



## **JOB DESCRIPTION**

**Speech and Language Therapist**

**UNBANDED MKC Grade G1-H4**

The Aspire Federation schools are special schools which are committed to the highest quality integrated education, therapy and care. You will work collaboratively as part of a strong and supportive multi-disciplinary team of Teachers, Therapists, Therapy and Teaching Assistants. Our school population have severe and complex speech, and language disorders, (including Autism Spectrum Disorder) with associated learning and/or behavioural difficulties.

### **JOB PURPOSE AND SCOPE:**

- To provide clinically effective, person centred and evidence-based speech and language therapy, assessment and intervention to students attending the Woodlands School sites (3 sites in all)
- To work with a paediatric caseload within own scope of practice and competencies, and to develop competencies in various clinical areas as needed by the School.
- To provide support and training to all teaching staff including training workshops and training specific to individual learners and/or environments.

### **FUNCTIONAL LINKS:**

The Speech and Language Therapist will be expected to work in collaboration with allied professionals and will need to maintain links with a variety of bodies.

These will include:

- Students and their parents/carers and advocates
- School staff
- Other professionals working with students.
- Community Services

### **DUTIES & RESPONSIBILITIES:**

<b>Clinical</b>
<ul style="list-style-type: none"><li>● To work in accordance with current best practice guidance and HCPC standards of conduct, performance and ethics.</li></ul>
<ul style="list-style-type: none"><li>● To accept clinical responsibility for a varied caseload and to prioritise and manage this caseload efficiently and effectively.</li></ul>
<ul style="list-style-type: none"><li>● To select and use appropriate formal and informal assessment tools. To analyse, interpret and report results.</li></ul>

<ul style="list-style-type: none"> <li>● To provide clinical assessment and intervention to students with a range of conditions/disabilities and complex social and functional communication needs.</li> </ul>
<ul style="list-style-type: none"> <li>● To report assessments findings in a timely manner and ensure key findings and recommendations are shared with families, school staff and/or community team as appropriate.</li> </ul>
<ul style="list-style-type: none"> <li>● To autonomously plan and implement person-centred individual and/or group interventions which aim at improving functional abilities, access to the curriculum, and participation in learning activities and activities for daily living (ADL).</li> </ul>
<ul style="list-style-type: none"> <li>● To monitor, evaluate and modify intervention in order to measure progress and ensure effectiveness of intervention.</li> </ul>
<ul style="list-style-type: none"> <li>● To set joint targets for students with curriculum staff</li> </ul>
<ul style="list-style-type: none"> <li>● To report to other team members regarding speech and language therapy interventions and communication programmes.</li> </ul>
<ul style="list-style-type: none"> <li>● AAC: <ul style="list-style-type: none"> <li>o To assess, advise and order AAC equipment being aware of financial implications and restrictions. Liaise with EATs/social services/ external agencies/parents/ carers regarding the provision and use of such equipment.</li> <li>o To monitor new developments in specialised equipment and communicate with manufacturers.</li> <li>o To instruct those working with the student how to correctly use the equipment and set guidelines for its use.</li> <li>o To devise and implement guidelines for AAC use in the school and community, and to provide training to staff in supporting students to use AAC systems.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● To attend and contribute to department and student related meetings including review meetings for students where appropriate.</li> </ul>
<ul style="list-style-type: none"> <li>● To provide reports as required including transition and Annual Review /EHCP reports</li> </ul>
<ul style="list-style-type: none"> <li>● To contribute to and carry out risk assessment and risk management plans, and risk assessments for use of equipment.</li> </ul>
<ul style="list-style-type: none"> <li>● Provide support to educational staff to maximise the communication environment for students.</li> </ul>

<p><b>Administration &amp; Management:</b></p>
<ul style="list-style-type: none"> <li>● To manage a clinical caseload and time effectively, prioritise work as required.</li> </ul>
<ul style="list-style-type: none"> <li>● To complete and maintain accurate speech and language therapy case notes in accordance with RCSLT and HCPC best practice guidance.</li> </ul>
<ul style="list-style-type: none"> <li>● To address issues of confidentiality, consent and sharing of information throughout assessment and intervention and clearly record in students' case notes.</li> </ul>

- To be responsible for equipment used in carrying out duties, and to adhere to departmental equipment policy, including competence to use equipment and to ensure the safe use of equipment by others through teaching, training, and supervision of practice.
- To be responsible for maintaining resources and equipment, and advising on supply, and need for resources to carry out the job.
- To keep up to date and accurate statistical information regarding direct and indirect student contacts in school systems and calendar as advised by the therapy lead.
- To participate in clinical audit
- To represent the Aspire Federation as appropriate.

**Professional:**

- To be aware of the sensitivity required to work closely, effectively and in a professional manner with students, parents/carers, advocates, the multidisciplinary team, school staff, Community Services, Health services and other professionals working with students.
- To respect the confidentiality, individuality, values, cultural and religious diversity of learners and to contribute to the provision of a service sensitive to these needs.
- To undertake the schools' induction programme and any mandatory training.
- To be responsible for accessing regular formal clinical supervision and ensuring supervision sessions are recorded.
- To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate.
- To promote awareness of the role of speech and language therapy within the multidisciplinary team and with outside agencies.
- To contribute to the induction, training and education of therapy and school staff both formally and informally.
- To undertake research in specialist area(s), as appropriate.
- To supervise the work of other Speech and Language assistants, students and Apprentices as appropriate.
- To maintain personal development through use of offsite and in-house training, contact and involvement with relevant special interest groups, attendance of in-service training, and review of literature as required.
- To maintain own clinical professional development (CPD) and records in accordance with HCPC and RCSLT standards
- To review and reflect on own practice and performance through effective use of professional and operational supervision and appraisal, audit and outcome measures.

● To comply with the Royal College of Speech and Language Therapists (RCSLT) and Health and Care Professional Council (HCPC) Clinical Guidelines.

● To work in accordance with the Schools' Core Principles.

● To work with teaching staff to provide an integrated therapy service that supports learning.

● To maintain up to date HCPC and RCSLT registration.

**General:**

● To be aware and comply with Aspire Federation Health and Safety Policy and Procedures and implement any policies that may be required to improve the safety of the work area, including the prompt recording and reporting of accidents and incidents, and ensuring that equipment used is safe.

● To be aware of and comply with all other Federation policies and procedures.

**Notes:**

● Many of the students have complex health needs. These include challenging behaviour and mental health issues. The postholder is expected to respond to challenging behaviour in accordance with school policy and procedure to minimise potential risk.

● Given the nature of the client group, the post holder will be expected to undertake basic manual handling training provided by the Federation

● The post holder should expect exposure to saliva and bodily fluids within the course of their work.

● This is not an exhaustive list of duties and responsibilities and the post holder may be required to undertake other duties that fall within the grade of the job, in discussion with the Lead Therapists.

● This content of the job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.

● The post holder is expected to comply with all relevant The Aspire Federation policies, procedures and guidelines, including those relating to Equal Opportunities, Safeguarding, Health and Safety and Confidentiality of Information

**All candidates must be suitable to work with vulnerable children and adults.  
This post is exempt from the Rehabilitation of Offenders Act 1974**