



# INFORMATION PACK

## SPEECH & LANGUAGE THERAPIST



## OUR SCHOOL

At Rose Hill, we pride ourselves on being a welcoming school where children flourish and receive the guidance and inspiration they need on their journey to becoming thoughtful, confident and enthusiastic adults. We are proud of the brilliantly diverse community we serve, and we are committed to providing an outstanding education for the families of that community. We are privileged to serve so many families who have come from all over the world. It means Rose Hill is a place where children meet others whose family backgrounds and beliefs can be different from their own, and with whom they become friends – the best preparation for life in modern Britain. Our vision is for the community of Rose Hill to have at its heart a school that supports its children to grow into adults

who are well educated in the fullest sense. Rose Hill Primary School children know that they are valued for themselves as individuals and as members of society. Our values are fundamental to us. These three values are:

- Respect
- Responsibility
- Resilience

These values are taught through assemblies and in personal, social and health education lessons in every class. We believe that this approach means our children get to understand these values more fully and to discover what they mean to them personally. Rose Hill is part of River Learning Trust, an Oxfordshire-based multi-academy trust. You can read more about the trust and its schools overleaf.

# RIVER LEARNING TRUST

Rose Hill is part of River Learning Trust (RLT), an Oxfordshire and Swindon multi academy trust responsible for 30 primary and secondary schools, an alternative provision (AP) provider, and a teaching school hub, as well as a school-centred initial teacher training provider that serves Oxfordshire, Berkshire and Wiltshire.

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## OUR VISION

Education has the power to change lives, communities and society for the better.

At the River Learning Trust we believe that we can achieve more for our pupils, trainees, staff and communities by working together rather than alone. All of the schools in the River Learning Trust are united by a common belief in the benefits of working together, and by our commitment to our shared principles.

Our vision is for our schools and SCITT to improve rapidly, continuously and sustainably: to be better faster together. Our 'Why?' is that children and young people 'only get one go' in school and our schools should improve faster and be better as part of RLT to ensure the best possible 'go' for our pupils. Our 'How' is through the highest possible support and challenge for our schools and each other, underpinned by our three principles.

We use the principles of 'aligned autonomy' to empower colleagues in schools to perform well; we rarely direct from the centre but rather support leaders and other colleagues to do their work exceptionally well in their own context.

The schools and SCITT are united by their commitment to the principles of the trust and a common belief in the benefits of everything that is gained by working together.

## WHAT MATTERS TO US

The River Learning Trust is a community of children, young people and adults with shared principles.

These principles are:

- Commitment to Excellence; striving for the best educational experience through continuous improvement.
- Everyone Learning; creating and taking opportunities that enhance lives through evidence-based practice supporting adult and pupil learning.
- Respectful Relationships; acting with care, integrity, and fairness in all we do.

## THE POWER OF PEOPLE

High-performing organisations have the right organisational culture, effective processes and really well-trained, motivated colleagues operating in the right roles.

We focus a great deal on people and the importance of continuous professional learning and development.

# THE TRUST'S SCHOOLS

We currently educate more than 16,500 pupils and have more than 2,000 colleagues in the trust. Our school-centred initial teacher training arm (OTT) trains around 150 trainees in around 50 schools in Oxfordshire, Berkshire and Wiltshire.

## SECONDARY SCHOOLS

Cheney School  
Chipping Norton School  
Gillotts School  
Gosford Hill School  
Kingsdown School  
The Cherwell School  
The Marlborough CofE School  
The Oxford Academy  
The Swan School  
Wheatley Park School

## PRIMARY SCHOOLS

Barton Park Primary School  
Bayards Hill Primary School  
Beckley CofE Primary School  
Charlbury CofE Primary School  
School Edith Moorhouse Primary  
School Edward Feild Primary  
School Garsington CofE Primary  
School

Horspath CofE Primary School  
Larkrise Primary School  
Madley Brook Primary School  
Middle Barton Primary School  
New Marston Primary School  
Rose Hill Primary School  
Sandhills Primary School  
Seven Fields Primary School  
Tower Hill Primary School  
Witney Community Primary School  
Windrush CofE Primary School  
Wolvercote Primary School

## ALTERNATIVE PROVISION (AP)

Meadowbrook College

## SCITT (TEACHER TRAINING)

OTT

## TEACHING SCHOOL HUB

Oxfordshire Teaching School Hub





# JOB DESCRIPTION

**Job Title:** Speech & Language Therapist

**Line Manager:** Headteacher/SENCO/Inclusion Lead

**Contract type:** Part-Time, Term Time Only, Fixed Term

**Salary:** Grade 9 £34,434 - £ 37,280 FTE

**Working hours:** Part-Time

**Disclosure level:** Enhanced

## **Main purpose of the role:**

To provide high-quality speech and language therapy support to primary-aged pupils within our school setting. The post holder will work as an integral member of the school staff team, supporting pupils with speech, language, communication and interaction needs to access the curriculum, develop independence and make meaningful progress.

## **Key Responsibilities:**

### **Therapy Assessment and Intervention**

- Identify and assess pupils with speech, language and communication needs using a range of formal and informal assessment tools
- Design, deliver and review individual & group therapy programs aligned with pupils' educational targets
- Embed therapy strategies in everyday classroom practice to maximise impact
- Monitor progress and adapt interventions in response to pupil outcomes

### **Contribution to SEND Provision**

- Work closely with the SENCo to support pupils with SEND, including those with EHCPs
- Contribute written advice & reports for EHCP assessments, reviews and annual reviews, as required
- Support the development of communication-friendly classrooms & whole-school approaches to speech, language and communication

### **Collaboration and Training**

- Work collaboratively with teachers, TA's and support staff to implement effective communication strategies
- Provide advice, modelling & training to staff to build confidence
- Liaise with parents/carers to share strategies & support continuity between school and home



# JOB DESCRIPTION cont.

## **Safeguarding, Inclusion and School Life**

- Act in accordance with the school's safeguarding and child protection policies and procedures
- Promote inclusive practice and equality of opportunity for all pupils
- Participate in relevant school meetings, INSET days and professional development activities
- Contribute to the wider life of the school as a valued member of staff

## **Professional Responsibilities**

- Maintain HCPC registration and adhere to professional & ethical standards
- Take responsibility for ongoing professional development and reflective practice
- Maintain accurate, confidential records in line with school policies and GDPR requirements



# PERSON SPECIFICATION

## Essential Criteria:

### Qualifications and Professional Status

- Degree or postgraduate qualification in Speech & Language Therapy
- Registered with the Health and Care Professions Council (HCPC)
- Eligible for membership of the Royal College of Speech & Language Therapists (RCSLT)

### Experience

- Experience working with children of primary school age
- Experience delivering S&L therapy within an educational/community setting
- Experience working in a classroom or actively supporting pupils with a range of speech, language & communication needs

### Knowledge and Skills

- Strong understanding of child speech, language and communication development
- Knowledge of SEND legislation, including the SEND Code Of Practice
- Ability to integrate therapy approaches into classroom practice
- Excellent written and verbal communication skills
- Ability to prioritise workload and work independently within a school environment

### Personal Attributes

- Child focused, inclusive and empathetic approach
- Flexible and adaptable to the needs of a busy school setting
- Positive, proactive and solution-focused mindset
- Strong interpersonal skills and ability to build trusting relationships



# PERSON SPECIFICATION cont.

## Desirable Criteria:

- Previous experience as a directly employed or school-based therapist
- Experience contributing to EHCPs and annual reviews
- Experience supporting pupils with autism, DLD or complex communication needs
- Experience delivering training to school staff or parents
- Knowledge of AAC systems and communication support strategies

