

The St Marylebone Church of England Bridge School

Special Free School (*Speech, Language and Communication*)

Herries Street, London, W10 4LE

Tel: 020 3693 4752

Website: www.stmarylebonebridgeschool.com



Speech and Language Therapist - Band 5 or Band 6 - Job Description

Purpose of Role:

Enabling young people with a diverse range of speech, language and communication needs to access the curriculum and whole school experience. To promote a functional, clinical approach to intervention, encompassing educational attainment, participation in the education experience, life aspirations and general well-being. To work collaboratively with school teams across two sites, promoting and embedding a whole school approach to young people's communication development.

The post holder will:

Clinical Skills

- Demonstrate clinical expertise in the assessment, treatment and management of language and communication difficulties in children and young people, providing appropriate specialist assessment and intervention and evaluating outcomes.
- Demonstrate auditory and perceptual skills in the assessment, diagnosis and treatment of patients/clients to include phonetic transcription of speech and sensitive analysis of non-verbal communication.
- Make appropriate differential diagnoses and specialist clinical decisions on evidence from assessment of complex cases, seeking support where appropriate.
- Establish intervention programmes for relevant pupils, reviewing these as agreed and making recommendations for support.
- Monitor and review the progress of pupils against the targets set and agreed, and modify targets as appropriate.
- Maintain sensitivity at all times to the emotional needs of pupils in particular when imparting potentially distressing information regarding the nature of their difficulties and implications of the same.
- Employ a person-centred approach to intervention with a strong emphasis on joint goal setting with pupils, parents, and teaching staff.
- Support pupils and their families to understand their own strengths and needs, and identify strategies and supports that are helpful to them.
- Produce highly specialist reports regarding needs, summarising proposed intervention plans and future recommendations.
- Ensure that pupils are referred on to other services as appropriate.
- Contribute to multi-agency assessment procedures as required, including Educational, Health and Social Care Plans and annual reviews.

Collaborative Working

- Work collaboratively with the SENCO and SaLT lead, meeting regularly to jointly develop and agree the priorities and plan for the next period. This plan will identify the needs of the pupils and the training needs for staff and parents.
- Work collaboratively to provide specialist advice to colleagues who support children and young people in the school environment.
- Support teaching staff to meet the needs of pupils through joint planning sessions.
- Model and train support staff to deliver direct interventions for pupils with specific speech, language and communication needs, including observing and providing feedback.
- Employ counselling skills with parents/carers of pupils on the caseload.
- Deliver training to parents and school staff on a range of SLCN topics.

	<ul style="list-style-type: none"> ● Provide ongoing mentoring/coaching to school staff to ensure the programmes are delivered optimally, and that school staff are confident in their understanding of SLCN and ability to adapt the curriculum accordingly. ● Complete classroom observations and learning walks to provide ongoing support to staff following whole-school training. ● Liaise with relevant school staff and families to ensure cohesive support is provided. ● Conduct specific and targeted training of staff as and when required. ● Demonstrate good negotiation skills across a range of issues and situations, recognising and resolving potential breakdown and conflict when it occurs. ● Deal with initial complaints sensitively, avoiding escalation where possible. ● Work flexibly across two sites, collaborating with teams at different schools as required.
Professional skills	<ul style="list-style-type: none"> ● Demonstrate effective time management; prioritise and plan own workload to manage conflicting and competing priorities. ● Ensure own practice complies with the Royal College of Speech and Language Therapists' and HCPC Codes of Conduct. ● Demonstrate and maintain clinical expertise based on current evidence based practice. ● Maintain contemporaneous and accurate clinical records in line with Health and Care Professions Council and Royal College of Speech and Language Therapists' professional standards. ● Share verbal and written information with others, observing confidentiality and data protection policies. ● Adapt practice creatively to meet individual circumstances, including due regard for equality and diversity. ● Be aware of, and respect the right for children and young people's choice and dignity. ● Follow the staff code of conduct and provide a welcoming environment which is courteous to colleagues, visitors and telephone callers. ● Be accountable for your own professional action and recognise your own professional boundaries, providing advice on clinical issues as appropriate. ● Practice within defined local and national policies, guidelines and professional standards. ● Proactively seek advice and support from colleagues when necessary within the SaLT team taking into account your own skills and experience to ensure that the highest standards of SaLT support are provided. ● Reflect on practice and wider professional behaviour with peers and clinical supervisor. ● Advise the lead SaLT on issues of service delivery such as shortfalls and service pressures. ● Be flexible to the demands of the environment including changing priorities, deadlines and interruptions.
Professional development	<ul style="list-style-type: none"> ● Participate in the annual appraisal process. ● Be responsible for continuation of own clinical professional development, and reflective practice and clinical supervision as per RCSLT guidelines. ● Actively participate in clinical supervision and peer supervision. ● Attend school based training as well as clinically relevant specialist short courses, conferences and advanced training in order to maintain and develop skills and knowledge and maintain up to date HCPC and RCSLT registration. ● Contribute to projects led by other members of the SaLT team or wider MDT. <p><i>Band 6:</i></p> <ul style="list-style-type: none"> ● Provide advice and recommendations for change within the school in relation to SaLT standards. ● Identify and lead on projects and audits in line with the school and SaLT development plans.
Workforce development	<ul style="list-style-type: none"> ● Provide SaLT induction training for new and inexperienced teaching colleagues ● Explain the role of the speech and language therapist to new and inexperienced teaching colleagues, students, volunteers and visitors. ● Contribute to multi-disciplinary team meetings. ● Demonstrate positive professional behaviour within day-to-day practice, acting as a role model for the profession.

	<p><i>Band 6:</i></p> <ul style="list-style-type: none"> ● Participate in local undergraduate/postgraduate student placement programme, delivering work-based learning opportunities for speech and language therapy students. ● Provide observation sessions for students/colleagues from other disciplines. ● Contribute to the identification of the workforce training needs and plan appropriate training accordingly and in conjunction with relevant colleagues.
Finance and Resource management	<ul style="list-style-type: none"> ● Be responsible for the security and maintenance of the SaLT and school resources ensuring that standards of safety and infection control are maintained. ● Provide advice where required on SaLT resources needed within the school.
General Accountability	<ul style="list-style-type: none"> ● Health and Safety: to have responsibility for the health, safety and welfare of self and others and to comply at all times with the requirements of health and safety regulations. ● Confidentiality and Data Protection: to ensure confidentiality and the safe storage of data at all times, complying with national legislation, GDPR, and adhering to the six Caldicott principles when dealing with person identifiable information <ol style="list-style-type: none"> 1. Justify the purposes of using confidential information 2. Only use it when absolutely necessary 3. Use the minimum that is required 4. Access should be on a strict need to know basis 5. Everyone must understand his or her responsibilities 6. Understand and comply with the law ● Equal Opportunities: to comply with the School's policies on equal opportunities to ensure that no-one receives less than favourable treatment on grounds of sex, marital status, race, colour, creed, religion, physical disability, mental health, learning difficulty, age or sexual orientation and is not placed at a disadvantage by conditions or requirements that cannot be shown to be justifiable. ● Safeguarding: All staff members have a responsibility to themselves, patients, service users and other staff in ensuring the effective Safeguarding of Children and Adults and must adhere to all relevant national and local policies, practice guidance and professional codes. ● Conflict of Interest: to comply with the organisation's code/policy relating to business conduct and/or conflict of interest. ● Other Duties: to undertake such other duties as may be required from time to time and are consistent with the responsibilities of the grade ● Probationary period: This post is subject to the requirements of a six month probationary scheme for new staff only.