



Person Specification

Requirements	Criteria	Essential	Desirable	How Assessed	Met	Part Met	Not Met
Education/ Qualifications/ Training	Diploma, Degree or MSc in Speech and Language Therapy	*		A			
	Registered Member of the Royal College of Speech & Language Therapists.	*		A			
	Health and Care Professions Council Registration to Practise	*		A			
	Evidence of successful completion of a range of specialist short courses and other CPD		*	A			
	Counselling skills		*				
Skills/Abilities	Excellent communication skills, and ability to communicate complex, sensitive information	*		I			
	Ability to concentrate and focus on tasks in a busy environment.	*		A/I			
	Ability to manage caseload requirements, and organise workload effectively.	*		A/I			
	Highly developed auditory and perceptual skills in the assessment and diagnosis and treatment of children and young people with a broad range of speech, language and communication difficulties.	*		A/I			
	Ability to speak a non-European language.		*	A			
	Experience of providing supervision, support and guidance to students, Band 5s, or assistants where appropriate.		*				
Experience	Working with clients with a range of speech, language and communication needs in school settings.	*		A/I			

	Delivering training to a range of audiences e.g. teachers, teaching assistants and specialist education and health professionals.		*	A/I			
	Carrying out evidence based therapy/ projects/ practice.	*		A/I			
	Writing statutory assessment advice and awareness of SEN and Educational policies, EHC Plans etc.		*	A/I			
	Selecting, setting and evaluating specialist treatment goals.	*		A/I			
	Attending pupil related meetings such as annual reviews, team around the family meetings, case conferences and reviews.		*	A/I			
	Contributing to clinical projects or audits		*				
Knowledge	Of a range of assessment tools and procedures to evaluate speech, language and communication skills relevant to a range of communication difficulties.	*		A/I			
	Of the key characteristics leading to a specialist differential diagnosis between DLD/Autism etc.		*	I			
	Of child protection procedures and responsibilities	*		I			
	Of statutory processes regarding education for children with special education needs.	*		I			
	Of a range of direct and indirect interventions relevant to communication demonstrating the evidence base for these approaches (where appropriate).	*		A/I			
	Of local cultural, linguistic and demographic factors to the management of a multilingual caseload	*		I			
	Of approaches to support clients and carers who present with behaviour that challenges, or social, emotional and mental health needs.	*		I			
	Of inclusive, neuro-affirming approaches to supporting communication needs		*	A/I			
Communication	Able to motivate clients, carers and school staff to participate in treatment	*		I			

skills	and carry out advice						
	Able to communicate complex information to parents /carers and other professionals in a variety of clinical situations.	*		I			
	Able to communicate effectively with children of all ages/abilities and their families.	*		I			
	Able to demonstrate empathy, sensitivity, and tact.	*		I			
	Able to work as part of a broad multidisciplinary team & with a range of professionals from different disciplines and experience levels	*		I			
	Able to deal with conflict successfully	*		I			
Other Requirements	Accountability – Takes responsibility for own actions and promotes good team working	*		I			
	Reflection - reflects on practice and identifies own training needs and areas for development	*		I			
	Mutual respect – Treats others with courtesy and respect at all times	*		I			
	Commitment to anti-discriminatory practice and promoting equality, diversity, and inclusion in service delivery						
	Flexibility - able to adapt to the demands of the role and work environment	*		I			

A = Application, I = Interview.