

## JOB DESCRIPTION: SPEECH AND LANGUAGE THERAPIST

<b>REPORTING RELATIONSHIPS</b>	Speech and Language Therapist Lead Teacher
<b>RESPONSIBLE TO:</b>	Senior Leadership team (Principal and Deputy principal)
<b>ACCOUNTABLE TO:</b>	Principal Board of Governors

### CLIENT GROUP

The Link Primary and Secondary School provides specialist teaching and therapy for up to 120 children and young people aged 4 to 18 years whose primary need is speech, language and communication. Many pupils are also on the autistic spectrum and have high level sensory needs and a range of cognitive needs. The school have also developed a specialism in meeting the learning and communication needs of a group of young people with anxiety and demand avoidant learning behaviour. This role is to support the therapy needs of this group of young people in particular.

The School provides an outstanding education for pupils in terms of effective strategies based on strong practitioner research as well as the holistic curriculum offer that promotes strong personal and social education and cognitive development.

### JOB PURPOSE AND SCOPE:

The post-holder will join an established team of Speech and Language Therapists who are jointly responsible for providing a therapy service to The Link Primary School and Link Secondary School. This will include the assessment, treatment and management of complex speech, language and communication disorders and needs. The post-holder is required to work as part of a multidisciplinary team with teaching and other staff and parents and to provide training of staff.

She/he will also contribute actively to the development of the Speech and Language Therapy Department.

- To provide clinically effective, person- centred and evidence- based speech and language therapy assessment and intervention to learners with speech, language and communication needs including children on the autistic spectrum with demand avoidant learning behaviour.
- To monitor and evaluate pupils' progress in relation to therapy targets and programmes.
- To provide support and training to all teaching and support staff with regard to effective communication strategies. This may include training workshops and training specific to individual learners and/or environments.

- To be part of the wider school community contributing to the ethos and values promoted and to be involved in all aspects of school life.

The Speech and Language Therapist will be expected to work in collaboration with allied professionals and will need to maintain links with a variety of bodies.

These will include:

1. Pupils and their parents/carers and advocates
2. School staff
3. Other professionals working with pupils
4. Community Services
5. Relevant Primary Care Trusts

## **DUTIES & RESPONSIBILITIES:**

### ***CLINICAL***

- To accept clinical responsibility for a designated caseload of pupils, and to organise this efficiently and effectively with regard to clinical priorities and use of time.
- To carry out clinical observations, informal and formal assessments of children and analyse the results reflecting on own knowledge and experience and seeking more specialist advice as required.
- To plan and implement child-centered individual and/or group interventions in association with education staff.
- To monitor, evaluate and modify intervention in order to measure progress and ensure effectiveness of intervention.
- To liaise with all team members and family/carers in order to provide a co-ordinated approach and ensure speech and language therapy input is integrated into learner's objectives.
- To report to other team members regarding speech and language therapy interventions and communication programmes.
- To support the school in creating a communication friendly environment for all pupils and sharing strategies for differentiating curriculum resources to assist the learning and communication of all pupils.
- To source and share innovations to improve the work of the Speech and Language Therapy department.
- To work with teaching staff in order to plan and prepare programmes of work which are appropriate for pupils with speech, language and communication difficulties and which encourage pupil engagement and understanding.

- To monitor new developments in specialised equipment and communicate with manufacturers. To instruct those working with the learner how to correctly use the equipment and set guidelines for its use.
- To attend child-centred planning meetings for pupils.
- To select and use appropriate formal and informal assessment tools. To analyse, interpret and report results in accordance with best practice guidance.
- To report assessment findings in a timely manner and ensure key findings and recommendations are included in the pupil's SALT reports and EHCP plans.
- To work in conjunction with the multidisciplinary team to create transition reports for pupils moving on to secondary provision.
- To attend school-arranged meetings for children, including IEP / EHCP meetings and Parent evenings.
- To prepare for and attend tribunals for children when called by tribunal officers where Speech and Language Therapy needs are highlighted as significant in the reporting paperwork.

#### **ADMINISTRATION & MANAGEMENT**

- To manage a clinical caseload and time effectively, prioritising work as required.
- To complete and maintain accurate speech and language therapy case notes in accordance with RCSLT best practice guidance.
- To write professional reports to be shared at review meetings, and to attend review meetings where appropriate.
- To address issues of confidentiality, consent and sharing of information throughout assessment and intervention according to GDPR regulations.
- To utilise standard Academy and School documentation as required.
- To be responsible for equipment used in carrying out duties, and to adhere to departmental equipment policy, including competence to use equipment and to ensure the safe use of equipment by others through teaching, training and supervision of practice.
- To be responsible for accessing regular clinical supervision and ensuring supervision sessions are recorded.

#### **PROFESSIONAL**

- To be accountable for own professional action and recognise own professional boundaries, seeking advice where appropriate.
- To be aware of the sensitivity required to work closely, effectively and in a professional manner with children, parents/ carers and other professionals.
- To respect the confidentiality, individuality, values and cultural and religious diversity of pupils.

- To undertake school induction programmes and on-going training, including child protection and safeguarding, health and safety and risk management training.
- To participate in staff meetings, department meetings and liaison meetings with other professionals.
- To promote awareness of the role of Speech and Language Therapy within the school and home community.
- To maintain personal development through the use of off-site and in-house training, contact and involvement with relevant special interest groups, attendance of in-service training, and review of literature as required.
- To provide second opinions, specialist advice and teaching to other Speech and Language Therapists and other professionals, as required.
- To maintain own Clinical Professional Development (CPD) by keeping abreast of new developments within the profession and ensure that practice is based on best available evidence and that learning outcomes are recorded in a manner appropriate to RCSLT and HCPC requirements.
- To review and reflect on own practice and performance through effective use of professional and operational supervision and appraisal, audit and outcome measures.
- To comply with the RCSLT Clinical Guidelines.

### **GENERAL**

- To be aware and comply with the Academy and School Health and Safety Policy and Procedures and implement any policies that may be required to improve the safety of the work area, including the prompt recording and reporting of accidents and incidents, and ensuring that equipment used is safe.
- To comply with and promote the Academy and School Equality and Diversity Policy.
- To be aware of and comply with all other Academy and School policies and procedures.
- To undertake such other duties of a similar nature from time to time as may be required by the Principal.

### **NOTES**

- **A number of children have complex emotional or mental health needs and may demonstrate challenging behaviour. The post holder is expected to respond to challenging behaviour in accordance with Academy and School policy and procedure to minimise potential risk.**
- **This role requires flexibility and creativity in providing a service to meet the communication challenges of this specific client group.**

- This is not an exhaustive list of duties and responsibilities and the post-holder may be required to undertake other duties that fall within the grade of the job, in discussion with the manager.
- This content of the job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.