



The St Marylebone Church of England Bridge School

JOB SPECIFICATION

Job Title: Speech & Language Therapy Assistant (SLTA)

Responsible to: Line Manager/ Head of School

Purpose:

To support the Speech and Language Therapy (SaLT) service as part of the therapy faculty, working directly with children and young people and contributing to therapy delivery, observation, administration, and service organisation. This is a pilot role, created to test whether an SLTA model meaningfully increases SaLT capacity within the school. As a pilot, the role may develop and change over time in response to service need and learning.

Key responsibilities

- Working directly with children and young people to support their speech, language, communication, and interaction needs, including:
 - supporting and, where appropriate, running timetabled communication groups
 - delivering 1:1 or small group intervention activities, planned with a qualified SaLT
 - modelling and reinforcing communication strategies during sessions, activities, and within lessons, under guidance
 - supporting pupils to engage positively in structured communication-based tasks
- Carrying out classroom observations to understand pupils' communication needs in context, and feeding back observations and reflections to the SaLT team
- Completing clinical notes and session records in line with service guidance
- Supporting therapy-related clubs and duties within the school day
- Working as an active member of the therapy faculty, including:
 - attending therapy faculty meetings
 - contributing to SaLT team meetings
 - participating in interdisciplinary discussions
 - sharing observations, reflections, and practical insights to support joint planning and consistency of approach
- Working collaboratively with SaLTs, wellbeing, behaviour staff, and other professionals as appropriate

Administration and Service Support

- Supporting the day-to-day organisation of the SaLT service, including:
 - professional email communication with parents under guidance
 - password-protecting, sharing, scanning, and filing reports
 - maintaining organised and secure digital records
- Assisting with referrals to external services (e.g. At The Bus and other therapies)

- Supporting service communication, including website content and information leaflets

Supervision, training and development

- The post holder will receive regular line management and supervision
- Clinical work will be planned, delegated, and reviewed by a qualified SaLT; the role does not involve independent clinical decision-making
- Training and support will be provided where needed, including induction into SaLT systems, approaches, and ways of working
- Over time, the SLTA will be supported to work more independently and proactively in agreed non-clinical areas such as administration, observations, preparation, and service organisation
- As this is a pilot role, the balance and focus of tasks may change during the pilot, with changes discussed and supported through supervision
- The post holder will be encouraged to reflect on how the role is working in practice and to contribute feedback to support evaluation of the SLTA model

Communication and Safeguarding

- To work within the boundaries of confidentiality and data protection
- To communicate effectively with members of the therapy faculty and wider school staff
- To pass on any safeguarding or welfare concerns to the appropriate safeguarding lead
- All staff have a responsibility for promoting and safeguarding the welfare of children and young people

Whole-School Responsibilities

- To promote the ethos, vision, and values of the school
- To ensure all tasks are carried out in line with school policies and procedures, including Health & Safety, Equality and Diversity, Data Protection, and the Staff Code of Conduct
- To establish positive, professional working relationships through teamwork and mutual support
- To undertake appropriate professional development
- Attendance at relevant staff meetings, events, and training as appropriate
- Any other duties commensurate with the grade to ensure the smooth running of the school

PERSON SPECIFICATION

Essential

- Experience of working directly with children and young people in an educational, therapeutic, or care setting
- Ability to build positive, trusting relationships with pupils
- Ability to follow planned and delegated programmes and work within clear professional boundaries

- Strong observation skills, with the ability to notice, record, and reflect on pupils' communication and interaction in different contexts (e.g. lessons, groups, social times)
- A proactive and organised approach to work, including managing time, tasks, and priorities effectively
- Confidence using IT systems to support the role, including:
 - professional email communication
 - creating, editing, and securely storing documents
 - scanning, filing, and password-protecting digital records
- Clear, professional written and verbal communication skills
- Ability to work collaboratively as part of a therapy faculty and wider multidisciplinary team
- Willingness to learn, reflect on practice, and respond constructively to feedback
- Understanding of confidentiality, safeguarding, and information handling

Desirable

- Experience supporting speech, language, communication, or interaction-focused work
- Experience running small groups or structured activities with children or young people
- Experience working within a school-based or therapy service
- Familiarity with therapy or education record-keeping systems
- Experience of liaising with parents or carers under professional guidance
- Interest in speech and language therapy as a field

Personal qualities

- Warm and approachable, with the ability to build positive, trusting relationships with children and young people
- Playful and flexible in their interaction style with pupils, using warmth and creativity appropriately to support engagement
- Brings a friendly, open, and good-humoured presence to a shared office and team space
- Reflective and curious about what supports children's communication and participation
- Comfortable working in a pilot role where systems and tasks may evolve
- Able to work independently and use initiative in agreed areas, while knowing when to seek guidance
- Values inclusive, neuro-affirming practice and respectful communication

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.