

Access and Inclusion Service

Speech and Language Therapy / Occupational Therapy Assistant

Job Description and Person Specification

September 2023

Job Description

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| Job Title: | Speech and Language Therapy Assistant / Occupational Therapy Assistant |
| Department: | People Directorate |
| Function: | Education and Inclusion, SEN |
| Team: | SEN Therapists |
| Post number: | |
| Grade: | LBR GLPC pay grade 5 |
| Hours/weeks: <i>E.g. 36 hours/52.14 weeks</i> | Full Time/part time/term time only |
| Base location: | Flexible across LBR buildings/offices |
| Reports to: <i>Job title</i> | Head of Speech Therapy or Senior Speech Therapists or senior Occupational Therapists |
| Responsible for: <i>Job titles of direct reports</i> | n/a |
| Role purpose and role dimensions: <i>Overview of the job</i> | <p>The Redbridge Local Authority Therapy service is a recently formed service directly providing Speech and Language Therapy (SLT) and Occupational Therapy (OT) services to mainstream schools in Redbridge Local Authority.</p> <p>The post holder will work closely with SLTs and OTs to undertake specific skilled support work to enable children and young people with various needs, to meet their outcomes and to support and train those around the child to be able to implement advice.</p> <p>The post holder will support and carry out therapy sessions including delivering individual sessions, group work and supporting assessment. The ability to communicate effectively with children, families and other colleagues is key to the role.</p> <p>You will be expected to use a range of formal and informal assessments under the support of a Therapist and be able to write basic therapy plans and goals with supervision by a SLT or OT.</p> <p>You will be expected to independently manage a case load of schools across the L.A where you will be asked to work in collaboration with schools to model good practice, establish support programmes and provide high quality training for school staff.</p> <p>You will be expected to work across different age ranges flexibly to meet the needs of the children.</p> |
| Key external contacts: <i>Organisations</i> | schools staff, NHS colleagues, parents, medical practitioners |

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| Key internal contacts: <i>Job titles or groups of staff</i> | Access and Inclusion team Early Years' Advisory Service SEND Assessment team Educational Psychologists Specialist Teachers (SEATSS) |
| Financial dimensions: <i>Budgetary responsibility & amount. Equipment, cash, property etc. for which employee is responsible.</i> | N/a |
| Key areas for decision making: | |
| Other considerations: <i>E.g. working patterns</i> | <p>The role also involves administration duties in line with record keeping requirements; administration associated with setting up groups/sessions, and scoring of standardised assessments appropriate to job level. The post holder will support services to achieve their Key Performance Indicators (KPIs).</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 depending on the needs and development of the service e.g for training</p> |

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| Key accountabilities and result areas: | Key elements: |
| General | <p>To work under the guidance of senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom.</p> |
| Support for Pupils | <p>Assist the SLT and OT in the management of children using a range of therapy techniques and research based advice. This could include running sessions virtually or face to face in interventions, using variety of AAC tools such as communication boards and books and Token Exchange or making observations of a child in school .To assist therapists by engaging in assessment and treatment sessions</p> <p>To manage the therapy of children as delegated by the therapist sometimes working without direct supervision, and responsible for monitoring patient progress, modifying therapy programmes and approaches, and reporting back to the therapist of any changes or seeking advice as appropriate.</p> <p>To carry out training to education staff and other professionals with the support of a SLT or OT.</p> <p>To employ appropriate approaches to motivate children to participate and engage in therapy sessions. To be able to adjust interaction and styles of communication to motivate and persuade children of all ages with a range of</p> |

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| | <p>complex conditions/disabilities to work with treatment programmes and work towards treatment goals.</p> <p>To undertake highly skilled support work e.g. leading groups. This may involve facilitating groups without the therapist being present</p> <p>To support qualified therapists in assessment and review</p> <p>To support the process of transition by gathering information and assessing children where suitably triaged to an assistant and under indirect supervision by a qualified therapist</p> <p>To be skilled in communicating with children of all ages with a range of physical and psychological barriers to understanding e.g. cerebral palsy, autism. To maintain sensitivity at all times to the emotional needs of children and their carers.</p> <p>To work closely with children and young people, carers, families and other professionals, passing information between them and the supervising therapist as appropriate. To liaise with the therapist as necessary regarding children's care. In particular highlighting any variations to expected outcomes from interventions delivered.</p> <p>To be skilled in making accurate notes of observations of play, attention and listening, social communication and interaction</p> |
| Maintaining appropriate, records, policies and procedures | <p>This will involve:</p> <p>Considering the impact of interventions and making changes as necessary. Maintaining appropriate records. Be responsible for keeping and updating records as agreed with the therapist, contributing to reviews of systems /records as requested</p> <p>Provide general clerical/admin support e.g. produce worksheets for agreed activities</p> <p>Determine the need for, prepare and maintain general and specialist equipment and resources</p> <p>Be responsible for the administrative arrangements, to support the running of the service as necessary</p> |
| Support for the School | <p>This will involve:</p> <p>Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person</p> <p>Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop</p> <p>Contribute to the overall ethos/work/aims of the schools</p> <p>Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils</p> <p>Attend and participate in regular meetings</p> <p>Participate in training and other learning activities as required</p> |

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| | Recognise own strengths and areas of expertise and use these to advise and support others |
| 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 | This will involve: |

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| | <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"> Following your supervisor's direction in 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 | <p>This will involve:</p> <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 the grading level and competence. |

Person Specification

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| Job Title: | Speech and Language Therapy Assistant / Occupational Therapy Assistant | | |
| <i>Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = most important, 2 = least important</i> | | A - I - T - | Weighting |
| Minimum education/ qualifications: | 5 GCSEs or equivalent including English and Maths. A levels, or equivalent qualification. Qualification in working with children and/or adults. Can use ICT effectively to support learning Excellent language and communication skills in spoken and written English | A A A/I | 3 |
| Minimum experience/ knowledge/ skills: | Experience of working as a therapy assistant or discipline specific assistant in an educational/health setting. Experience of working with groups of people in health care, teaching or voluntary organisations. Experience of working in an educational setting. | A/I A/I | 3 |

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| | <p>Experience in working with people with learning disabilities.</p> <p>Ability to use a variety of methods to support therapy interventions to students/carers and staff.</p> <p>Basic IT skills and ability to use standard packages.</p> <p>Ability to motivate client group.</p> <p>Ability to work under pressure.</p> <p>Good personal organisation skills.</p> <p>Understanding of team dynamics and ability to work as part of a team.</p> <p>Knowledge different learning and physical disabilities.</p> <p>Effective communication skills (verbal and non-verbal), written and oral.</p> <p>Awareness of basic health, safety and risk issues in the workplace.</p> <p>Experience working with people with complex disability, communication and eating and drinking difficulties.</p> <p>Carrying out and assisting SaLT programmes such as AAC (alternative and augmentative communication), identifying and handling eating and drinking equipment etc</p> <p>Experience in training, teaching or upskilling others.</p> | <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> <p>I</p> | |
| Minimum behaviours: 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> | | 3 |
| Communicating and influencing others | <p>Ability to communicate effectively.</p> <p>Ability to follow formal / informal training / guidance provided by a clinician.</p> | I | 3 |
| Working together | Able to work collaboratively. | A/I | 3 |

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| | <p>Able to work with class teachers, school leaders and governors.</p> <p>Proactive approach to support problem solving, involving all parties in decision making to support identified children and young people.</p> | | |
| Analysis and judgement | <p>Knowledge of SEND Code of Practice.</p> <p>Ability to collect data to support decision making.</p> | A/I | 2 |
| Driving improvement | Evidence of delivering service improvement in an educational context. | I | 2 |
| Adaptability | Creative and flexible approach. | I | 3 |
| Leadership and managing people (<i>for those with line management responsibility</i>) | N/a | | |
| Strategic perspective (<i>for senior management posts</i>) | N/a | | |
| Special conditions: | <p>This post may require some evening work to provide training.</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 the TEAM Manager from time to time</p> | | |
| Signature of Employee: | Name: | Date: | |