

## The Rise Partnership Trust - Job Description & Person Specification

**TITLE:** Speech and Language Therapist, Band 5-6 (depending on experience)

**REPORTING TO:** Lead SaLT

**Hours of work:** 36 hours per week, term time plus 3 weeks

**SALARY/GRADE:** Appointment will be made at either Band 5 or Band 6, depending on qualifications and experience.

**Band 5** – GLPC Scale 6 Spinal Point 20-25

**Band 6** – GLPC PO2 – PO3 Spinal Point 31 – 37

**Base:** Manor School (Kensal Rise & Kilburn), Manor School Early Years Centre, The Avenue School, Wembley Manor, and The Rise Partnership Trust

### JOB SUMMARY

- To contribute to the provision of Speech and Language Therapy services across The Rise Partnership Trust, participating in the achievement of the SaLT mission and quality objectives to provide a high-quality, efficient, and impactful Speech and Language Therapy service.

### Duties and Responsibilities:

#### CLINICAL

1. Manage own caseload of pupils within specialist school settings, in accordance with the service delivery model, including:
  - a. carrying out clinical observations, informal and formal assessments of pupils and analysing the results, reflecting on own knowledge and experience and seeking more specialist advice/supervision as required.
  - b. being responsible for devising and implementing pupil-centred therapeutic intervention plans around speech, language, communication, and/or eating and drinking needs, in collaboration with the pupil's parents, carers, and education staff.
  - c. monitoring and evaluating interventions and adapting accordingly.
  - d. providing reports and reflecting on own specialist knowledge and experience with reference to established and evidence-based practice within the profession.
2. Be a key member of the Multi-Agency Support Team (MAST) and liaise with a wide variety of other professionals, providing advice regarding speech, language, communication, and/or eating and drinking needs for parents/carers, education staff, and health professionals in respect of both individual pupils and/or general guidance regarding the management of these difficulties, as part of a comprehensive and holistic service.

3. Establish trusting and respectful relationships with their pupils, their parents/carers, education staff, and other professionals ensuring that appropriate boundaries are maintained.
4. Be competent and confident in safe manual handling of children and young people in the context of Speech and Language Therapy.

### **ADMINISTRATION**

5. Maintain clinical records in line with service policies.
6. Contribute to the annual gathering of activity data for information systems and clinical effectiveness measures and undertake audit projects as required.

### **TRAINING**

7. Collaborate in devising, delivering and evaluating training courses for parents/carers.
8. Collaborate in devising, delivering and evaluating training courses for education staff.
9. Support class-based staff, parents/carers, and other members of MAST in identifying and understanding pupils' barriers to effective communication and/or safe eating and drinking, and provide appropriate strategies/interventions to minimise these barriers.

### **SERVICE PROVISION**

1. (Band 6) Provide clinical supervision and day-to-day guidance to less experienced Speech and Language Therapists and Speech and Language Therapy Assistants.
2. Delegate work to Speech and Language Therapy Assistants, administrators, students, and volunteers, if appropriate.
3. Demonstrate knowledge of national legislation, local protocols and professional guidance relevant to the specialty and advise colleagues accordingly.
4. Contribute data to or participate directly in service development projects.
5. Contribute to the evaluation and future development of the Speech and Language Therapy service across The Rise Partnership Trust, devising models of care and other service protocols, involving education colleagues and parents/carers as appropriate.
6. Contribute to the development of The Rise Partnership Trust, in collaboration with therapy colleagues and other professionals, including creating opportunities for income-generating activities, when appropriate.

### **PERSONAL AND PROFESSIONAL DEVELOPMENT**

7. Actively engage with clinical/personal supervision and line management.
8. Maintain and develop core professional competencies, underpinned by current evidence-based practice and in line with professional guidance from the Health and Care Professions Council (HCPC) and the RCSLT.
9. Actively engage in extending knowledge and clinical experience in areas of personal interest and professional relevance.
10. Maintain membership with HCPC.

### **OTHER**

11. Adhere to The Rise Partnership Trust Safeguarding policy and procedures at all times.
12. Ensure that The Rise Partnership Trust Vision is upheld at all times.
13. Adhere to The Rise Partnership Trust Staff Code of Conduct; working positively, flexibly and collaboratively with all.
14. Other duties as required, which may include providing consultation, assessment and therapy in other settings as part of the Trust's Outreach service.

## **SAFEGUARDING**

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## **FREEDOM TO ACT**

The post-holder is responsible and accountable for own actions and is free to use their own initiative and act independently within the remit of the post.

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## **COMPETENCE**

The post-holder is responsible for limiting their actions to those which they feel competent to undertake. If they have any doubts about their competence during the course of their duties they should immediately speak to their line manager.

## **REGISTERED HEALTH PROFESSIONAL**

All members of the SaLT team are required to comply with the Trust's Code of Conduct and requirements of their professional registration.

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## **SUPERVISION**

Where the appropriate professional organisation details a requirement in relation to supervision, it is the responsibility of the post-holder to ensure compliance with this requirement.

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## **RISK MANAGEMENT**

It is a standard element of the role and responsibility of all staff of the Trust that they fulfil a proactive role towards the management of risk in all of their actions. This entails the risk assessment of all situations, the taking of appropriate actions and reporting of all incidents, near misses and hazards.

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## **RECORDS MANAGEMENT**

The post-holder is legally responsible for all records that they gather, create or use as part of your work within the department, whether paper-based or on computer. All such records are considered public records, and they have a legal duty of confidence to service users (even after leaving the department).

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## **HEALTH AND SAFETY REQUIREMENTS**

All Trust employees have a statutory duty of care for their own personal safety and that of others who may be affected by their acts or omissions. Employees are required to co-operate with management to enable SaLT services to meet its own legal duties and to report any hazardous situations or defective equipment.

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**FLEXIBILITY STATEMENT**

The content of this Job Description represents an outline of the post only. It details responsibilities but is not prescriptive and does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not necessarily a comprehensive definition of the post, and the post holder may be required to undertake other duties and responsibilities commensurate with the grade and scope of the post. This job description may be subject to amendment, to meet the changing needs of the Trust, following appropriate consultation. The Job Description covers only the key result areas and, as such, does not intend to provide a comprehensive list of objectives. Specific objectives will be reviewed annually, and may develop to meet the changing needs of the service. The post-holder will need to take due account, in the way they achieve the key result areas, of Trust policies and procedures.

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**CONFIDENTIALITY**

All employees of the SaLT team are required to maintain the confidentiality of members of service users and members of staff.

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**The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

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I agree to undertake the duties listed above.

Name ..... Date: .....

Signed .....

## PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
<b>EDUCATION/ QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>Recognised Speech and Language Therapy Degree Qualification (BSc or MSc) or any equivalent</li> <li>Registration with the Health and Care Professions Council (HCPC)</li> </ul>	<ul style="list-style-type: none"> <li>Registered member of the Royal College of Speech and Language Therapists (or any equivalent certification) – minimum Newly-Qualified Practitioner (NQP) or Overseas Qualified Practitioner (OQP)</li> <li>Post-graduate certificate in Paediatric Dysphagia</li> <li>Member of other relevant specialist groups</li> <li>Evidence of successful completion of specialist short courses, including Makaton Foundation or Level 1 Workshop</li> <li><b>(Band 6)</b> Post-graduate qualifications/certifications in SaLT-specific programmes/approaches (e.g., Hanen, PROMPT, Eiklan, Attention Autism)</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>Experience of supporting individuals with the neuro-divergent population (working with children and/or adults)</li> <li>Experience of providing Speech and Language Therapy assessment and intervention to individuals with speech, language, communication, and/or eating and drinking needs (including experience in student placements)</li> </ul>	<ul style="list-style-type: none"> <li>Post-graduate clinical experience supporting children and young people with speech, language, communication, and/or eating and drinking needs</li> <li>Post-graduate clinical experience of conducting assessments and intervention related to speech, language, communication, and/or eating and drinking needs</li> <li>Post-graduate clinical experience in working with a paediatric caseload</li> <li>Use of signing and other AAC systems</li> <li>Experience of working within multi-disciplinary teams</li> <li><b>(Band 6)</b> Prior experience providing clinical supervision/coaching to other SaLTs</li> <li><b>(Band 6)</b> Prior experience developing and delivering training related to speech, language, and communication</li> </ul>
<b>KNOWLEDGE/ UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>Knowledge of a range of appropriate assessments and therapeutic interventions relating to children with</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge in various approaches and understanding of rationale of each approach (e.g., AAC, Nuffield</li> </ul>

	<p>speech, language, communication, and/or eating and drinking needs</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of child development</li> <li>• Understanding of the roles of other professionals relevant to the client group</li> <li>• Knowledge of standards of record keeping</li> <li>• Understanding of the principles of Clinical Governance/ Audit</li> <li>• Knowledge of national policies, legislation, and procedures relating to children and young people</li> </ul>	<p>Dyspraxia Programme, Attention Autism, etc.)</p> <ul style="list-style-type: none"> <li>• Knowledge of types and models of supervision</li> <li>• <b>(Band 6)</b> Understanding of Applied Behaviour Analysis/Verbal Behaviour approaches</li> <li>• <b>(Band 6)</b> Understanding of Positive Behaviour Support</li> </ul>
<p><b>SKILLS/ABILITIES</b></p>	<ul style="list-style-type: none"> <li>• Excellent interpersonal skills</li> <li>• Good reflection skills</li> <li>• Self-motivated</li> <li>• Good auditory discrimination skills and ability to transcribe speech phonetically</li> <li>• Flexible and reliable team-player</li> <li>• IT skills, including Microsoft Office, InPrint3, etc.</li> <li>• Good presentation skills, both written and verbal</li> <li>• Adequate health and fitness to fulfil a role that demands the ability to work at a variety of levels according to the individual needs/ages/abilities of children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• Use of electronic communication aids</li> <li>• Awareness of one's own personal well-being needs in relation to work</li> <li>• Good time management and prioritisation of activities throughout the day</li> <li>• <b>(Band 6)</b> Skills in supervision and/or coaching</li> </ul>