

SPEECH AND LANGUAGE THERAPIST BAND 7 JOB DESCRIPTION

Post Title: Speech & Language Therapist

School: Kisharon Noé School – Hendon (NW London)

Salary: NHS Band 7 – part time (3 days per week) academic year (including Outer London Weighting)

Team: Kisharon Noé School Therapy Team

Accountability: Head of Therapies

JOB SUMMARY:

This post is based at Kisharon Noe School for children aged 4 – 19 years who have complex learning and medical needs and Autism. The school operates a total communication approach, and Speech and Language Therapy is delivered both individually and within the class environment.

You will be working in Kisharon Noe School for children with Complex needs, dysphagia and Autism, alongside one other Speech and Language Therapist. The therapists work both in the class room and see children individually.

Key responsibilities are to carry a personal clinical caseload working at a Specialist level of professional competence as well as advising/training carers and school staff on clinical issues. These may be related to effective communication strategies/good communication environment as well as related to individual disorders. In addition to this the post holder will need to be able to work with students who have dysphagia at both an assessment and therapeutic level.

The Post holder will be expected to work as a clinical specialist in this field providing training, second opinions and supervision to other therapists.

Main Scope of Post

- To deliver a specialist Speech & Language Therapy service to the pupils, working closely within a team of colleagues of all disciplines.
- To support pupils with Speech & Language Therapy recommendations based on their Educational Healthcare Plans and take referrals regarding pupils within the school.
- To provide a service to meet the changing needs presented by the pupils of the school.
- To adapt the service to meet any additional demands presented by the pupils e.g. challenging behaviour, sensory needs, specific diagnosis.
- To provide clinical assessments, reports, therapy programmes, and advice and training within the school environment.
- To involve pupils and their carers throughout the intervention in order to support and enhance pupils and young people's ability to access their education.
- To safeguard and promote the welfare of the pupil's accessing Speech & Language Therapy and raise any concerns to the designated safeguarding lead.
- The post-holder will be an autonomous practitioner who will carry ongoing responsibility for a defined clinical caseload.
- To provide an active contribution to the school's professional development programme that is aimed at increasing the understanding, skills and knowledge of all staff in the school.

- To assess, differentially diagnose, plan and implement therapy for children with speech, language and/or communication difficulties and those with dysphagia on own caseload and supervise others to do so.
- To supervise the band 6 SALT, assistants, trainees and others working with post-holder, wherever applicable
- To work with the head of therapies in prioritizing caseloads and planning input to continue to provide an effective and efficient service in school.

Main Areas of Responsibility

Communication and Relationships

- To effectively communicate (in a highly skilled and sensitive manner) complex and sensitive information with pupils, parents/carers, and other school staff, whilst ensuring participation of all involved in holistic management of the child's needs.
- To use a specialist level of skills in negotiating, agreeing, and setting goals with the family and other professionals; to manage potentially conflicting situations when information may be contentious or distressing.
- To ensure all work is sensitive to the needs of a range of ethnic, cultural and religious groups; is gender sensitive, anti-discriminatory, and is respectful in its acknowledgement of diversity.
- To inform and empower parents and carers in understanding the nature of their child's disability, the impact it has on behaviour and communicative functions, and the activities and strategies they can use at home to develop their child's communication abilities. The post-holder will be able to explain in a number of professional contexts how any Speech & Language Therapy needs will be met in the school.
- To demonstrate flexible communication skills where there may be barriers to communication due to hearing, speech or visual impairment, learning disabilities, social communication difficulties, or for where English is not the first language.
- To carry out appropriate classroom observations and consult with class teams, parents, carers, and other professionals (as appropriate) prior to assessment or work undertaken with pupils.
- To participate and contribute to class and staff meetings, and parents' evenings.
- To participate and contribute to Multi-Professional Team Meetings, and communicate complex and sensitive information. To contribute to effective team functioning, service delivery and development.
- To participate and contribute to regular Therapies Service Meetings, Team Meetings, Team Supervision, and consultations with other members of the team.
- Provide training for staff and parents.

Knowledge, Training and Experience

- To provide a specialist SLT service, based on professional knowledge acquired through training in Speech and Language therapy to degree level.
- To draw on up to date knowledge gained from relevant training and experience of working with special needs, integrating knowledge and understanding of child development to address communication needs.
- To be responsible for the management and development of own Continuing Professional Development (CPD), identifying and contributing to the evidence based practice of Speech & Language Therapy.
- To attend relevant courses, lectures and visits and keep up to date with relevant professional knowledge, including mandatory school INSET.
- To follow the relevant professional body's CPD scheme, and adhere to the CPD requirements of the HCPC and of Kisharon Noé School.
- To participate in Kisharon Noe's Appraisal process with the Head of Therapies.
- To achieve and demonstrate agreed standards of personal and professional development within agreed timescales.
- To understand and apply National Guidelines and legislation relating to Speech and Language Therapy practice.

Planning and Organisation

- To autonomously manage a complex SLT caseload of pupils with a range of neurological and developmental disabilities.
- To prioritise, plan and develop appropriate individual and/or group goal and task oriented therapy plans, and formulate a range of individualised specialist treatment programmes, in consultation with parents and class staff.
- To arrange regular clinical supervision in accordance with professional codes of practice
- To be responsible for liaising with other agencies, including referral and/or joint assessments and following appropriate after care protocols.
- To work alongside the Learning Support Assistants with responsibility for SLT support to: identify pupils to work with; set, review and update targets; deliver appropriate programmes to individuals and/or groups of pupils, where appropriate.

Responsibility for Client Care

- To assess, plan, implement and evaluate SLT interventions, using advanced clinical reasoning, critical thinking, reflection and analysis.
- To provide specialist, individual, child focused assessments and interventions for pupils with SLT recommendations on their Educational Healthcare Plans / EHC plans including reviewing assessments, contributing to PLP/IEPs and target setting.
- To use specialist knowledge to refer pupils and families to other services/professionals as necessary.
- To ensure that pupils' needs are identified, assessed and constantly monitored, with appropriate referrals being made (these may include further specialist interventions).
- To use specialist knowledge, skills and experience to select and administer specialist paediatric standardised/non-standardised SLT assessment tools.
- To monitor, evaluate and modify intervention using set goals, feedback, re-assessment and evidence based practice to measure the effectiveness of the intervention.
- To provide varied modes of intervention e.g. group settings, paired therapy sessions, joint therapy sessions, advice, consultation, teaching others.
- To report any incidents of harm or near risk in line with Kisharon Noe's Policy ensuring appropriate actions are taken to reduce risk and reoccurrence.
- To promote and safeguard the welfare of the pupils and young people in therapy at all times, and to maintain good standards of client care and personal professionalism to provide an effective therapeutic environment.
- To refer children to other Health, Education or Social Services professionals as necessary.

Responsibility for Policy/ Service Development

- Work within a changing environment and make recommendations for service development.
- To work in accordance with school policies and procedures and local authority guidelines.
- To be responsible for the health and safety of self and others using proactive and reactive strategies. This may include using positive handling techniques.
- To liaise closely with the Head of Therapies regarding the role of the Speech & Language Therapist within the school, and propose changes to practice and procedures within service where necessary.
- To implement policies and propose changes to the Therapy team, in order to develop Speech & Language Therapy services according to pupil need and in accordance with national and professional guidelines.

HUMAN RESOURCES:

- To supervise the work of volunteers, assistants and students as required
- To train more junior Speech and Language Therapists, students and other professionals and to evaluate the effectiveness of training provided.
- To carry out PDR's for more junior staff
- To be responsible for organising and managing own SLT student placements

RESEARCH AND DEVELOPMENT:

1. To be innovative in the development of audit, research projects and other clinical effectiveness programmes within your team.
2. To lead in clinical audits on specific projects within your specialist clinical area
3. To design and carry out research projects as required
4. To continue to support the development of the service in school and pathways such as dysphagia and AAC pathways.

This list is only an indication of the main tasks required to be performed. It is not an exhaustive list of duties and responsibilities and may be subject to amendments to take account of changing circumstances.

Kisharon Noé School reserves the right that you may be required to undertake such other duties and/or hours of work as may reasonably be required of you commensurate with your grade at your normal place of work.

Kisharon Noé School is committed to Safeguarding all children and all applicants will be asked to make declarations regarding their criminal history prior to interview. The post will be subject to satisfactory safeguarding references and to an enhanced CRB check being received. Kisharon Noé School is an equal opportunities employer and welcomes applicants of both genders and all race, cultural, language and faith backgrounds. We do not discriminate on grounds of age, disability or sexual orientation. Kisharon Noé School is committed to whole staff professional development

PERSON SPECIFICATION

	ESSENTIAL OR DESIRABLE	ASSESSMEN T / INTERVIEW
<i>QUALIFICATIONS</i> Diploma, Degree or MSC in Speech and Language Therapy Registered Member of the Royal College of Speech & Language Therapists Health Professions Council Registration to Practice Evidence of successful completion of short courses and other CPD in clinical area	E E E E	A A A and I A
<u>EXPERIENCE</u> A minimum of 3 years experience working with children who have speech, language and communication difficulties, including using PECS and other high and low tech AAC Experience of working with children with physical difficulties and/or learning difficulties Experience of carrying out assessment and differential diagnosis including complex disorders Experience of working with children with eating, drinking and swallowing difficulties (Dysphagia) Experience of prioritisation of therapy and own workload Experience of training parents/teachers/SNA'S and parents Experience of supervising others Experience of working in school settings. Experience working collaboratively with colleagues in health and other agencies including education	E E E E E E E E E E	A A A A A A A A A A
<u>SKILLS, ABILITIES AND KNOWLEDGE</u> Excellent Interpersonal skills with regard to		

individual client management (including empathy, observation and interview skills).	E	I
High level of clinical skills in the assessment, diagnosis and treatment of children with complex speech and language difficulties and Dysphagia	E	A I
Ability to negotiate and deal with conflict		
Ability to work effectively as part of a team including excellent communication, liaison, negotiation, and influencing skills	E	A
Ability to present effective verbal and written reports for clients, carers, colleagues and managers	E	A I
Knowledge of National Curriculum and EHCP process	E	A
Ability to organise and prioritise own caseload and that of junior therapists, assistants, students and volunteers	E	A I
Ability to work calmly under pressure and be flexible to demands	E	I
Up-to-date knowledge of relevant national policies, legislation and guidance relevant to clinical area	E	A
Experience of clinical audit and knowledge of clinical governance	E	I A
Well established knowledge of a range of therapeutic interventions relevant to clinical area	E	I A
Ability to train school staff to carry out communication and dysphagia programmes with children with a range of difficulties	E	I
Ability to assist in training SLT's developing a specialism in complex needs and dysphagia	E	A
Ability to use standardised outcome measures and set up non standardised outcome measures that are appropriate for the clinical area and client group	E	A
	E	A

Note: The duties may be varied to meet the changing demands of the School and these duties may, therefore, be changed at the discretion of the Headteacher. The Job Description may be revised annually