

JOB DESCRIPTION

Speech and Language Therapist (SaLT)

Reporting to Therapy Lead

Starting Salary: (TCES Salary Band Clinical 2 – equivalent to NHS Band 6 / 7)

Contract and hours Term-Time plus 2 weeks

Purpose

Our expectation is that you will share our commitment to our Principles of Therapeutic Education and play a key role in actively ensuring they are embedded in everything we do within TCES.

Our Principles of Therapeutic Education are:

- We understand neurodiversity.
- We understand attachment.
- We use relationships for recovery.
- We are consistent and predictability (Expectations, Rewards & Consequences).
- We view behaviour as communication (Emotional, sensory & physical needs).
- We have unconditional positive regard for pupils.
- We co-regulate & role-model.
- We demonstrate inclusive, strengths-based practice.
- We develop emotional literacy.
- We develop leadership & life skills.

Job Purpose

The TCES National Online School delivers therapeutic education virtually to pupils with complex co-morbid needs, including pupils with neurodiverse identities and emotionally based school avoidance (EBSA) which present barriers to them accessing mainstream school-based education.

The purpose of this role is to provide speech and language assessments and interventions remotely to children and young people. The Speech and Language Therapist provides interventions to children with significant trauma and adverse childhood experiences who require input through a nurturing approach, individually and in small groups; you will work closely with specialist staff and teachers to meet the needs of the young people they work with, in turn supporting engagement in learning.

Additionally, the role provides interventions to pupils through online therapeutic delivery; this may be due to complex neurodiversity or high levels of anxiety / school phobia but require a significant amount of support to develop independence.

Our Speech and Language Therapists provide a specialised contribution to pupils' clinical assessment and therapeutic treatment, as part of a wider therapeutic offer to our young people. They also advise on moderating the learning environment to support young people in reaching their full potential, creating a therapeutic environment by building a therapeutic

understanding & culture through training, workshops and general promotion of therapeutic practice to all staff.

Main duties and responsibilities

Liaise closely with key colleagues, the multi-disciplinary clinical team, and managers to provide an intensive online speech and language therapy service for a caseload of children enrolled within TCES National Online School.

Identify all children and young people who have Speech and Language Therapy (SLT) assessment and intervention identified as a need on their Education, Health and Care Plan (EHCP) and ensure that this is delivered effectively and in a timely manner.

Conduct virtual observations of pupils in their online learning environments to identify those who would benefit from SLT input, including students who do not have this identified on their EHCP.

Engage pupils in innovative, helpful, therapeutic, and meaningful online activities that support them in engaging in learning and reaching their full potential.

Undertake highly specialised Speech and Language Therapy assessment by identifying and administering appropriate online assessment tools to determine and understand pupils' needs, producing comprehensive assessment reports.

Assess and manage the complex communication needs of children and young people in an online setting, supporting them to feel safe, engaged, and able to participate in group learning.

Develop and provide a bespoke menu of strategies to support communication development, including the creation of individualised communication passports.

Provide specialised reports on Speech and Language Therapy provision, detailing attendance, engagement, expressive and receptive communication, and progress in therapy.

Design and implement online interventions and strategies for children and young people presenting with difficulties in one or more of the following areas:

- Receptive and expressive language
- Social cognition (including social communication skills, abstract and inferential thinking, understanding perspectives)
- Emotional recognition and regulation
- Attention and concentration
- Social skills and peer interactions
- Speech clarity and fluency
- Identity and self-expression through communication

Work collaboratively with parents/carers, education, health, social care, and other multi-disciplinary colleagues to assess, design, and develop evidence-based intervention and management plans that can be implemented within the online school environment and the child's home.

Provide training and support to school staff on utilising SLT strategies effectively in an online learning environment to enhance pupil communication and engagement.

Encourage self-awareness, exploration, and reflection on feelings, relationships, and communication challenges through therapy interventions.

Contribute to multidisciplinary risk assessment and management plans for individual young people and for specific online activities or interactions.

Provide clear, concise written and verbal feedback suitable for various audiences, including pupils, parents/carers, and professionals.

Attend virtual Group Process meetings with pupils and the multidisciplinary team, as required.

Maintain sensitivity at all times to the emotional needs of pupils and families when communicating complex or distressing information about their communication difficulties and the impact on their lives.

Monitor and evaluate pupil progress during interventions, using appropriate online outcome measures and adapting therapy accordingly.

Maintain clear written records of all interventions, ensuring compliance with GDPR and confidentiality protocols.

Participate in regular clinical discussions with staff and the pastoral team to ensure a collaborative approach to pupil support.

Provide specialist advice, consultation, and training to school staff on speech and language needs in an online learning context.

Ensure appropriate liaison with external networks, professionals, agencies, carers, and parents to support holistic intervention planning.

Stay up to date with legislation, guidelines, and best practices affecting speech and language therapy provision in online education settings.

Record, address, and escalate any concerns or complaints in line with the TCES Complaints Procedure, ensuring that all issues are resolved appropriately.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and Qualifications

Recognised Speech and Language Therapy Degree Qualification or equivalent.

Health & Care Professions Council – Licence to Practice.

Registered member of the Royal College of Speech and Language Therapists.

Knowledge and experience

Minimum of 3 years' post-qualification experience, 2 of which are within the areas of specialism as defined below:

- Pupils at high risk of sexualised behaviour
- Pupils with high risk violent and aggressive behaviour towards others
- Pupils exhibiting mental health issues Tier 3/4
- Pupil at high risk of sexual exploitation
- Pupils with significant substance misuse issues
- Pupils with significant gang related issues
- Pupils with school phobias – Tier 3/4 anxiety disorders – highly persistent long-term school phobic or deeply disengaged
- Young pregnant girls/highly vulnerable and or offending teenage girls and young mothers
- Pupils with complex offending behaviours
- High Risk pupils who are CLA returning from out of county placements
- High dependency pupils with a range of physical, psychological and healthcare needs

Substantial experience of working with highly complex and high-risk children with social, emotional and mental health difficulties (SEMH) and/or on the Autistic Spectrum.

A high level of experience of multi-disciplinary and inter agency working.

Knowledge of the principles of clinical governance/audit/research.

Skills and ability

Ability to plan and organise own workload, working flexibly and creatively.

Ability to work collaboratively with colleagues to plan, evaluate, monitor and develop services.

Proficient communication, IT and interpersonal skills.

Developed negotiation and problem-solving skills in complex situations.

Resilient and robust role model.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES values.

March 2025