

# Speech and Language Therapist

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Service: Educational Services

Responsible To: Therapy Lead  
Head of School

Salary: Phase 3

## Job Purpose

- To provide highly specialist assessment and intervention for students with complex SEND including physical difficulties, complex communication disorders, complex ASC and learning disability within an integrated educational setting.
- To deliver a robust quality assurance programme to the therapy team to ensure that audits, supervision and coaching is provided according to service need.
- To work in a highly integrated way across trans-disciplinary teams to ensure that therapy targets are embedded within the curriculum and are evident in all aspects of the school/college day.
- To work closely with external agencies as required, actively seeking extended networks for support and models of best practice.
- To initiate and organise training and advice to carers, staff and other professionals as required.
- To undertake teaching in a specialist area for under-graduate and qualified SLTs and other professionals as required.
- To supervise students, support workers and less experienced therapists and provide leadership and support for identified staff of any discipline.
- To initiate and undertake best practice projects and action research in order to contribute to service developments and improve clinical effectiveness.
- Potentially to be responsible for input to other schools in the form of training or advice under the PHF Teaching Schools remit. This would be discussed and agreed individually.
- To maintain a positive attitude, embody the values of the organisation and act as a role model for colleagues in support of the leadership team.

## Main Duties

### Clinical

- To demonstrate highly specialist clinical expertise in the assessment and management of speech, language and communication problems in students with complex SEND, including physical difficulties, complex communication difficulties, complex ASC, sensory issues, learning difficulties and mental health problems.
- To contribute autonomously to the initial assessment and formulation of speech, language and communication needs and input to decisions around educational placement.
- To continue to develop highly specialist knowledge and skills in assessing and managing students with complex communication difficulties, seeking advice where needed from external agencies and advisors.
- To apply highly specialist knowledge to inform sound clinical decision making for case management based on evidence based practice and outcome measures.
- To demonstrate the ability to reflect on practice, both individually and with peers, identifying strengths and needs and providing evidence of sound clinical judgements based on research and evidence based practice.
- To produce detailed, comprehensive and high quality 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 functional targets which will meet documented outcomes.
- To compile and maintain accurate and effective case notes, following PHF Educational Services policy and support less experienced colleagues to do likewise.
- To work closely with families and carers, supporting and empowering them to meet the needs of the student.
- To 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.
- To demonstrate high quality, evidence based speech and language therapy interventions within specialist relevant fields, for example: AAC; literacy and phonological awareness; dysphagia; SCERTS; behavioural management; community skills; emotional regulation, sensory integration, mental health etc. depending on the nature of the caseload.

- To demonstrate highly effective skills in working with students with complex disabilities, including physical disabilities, autistic spectrum conditions and challenging behaviour, working as part of a team and employing agreed management strategies.
- To work collaboratively as part of integrated trans-disciplinary teams to promote the philosophy of a team approach across the school or college and take responsibility for the management of communication difficulties and dysphagia as appropriate.
- To demonstrate a thorough knowledge of current legislation relating to education e.g. Code of Practice, EHC plans.
- To communicate complex information relating to speech, language and 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 recognise potential conflict and breakdown when it occurs and address issues immediately, seeking help if required.
- To show highly effective communication and negotiation skills in the management of conflict and demonstrate them at all times, particularly in difficult or emotionally charged situations.
- To deal with initial complaints sensitively, avoiding escalation and seeking support from the lead clinician or senior leadership team if the complaint cannot be easily resolved.

## **Organisational**

- To be accountable for own professional actions, recognising professional boundaries and working within defined Foundation protocols and codes of conduct.
- 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 and autonomously.

- 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. This will include induction training for new staff.
- To develop, supervise and provide ongoing review of therapy interventions carried out by carers, assistants or other class staff.
- To assist in the monitoring of planning, therapy delivery and clinical standards in collaboration with the lead therapists and senior leadership team.
- To provide day to day supervision and mentoring of less experienced staff, 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 and less experienced therapists (bands 5,6) as part of the formal performance review cycle, supporting them to identify relevant targets and training needs.
- To participate in recruitment of staff of any discipline.
- To initiate and implement risk assessment plans in conjunction with the trans-disciplinary team. To support others in the writing of risk assessments.
- To understand and adhere to all policies and plans relating to the post and to actively contribute to policy development, proposing new policies and procedures for the specialist area. Also, to contribute to policies which impact on other areas and professions, e.g. Moving and Handling, Health and Safety, Safeguarding, Data protection, Prevent and British Values.
- To have a thorough knowledge of departmental development plans, work to achieve them, support others to achieve them and to actively contribute to future planning in order to influence the continuing development of the SLT service.
- To initiate and share speech and language therapy innovations, further developing the specialist educational service across the Foundation.

- To participate in and lead standard setting, prioritisation, quality assurance and other relevant working groups for the purposes of planning, monitoring and improving services.
- To attend educational tribunals as a professional presenting assessment evidence as required, supported in preparation by a senior member of staff.
- To support lead therapists and senior management staff with routine tasks as needed, e.g. proofreading reports, meeting visitors, running meetings etc. given appropriate support and guidance.
- To monitor equipment, maintain safety and request new stock as needed.
- To supervise student placements, both SLT and 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, reflect on practice with peers and the clinical supervisor to identify areas of strengths and development needs.
- To participate in formal performance and development review sessions as a reviewee with the line manager, 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

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## Essential Criteria

### Experience, Skills and Knowledge

- Extensive, in-depth experience in speech and language therapy including working with people with a range of complex needs and their families.
- Significant knowledge of evidence based practice in designated specialist area
- Significant knowledge of current legislation relating to the role.
- In-depth knowledge of risk assessment processes and applications.
- High level of understanding of the Mental Health Act and Mental Capacity Act and their applications
- In-depth knowledge of Safeguarding legislation and its application in practice.
- Significant experience of supervision of staff and therapy students.
- Excellent interpersonal skills
- Excellent communication skills – both verbal and written
- An understanding of standards of recording and reporting and ability to guide others in this respect.
- Proven ability to plan effectively and differentiate to meet individual needs.
- Skilled at making a differential diagnosis and identifying the appropriate intervention on the basis of evidence from assessment
- Experience of participating in quality improvement activities
- Well-developed organisational and self-management skills.
- Excellent presentational and teaching skills
- Experience of developing and leading training
- Excellent ICT skills
- Ability to prioritise and manage a complex caseload
- Able to work independently and in a multi-disciplinary team.
- Good group management skills

### Qualifications and Training

- Qualified SLT status
- HCPC Registered
- Member of RCSLT
- Clinical Supervisory Skills course completed
- Additional Supervisory Skills courses completed.
- An up to date CPD portfolio
- Affiliation to Clinical Excellence Networks

### Personal Qualities

- Ability to work collaboratively as part of a team, valuing all contributions from team members and leading when needed.
- Commitment to learn new skills and share with others
- Commitment to undertake any training as required

- Commitment to participate in continued professional development (CPD)
- Commitment to provide relevant training for colleagues and families.
- 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
- Self-aware and committed to personal and professional development. Able to reflect and critically appraise own performance and accept and respond positively to feedback from supervision.
- Ability to support others to work flexibly and cope with the demands of the role.
- Positive, empathetic and enthusiastic attitude
- Flexible and creative.
- Decisive and solution focused
- Highly organised.
- Committed to equal opportunities for all and to promoting a positive image of people with complex needs.
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## **Desirable Criteria**

### **Qualifications and Training**

- Post-graduate training in areas relevant to the role up to Masters, degree level

### **Experience**

- Experience of leadership roles
- Experience of working with challenging behaviour.

# Organisational Standards

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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

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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.



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