

# JOB DESCRIPTION



## SENIOR SPEECH AND LANGUAGE THERAPIST

**Responsible to:** Vice Principal (Safeguarding & Social Care)

**Main purpose:**

- To deliver a specialist speech and language service within a multidisciplinary/ agency context to children and young people with communication needs who attend Valence School.
- To provide assessments and interventions for students with known or suspected dysphagia, maintaining collaborative working practice with specialist dysphagia services.
- To line manage a small communication team.
- To support with organisational and service development initiatives. This is to ensure the on-going provision of high quality effective multi-disciplinary therapy services for students, families, and the school, working within a clinical governance framework.

**Duties and responsibilities:**

### Clinical Responsibilities

- To work in accordance with current best practice guidance, including the Health and Care Professions Council (HCPC) and the Royal College of Speech and Language Therapists. (RCSLT) relating to standards of conduct, performance, and ethics.
- To deliver services within a clinical framework which evidences levels of care and outcomes.
- To carry out assessments, plan, deliver and evaluate a variety of interventions in order to deliver safe, effective, and evidence-based services.
- To further develop and use specialist knowledge and understanding of all medical/surgical interventions/conditions relevant to students attending Valence School in order to support and work in partnership with students and their families.
- To contribute to the creation and review of care plans for students in line with school care plan processes.
- To assess students with known or suspected dysphagia needs in collaboration with specialist NHS teams and provide advice on management of students within agreed service criteria.
- To support a school based multi-disciplinary Eating and Drinking team, in the provision of services to students with eating, drinking, and swallowing needs, including the contribution to student review processes, annual reviews, and support plans.
- To support the school in a range of initiatives to maintain safe practice when supporting students with eating and drinking issues, including staff training.
- To act as a representative for speech and language therapy, and the school therapy team, at multi-disciplinary meetings as required. This will include student support needs, service

development initiatives, the admissions and transitions team, and review meetings for education and healthcare plans.

- To comply and remain up to date with all legislation and organisational policies and procedures related to the practise and delivery of speech and language therapy services.
- To contribute to clinical audits and research as identified by the school therapy and or senior school leadership team.
- To comply with all of Valence School's policies and procedures including safeguarding and child protection, equality and diversity, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.

#### Communication

- To demonstrate excellent interpersonal and negotiation skills to achieve effective communication where barriers to understanding exist and support complex case management to achieve positive outcomes for the student and their families.
- To ensure current knowledge is up to date with developments in augmentative and alternative communication (AAC) devices and instruct those working with students how to correctly and efficiently use equipment.
- To establish and maintain effective collaborative working relationships and processes with other external services and agencies including community NHS and tertiary services.

#### Administration Duties

- To maintain contemporaneous clinical records adhering to the professional documentation standards of the Royal College of Speech and Language Therapists.
- To comply with school regulations concerning the format and security of student records and meeting requirements under GDPR legislation.
- To write and support others, in the creation of clinical reports including students' annual educational reviews, education and health care plans and support plans.
- To provide timely and accurate statistics as required by the school therapy/health team and Valence School.
- To comply with Valence School reporting systems for recording adverse incidents near misses or other areas of concern.
- To inform the line manager of any complaints, accidents, incidents and near misses at work in line with Health and Safety Regulations or problems associated with service provision.
- To comply with the standards and priorities laid down by the school therapy / health team.

#### Line Management Duties

- To provide line management, support, and supervision to a small communication team with the delivery of services to support students with the development of communication skills.
- To assist the line manager and school in recruitment processes for therapy and other school staff as required.
- To carry out other reasonable duties as required by the Line Manager.

#### Teaching and Training

- To develop and deliver specialist training and advice to others, including education staff, and other health professionals.
- To participate in school training events including school inset development days.
- To provide support and encouragement to other staff undertaking research or development activities.

- To provide supervision and training to undergraduate Speech and Language Therapy students on educational placements.

### **Professional Development**

- To attend professional supervision to maintain and continuously develop clinical knowledge and skills.
- To be responsible for personal continuous professional development using self-directed learning, reflective practice, active participation in school training programmes and attendance at post graduate courses as agreed in a personal development plan, and to maintain a CPD portfolio.
- To participate in the appraisal system as appraisee, and an appraiser and be responsible for fulfilling agreed objectives and personal development plan ensuring the objectives set reflect the service and school plans.

### **Service Development and Improvement**

- To lead on identified initiatives to ensure the ongoing provision and development of services to support a whole school approach to promote communication skills with students.
- To work with the school to develop clinical services under a clinical governance framework. This may include creation of policies to underpin clinical practice, the organization of service delivery and establishing new staff training and learning processes.
- To contribute to the ongoing development of the school health and communication teams, including developing service initiatives to strengthen links with students, parents, and other stakeholders.
- To assist the line manager and school with compiling a training needs analysis for services as appropriate and to assist the therapy lead in developing strategies to address these.
- To participate in staff and service development through attendance at service meetings and in-service training sessions, including taking the lead in facilitating such events and presenting information as appropriate

This job description is not meant to be exhaustive and reflects only the current and anticipated responsibilities of the post. The successful applicant will be expected to work flexibly to meet the overall needs of the position.

Please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out. This job description may be amended at any time in consultation with the postholder.

This role involves contact with and responsibility for children and young people and will be engaged in regulated activity. The law requires this position to have an enhanced criminal background check. This is to protect children and vulnerable adults and to safeguard positions of trust. The position is therefore exempt from the Rehabilitation of Offenders Act. If your application is taken further you will be asked to declare details of any criminal record, even convictions that are 'spent' according to the act. If you are offered the post this information will be checked against the DBS.

# PERSON SPECIFICATION



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The following outlines the criteria for this post.

Applicants should describe in their application how they meet the criteria.

### **Requirement : Essential (E) / Desirable (D)**

#### **Qualifications and Experience:**

- Degree (or equivalent) in Speech and Language Therapy. (E)
- Registration with the Health and Care Professions Council. (E)
- Minimum 3 years clinical experience with children and young people with complex communication needs. (E)
- Accredited training in assessment and management of Dysphagia. (D)
- Experience working within an educational setting with competencies in eating and drinking. (D)
- Experience in Augmentative and Alternative Communication (AAC) both high and low tech. (D)
- Supervision and support of undergraduate Speech and Language therapists and other students in training. (D)
- Experience in line management of speech and language therapy staff and/or staff at assistant level. (D)
- Knowledge of safeguarding and child protection including Keeping Children Safe in Education (Statutory Guidance). (D)

#### **Skills and Knowledge:**

- Ability to demonstrate effective management of clinical caseload. (E)
- Ability to provide safe and effective speech and language therapy assessments and interventions. (E)
- Skilled in carrying out both individual and group interventions. (E)
- Ability to communicate effectively with students, families, school staff and other professionals. (E)
- Ability to demonstrate clinical governance in professional work. (E)
- Ability to operate effectively as part of a multi-disciplinary team. (E)

- Ability to instruct and support school staff in a range of techniques to enable them to support students within the class and residential environment. (E)
- Ability to co-ordinate and assist with implementation of programmes for staff development. (E)
- Ability to work closely with teaching staff in the identification of integrated learning and therapy-related individual objectives. (E)
- Ability to assess and prescribe appropriate specialist resources pertaining to speech and language therapy services. (E)
- Knowledge of evaluating outcomes of intervention and ability to critically appraise own performance. (E)
- Ability to demonstrate a commitment to and responsibility for own continuing professional development. (E)

### **Physical Skills**

- Able to carry out moving and handling tasks and therapeutic moving and handling tasks with children and young people with complex disabilities. (E)
- Ability to carry out inanimate moving and handling. (E)