

Access and Inclusion Services

Head of Redbridge SEND Therapy Service

Job Description and Person Specification

May 2022

Job Description

Job Title:	Head of Redbridge SEND Therapy Service
Department:	People Directorate
Function:	Education and Inclusion
Team:	Redbridge SEND Therapy Service
Post number:	tba
Grade:	Therapies Pay grade scp 14-17
Hours/weeks: <i>E.g. 36 hours/52.14 weeks</i>	Full Time 36 hours per week
Base location:	Ray Lodge Office
Reports to: <i>Job title</i>	Operations and Contracts Manager S001723
Responsible for: <i>Job titles of direct reports</i>	Team of Speech and Language Therapists and Occupational Therapists, assistants, newly qualified, qualified and senior therapists
Role purpose and role dimensions: <i>Overview of the job</i>	<p>The Redbridge Local Authority Speech and Language Therapy (SLT) and Occupational Therapy (OT) service is a recently formed service directly providing Speech and Language Therapy, Occupational Therapy to children and young people in mainstream schools in Redbridge Local Authority, and to provide clinical guidance for therapists employed in local special schools.</p> <p>You will provide clinical and managerial leadership which inspires, motivates and empowers Therapists in the delivery of excellent service experience</p> <p>You will be responsible for the day to day operational service planning and delivery of therapy services and the operational planning of a safe, effective service. You will help deliver the high standards in Therapy working within defined legal frameworks, policy and procedures, but with a great deal of autonomy on professional matters.</p> <p>You will lead with the development and delivery of innovative service improvement projects focussed on improving quality of care and outcomes and lead in the strategic development of the service.</p> <p>You will be committed to the ongoing developments of your staff by establishing transparent career pathways, so staff know what they need to do to progress and aligning progression with performance outcomes.</p> <p>Your Career Progression Framework will be closely linked to the competencies produced by the Royal College of Speech and Language Therapists (RCSLT) / Royal College of Occupational Therapists (RCOT) professional standard from the Health and Care Professional Council Standards (HCPC).</p> <p>You will provide regular supervision with your staff for effective practice, reflection and career development and can participate in programmes of training and associated work experience for progression.</p>

	<p>You will support the team and service by providing innovative leadership to promote the SLT / OT Profession within an integrated service. You will assist with overall responsibility within the team for care/support planning and review of children EHCPs, their families and schools.</p> <p>As well as providing clinical guidance for therapists employed centrally, you will also offer this to therapists employed in our special schools.</p> <p>This Job Description is a guide to the level and range of responsibilities the post holder will be expected to undertake. It is neither exhaustive nor inclusive and may be subject to changes to meet legislative requirements in relation to the SEND Code of Practice, changing circumstances and business demands of the service.</p> <p>You are expected to operate flexibly to support delivery of services and from time to time will be required to undertake responsibilities outside the normal remit of your role description as required by the line manager, which are broadly commensurate with the job level and scope of competence.</p> <p>At time of writing, the Service employs about 14 therapists and other support staff, including some agency staff. This number is set to grow. Our aim is to have all staff employed directly by Redbridge Council.</p> <p>You will also be part of the management team of the Access and Inclusion Service.</p> <p>These duties will be subject to regular appraisal and any amendments will be made in consultation and agreement with the post holder.</p>
Key external contacts: <i>Organisations</i>	Children and young people under your care, schools staff, NHS colleagues, parents, medical practitioners.
Key internal contacts: <i>Job titles or groups of staff</i>	Access and Inclusion team managers and staff Early Years' Advisory Service SEND Assessment team SEND PFA team Educational Psychologists Specialist Teachers (SEATSS)
Financial dimensions: <i>Budgetary responsibility & amount. Equipment, cash, property etc. for which employee is responsible.</i>	Although there is no direct budgetary responsibility, the overall budget for the service is about £1.3 million. This is made up almost entirely of staffing costs.
Key areas for decision making:	To direct the work of staff (in conjunction with the head of the OT and the head of the SLT teams) Development of policies, practices and procedures Individual case management Strategic planning for the team
Other considerations: <i>E.g. working patterns</i>	<p>The council does provide a competitive pay package which at least matches the NHS Agenda for Change pay scale.</p> <p>You may be required to work at any council site and adopt a flexible and agile work approach in the delivery of the service.</p> <p>This may include working twilight hours for training, management meetings, parent forums, depending on the needs and development of the service</p>

Key accountabilities and result areas:	Key elements:
Staff Management/Leadership	<p>This will involve, but be not limited to</p> <ul style="list-style-type: none"> • Be responsible for the day to day operational management of the service • Lead, direct, Inspire and motivate others to deliver best practice and to continually improve standards in line with the evidence base and national guidelines • Guide, help and support in all relevant learning and development activities and other opportunities for continuous professional development. In particular to take responsibility for participating in up to date safeguarding training on a regular basis. • Able to set stretching and challenging goals in area of responsibility • To allocate duties to, and supervise staff reporting to you. • To provide supervision, mentoring, advice and support to therapists in your team • To lead with the collation and development of therapy service information including data on all key performance indicators, evaluation of service needs, feedback from service users, workforce planning and service redesign • To demonstrate advanced skills in dealing with complex issues including excellent prioritisation, communication and time management skills • To implement and understand the services complaints procedure, to deescalate and manage initial complaints from families, carers and other professionals
Service Development	<p>This will involve, but not be limited to</p> <ul style="list-style-type: none"> • Keep up-to-date with evidence informed practice about what is most effective in Speech and Language Therapy and Occupational Therapy • Ensure that all activities are carried out in accordance with relevant legislation and comply with all local and national policies, protocols and guidance. • Comply with the Data Protection Act and ensure compliance with all local information governance requirements. • Carry out appropriate administrative tasks in support of the work including maintaining records, preparing statistical returns and completing internal documentation. • Attend all relevant internal meetings, and represent the team at external meetings as required. Contribute to the review and achievement of the set targets in local and corporate plans • To lead on service development • To be able to review and reflect on own practice and performance
Developing and maintaining appropriate policies and procedures	<p>This will involve but not be limited to</p> <ul style="list-style-type: none"> • Assisting in the development of policies for the delivery of services • Monitoring the impact of interventions and making changes as necessary • Maintaining appropriate records, including data • Producing management reports as necessary • Developing a CPD plan for service development • Maintaining a staff log of competencies and career progression for staff
Internal and political management	<p>This will involve, but not be limited to</p> <ul style="list-style-type: none"> • Ensuring that your managers are kept apprised of any key issues

	<ul style="list-style-type: none"> • Providing reports to senior officers and members as requested
Communication	<p>This will involve, but not limited to</p> <ul style="list-style-type: none"> • Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations. • Takes a proactive role in producing accurate and complete records of the communication consistent with legislation, policies and procedures • Takes a proactive role in producing accurate and complete records of the communication consistent with legislation, policies and procedures • To deal with complaints sensitively, avoiding escalation where possible
Clinical Care	<p>This will involve, but not be limited to</p> <ul style="list-style-type: none"> • lead on and contribute to the provision of services to children in mainstream schools • To be responsible for establishing innovative practices through clinical leadership whilst ensuring optimum use of human and material resources. • To provide clinical support, supervision, advice and second opinions to more junior colleagues, and specialist training for other professionals. • Develop and maintain the skills and knowledge required of a clinical lead and team manager
Service Improvement	<p>This will involve, but not be limited to</p> <ul style="list-style-type: none"> • Discusses and agrees with the work team the implications of direction, policies and strategies on their current practice, the changes that they can make as a team, the changes s/he can make as an individual and how to take the changes forward • use specialist knowledge to inform service/policy developments as appropriate.
Analysis and data management	<p>This will involve, but not be limited to</p> <ul style="list-style-type: none"> • To target training (formal and informal) appropriately to the needs of participants and to reflect on and evaluate training provided. <p>To use relevant IT system(s) to accurately record activity and prepare data analysis to present to senior managers and stakeholders</p>
Freedom to Act	<p>This will involve but not be limited to</p> <ul style="list-style-type: none"> • To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate. • To work within defined departmental and national protocols/policies and professional code of conduct. • To work independently accessing appraisal within an Individual Performance Framework at pre-determined intervals. • To refer the children and young people under the care of your service to other services as appropriate.
General accountabilities and responsibilities	
Green Statement	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ 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.
Data Protection/Confidentiality	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees’ access to and use of the Council’s databases and systems. Any breaches could result in disciplinary measures. ▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.
Conduct and Whistleblowing	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ 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.
Safer Working	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. Where you work in such a post the Council will require a DBS Disclosure check and references will be taken up prior to interview.
Equalities	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with the Council’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 Council policies in your work, to undertake any appropriate training and to challenge any prejudice and discrimination.
Customer Care	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.
Health and Safety	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Being responsible for your own Health & 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.
To contribute as an effective and collaborative member of the team	<p>This will involve:</p> <ul style="list-style-type: none"> ▪ Taking responsibility for continuing self-development and participating in training and development activities. ▪ Participating in the ongoing development, implementation and monitoring of the service plans. ▪ Supporting and contributing to value for money, service efficiencies and improvements.

Flexibility	This will involve: <ul style="list-style-type: none"> The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the line manager, and are broadly within your grading level and competence.
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Person Specification

Job Title:	Head of SEND Therapy Service		
<i>Method of candidate assessment: A = Application form I = Interview</i> <i>Weighting: E=essential D=Desirable</i>		A - I	Weighting
Minimum education/ qualifications:	Completion of RCSLT or RCOT accredited BSc; MSc or PGDip.	A	E
	Member of Health and Care Professions Council (HCPC).	A	E
	Member of Royal College of Speech and Language Therapists (RCSLT) or Royal College of Occupational Therapist (RCOT).	A	E
	Leadership or Management Training	A	D
Minimum experience/ knowledge/ skills:	Extensive experience post qualification with evidenced experience at senior level, working autonomously as a clinician in the service area of school aged children in a variety of different settings	A	E
	Experience of supervising qualified therapy staff	A/I	E
	Knowledge and skills of full range of speech, language and communication difficulties seen in this client group.	A/I	D
	Post Graduate courses in specific clinical areas to support work and leadership.		D
	Experience of using clinical governance framework to monitor and improve quality	I	E
	Experience in Speech and Language Therapy / Occupational Therapy for children, which may include those with <ul style="list-style-type: none"> Developmental Language Disorders Cerebral Palsy Speech sound delay / disorders Autism Spectrum Disorders Dysfluency Alternative/augmentative communication 	I	E
	Provision of therapy on a collaborative basis with education staff.		
	Working in a multidisciplinary team.	I	D
	Skills in presentation and training in both formal and informal	I	E
	Ability to mentor, coach and support staff and colleagues		

	Advanced Computer Skills	I I I	E D D
Minimum behaviours: Customer service	Supporting patients, families and carers in dealing with the impact of communication and difficulties.	I	E
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 a variety of staff.</p>		E E E E
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 and any representative for the CYP</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 prepare and use data to support decisions.</p>	A/I	D E
Driving improvement	Evidence of delivering service improvement in an educational context.	I	D
Adaptability	<p>Creative and flexible approach.</p> <p>Evidence of changing and adapting approaches in light of events</p>	I	D
Leadership and managing people	<p>Establishes a culture of team work and cooperation</p> <p>Able to influence and persuade within own team and senior colleagues</p>	I	E

Strategic perspective	Ability to undertake medium and long term strategic planning	I	E
Special conditions:	<p>Flexible work patterns are available however this post may require some evening work.</p> <p>The post holder will be expected to work and attend regular management meetings on site, face to face</p> <p>This post may require the post holder to travel and work beyond the Borough</p> <p>To undertake any other particular duty reasonably assigned by their line Manager.</p>		
Signature of Employee:	Name:	Date:	

GUIDANCE ON COMPLETING THE JOB DESCRIPTION AND PERSON SPECIFICATION

In drawing up or revising a job description and person specification managers should:

- a) agree or revise a list of key accountabilities and responsibilities with employee(s)
- b) draft a job description and person specification using the above templates
- c) agree the job description and person specification with employee (s)
- d) get the employee to sign and date the agreed job description and person specification

This would obviously not be appropriate where new post(s) are being created and this should be made clear on the job description by inserting 'New post' in the grade section.

Job descriptions and person specifications should be clear, precise and uncomplicated.

Job Description

Lengthy description should be avoided. It is not necessary to list every job activity that might possibly occur in the job. It is important to identify the key accountabilities and results, which illustrate the full scope of the post.

The job description should therefore:

- use the attached template
- describe each key area of accountability succinctly that will allow a natural introduction to the key elements and will provide clarity in understanding the purpose of the job
- describe each element in a short sentence or two with sufficient precision to enable the reader to understand what is done and why it is done
- avoid the "shopping list" syndrome, i.e. a lengthy list of tasks/functions
- use sentences that start with an action verb e.g. manage, plan, initiate, prepare and use the present tense e.g. monitors expenditure by checking monthly summaries of orders placed to ensure adherence to budget provision
- focus on the significant or key features of the job, distinguishing between the tasks the individual actually carries out and those that he/she has set others to carry out, thus distinguishing between direct responsibility and managerial responsibility
- avoid detail of how activities are undertaken as these should be covered by an appropriate office procedure
- express performance standards using qualitative and quantitative information
- be written in clear, concise language keeping words to a minimum, avoiding duplication and acronyms
- not use language which may be viewed as discriminatory e.g. man management

The template includes space for six key areas of accountability: additional ones can be inserted but it is unlikely that any job cannot be encompassed within twelve key areas.

Person Specification

The person specification should always be kept in the same document following on from the job description. It details the education, qualifications, experience, knowledge, skills, behaviours and other requirements necessary to do the job. These requirements must have a demonstrable link to the job description and they must also be objective, and measurable.

The person specification should therefore:

- use the attached template
- only include education/qualifications that are essential where the individual would not be able to operate in their profession without them, making it clear that equivalent qualifications e.g. those obtained abroad will be considered
- be explicit in the types of experience that are required, recognising that these may be acquired other than in paid work
- only specify length of experience where this is required to meet e.g. registration standards – quality, not quantity is the key
- include the type of knowledge essential for the post holder to perform the job such as certain legislation, industry specific knowledge
- indicate the specific skills and abilities required e.g. people management skills, interpersonal skills, numerical skills
- specify the level required for *all* staff in the six core behaviours, plus the two further behaviours for those who manage others, using the behaviour framework
- include, where necessary, up to a further four technical behaviours, using the behaviour framework
- for posts with access to children and vulnerable adults include specific criteria relevant to this area e.g. ability to understand the difficulties and pressures associated with caring for children/vulnerable adults and to demonstrate appropriate coping mechanisms
- only include items under special conditions that cannot be included under other sections e.g. requirement to travel between sites
- show, for each of the criterion, how it is to be measured

Care needs to be taken to ensure that criteria are not unnecessarily restrictive, excluding some people from applying. For example if there is an occasional need to attend committee meeting in the evenings, careful consideration needs to be given as to whether this is an essential part of the job as it could otherwise be viewed as indirectly discriminatory towards women.