

Specialist Speech and Language Therapist

Service: Educational Services
Responsible To: Therapy Lead
Head of School/College
Salary: Phase 2

Job Purpose

- To assess and provide therapy interventions for a caseload of students with complex needs within an educational setting with broad support from a clinical supervisor. Work is managed collaboratively rather than actively supervised.
- To work within an integrated way within a trans-disciplinary team to ensure that therapy targets are embedded within the curriculum.
- To maintain accurate and contemporaneous records following departmental procedures.
- To work closely with carers and external agencies as required.
- To initiate and organise training and advice to carers, school staff and other professionals as required.
- To supervise students, support workers and less experienced therapists and provide clinical leadership and mentoring for identified staff. To use Evidence Based Practice from professional literature and CPD, student preference and clinical experience to inform clinical decision making and best practice.
- To undertake audits and research with supervision.

Main Duties

Clinical

- To implement safe, effective, high quality and evidence-based speech and language therapy interventions in collaboration with students, families, carers, school staff and external agencies as required.
- To contribute autonomously to the initial assessment and formulation of speech, language and communication needs and input to decisions around educational placement.
- To demonstrate excellent assessment skills and contribute effectively to trans-disciplinary discussion in order to determine ongoing needs and therapy planning.
- To manage all aspects of a caseload of students following a comprehensive speech and language therapy assessment, working closely within the class teams and carers.

- To produce detailed, comprehensive reports for a range of professionals and carers relating to student needs, current progress and future management, in line with PHF guidelines and expectations.
- To prepare clear therapy plans which relate to the students' Educational, Health and Care Plans and identify SMART targets which will meet documented functional outcomes.
- To demonstrate clinical effectiveness by use of evidence-based practice and outcome measures, critically evaluating outcomes for further development.
- To compile and maintain accurate and effective case notes, following PHF Educational Services policy.
- To ~~develop~~ demonstrate a thorough knowledge of the educational curriculum and teaching approaches in order to implement speech and language therapy targets collaboratively, with all staff and to support joint curriculum planning in relevant areas.
- To ~~develop~~ demonstrate high quality, evidence-based speech and language therapy interventions within specialist relevant fields, for example: ASC, AAC, complex needs, speech disorders etc. depending on the nature of the caseload.
- To demonstrate skills in working with students with complex disabilities, including physical disabilities, autistic spectrum conditions and / or challenging behaviour.
- To demonstrate a working knowledge of current legislation relating to education e.g. Code of Practice, EHC plans
- To communicate complex information relating to communication needs to students as appropriate, carers and the trans-disciplinary team, demonstrating empathy and ensuring that effective communication is achieved, particularly where barriers to understanding exist.
- To show effective communication and negotiation skills and demonstrate them at all times, particularly in difficult or emotionally charged situations.
- To recognise potential conflict and breakdown when it occurs and address issues immediately, seeking help if required.
- To deal with initial complaints sensitively, avoiding escalation and seeking support from the clinical supervisor/ lead therapist if the complaint cannot be easily resolved.

Organisational

- To manage own time within the requirements of the educational day and caseload priorities, including meeting deadlines for reports and other administrative tasks. To prioritise caseload and workload effectively.
- To work with staff from other areas of the PHF where required to ensure consistency of approach across settings. This may involve a degree of flexibility in terms of working hours which will be agreed in advance with the clinical supervisor/lead therapist.
- To provide specific and relevant training and advice for carers, educational staff and other relevant parties to extend their knowledge base, maintain high standards and maximise the students' learning.

- To develop, supervise and provide ongoing review of therapy interventions carried out by carers, assistants or other class staff.
- To provide day to day supervision and mentoring of less experienced staff (Band 3, 4, 5) supporting their caseload management as required.
- To facilitate others in the team to develop competence by providing clinical leadership and specialist clinical advice on more complex cases within the boundaries of professional experience.
- To undertake appraisals of assistants as part of the formal performance review cycle.
- To participate in recruitment of assistants and speech and language therapists.
- To initiate and implement risk assessment plans in conjunction with the trans-disciplinary team.
- To understand and adhere to all policies and plans relating to the post and to actively input to policy development, e.g. Moving and Handling, Safeguarding, Health and Safety, Data Protection, Prevent and British Values.
- To have a thorough knowledge of departmental development plans, work to achieve them and to actively input to future planning in order to contribute to the continuing development of the SLT service.
- To initiate and share speech and language therapy innovations, further developing the specialist educational service.
- To participate in standard setting, prioritisation, quality assurance and other relevant working groups for the purposes of planning, monitoring and improving services.
- To monitor equipment, maintain safety and request new stock as needed.
- To supervise SLT student placements and input to other disciplines as appropriate.
- To raise awareness and increase the profile of the SLT profession through explanation and demonstration to visitors, students and volunteers.
- To receive regular supervision from a designated clinical supervisor to identify areas of strength and development needs.
- To participate in formal performance and development review sessions as a reviewee, demonstrating an ability to identify relevant targets and training needs.
- To be responsible for updating professional knowledge and requesting additional training or support as needed.
- To develop and maintain a personal CPD portfolio to meet the requirements of the RCSLT and HCPC.

Percy Hedley Foundation Educational Services operate in a demanding and often changing environment. Members of staff must be flexible, adaptable and willing to cope with changing circumstances and opportunities. This list of duties and responsibilities must, therefore, be taken as a guide rather than being comprehensive.

Person Specification

Essential Criteria

Skills and Knowledge

- Ability to work successfully as part of an educational, trans-disciplinary team.
- Good interpersonal skills.
- Proven ability to be personally well organised and to be able to help others to become well organised.
- Good communication skills, both written and verbal.
- Ability to communicate clearly with parents in writing and when talking with them
- Excellent reporting and recording skills
- Proven ability to plan effectively and differentiate to meet individual pupil needs.
- Good knowledge of a range of evidence based therapy strategies appropriate for children with complex special needs
- Good group management skills
- Good ICT skills
- Knowledge and experience of issues related to complex Autistic Spectrum Condition.

Qualifications and Training

- Qualified therapist status.
- Member of HPC
- Member of RCSLT

Experience

- Experience of working with children who are supported by Education, Health and Care Plans or Statements of SEN.
- Experience of working with children with complex special needs including sensory impairment and / or challenging behaviour.
- Experience of communicating successfully with the parents of pupils who have special educational needs.
- Experience of assessing pupils with special educational needs in order to plan and implement individual education plans.

Personal Qualities

- Ability to work as part of a team, valuing all contributions from team members
- Commitment to learn new skills and be guided by the therapy team and others
- Commitment to undertake any training as required
- Commitment to participate in continued professional development (CPD)
- Commitment and ability to adapt positively to changes in working practices
- Ability to work under pressure and meet deadlines
- An ability to cope with the emotional demands of the post
- Willingness to assist students with personal care where required. This may involve assisting in the bathroom, helping with eating and drinking or delivering gastrostomy feeds, medication etc. Training will be given.

- Positive, empathetic and enthusiastic attitude
- Flexible and creative.
- Highly organised.
- Committed to equal opportunities for all

Other Requirements

- Enhanced DBS Disclosure required following interview.
- Ability to travel between sites
- Able to fulfil occupational health requirements for the role.

Desirable Criteria

Skills and Knowledge

- Affiliation to Clinical Excellence Networks
- An awareness of current legislation relating to the role.
- Good presentational and teaching skills
- An awareness of issues relating to mental health in young people
- Knowledge of signing/AAC

Qualifications and Training

- Post basic paediatric dysphagia qualification
- Evidence of recent and relevant CPD

Experience

- Experience of working in a school environment
- Experience of delivering training
- Experience of working with challenging behaviours

Organisational Standards

The Percy Hedley Foundation operates in a demanding and often changing environment. Members of staff must be flexible, adaptable, willing to face up to changing circumstances and new opportunities. The following list of duties and responsibilities must therefore be taken as a guide and is not to be comprehensive.

Professional Duties

- Participate in the review of the Foundations Policies, Procedures and Processes
- Participate in arrangements for the performance development review process
- Participate in arrangements for further training and professional development
- Keep up to date with changes or developments within your professional area
- Fully participate in the induction and training programme provided by the Percy Hedley Foundation
- Contribute to the professional development of other staff, including the induction of new staff.

Equality and Diversity

- Promote equality of access to education, training, and employment opportunities for disabled people, and advocate a positive attitude
- Recognise that disabled people are individuals who have specific needs
- Employ support strategies that will empower disabled people
- Show awareness of knowledge and display non-discriminatory behaviours at all times in relation to culture, race, ethnicity, disability, gender, sexuality, and age
- Recognise the importance of inclusion by using appropriate means of communication at all times
- Be flexible, trying to meet the changing needs of both disabled people and environment.

Discipline, Health and Safety

- Adhere to and promote Percy Hedley Foundation Health, Safety and Welfare policy at all times
- Purchase equipment from a recognised source
- Report all incidents and accidents to Health and Safety Officer
- Maintain a high standard of record keeping in line with Percy Hedley Foundation policies and procedures.

Safeguarding

- Safeguarding is everyone's responsibility.
- Percy Hedley Foundation have adopted recruitment and selection procedures, and other Human Resource Management processes, that help deter, reject, or identify people who might abuse vulnerable children/adults, or are otherwise unsuited to work with them.
- The Trustees/Governing Body are committed to promoting the welfare of children and young people/adults and staff are expected to ensure that the highest priority is given to following guidance and regulations to safeguard those in our care.

Confidentiality

- Respect confidentiality. All personal information about people using the foundations services to which you have access should be treated as confidential. Information about the people's needs, progress and assessment should only be shared with the team to aid support
- Remain objective and do not favour any gender, language or culture and comply with the Percy Hedley Foundation policy.

About Us

We are an ambitious, entrepreneurial, and innovative charitable business working in a person-centred way to meet the needs of people with disabilities and their families. We provide a range of high-quality services and seek out opportunities to inspire and support people with disabilities to achieve their ambitions. We believe that working together as one Foundation we achieve more than individual services would achieve alone. Our influence will be regional, national & international.

We are committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults. Applicants should be aware that the post will only be offered to successful candidates subject to an Enhanced DBS check as well as other employment clearances.



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