



Speech and Language Therapist – Learning Support Assistant (SaLT LSA)

JOB DESCRIPTION

Role Purpose:

To support pupils with Speech, Language and Communication Needs (SLCN) by delivering targeted interventions, implementing therapy programmes designed by qualified Speech and Language Therapists, and supporting communication development across the school environment. The SaLT LSA will work closely with teaching staff, therapists and the SEN team to help pupils access learning and achieve positive outcomes.

Key Accountabilities:

Direct Support for Pupils

- Deliver 1:1 or small-group speech and language interventions as planned by the SaLT.
- Support pupils within lessons, enabling access to learning and communication tasks.
- Implement strategies and targets from pupils' EHCPs or Individual Plans.
- Encourage pupil independence and communication confidence across the school.
- Provide positive reinforcement, praise and behaviour support during sessions and class activities.

Therapy Programme Implementation

- Assist with therapy assessments through observation, note-taking and contributing to discussions.
- Prepare, organise and maintain therapy materials, visuals, AAC resources and communication aids.
- Support pupils using high-tech and low-tech AAC devices as directed by the SaLT.
- Carry out planned programmes independently once trained and signed off by the Speech and Language Therapist.

Monitoring, Recording and Reporting

- Maintain accurate and confidential records of intervention sessions, progress and observations.



- Provide feedback to class teachers, SaLTs, SENCo and external specialists as required.
- Contribute to review paperwork, reports and evidence for EHCP reviews or SEN meetings.

Classroom and Whole-School Support

- Work collaboratively with class teachers and LSAs to embed communication strategies in classrooms.
- Adapt learning materials to support communication needs, such as visual aids, word banks, sequencing cards and simplified texts.
- Promote inclusive learning environments where pupils with SLCN can fully participate.
- Support wider SEND or classroom duties when required (typical of SaLT Assistant roles embedded in schools).

Collaborative Working

- Liaise with outside agencies (e.g., SALT service, Educational Psychologists), contributing relevant information when appropriate. [teachinherts.com]
- Work as part of a multidisciplinary team, attending planning meetings and therapy briefings.
- Participate in school-based training, inset days and professional development relating to SLCN and SEND.

Culture

Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.

Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.



PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none">• Show energy, enthusiasm and passion for what you do• Demand the highest quality in all that you do, and in the work of your team• Willing to champion new ideas and think beyond the status quo• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better• Be open to new ideas and change where it will have a positive impact on the organisation• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work
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	<ul style="list-style-type: none"> • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	<ul style="list-style-type: none"> • Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none"> • Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small, of your colleagues • Be generous with sharing your knowledge to help to develop others • Understand and be willing to receive suggestions and input on your area of work from others • Support your colleagues, even when this means staying a little later, or re-prioritising some of your work • Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams



KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E – Essential

Assessed at

A – Application Stage

D – Desirable

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	GCSE Maths and English Grade 4 or above (or equivalent)	X		X	X	
	Knowledge of ELKLAN strategies or completion of ELKLAN training is highly desirable.		X	X	X	
	Evidence of continuous professional development		X	X	X	X
	Additional relevant training in Safeguarding		X	X	X	X
	Knowledge of speech, language and communication needs	X		X	X	
	Knowledge of National Curriculum requirement		X	X	X	X
Experience	Experience working with children, ideally in a SEN setting	X		X	X	X
	Experience supporting children with communication needs		X	X	X	X
	Experience maintaining accurate notes or records		X	X	X	X
	Experience working as part of a multidisciplinary team		X	X	X	X
	Strong communication skills, both spoken and written	X		X	X	X
	Good observational skills	X		X	X	X



	Ability to adapt to different ages and abilities		X	X	X	X
	Highly effective organisational skills	X		X	X	X