



## **Hatton and Little Heath Schools**

### **Specialist Speech and Language Therapist (Band 5)**

### **Job Description and Person Specification**

**June 2021**

## Job Description

<b>Job Title:</b>	Specialist Speech and Language Therapist
<b>Grade:</b>	Band 5
<b>Hours/weeks:</b> <i>E.g. 36 hours/52.14 weeks</i>	Full Time (35 hpw, 40 weeks pa)
<b>Base location:</b>	Either Hatton Or Little Heath
<b>Reports to:</b> <i>Job title</i>	Member of the Senior Leadership Team at the school
<b>Role purpose and role dimensions:</b> <i>Overview of the job</i>	<p>Hatton / Little Heath Special Schools will be directly employing Speech &amp; Language Therapists to work onsite with their children and young people.</p> <p><b>Responsibility for Client Care (including monitoring, diagnostics + investigations) KSF Level 3</b></p> <ul style="list-style-type: none"> <li>• To ensure that all children and families receive appropriate and timely therapeutic and preventative interventions that aim to safeguard and promote the welfare of children;</li> <li>• In working with adults who are parents/carers, the needs of their children are assessed to ensure that appropriate services are delivered to these children and families.</li> <li>• All staff who come into contact with children, young people, and adults who may be parents or carers, have a responsibility to ensure they are trained and competent to be alert to potential indicators of abuse or neglect in children, and know how to act on their concerns in line with Safeguarding procedures.</li> <li>• To promote health and well-being including health promotion and to raise awareness of communication impairments.</li> <li>• To utilise developed auditory and perceptual skills in the assessment and treatment of pupils.</li> <li>• To develop a working knowledge of the principles of Clinical Governance and their application to professional practice.</li> </ul> <p>This includes:</p> <ul style="list-style-type: none"> <li>- To assess and diagnose conditions and to plan and implement Speech and Language Therapy programmes of care and treatment and discharge appropriately, using evidence-based practice.</li> <li>- To monitor and evaluate programmes of care.</li> <li>- To provide clinical advice to others regarding the management and care of pupils with communication difficulties and/or feeding and swallowing difficulties (others includes parents, carers and professionals in the statutory and voluntary sectors).</li> <li>- To liaise with professional colleagues.</li> <li>- To demonstrate clinical effectiveness by use of evidence based practice and outcome measures.</li> </ul>

- To independently attend case conferences / reviews / parents evenings.
- To produce reports reflecting knowledge regarding pupil's needs and summarising proposed care plans including for statutory purposes, e.g. EHCP reports and legal reports with support.
- To adapt practice to meet individual pupils' circumstances, with due regard for medical, cultural, linguistic and sociological and physiological factors.
- To ensure that pupils are involved in the planning and prioritisation of their care plans wherever possible.
- To adhere to professional standards for advice and clinical interventions.
- To deal with complex clinical issues and to generate appropriate strategies for caseload management.
- To be able to relate assessment results to the presenting disease/pathology/impairment.
- To take responsibility for devising specialist programmes of care for other professionals to carry out and for ensuring they are carried out appropriately.
- To monitor and evaluate programmes of care carried out by other professionals and carers.
- To negotiate with pupils, professionals and carers around case management of complex cases.

#### **Responsibility for Policy/ Service Development KSF Level 2**

- To be aware of and adhere to relevant legislation, service and team plans and policies.
- To use specialist knowledge to inform service/policy developments as appropriate.
- To contribute to inter agency/multi-disciplinary team building.

#### **Responsibilities for Human Resources KSF Level 2**

- To actively participate in the Personal & Professional Development Plan on an annual basis, including a review of what aspects of your role are being done well, and the identification of any areas for development.
- To contribute to the maintenance of a record of own development review process.
- To support the development of skills and knowledge of new team members, during induction.
- To support the development of skills and knowledge of colleagues during periods of change in work practice.
- To supervise the work of assistants and volunteers in the delivery of care to pupils.
- To participate in placements for Speech and Language Therapy and non-Speech and Language Therapy Students.
- To explain the role of Speech and Language Therapists to visitors, students and volunteers.

- To provide peer support to and receive peer support from other Speech and Language colleagues and to contribute to induction processes.
- To participate in delivering specialist training in area of clinical expertise
- To identify personal/professional development evidenced by Personal Development Plan / Professional Portfolio developed within an appraisal framework.
- To attend relevant training and development in order to maintain the skills and knowledge required of a Specialist Therapist.
- To keep up to date with new techniques and developments for the promotion and maintenance of good practice in settings relevant to practice.
- To attend relevant specialist courses, meetings and special interest groups.

#### **Responsibility for information Resources**

- To keep written record of all communications with families and workers.
- To use relevant IT system(s) to accurately record activity / data as appropriate for job role within an agreed time frame
- To maintain up to date and accurate records of all activities carried out with children and to enter into case notes where appropriate.
- To be responsible for information resources such as computerised, paper based records and information systems.
- To be responsible for creating information / compiling information and databases, and processing data securely as relevant to the role.

#### **Responsibilities for physical and financial resources**

- To monitor equipment and the suitability of the clinical environment in own service area and request new equipment as appropriate.
- To be responsible for the security, care and maintenance of equipment ensuring standards of infection control and safety are maintained – including equipment loaned to pupils.

#### **Communications and leadership KSF Level 3**

- To employ alternative and augmentative models of communication as appropriate, e.g. signing symbols, communication aids.
- To communicate complex condition-related information from assessment to clients, carers, families and members of the multi-disciplinary team/other professions.
- To work closely with clients, carers and families, facilitating decision making relevant to the pupil management.
- To demonstrate empathy with pupils, carers and families and colleagues, ensuring that effective communication is achieved, particularly where barriers to understanding exist and the information conveyed is sensitive in nature.
- To motivate and reassure pupils and/or carers to engage in the therapeutic process.

- To employ negotiation skills in the management of conflict across a range of situations.
- To deal with initial complaints sensitively, avoiding escalation where possible.
- To form productive relationships with others who may be under stress and/or have challenging communication difficulties and/or who have other psychological / social / developmental barriers to developing relationships.
- To provide independent education and training to small groups and to assist in the delivery of training to larger groups conveying specialist information.
- To attend patient related meetings, e.g. EHCP Review.
- To provide advice to non-specialists and other professionals within clinical field.
- To negotiate with carers, pupils and others around individual case management.

### **Planning and organizing KSF Level 2**

- To manage and prioritise a caseload, seeking advice from senior colleagues on complex cases within the specific clinical area.
- To manage and prioritise own workload and time appropriately.
- To co-ordinate activities with other professionals in Health, Education, Social Services or Voluntary Sector.
- To refer pupil and/or carer to other services as appropriate.
- To be instrumental in setting up additional clinical initiatives, which enhance individual pupil management, e.g., intensive groups, carers groups, therapy groups, having first consulted the line manager.
- To develop a working knowledge of relevant procedures including Safeguarding Children, SEN procedures, Working with Vulnerable Adults and other legal frameworks.

### **Partnership working KSF Level 3**

- To contribute to clinical teams both multi-disciplinary and uni-disciplinary by discussing own and others input around clients' needs ensuring a well co-ordinated care plan.

### **Analysis and data management KSF Level 2**

- To gather information from a range of professionals and carers.
- To assess specialist clinical conditions which may be complex or compounded in nature.
- To assess the impact of auditory, visual and kinaesthetic aspects of pupil's communication and to identify appropriate strategies to facilitate and enhance communicative effectiveness.

- To consider the environmental, cognitive, social and emotional aspects of client's communication to identify appropriate strategies to enhance communication.
- To target training (formal and informal) appropriately to the needs of course participants and to reflect on and evaluate training provided.
- To recognise potential breakdown and conflict when it occurs and seek advice and support to resolve.
- To make a differential diagnosis and clinical decisions on the basis of evidence from assessment seeking advice as appropriate.
- To develop clear care plans based on best practice.
- To demonstrate the ability to reflect on practice with peers/clinical supervisor and identify own strengths development needs.
- To use knowledge to inform sound clinical judgements/decision making for case management and to adapt practice to individual circumstances.

#### **Research, Development and Audit KSF Level 2**

- To maintain up to date and accurate case notes in line with RCSLT professional standards and local Trust policies.
- To share information with others, observing data protection guidelines.
- To use computer software to generate programmes and personalised client based communication tools.

#### **Equality and Diversity KSF Level 2**

- To carry out your duties in a way that supports equality and values diversity. This responsibility includes your actions in relation to service users, carers, work colleagues, people in other organisations and members of the public.
- To ensure compliance with policies on equity and diversity whilst dealing with pupils, carers and other staff in day to day work.
- To have due regard for and meet the communication needs of people whose primary language is not English.
- To deliver therapy in a culturally sensitive manner.
- To have a working knowledge of the cultural and linguistic diversity of inner pupil patient groups and to adapt practice accordingly,

#### **Health & Safety KSF Level 2**

- In compliance with the Health and Safety at Work Act 1974 and subsequent legislation the post holder is required to undertake a proactive role in the management of risks in all their actions. This includes:
  - Undertaking risk assessments
  - Reporting all incidents, near misses and hazards
  - Undertaking a statutory duty of care for your own personal safety and that of others
  - Attend statutory health and safety training

	<ul style="list-style-type: none"> <li>• In addition there is a requirement to attend all mandatory and any other health and safety training appropriate to the role.</li> <li>• The post holder must be aware of the responsibilities placed upon them under the Health and Safety Act 1974 to ensure that agreed procedures are carried out and that a safe working environment is maintained for pupils, visitors and employees.</li> <li>• To have due regard for policies on Health &amp; Safety at Work, including the prompt recording and reporting of accidents and ensuring safe use of equipment.</li> <li>• To carry out risk assessment on new situations to identify and reduce possible hazards.</li> <li>• To carry out necessary minor adaptations to working environment to ensure the safety of pupils, carers, colleagues and self.</li> </ul> <p><b>Freedom to Act</b></p> <ul style="list-style-type: none"> <li>• To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate.</li> <li>• To work within defined departmental and national protocols/policies and professional code of conduct.</li> <li>• To work independently accessing appraisal within an Individual Performance Framework at pre-determined intervals.</li> <li>• With support to contribute to the statutory advice in accordance with the requirements of the 1996 Education Act to enable the Education Department to provide an EHCP.</li> <li>• To refer the pupil or carer to other services as appropriate.</li> </ul> <p>These duties will be subject to regular /appraisal and any amendments will be made in consultation and agreement with the post holder.</p>
<p><b>Key external contacts:</b> <i>Organisations</i></p>	<p>Health Social Care Education Services (including Educational Psychology Service, SEND Team)</p>
<p><b>Key internal contacts:</b> <i>Job titles or groups of staff</i></p>	<p>Multi-Disciplinary Team Senior Leaders Teachers Learning Support Assistants Governors Parents and carers</p>
<p><b>Financial dimensions:</b> <i>Budgetary responsibility &amp; amount. Equipment, cash, property etc. for which employee is responsible.</i></p>	<p>N/a</p>
<p><b>Key areas for decision making:</b></p>	<p>To deliver specialist clinical work as part of the multidisciplinary school team. This includes working with pupils with varying needs, in a range of locations including Family Homes and Schools.</p>

	To assess and treat own caseload of patients & maintaining own records as an autonomous practitioner.
<b>Other considerations:</b> <i>E.g. working patterns</i>	This post will reflect Agenda For Change.

<b>Key accountabilities and result areas:</b>	<b>Key elements:</b>
Staff Management	N/a.
Business Development	N/a.
Developing and maintaining appropriate policies and procedures	<b>This will involve:</b> <ol style="list-style-type: none"> <li>1. Assisting in the development of policies for the delivery of services</li> <li>2. Monitoring the impact of interventions and making changes as necessary</li> <li>3. Maintaining appropriate records</li> </ol>
Internal management and governance	<b>This will involve:</b> <ol style="list-style-type: none"> <li>1. Ensuring that senior staff are kept apprised of any key issues</li> <li>2. Providing reports to senior staff and governors as requested</li> </ol>
<b>General accountabilities and responsibilities</b>	
<b>Green Statement</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>▪ Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Council's commitment to making Redbridge a cleaner, greener place to live. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.</li> </ul>
<b>Data Protection/Confidentiality</b>	<b>This will involve:</b> <ul style="list-style-type: none"> <li>▪ Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles.</li> <li>▪ Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees' access to and use of the School's databases and systems. Any breaches could result in disciplinary measures.</li> </ul>



	<ul style="list-style-type: none"> <li>Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.</li> </ul>
<b>Conduct and Whistleblowing</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>Complying with the requirements of the Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Employees making such disclosures (whistleblowing) are protected and may make them without fear of recrimination.</li> </ul>
<b>Safer Working</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. The school will require a DBS Disclosure check and references will be taken up prior to interview.</li> </ul>
<b>Equalities</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>Complying with the School's strong commitment to achieving equality of opportunity and outcomes in its services to the community and in the employment of people. You are expected to understand, comply with and promote School policies in your work, to undertake any appropriate training and to challenge any prejudice and discrimination.</li> </ul>
<b>Customer Care</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>Promoting the development of high quality, individualised customer-led services, for pupils, staff and families.</li> </ul>
<b>Health and Safety</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>Being responsible for your own Health &amp; Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.</li> </ul>
<b>To contribute as an effective and collaborative member of the team</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>Taking responsibility for continuing self-development and participating in training and development activities.</li> <li>Participating in the ongoing development, implementation and monitoring of the service plans.</li> <li>Supporting and contributing to value for money, service efficiencies and improvements.</li> </ul>
<b>Flexibility</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside</li> </ul>

the normal remit of your Job Description as required by the line manager, and are broadly within your the grading level and competence.

### Person Specification

<b>Job Title:</b>	Specialist Speech and Language Therapist		
<i>Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = most important, 2 = least important</i>		<b>A - I - T -</b>	<b>Weighting</b>
<b>Minimum education/ qualifications:</b>	<p>Completion of RCSLT accredited BSc; MSc or PGDip.</p> <p>Member of Health and Care Professions Council (HCPC).</p> <p>Member of Royal College of Speech and Language Therapists (RCSLT).</p>	<p>A</p> <p>A</p> <p>A/I</p>	
<b>Minimum experience/ knowledge/ skills:</b>	<p>Qualified SLT with experience with working as a clinician in the service area of school aged children:</p> <ul style="list-style-type: none"> <li>● In a variety of different settings</li> <li>● Knowledge and skills of full range of speech, language and communication difficulties seen in this client group.</li> </ul> <p>Knowledge of a range of relevant therapy approaches:</p> <ul style="list-style-type: none"> <li>● PECS.</li> <li>● Intensive Interaction.</li> <li>● TEACCH.</li> <li>● Colourful Semantics.</li> <li>● Shape Coding.</li> <li>● Attention Autism.</li> </ul> <p>Attendance at relevant forums/groups.</p> <p>Knowledge of Speech and Language Therapy for children; which may include;</p> <ul style="list-style-type: none"> <li>● Developmental Language Disorders</li> <li>● Speech sound delay / disorders</li> <li>● Autism Spectrum Disorders</li> <li>● Dysfluency</li> <li>● Alternative/augmentative communication</li> </ul> <p>Assessment and management of communication problems in children.</p> <p>Provision of therapy on a collaborative basis with education staff.</p> <p>Working in a multidisciplinary team.</p> <p>Provision of second opinions and consultation.</p>	<p>A/I</p> <p>A/I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p>	

	Supporting pupils, families and carers in dealing with the impact of communication and difficulties.		
<b>Minimum behaviours:</b> Customer service			
General	<p>Ability to work effectively in a team setting.</p> <p>Ability to manage time and caseload effectively on an independent basis.</p> <p>Self-confidence and flexibility.</p> <p>Ability to supervise Speech/Language Therapy students.</p> <p>Ability to supervise Speech/Language Therapists and Speech and Language Therapy Assistants.</p>		
Communicating and influencing others	<p>Ability to persuade and influence others.</p> <p>Ability to adapt communication styles to effectively and relevantly interact with a range of audiences e.g other professionals, parents, young people, etc.</p>	I	
Working together	<p>Collaborative approach.</p> <p>Able to work with class teachers, school leaders and governors.</p> <p>Proactive approach to problem solving, involving all parties in decision making to support identified children and young people.</p>	A/I	
Analysis and judgement	<p>Knowledge of SEND Code of Practice.</p> <p>Ability to assess classroom and whole school situations.</p> <p>Ability to use data to support decisions.</p> <p>Ability to interpret and use specialised assessment data to form a profile of learning needs and strengths.</p>	A/I	

Driving improvement	Evidence of delivering service improvement in an educational context.	I	
Adaptability	Creative and flexible approach. Evidence of changing and adapting approaches in light of events	I	
Leadership and managing people ( <i>for those with line management responsibility</i> )	N/a	I	
Strategic perspective ( <i>for senior management posts</i> )	Ability to undertake medium and long term strategic planning	I	
<b>Special conditions:</b>	This post may require some evening work to provide training. This post may require the post holder to travel and work beyond the Borough To undertake any other particular duty reasonably assigned by senior staff from time to time.		
<b>Signature of Employee:</b>	<b>Name:</b>	<b>Date:</b>	