

Person Specification

Essential Qualifications

- Degree or recognised professional qualification in Speech and Language Therapy.
- Registration with the Health and Care Professions Council (HCPC).
- Membership of the Royal College of Speech and Language Therapists (RCSLT).
- Evidence of ongoing professional development.

Essential Experience

- Experience of working with primary-aged children.
- Experience of assessing and supporting children with speech, language and communication needs.
- Experience of developing and implementing intervention programmes.
- Experience of working collaboratively with education staff and families.
- Experience of delivering training and advice to adults.
- Experience of record keeping, monitoring and reporting impact.

Essential Knowledge

- Understanding of speech, language and communication development in children.
- Knowledge of SEND legislation and statutory guidance.
- Understanding of EHCP processes and graduated approaches to support.
- Knowledge of evidence-based interventions and inclusive practice.
- Understanding of safeguarding responsibilities within educational settings.

Essential Skills

- Excellent communication and interpersonal skills.
- Ability to build positive relationships with pupils, families and professionals.
- Strong assessment, analytical and problem-solving skills.
- Ability to prioritise workload and manage competing demands across multiple sites.
- Ability to write clear reports and recommendations.
- Competent use of IT systems and data management tools.

Essential Personal Attributes

- Commitment to improving outcomes for children and young people.
- Collaborative and solution-focused approach.
- Ability to work independently and as part of a multidisciplinary team.
- Resilient, adaptable and organised.
- Commitment to equality, diversity and inclusion.
- Full driving licence and access to transport for travel between Trust schools.

Desirable

- Postgraduate training or specialist accreditation in an area of speech and language therapy.
- Experience of working across multiple schools or organisations.
- Experience supporting children with autism, developmental language disorder (DLD), speech sound disorders, or complex communication needs.
- Experience contributing to strategic SEND development.