



JOB DESCRIPTION

SPEECH AND LANGUAGE THERAPIST

1. Main purpose of Job

- To provide a flexible service for pupils and their families which is evidence-based, forward thinking and promotes the sharing of knowledge with a range of education staff, external professionals and families in order to give pupils outstanding, holistic support throughout their time in Stony Dean School and in preparation for adulthood.
- To assess, diagnose and provide speech and language therapy including timetabled social communication groups as part of the curriculum.
- To provide a service using the Balanced system (universal, targeted and specialist) to secondary school aged pupils with learning disabilities and associated social, language and communication needs.
- To have responsibility for the provision of Speech & Language Therapy within a set caseload, provide therapy programmes and contribute to Education, Health and Care Plans (EHCP).
- Deliver and attend specialist training to support pupils to achieve their potential.
- An integrated approach to embedding therapeutic strategies across the curriculum to provide support for a range of social, language and communication needs.
- Specialist long and short-term interventions (as recommended by the SaLT team in situ in response to a specific functional need within the specialist environment).
- To have knowledge of effective approaches to teaching and learning for children with autism spectrum disorder and/or moderate learning disabilities within an educational setting.

2. Clinical Responsibilities

- Adhering to, HCPC and RCSLT standards in addition to Stony Dean School Policies.
- Making day to day decisions about clinical work including prioritisation of workload.
- Participate in clinical supervision sessions with the Lead SaLT.
- Refer decisions in complex cases to Lead SaLT.
- To work closely with all members of the multidisciplinary team to provide a holistic, integrated approach to the support of the young person.
- To be able to prioritise, set goals and monitor outcome and impact of therapy on pupil progress.
- To work within the school ethos of positive language and key embedded strategies as commensurate with skill level and the clinical banding of the role.
- To work collaboratively with the multidisciplinary team to support pupils in their social and emotional needs alongside their cognition and learning needs.
- To demonstrate a level of clinical knowledge in the assessment, treatment and management of a

wide range of language and communication difficulties in young people from 11-18 years of age, relevant to the clinical banding of the role.

- To make differential diagnoses and clinical decisions based on evidence from a range of assessment sources/materials, seeking support and advice from the clinical supervisor as appropriate.
- 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 effectiveness of the interventions, the barriers to learning and/or activity and participation within the educational and/or workplace setting.
- To write SaLT reports reflecting specialist knowledge of pupils and their needs within the school environment.
- To attend annual reviews and provide SaLT reports for review and follow up any necessary actions.
- Demonstrate skills in applying Speech and Language Therapy intervention strategies to the setting at Universal, Targeted and Specialist levels commensurate with the clinical banding of the role.
- To write and keep accurate records which fulfil legal and professional requirements.
- To deliver training to education staff to incorporate specialist strategies and intervention approaches into their practice and participate in monitoring the effectiveness of their training.
- To communicate complex condition related information to pupils, carers, families and members of the multi-disciplinary team/other professions, demonstrating empathy and ensuring that effective communication is achieved.
- To lead and support social groups as part of the curriculum, employing appropriate group management strategies. Support will be provided commensurate to the clinical banding of the role.
- To work within the current service outcome measures process, reporting to the team co-ordinator where appropriate and/or contribute to and/or lead on service outcome measurement development and inform Head of Therapy of the impact of the service.
- To critically evaluate new intervention methods and models of service delivery and identify those which would improve the current service in consultation with the Head of Therapy.
- To reflect on personal performance and use this to enhance the effectiveness, efficiency and quality of future practice.
- To assist in the responsibilities of the Clinical Educator for student SaLTs following university guidelines.
- To contribute to clinical audit to meet objectives previously agreed with the Head of Therapy.
- To provide lesson cover across the service during episodes of staff shortages/heavy workload to ensure effective service delivery.
- To undertake any reasonable additional duties and responsibilities as the Head of Therapy or Head Teacher and school determine to be necessary to meet the needs of the role and the school.
- To recognise situations where the effectiveness of the service is compromised and with guidance take appropriate action to challenge the situation.
- To participate in arrangements for the appraisal of your own performance to Stony Dean School

requirements.

- To ensure that all activities are risk assessed and documented in the appropriate format.
- To deal with an initial complaint sensitively, avoiding escalating where possible and informing the Head of Therapy at every stage.
- To develop knowledge and skills regarding speech, language and communication development in children and work with multi agency services and education staff to raise standards of speech, language and communication skills in children throughout the school.

3. Communication

- To communicate effectively with young people, families and colleagues using appropriate strategies and modifying communication style as required.
- To establish excellent working relationships with colleagues and/or external professionals to enable successful joint professional working and facilitate the reduction of barriers to learning and/or engagement in activities.
- 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 by the Head Teacher.
- To attend meetings with parents and participate in Annual Reviews in consultation with the Head of Therapy and/or the Senior Leadership Team.
- To attend Parents' Evenings and Events as required by the Head Teacher.
- Opportunities to keep up to date with current thinking and developments by attendance at appropriate courses, reading and other means of professional updating and training to support CPD.
- To undertake other duties of an appropriate nature as may be reasonably requested by the Head Teacher.