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| **THE PARTNERSHIP TRUST** | |
| **JOB DESCRIPTION** | |
| **POST TITLE:** Speech and Language Therapist | **GRADE:** |
| **SCHOOL:** | |
| **RESPONSIBLE TO:** Headteacher and / or Speech & Language Therapist Team Leader | |
| **EMPLOYEE:** | |
| **DATE:** | |

**JOB PURPOSE**

To provide a high level of expertise in the promotion and development of holistic and evidence based Speech and Language Therapy in conjunction with the teaching staff, within a special school setting.

To work as part of The Partnership Trusts’ Speech and Language Therapy Team to identify, assess, develop and implement speech and language therapy in particular for children with severe and specific speech and language difficulties and Autism Spectrum Disorder (ASD).

## MAIN DUTIES AND RESPONSIBILITIES

1. To manage and prioritise own caseload.
2. To provide written professional reports as appropriate.
3. To develop clear care plans based on best practice and to use specialist knowledge to inform clinical judgments for case management.
4. To contribute to the Speech and Language Therapy team in the provision, monitoring and development of the Fosse Way Speech and Language Therapy Service.
5. To record all Speech and Language Therapy interventions in compliance with Royal College and Fosse Way School guidelines.
6. To continuously evaluate Speech and Language Therapy interventions and to maintain and

develop a high standard of clinical and professional practice at all times.

1. To devise and evaluate Speech and Language Therapy treatment plans and classroom based programmes. This will be based on assessment findings in consultation with the children, educators, family and carers, respecting choices and recognising diversity.
2. To liaise with the Speech and Language Therapy Team, teaching staff, all members of the multi professional team, children, parents as well as other external agencies.
3. To promote good working relationships across the school.
4. To attend meetings, support groups and other school meetings as directed by the Principal.
5. To liaise with parents / carers to monitor service outcomes.
6. To ensure that all Speech and Language Therapy equipment is stored safely and maintained in safe working order.
7. To participate in research projects as required.
8. To be aware of and adhere to all school Health and Safety, and Personnel Policies and Procedures.
9. To demonstrate the ability to manage children with challenging behaviours including the application of appropriate management strategies.
10. To recognise potential breakdown and conflict when it occurs and seek advice and support to resolve.
11. To have due regard for your own personal safety and that of children and teaching staff in particular to have regard to moving and handling regulations, restraining policies and ensure the safe positioning of self and others.
12. To attend regular supervision sessions, and your annual Professional Development Review process, setting personal and service objectives and to maintain a professional portfolio to demonstrate continued professional development
13. To demonstrate the ability to reflect on practice with peers and mentors and identify own strengths and development needs.
14. To work within the Royal College of Speech and Language Therapists Code of Ethics and Professional Conduct and the Health Professions Council Standards of Conduct, Performance and Ethics.

**EDUCATION AND SKILLS**

1. To attend relevant training in order to maintain and develop skills and knowledge required of a therapist working in a special school and to maintain up to date HPC and RCSLT registration.
2. To attend relevant SIGs where appropriate
3. To make use of school CPD opportunities including attending internal training sessions, reading sessions & shadowing opportunities
4. To ensure that all mandatory training is kept up to date
5. To provide training on a range of topics related to speech, language, communication needs (as appropriate) for parents, schools & other professionals.
6. To maintain and provide statistical information in relation to area of work.
7. To be responsible for effective time management.
8. To attend and contribute at staff and team meetings.
9. To maintain clients’ confidentiality at all times and to be aware of Data Protection issues.
10. To follow Professional ethics as outlined in Communication Quality in regard to client care and confidentiality.
11. To be a Registered Member of the Royal College of Speech and Language Therapists & Health Care Professions Council.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them that are within the scope and the spirit of the job purpose, the title of the post, and its grading.

1. **OTHER DUTIES**

To safeguard and promote the welfare of pupils and take steps to prevent any child from suffering ill treatment or neglect. Be familiar with and adhere to the Child Protection procedures adopted within the school and report to the Head or Deputy Head any concern that a child has been mistreated, either physically, emotionally, sexually or by neglect.

1. **GENERAL**

The post-holder must carry out his or her duties with full regard to the Trust’s Policies and procedures.

The post-holder should have knowledge of and compliance with relevant Trust policies and procedures.

To work within an Equal Opportunities framework at all times.

The post holder will be expected to contribute to the protection of children as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced Criminal Records Bureau Certificate (DBS) is required for this post prior to commencement

## QUALIFICATIONS AND EXPERIENCE

**Essential**

Recognised Speech and Language Therapy Degree

Health Professions Council-Licence to practice.

Registered member of Royal College of Speech and Language Therapists.

At least two years’ experience working as a qualified Speech and Language Therapist.

NQP Competency Framework to have been fulfilled

Experience of working as a speech and language therapist in a special school environment

Experience of working with children with moderate to severe learning difficulties and Autism Spectrum Disorders

Experience of working with children with behavioural difficulties

Excellent communication and interpersonal skills including observation, listening and empathy skills.

Ability to produce evidence-based programmes of intervention for client group

Good negotiation and problem solving skills.

Good analytical and reflection skills.

Good presentation skills; both written and verbal.

Knowledge & Experience of Intensive Interaction, PECS, Makaton signing, social communication & awareness skills and symbolled AAC software programs.

Knowledge of assessment tools relevant to the client group

Knowledge of national policies and procedures relevant to client group

Knowledge of range of appropriate therapeutic interventions

Knowledge of the principles of clinical governance/audit.

Knowledge of the roles of other professionals relevant to client group

Knowledge of standards of record keeping.

Awareness of own training needs and limitations

Capability to respond flexibly to the needs of a broad range of pupils with special needs.

Excellent communication and interpersonal skills including observation, listening and empathy skills.

Ability to produce evidence-based programmes of intervention for client group

Good negotiation and problem solving skills.

Good analytical and reflection skills.

Good presentation skills; both written and verbal.

Knowledge & Experience of Intensive Interaction, PECS, Makaton signing, social communication & awareness skills and symbolled AAC software programs.

Knowledge of assessment tools relevant to the client group

Knowledge of national policies and procedures relevant to client group

Knowledge of range of appropriate therapeutic interventions

Knowledge of the principles of clinical governance/audit.

Knowledge of the roles of other professionals relevant to client group

Knowledge of standards of record keeping.

Awareness of own training needs and limitations

Capability to respond flexibly to the needs of a broad range of pupils with special needs.

Energy & enthusiasm

Warmth & sensitivity to children & adults

High expectations regarding communicative potential

Ability to work as a team member

Flexible and positive approach

Good organisational skills

Commitment to equal opportunities

Willing to work in partnership with colleagues, parents and other professionals

To be able to positively promote the school in the local community

Promote and safeguard the welfare of children and young people s/he is responsible for or comes into contact with

**Desirable**

Pyramid PECS Trained (2 day course)

Further qualifications related to special educational needs.

Additional training in the field of ASD

Pyramid Implementing PECS Across the Day training

Makaton Trained to level 4

Successful and relevant experience of pupils with more complex learning difficulties and disabilities.

Experience of supporting Primary and Secondary aged pupils

Experience of working in a multi-agency team

Experience of developing group programmes for children with a range of special educational needs

Experience of running whole class groups

Experience of successfully implementing a range of behaviour management strategies

Extensive knowledge of challenging behaviour strategies

Knowledge of TEACCH.