

Job Description: Service Lead Speech and Language Therapist

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

Salary details: OAT Grade 10, SCP 41 - 44

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

Job Purpose

- To take a lead in coordinating and providing a highly specialist Speech and Language Therapy service to a case load of autistic children and additional needs attending Ormiston Queensmill Academy, Shepherds Bush.
- To take a lead in service planning, policy and delivery of Speech and Language Therapy at the Ormiston Queensmill Academy in liaison with the Principal Speech and Language Therapist.
- To be the lead contact for the Ormiston Queensmill Academy Speech and Language Therapy Service and represent the service at relevant meetings and events both within and outside the school.
- To be involved with reviewing consultations for new student admissions to the service and supporting their transition, in liaison with Managers.
- To plan and deliver specialist training to staff, parents/carers and other professionals (as relevant to Speech and Language Therapy) on supporting autistic children in liaison with the Principal Speech and Language Therapist.
- To provide supervision, in collaboration with the Principal Speech and Language Therapist, to speech and language therapy assistants or more junior speech and language therapists working within your service where relevant.
- To maintain a highly specialist knowledge base including postgraduate training in autism specific speech and language therapy approaches through participation in CPD activities.

Main Duties and Responsibilities

Clinical

- Provide, maintain and manage an effective Speech and Language Therapy Service.
- To independently manage and effectively prioritise a complex caseload of autistic pupils
- To deliver a Highly Specialist Speech and Language Therapy service
- To demonstrate clinical effectiveness using evidence-based practice and outcome measures relevant to the field of Autism
- To deliver Speech and Language Therapy provision to children as specified in Education Health and Care Plans in line with the Children and Families Act 2014.
- To provide professional expertise, assessment and advice for complex and difficult cases and legal disputes such as tribunals relating to Speech and Language Therapy as required.
- To demonstrate a working knowledge of and be willing to further understand interventions and approaches to facilitate effective social communication for Autistic Children and Young People.
- To use evidence-based practice to devise, execute and monitor specialist and targeted intervention programmes relative to the identified needs of the autistic pupil, working alongside teaching staff to ensure the delivery of programmes
- To collaborate with teachers, to ensure universal approaches are embedded across classes, with regular audit and reviews undertaken.

- To support the transition process of Autistic children/ young people entering adulthood and/or moving to a different setting.
- To refer on to external services as appropriate and act as professional lead where required.
- To demonstrate established negotiation skills in the management of conflict across a range of situations.
- To use advanced clinical reasoning to review own caseload ensuring that intervention is meeting the needs of children and their families and carers.
- To assist in the planning and initiation of new/different areas and methods of working.
- To maintain own clinical skills in line with current evidence based practice.
- To demonstrate clinical effectiveness by use of evidence based practice.
- To be responsible for making independent decisions in relation to intervention when working independently with clients and carers.
- To collaborate with teachers, along with other professionals, on Education Health and Care Plan outcomes, termly targets and emotional regulation support plans
- To attend educational and multidisciplinary assessments and reviews where appropriate
- To assess children's communication and interaction needs and provide professional advice to contribute to statutory assessments (Education Health and Care Plan Need Assessments) and the annual review process for individual children in line with the Children and Families Act 2014.
- To write annual review reports reflecting knowledge of Speech and Language Therapy approaches for autistic individuals.
- To assess students' need for individualized AAC systems, including high tech AAC assessment and referrals in line with the AAC Pathway.
- To ensure all students' individualised AAC systems are regularly reviewed and updated, in collaboration with the class team.
- To 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.
- To maintain sensitivity at all times to the emotional needs of children and their families/carers, in particular when imparting potentially distressing information regarding the nature of the child's difficulties and implications of the same
- To motivate children/ young people and families/ carers to engage in the therapeutic process.
- To provide advice to parents and carers regarding the management and support of children/ young people, ensuring transfer of supports from school to home.
- To work collaboratively with interpreters during assessment and ongoing intervention with families for whom English is an additional language, if and when required.
- To work at Ormiston Queensmill Academy, Shepherds Bush as the main base, Ormiston Queensmill satellite provisions/resources bases and Ormiston Kensington Queensmill Academy or Resource Bases as needed in addition to other environments at times, including children's home settings, local nurseries and schools, using public transport as and when necessary.

Reporting & Administration

- Be an effective member of the multidisciplinary team at Ormiston Queensmill and Ormiston Kensington Queensmill Academies Therapy Service.
- Represent the SaLT service within Senior and Middle Management Team meetings as required.
- Undertake managerial tasks as agreed with the Principal Speech and Language Therapist, Therapies Manager or Academy Principal.
- Autonomously manage own time and prioritise demands of caseload on a day-to-day basis.
- Develop and update policies related to the Speech and Language Therapy Service for Ormiston Queensmill Academy.
- To attend or ensure appropriate representation for relevant meetings
- Promote awareness of and explain the role of Speech and Language Therapy to colleagues, parents/carers and other services.
- To share information with others, observing information sharing and data protection guidelines
- To maintain up to date and accurate case notes in line with the Therapy Service, HCPC and RCSLT professional standards
- To produce a range of reports regarding children's needs, reflecting specialist knowledge, summarising proposed care plans and ensuring that these are integrated into the child's outcomes.

- To ensure written reports from supervised staff meet departmental standards reflecting appropriate level of knowledge and to provide guidance and approval for provision changes.
- To provide regular and up-to-date data on caseload management, relevant to EHCP provision demands
- To be familiar and comply with national legislation related to the health, education and social welfare of children/young people and their families, and how these are applied to the policies and practices of the trust.
- To apply the policies and practices of the trust.
- To be aware of and adhere to the academy, Trust, local and national Child Protection procedures
- To provide evidence and information as required for OFSTED, NAS accreditation and other inspections.
- To contribute to development of information and advice for parents or carers through leaflets or on the school website, under the direction of Principal Speech and Language Therapist.
- Be responsible for the Speech and Language Therapy budget for Ormiston Queensmill Academy in collaboration with the Principal Speech and Language Therapist including monitoring spending and budget planning.
- To carry out any other administrative duties that may arise under the direction of Principal Speech and Language Therapist, and/ or Therapies and Family Support Manager

Supervision & Training

- To be responsible for maintaining up to date HCPC and RCSLT registration.
- To adhere to RCSLT Professional and Clinical Standards as well as National and Local Clinical Guidelines
- To work within the framework of Clinical Governance and its application to professional practice
- To participate in regular clinical supervision to ensure clinical best practice, use of reflective practice and appropriate decision making.
- To identify personal/professional development within the OAT performance management framework, including setting SMART objectives.
- To demonstrate the ability to reflect on practice with peers and mentors and identify own development needs.
- To maintain CPD (as outlined by HCPC/RCSLT) using reflective practice and by attending relevant courses, meetings and CEN groups etc., and reading appropriate literature.
- To develop and maintain the skills and knowledge required of a highly specialist Speech and Language Therapist working with autistic children and young people to ensure clinical best practice
- To share new information with and provide training feedback to other staff.
- To participate in the in-service training sessions.
- Reflect on and evaluate training provided.
- To adhere to relevant procedures including: Safeguarding Children, SEN procedures and other legal frameworks

Service Development, Supervision and Support of others

- To provide mentoring and/or supervision to more junior Speech and Language Therapists and assistants
- To provide SaLT student placements as agreed by the Principal Speech and Language Therapist, including assessment of the placement as appropriate and support MDT student placements to understand the Speech and Language Therapist's role within Special Schools and Autism.
- Act as a source of clinical expertise and advice regarding Speech and Language Therapy practice at Ormiston Queensmill Academy.
- Plan and provide specialist training packages to Ormiston Queensmill Academy staff, parents/carers and external providers. Training to be adapted appropriately to meet the needs of course participants.
- Develop and implement evidence-based practice and client outcome measures.
- Be flexible to the demands of the environment including deadlines and frequent interruptions.
- Provide support to Principal Speech and Language Therapist in service planning, policy development and delivery of therapy services at Ormiston Queensmill Academy.
- To undertake delegated tasks as agreed by Principal Speech and Language Therapist and Therapies and Family Support Manager, including developing and updating policies related to the Therapy Service; to attend or ensure appropriate Therapy Service representation at relevant meetings; to participate in the recruitment of staff where required; to undertake research projects, audit and review of service delivery.
- To monitor stock levels in own service area and request new equipment as appropriate
- To be responsible for the security, care and maintenance of equipment ensuring clinical guidelines and standards of infection control and safety are maintained – including equipment loaned to clients

This is a description of the duties of the post as it is at present. This is not intended to be exhaustive and does not, therefore, form part of your contract of employment. The job will be reviewed on a regular basis in order to ensure that the duties meet the requirements of the service and to make any changes necessary. This procedure will be conducted by each manager in consultation with those working directly with him/her. You will, therefore, be expected to participate fully in such discussions.

Location

The postholder will be expected to work at any trust establishment at any time throughout the duration of his/her contract.

Equal Opportunities

It is the aim of the trust to ensure that no job applicant or employee receives less favourable treatment on grounds of gender, marital status, religion, race, colour, sexual orientation, nationality, ethnic or national origins, or on the grounds of disability. Selection for training, development and promotion will be on the basis of an individual's ability to meet the requirements of the job.

Dignity at Work

All staff should treat other staff, patients and the public with dignity and respect.

Personal/Professional Development Planning

All staff should have a personal development plan and in conjunction with their manager, should actively determine and pursue agreed training and development needs and opportunities.

Confidentiality

The post holder must at all times maintain the complete confidentiality of the material and information that they handle.

Person Specification

FACTORS	ESSENTIAL	DESIRABLE
Education/ Qualifications	<ul style="list-style-type: none">• Recognised Speech and Language Therapy Degree Qualification or equivalent• Professional knowledge acquired through further training and specialist short courses.• Registration with the Health and Care Professions Council (HCPC).• Member of Royal College of Speech and Language Therapy (RCSLT)• An up to date professional portfolio demonstrating reflective learning (CPD) in line with RCSLT and HCPC guidelines	<ul style="list-style-type: none">• Postgraduate diploma/masters level expertise in the specialist field of autism or education.
Experience	<ul style="list-style-type: none">• At least 4 years post-qualification experience working within relevant fields• Experience working with autistic children and young people and of	<ul style="list-style-type: none">• Experience working with students presenting with extreme dysregulation• Experience contributing to effective service development, evaluation and improvement

	<p>using neurodiversity affirming approaches and strategies.</p> <ul style="list-style-type: none"> • Experience working with autistic children and young people and related diagnoses e.g., PDA, ADHD • Experience working within a special school environment • Experience working collaboratively with parents/carers and other professionals • Experience working within a multi-agency and/or multidisciplinary team • Experience managing complex cases using clinical reasoning and evidence-based practice. • Experience assessing the needs of children and young people with complex communication needs including those who do not yet use speech to communicate • Experience contributing to EHC plan assessments and reviews • Experience supporting students using a Total Communication Approach and range of AAC systems (including high tech systems) • Experience designing and delivering specialist advice and training to parents and professionals • Experience mentoring, advising, supporting and clinically supervising less experienced SaLTs or assistants • Experience of psychosocial aspects of working with families of children with severe disabilities 	<p>activities/ projects</p> <ul style="list-style-type: none"> • Direct experience or involvement with the research process • Understanding and experience of cultural differences and their impact on Speech and Language Therapy provision. • Experience reviewing consultations/providing assessments for potential new student admissions to a school.
Knowledge	<ul style="list-style-type: none"> • Knowledge of National legislation and policies relevant to Autism, Health and Education provision for children and families (including Safeguarding) • Knowledge and critical awareness of current developments in Speech and Language Therapy practice. • Comprehensive knowledge of the developmental stages of children and young people. • Knowledge of assessment tools, treatment techniques and therapeutic interventions relevant to cohort • Comprehensive specialist knowledge of autism and Speech and Language Therapy approaches relevant to this cohort (e.g., Total Communication Approach and AAC systems) 	<ul style="list-style-type: none"> • Knowledge of Educational Legislation and the National Curriculum

	<ul style="list-style-type: none"> Knowledge of the role and boundaries of the Speech and Language Therapist within the multidisciplinary team 	
Skills/Attitudes	<ul style="list-style-type: none"> An enthusiastic and a positive attitude towards supporting autistic children and young people to lead independent and fulfilling lives. Ability to work independently and collaboratively in a team, with a range of professionals and statutory bodies. An ability to use clinical and ethical reasoning skills to analyse and interpret assessment findings, plan and evaluate intervention programmes Ability to design and implement impactful intervention programmes and working effectively with those who implement them to ensure fidelity Ability to demonstrate clear clinical reasoning based on evidence-based practice Ability to present information in clear and logical manner Excellent presentation skills, both written and verbal Ability to organize, prioritise and manage complex workload and delegate task to others. Excellent communication skills with ability to clearly communicate sensitive information with consideration, to parents, carers and professionals Ability to recognize and manage difference of opinions and effectively resolve conflict Ability to work calmly under pressure and be flexible to demands Highly developed negotiation, problem solving, analytical and reflection skills Excellent and effective team working skills Sound ICT skills 	