

JOB DESCRIPTION

Section: Speech and Language Therapy	Reports to: Director of Therapy Services
Job Title: Specialist Speech and Language Therapist	Grade/Salary Range: NHS Band 6 equivalent
Working Pattern: TBA	Weeks per annum: TBA

Main Purpose of Job

Work as part of a multi-disciplinary team to establish and develop

- a speech and language therapy service to meet the needs of pupils across the academy
- a continuing professional development programme for the school staff in line with the schools development plan, delivering training as appropriate
- an integrated approach to embedding therapeutic strategies across the curriculum which will provide support for a wide range of SLCN
- specialist interventions (as prescribed by the SaLT team in response to a communication need within the environment) as part of a holistic integrated approach.

Limits of Authority and problem solving

- Speech and Language Therapy is governed by, and should adhere to, HCPC and RCSLT standards in addition to Chiltern Way Academy policies
- Make day to day decisions about their clinical work
- Be responsible for the day to day management and prioritisation of workload
- Participate in clinical supervision sessions provide formal supervision to *newly qualified* peers.

Qualification, relevant specialist knowledge and skills required

- Recognised professional qualification in Speech and Language Therapy
- HCPC and RCSLT registration
- Evidence of working within a multidisciplinary team with children or adults with communication needs
- Evidence of participating in/running training for “communication partners” of children with SLCN needs
- Evidence of application of theoretical underpinning of practice
- Evidence of application of functional, goal orientated, outcome focused interventions within a school context

Clinical Responsibilities

1. To demonstrate good clinical knowledge in the assessment, treatment and management of *an increasingly complex* range of language and communication difficulties in young people from 5-19 years of age
2. To make differential diagnoses and clinical decisions based on evidence from assessment, seeking support and advice from a supervisor as appropriate – *demonstrating independent clinical leadership decisions for complex cases.*
3. To develop a high level of knowledge and skills in supporting the language and communication needs of young people with SEMH and ASC - *taking a lead role in a specific area of clinical practise.*
4. To develop speech and language therapy care plans, based on best practice via a range of direct and/or indirect models of delivery within an educational setting, evaluating the impact the individual, considering the barriers to activity and participation within the educational setting
5. To train education staff to incorporate specialist strategies and intervention approaches into their practice and participate in monitoring the effectiveness of that training – *actively contributing to the planning and content delivery of the training.*
6. To participate in the delivery of a programme of continuing professional development for teaching and support staff within the school
7. To work collaboratively and openly with professional colleagues in other services seeking support from the clinical supervisor as appropriate – *taking a lead role in discussions for key students.*
8. To communicate complex condition related information from assessment to clients, carers, families and members of the multi-disciplinary team/other professions, demonstrating empathy and ensuring that effective communication is achieved. particularly where barriers to understanding exist seeking support from the clinical supervisor as appropriate
9. To work closely with all members of the multidisciplinary team to provide a fully integrated approach to the management of the young person
10. To deal with an initial complaint sensitively, avoiding escalating where possible seeking support from the clinical supervisor as appropriate
11. To develop the ability to manage groups of students with support, employing appropriate management strategies and seeking support as appropriate.
12. To monitor and review the progress of clients against the targets set and agreed, seeking support from the clinical supervisor as appropriate

13. To provide cover across the service and wider school during episodes of staff shortages/heavy workload to ensure effective service delivery
14. To undertake to write accurate records which fulfil legal and professional requirements, and to Chiltern Way Academy's requirements
15. To critically evaluate new and existing intervention methods and models of service delivery and review/implement where appropriate
16. To write highly specialist pupil related reports to specify needs in EHCP plans
17. Be able to manage own time in order to meet key objectives previously agreed with the SENCO/ Head of Campus/Director of Therapy Services
18. To implement service specific outcome measurements
19. To manage clinical audit as required – *coordinating elements of data-collection as directed by senior therapists including the auditing and coordinating of classroom and therapy resources.*
20. To recognise situations where the effectiveness of the service is compromised and with guidance take appropriate action to challenge the situation – *coordinating work to target site-specific priorities as directed by senior therapists.*
21. To reflect on personal performance and use this to enhance the effectiveness, efficiency and quality of future practice , and the development of the SaLT provision at Chiltern Way Academy
22. To participate in arrangements within an agreed national framework for the appraisal of your own performance to Chiltern Way Academy requirements
23. To ensure that all activities are risk assessed and documented in the appropriate format.
24. To offer Clinical placements for student SaLTs and apprentice SaLTs following university guidelines.

Communication

To communicate effectively with children, families and colleagues using appropriate strategies and modifying communication style as required to take account of the communication partner's needs. This might involve using interpreters, communication aids or different communication modalities. In challenging situations, advice and support should be sought from peer SaLT, the SENCO, Head of Campus or Director of Therapy Services.

To demonstrate skills in communicating complex concepts in an accessible way.

To participate in meetings at the school which relate to the curriculum or organisation and administration of the school as required.

To attend meetings with parents and participate in Annual Reviews and assessments of pupils as required.

To attend staff meetings as required.
To attend on Inset days.

To be available for Parents' Evenings and Open Evenings as required.

To keep abreast with current thinking and developments by attendance at appropriate courses, reading and other means of professional updating and training.

To undertake other duties of an appropriate nature as may be reasonably requested by the Head teacher.

MAIN DUTIES AND RESPONSIBILITIES - OTHER

To work within and encourage the Academy's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.

To promote the safeguarding of children.

To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner.

Contribute to the overall aims and targets of the Academy, appreciate and support the roles of other members of the learning support and teaching team.

Attend INSET, appropriate training and relevant meetings as required and participate in the Academy's performance management process.

Carry out all duties and responsibilities with reasonable care for the health and safety of yourself and any other persons who may be affected by your acts or omissions at work and to co-operate fully with the Academy in health and safety matters.

Chiltern Way Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undergo an enhanced DBS check.



Note: This JD is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Academy in relation to the post holder's professional responsibilities and duties. The duties of this post may vary from time to time, as required by the Head of Campus, without changing their general character or the level of responsibility entailed.

Signature Line Manager:

Date:.....

Signature Job Holder:.....

Date:.....