

## Role profile

# Speech and Language Therapy Support

<b>Reports to</b>	Speech and Language Therapist Support
<b>Job family</b>	Education
<b>Grade</b>	F
<b>DBS required?</b>	Y - enhanced
<b>Date</b>	June 2025
<b>JE Code</b>	JE0007

## Key deliverables

<b>1</b>	<b>Assessment and Diagnosis</b> <ul style="list-style-type: none"> <li>Conduct individual and multidisciplinary assessments to differentially diagnose speech, language, and communication needs (SLCN) in children.</li> </ul>
<b>2</b>	<b>Development and Implementation of Therapy Plans</b> <ul style="list-style-type: none"> <li>Design and deliver evidence-based, individualised therapy interventions and care plans, including both group and one-to-one sessions.</li> </ul>
<b>3</b>	<b>Reporting and Documentation</b> <ul style="list-style-type: none"> <li>Produce high-quality reports for internal and external stakeholders, including care plans, statutory assessments, and EHCP contributions.</li> </ul>
<b>4</b>	<b>Training and Capacity Building</b> <ul style="list-style-type: none"> <li>Provide SLCN-related training and coaching to educational professionals across IFtL to build internal capacity.</li> </ul>
<b>5</b>	<b>Multidisciplinary Collaboration</b> <ul style="list-style-type: none"> <li>Work collaboratively with internal teams, parents/carers, and external agencies (e.g., NHS, local authorities) to ensure holistic support for children.</li> </ul>
<b>6</b>	<b>Service Development and Contribution</b> <ul style="list-style-type: none"> <li>Contribute to the ongoing development and improvement of the IFtL Speech and Language Therapy Service.</li> </ul>
<b>7</b>	<b>Compliance and Professional Development</b> <ul style="list-style-type: none"> <li>Maintain up-to-date knowledge of legislation, clinical guidelines, and professional standards (e.g., HCPC, RCSLT), and engage in continuous professional development.</li> </ul>
<b>8</b>	<b>Communication and Advocacy</b> <ul style="list-style-type: none"> <li>Communicate complex information clearly and empathetically to children, families, and professionals, promoting a positive image of the service and children with SLCN.</li> </ul>

*Within reason these key deliverables may evolve to meet service need and it is expected that you will be flexible and adaptable in your delivery to meet both school and Trust wide needs.*

## Essential requirements Key skills, expertise, and qualifications

1	Recognised degree in Speech & Language Therapy.
2	Registered with HCPC (Health Care Professions Council) and RCSLT.
3	Experience in specialist assessment and treatment techniques relevant to the caseload.
4	Knowledge of statutory special needs policies and procedures.
5	Experience in delivering training, advice and support to colleagues in relation to the specialist care of children.
6	Ability to make decisions for appropriate therapy programs for children.
7	Evidence of ongoing and relevant CPD.

Our pupils and young people come from a wide range of backgrounds, and so do our colleagues. We aim to reflect and celebrate diversity in our workplace in order to create an inclusive culture that adds real value to our vision of inspiring the futures of us all through learning together.

***Inspiring Futures through Learning is committed to safeguarding and promoting the welfare of children. All employees are expected to share this commitment, to follow IFtL's safeguarding policies and procedures, and to behave appropriately towards children at all times, both in work and in their personal lives.***

*All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.*

## **Job family**

# **Education (Grade F)**

### **Colleague expectations**

- Be professional at all times
- Work together for the good of the schools and Trust.
- Promote a supportive culture
- Challenge assumptions
- Take ownership
- Be willing to change and do things differently
- Always work in a safe manner

### **Manager expectations**

- Be a role model by displaying positive behaviours at all times
- Make well-considered decisions
- Support, coach and communicate with my team
- Be accountable for my team's performance

Education family job holders work directly with children and adults in an academic setting. They support the work of the wider team by engaging with those under IFtL's duty of care, and under the supervision and/or direction of school and Trust management teams.

This element of the profile, taken from the job family descriptor for this grade, provides a general understanding of the level of work and demands required.

### **Role characteristics**

At this level job holders will use their management authority and/or professional knowledge and experience to make substantive decisions about individual children, working closely with teaching colleagues and school and Trust management.

### **The knowledge and skills required**

The knowledge underpinning the duties and responsibilities of these roles may be either a sound grounding in the theoretical basis and practice, achieved through formal education; leading to appropriate certification, and an equivalent level of technical and procedural knowledge.

One to one interaction with children will involve assisting them with physical activities that require some precision. This might include such activities as art, writing, tool or computer use.

### **Thinking, planning and communication**

Job holders will be taking a forward-thinking approach to ensuring the welfare of individuals and groups, taking responsibility for assessing their specific needs and devising and delivering appropriate activities and interventions for their benefit. They will make ongoing judgements and appraisals and contribute to child centred development programmes. With many issues and

problems being escalated to the job holder, they will need developed advisory, guiding and persuasive skills to handle small-scale, but difficult and potentially contentious situations.

Job holder will need to encourage individuals to engage appropriately in both formal and informal school settings, this will require the exercise of both the authority vested in the post and the necessary communication skills to persuade others to conform to behavioural expectations.

### **Decision making and innovation**

Job holders will have considerable freedom to manage their own work and that of others. They will of course adhere to school and Trust policies and procedures but will have responsibility for shaping the school's response to the needs of varied groups of children, as well as the individuals they work with on a one to one basis. Using their initiative to deal with problems and issues, they will solve most day-to-day problems independently, without recourse to managers for anything but particularly serious problems.

### **Areas of responsibility**

Job holders will be required to make formal judgements and assessments of children's wellbeing and academic and social development. Making important contributions to the overall development plans, job holders will personally devise and implement activities and interventions to children's direct benefit, both individually and in groups.

### **Impacts and demands**

Job holders will be responsible to ensuring the welfare of the children in their care, in doing this they will need lengthy periods of sensory attention to observe the activities in the area they cover.

At this level, meaningful learning related interactions with children are an essential component of the job. As personal working relationships are forged, it is inevitable that job holders will require enhanced emotional resilience to deal with children and maybe others such as parents/guardians who occasionally place significant emotional demands on the job holder.

With the focus of the role firmly on the activities of children, there may be some exposure to unpleasant conditions. This may extend job holders being exposed to unpleasant or even threatening people related behaviour from time to time.

Travel between sites will sites will be required.