



North & West Yorkshire Specialist Partnership

Job Description

Job Title: School-Based Speech and Language Therapist (NWYSP)

Employing Body: Springwell Leeds Academy - but will work across the West and North Yorkshire Specialist Schools Partnership (NWYSP) These schools are part of the Wellspring Trust and include:

- Springwell Leeds Academy
- Springwell Harrogate
- The Forest School
- Forest Moor School
- Green Meadows Academy
- Penny Field School
- Southview Academy (opening 2027)

Reporting to: Executive Assistant Principal

Location: Employed directly by Springwell Leeds Academy and within NWYSP working across a designated group of special schools and alternative provision settings, with an expectation of travel to other schools in the region on a traded services basis.

Salary: Commensurate with qualifications and experience (Aligned with NHS Agenda for Change Band 5) £31,067 - £37,938 (actual salary £26,686 - £32,732)

Hours: Full-time 37.5 hours per week, Term time only (39 weeks)

Main Purpose of the Role:

We are seeking a dedicated Speech and Language Therapist to join our team working across the West and North Yorkshire Specialist Schools Partnership of Wellspring Academy Trust Schools. As a School-Based Speech and Language Therapist, you will play a crucial role in supporting the communication and language development of our students. You will work collaboratively with teachers, parents, and other professionals to assess, diagnose, and treat speech, language, and communication disorders in children.

You will join a growing, multidisciplinary team of professionals working with children with SEND across the region, providing expert care and support and targeted therapeutic interventions.

Benefits:

- Competitive salary commensurate with experience.
- Term time only working (13 weeks leave a year and no weekend working)
Professional development opportunities to support continued growth and learning.
- Collaborative and supportive work environment within a dynamic educational community.
- Travelling / mileage allowance

2. Key Responsibilities:**2.1 Clinical Practice & Direct Intervention:**

- To undertake basic assessment and differential diagnosis of speech, language, and communication needs (SLCN) in students, under the supervision of a senior SLT.
- To plan, implement, and evaluate evidence-based speech and language therapy interventions, both individually and in groups, tailored to the specific needs of students and the context of each school type (SEMH, PMLD, PRU, Generic Special Schools).
- To contribute to the development of Education, Health and Care Plans (EHCPs) by providing detailed assessment reports and setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) communication targets.
- To work with students presenting with a wide range of needs across our school
- To effectively manage a defined caseload, prioritising needs under supervision and ensuring timely interventions.

2.2 Collaboration & Consultancy:

- To work collaboratively with school staff (teachers, teaching assistants, support staff) to integrate communication strategies into the daily routines and curriculum.
- To provide basic advice, training, and support to school staff on general communication strategies, total communication approaches, and individual student needs, under guidance from a senior SLT.
- To liaise with parents/carers, providing information and support regarding their child's communication development and therapeutic interventions, in line with the SEND Code of Practice.
- To work effectively within multi-disciplinary teams, contributing to holistic care plans and reviews.
- To signpost families and schools to external agencies and resources where appropriate.

2.3 Documentation & Administration:

- To maintain accurate, comprehensive, and timely clinical records in accordance with professional standards (Royal College of Speech and Language Therapists - RCSLT), local policies, and GDPR.
- To produce clear, concise, and professional reports for EHCPs, annual reviews, and other relevant meetings.
- To contribute to data collection and outcome measurement to demonstrate the impact of interventions.

2.4 Professional Development & Safeguarding:

- To participate actively in regular clinical supervision, caseload management supervision, and line management supervision.
- To engage in continuous professional development (CPD) activities, maintaining an up-to-date knowledge of evidence-based practice and professional guidelines.
- To adhere to the RCSLT Code of Conduct and relevant professional standards.
- To understand and adhere to all school policies, particularly those relating to Safeguarding (Keeping Children Safe in Education - KCSIE), Health and Safety, and Confidentiality.
- To identify and report any safeguarding concerns in line with the school's safeguarding policy and procedures.
- To undertake mandatory training as required (e.g., safeguarding, first aid).

3. General Responsibilities:

- To travel between school sites as required to fulfil the duties of the role.
- To maintain professional boundaries and relationships with students, staff, and families.
- To contribute positively to the overall ethos and success of the special school group.

Person Specification: School Based Speech and Language Therapist

Attribute	Essential (E)	Desirable (D)
Qualifications & Professional Affiliation	BSc in Speech & Language Therapy or equivalent.	
	Current Health and Care Professions Council (HCPC) registration.	
	Membership of the Royal College of Speech and Language Therapists (RCSLT).	
2. Knowledge & Experience	Knowledge of typical speech, language, and communication development.	Experience of working with children and young people with a range of SEND, including PMLD, SEMH, and Autism Spectrum Condition (ASC).
	Understanding of the SEND Code of Practice (2015) and its implications for SLT practice in educational settings.	Basic knowledge of Augmentative and Alternative Communication (AAC) systems (e.g., PECS, objects of reference, high-tech AAC).
	Awareness of Safeguarding and Child Protection procedures (KCSIE).	Basic understanding of dysphagia (feeding and swallowing difficulties) and its management in a paediatric context.
	Understanding of clinical governance and professional standards.	Experience of working within an education setting or a multidisciplinary team.
3. Skills & Abilities	Ability to conduct basic communication assessments and interpret findings under supervision.	Emerging ability to adapt therapy approaches to meet the diverse needs of students in SEMH, PMLD, PRU, and Generic Special Schools.
	Ability to plan, implement,	Skills in delivering basic

	and evaluate basic evidence-based therapy programmes.	training or advice to non-SLT staff and parents/carers.
	Excellent verbal and written communication skills for effective liaison with students, families, and professionals.	Ability to manage time effectively and prioritise a defined caseload under supervision.
	Good IT literacy	
	Full UK driving license and access to a car for work purposes (due to travel between school sites).	
4. Professional Attributes	Strong commitment to continual professional development (CPD) and reflective practice.	Proactive and enthusiastic approach to learning and taking on new challenges.
	Ability to work effectively as part of a team, seeking and offering support.	Resilience and adaptability when working in demanding or challenging environments (e.g., PRUs, SEMH schools).
	Empathy, patience, and a child-centred approach.	
	A strong commitment to patient-centred care and safeguarding children (KCSIE).	
5. Personal Circumstances	Ability to travel independently between school sites	