
- Ability to communicate effectively with parents and carers about therapy provision and strategies that support communication development.
- Written and verbal presentation skills to communicate professional advice and guidance clearly.
- Ability to work effectively with NHS, local authority and other external partners, including joint planning and clear referral boundaries.
- Ability to build constructive relationships with pupils, families, professionals and school leaders to support joined-up and sustainable provision.

### Organisation and planning

- Organisational skills and the ability to prioritise workload effectively.
- Ability to plan and reflect on professional practice and therapeutic interventions.
- Ability to lead or shape multidisciplinary therapy, mental health or equivalent clinical or education services across special and mainstream school contexts.
- Ability to support referral, triage and allocation processes using relevant information, including EHCP-linked needs, clinical risk and school priorities.
- Ability to support workforce capacity through recruitment, supervision, student placements, apprenticeships and staff continuing professional development.
- Ability to manage budgets, commissioning arrangements or service level agreements, including internal and external provision models.
- Ability to use accurate records, reports and outcome information to support education planning, Annual Reviews and service accountability.

### Pastoral and inclusion

- Understanding of the needs of children and young people with SEND, including Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder and Social, Emotional and Mental Health needs.



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- Ability to support inclusive practice for pupils with communication and interaction needs within an educational setting.
- Ability to understand the relationship between communication needs, behaviour and emotional wellbeing, to support safe, inclusive and effective provision.
- Ability to promote communication-friendly and emotionally safe approaches across school and Trust settings.

### Personal qualities

- Resilience and the ability to remain calm under pressure and in challenging situations.
- Willingness to work flexibly and adapt to changing priorities.
- Ability to use initiative and exercise sound professional judgement.
- Analytical and reflective approach to professional practice.
- Commitment to collaborative, inclusive and relational practice that recognises behaviour as communication.

### Requirements specific to the role

- All staff and volunteers are expected to be committed to safeguarding, equality and promoting the welfare of children and young people.
- To ensure awareness of local safeguarding policies and procedures and to report any concerns or information received as required.
- Suitability to work with children.
- Commitment to maintaining confidentiality, data protection, health and safety, incident reporting and professional conduct requirements.
- Enhanced DBS clearance and satisfactory employment checks required.
- Suitability to meet any statutory checks required for leadership roles, including Section 128 where applicable.

### Line Management

- Demonstrate empathetic leadership of your team
- Confident in holding difficult, sensitive or challenging conversations with team members.