

JOB DESCRIPTION APRIL 2019

1. Job Details

POST TITLE:	Specialist Speech and Language Therapist – Team Lead SLT
BAND	Band 7 (NHS agenda for change pay scales) + outer London weighting
HOURS:	37.5
LEAVE ENTITLEMENT:	School holidays, with the exception of 3 weeks pro rata to be worked annually
RESPONSIBLE TO:	Headteacher
ACCOUNTABLE TO:	Headteacher

2. Job Purpose

The post holder will be responsible for the provision of a comprehensive specialist Speech and Language Therapy service to children attending Capella House School.

Capella House is a new co-educational specialist school due to open to secondary pupils in September 2019 at its Twickenham site. The pupils have Speech, Language and Communication Needs (SLCN) as their primary need and other additional needs which may include ASD, ADHD, Sensory issues or Social, Emotional and Mental Health needs. Classes will have up to 7 pupils and will be supported by HLTAs, TAs and Therapists.

The core function of therapeutic intervention is to facilitate access to the curriculum for the pupils within the Educational setting.

The post holder will plan, manage and evaluate Speech and Language Therapy services provided within the school setting, in consultation with the senior leadership team. The post holder will have an advisory role in identifying whole-school and individual training needs in the areas of communication, language, and SLCN related topics.

To provide advice and training to parents/carers, other professionals and less experienced colleagues.

To achieve better outcomes for children and families by identifying difficulties and by contribution to the joint identification, joint decision making, and joint planning and joined up preparation for school and the continued acquisition of life skills.

To work in collaboration with Teaching staff.

The post holder will provide clinical supervision to a therapy assistant and Band 5/6 Speech and Language Therapists who will be employed as the school expands in number.

The post holder will participate in the assessment, admission and transition process of pupils referred to Capella House School.

The post holder will be a member of the Senior Leadership team.

3. **Dimensions**

- To provide a Speech and Language Therapy service to children and young people who are pupils at Capella House School.
- To contribute to the evidence base of clinical effectiveness for interventions and strategies that support children in their educational setting.

4. **Key Result Areas/ Principle Responsibilities:**

Patient/client care

- To have a highly specialist knowledge and understanding of the strengths and needs of children and young people with a variety of communication disorders in order to support their developing skills within the school setting.
- To assess, develop and implement highly specialist Speech and Language Therapy intervention and provide appropriate specialist evaluation of outcomes for the management of children and young people with SLCN.
- To provide advice to significant others e.g. parents, teaching staff and support staff as appropriate in the delivery of the service in order that opportunities for communication development and reinforcement of newly acquired skills are carried over into everyday life.

- To monitor and review the children's progress within the targets set and agreed, and to modify targets as appropriate
- To use an outcomes tool to evaluate progress of pupils
- To challenge and be creative around aligning education's statutory processes in line with SLT
- To be aware of legal requirements relating to the provision of a speech and language therapy service
- To submit, as required, formal advice for Education Health and Care plans (EHCP's) so as to fulfil statutory duties
- To have an awareness of issues around delivery of service in education, National Curriculum and SEND code of practice
- To attend annual reviews in order to share information
- To ensure that pupils and/or parents/carers are involved in decision-making and care planning wherever possible
- To ensure that pupils are referred to other services as appropriate, if necessary, as part of their care
- To support pupils' communication skills development across a variety of settings, including support to parents, carers and families during holiday times
- Review and develop the Speech and Language Therapy service delivery models to meet the needs of the pupils and in the context of current research and evidence-based practise
- To resolve informal complaints and liaise with the Headteacher regarding responses to formal complaints about the service
- To manage and prioritise own caseload independently

- To manage and prioritise own workload
- To liaise with others around case management in complex cases
- To advise the Headteacher on issues of service delivery including shortfall, service pressures
- To contribute to interagency / multidisciplinary team building, negotiation and policy development
- To adapt practice to meet individual circumstances of children and young people with SLCN and additional needs, including due regard for cultural and linguistic differences such as the need to use alternative communication strategies such as symbols, augmentative communication devices and Makaton
- To use specialist knowledge to inform service / policy developments as appropriate
- To demonstrate skills in dealing with complex issues to generate appropriate strategies for caseload management
- To maintain up to date and accurate case notes in line with HCPC and RCSLT professional standards and local policies
- To comply with school guidelines, protocols and policies whilst adhering to Royal College of Speech and Language Therapy guidelines and professional code of conduct, and Health Professional Council requirements.
- To identify personal and professional development evidenced by the Continuing Professional Development (CPD) including objectives relating to the area of clinical specialism
- To keep up to date with new techniques and developments for the promotion and maintenance of good practice in the area of clinical specialism

Policy/service development and implementation

- To contribute to reflective clinical practice both individually and with peers identifying strengths and needs to support the schools development of the current evidence base and to support effective clinical decision making.

- To contribute to the development of annual school plans as related to language and communication, implementing projects and adhering to team objectives as informed by local and national guidelines.
- To assume delegated tasks as requested by the Headteacher, including leading working groups and policy development groups.
- To ensure that the service provided to the pupils and families is of high quality, ensuring best evidence-based practice and clinical governance are in operation, supported by clinical audit and up-to-date policies, procedures and clinical guidelines.
- To contribute to the development of highly specialised care protocols/packages to improve service delivery.
- To contribute to clinical teams by discussing own and other's input around pupils' needs contributing to the Individual Education Plan/Pupil Support Plans/Personal Care Plans.
- To participate in interagency/multi-disciplinary team building and policy development.
- To contribute to the development and maintenance of the communication policies within schools and educational settings in order that the School is supported by the S & LT Service in promoting the development and maintenance of communication development for pupils .
- To adhere to policies, guidelines and professional standards.
- To use specialist knowledge to inform service/policy developments as appropriate.
- To contribute to innovations in areas of risk management, quality standards and clinical effectiveness in conjunction with peers and supervisors in order to ensure a safe, effective and efficient service.
- To keep up to date with current clinical developments through reading, attendance at courses, meetings and Clinical Excellence networks (CEN's) and share this information with other colleagues.

Financial and physical resources

- To oversee the maintenance of speech and language therapy equipment and resources used in clinical service areas and advise Headteacher/SBM of equipment needs.
- To develop specialist resources in collaboration with teaching staff.

Human resources

- To undertake the clinical supervision of speech and language therapy students for some sessions per week, attending teaching sessions and meetings organised by the education establishments as necessary.
- To provide support and supervision to speech and language therapist assistants, assistants within educational settings, and volunteers as required.
- To provide regular specialist training both for teaching staff groups, parents and the Speech and Language Therapy teams on a range of topics that will support the development of the pupils on the case load.
- To manage the work of the Therapy Assistant, coordinating their timetable and ensuring quality through regular observation, supervision and appraisal.
- To participate in the recruitment of Speech and Language Therapists.
- To contribute to the induction of new members of the team.

Information resources

- To maintain children's clinical notes in line with the organisation's Standards and Policy.
- To carry out administrative duties including data collection; arranging patients appointments and maintaining general equipment.
- To share information with all members of the school's multidisciplinary team and external agencies observing data protection and confidentiality guidelines.

Research and development

- To contribute to audits and the design and interrogation of data in order to inform the evidence base for clinical effectiveness with this client group.

- To monitor and evaluate own highly specialist service delivery.
- To assist in the delivery of teaching programmes for speech and language therapists and other professionals and to evaluate the effectiveness of the training provided in collaboration with other colleagues.

Freedom to act / decision making

- To manage a defined complex case load, advising Line Manager of shortfalls or difficulties as they arise.
- To monitor and evaluate own specialist service delivery and provide progress reports.
- To work flexibly in challenging environments, e.g. schools with children with complex needs.
- To contribute to action research design and outcome measurement in the area.

Communication and working relationships

- To have access to regular supervision in order to offer and receive support to ensure there is opportunity for reflective practice.
- To attend meetings and in-service training as required.
- To work effectively with colleagues in schools.
- To work collaboratively with and to contribute to interagency team building where necessary e.g. Education and Social Services and Tertiary Services.
- To share information with other professionals to ensure effective case management.
- To identify own training needs as part of Continuing Professional Development Plan in discussion with manager and to participate in training as appropriate and ensure that the objectives set reflect the service plan.
- To demonstrate the ability to negotiate and manage conflict when it occurs and given the specific challenges of working within an educational environment, generating potential solutions, seeking advice is necessary.

General Accountability

Health and Safety: to have responsibility for the health, safety and welfare of self and others and to comply at all times with the requirements of health and safety regulations.

Confidentiality:

To ensure confidentiality at all times, only releasing confidential information obtained during the course of employment to those acting in an official capacity.

Equal Opportunities, Alcohol & Non-Smoking:

To comply with the Trust's policies on equal opportunities, the consumption of alcohol and non-smoking.

Infection Control:

All staff members have a responsibility to themselves, patients, service users, visitors and other staff to maintain high standards of Infection Prevention and Control and follow the agreed company policies and procedures.

Safeguarding:

All staff members have a responsibility to themselves, patients, service users and other staff in ensuring the effective Safeguarding of Children and Adults and must follow the agreed Auriga Academy Trust policies and procedures.

Data Protection Act:

To comply with the requirements of the Data Protection Act.

Conflict of Interest:

To comply with the organisations code/policy relating to business conduct and/or conflict of interest.

Other Duties:

To undertake such other duties as may be required from time to time and are consistent with the responsibilities of the grade.

Equal Opportunities:

At the Auriga Academy Trust, we are committed to promoting equality of opportunity and tackling discrimination in all its forms. Our core values of achievement, respect, working co-operatively, participation, high expectations and hard work form the basis for excellence and future success for all. Each pupil is valued both as an individual and as a member of the Trust community.

Please find the Auriga Academy Trust EQUALITIES POLICY on the Trust website.

Other Information

The job description is indicative but not exhaustive of the responsibilities of the post. As the school develops, the requirements of the job may develop and change, and the post-holder will be expected to adapt to these requirements. The post-holder will be expected to undertake ongoing personal and professional development commensurate with the duties of the post. The post-holder will be expected to comply with all the relevant local, national and statutory policies and frameworks.

Confidential and personal information related to pupils and staff, must not be disclosed within or outside the place of work, except in the proper discharge of duties. See the Auriga Academy Trust's Code of Conduct on the website.

www.aurigaacademytrust.org.uk

Job Description Agreement

Signed by Employee _____

Date _____

Signed by Manager _____

Date _____



PERSON SPECIFICATION

QUALIFICATIONS / TRAINING	ESSENTIAL	DESIRABLE
	<p>Recognised qualification in Speech and Language Therapy</p> <p>Registered member of HCPC</p> <p>Registered member of RCSLT</p>	<p>Leadership</p> <p>TOM's or other outcomes training</p>
KNOWLEDGE	ESSENTIAL	DESIRABLE
	<ul style="list-style-type: none"> • Of a range of speech & language therapy assessments relevant to school age children with a range of SLCN needs and associated conditions such as autism/ ADHD/SEMH. • Of applying assessment information to current theories in communication in order to formulate diagnoses and devise intervention / care plans • Of a wide range of approaches to support children with speech, language, communication needs. • Of clinical decision making for priorities in a multi-disciplinary context for planning and monitoring • Of a range of speech & language therapy assessments relevant to children (4-19 years) including psycholinguistic profiling • Of relevant developments in Education, the National Curriculum and SEND Code of Practice • Of a wide range of approaches to support children with speech, language and communication difficulties • Of target planning, monitoring and contributing to IEP's in collaboration with teaching staff • Of applying visual systems to support communication in an educational context, e.g. signs and symbols, Makaton signs and symbols, AAC etc 	

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| | <ul style="list-style-type: none"> • Communication and organisation skills • Of leading on developing packages and relevant protocols • Of delivering specialist clinical expertise in the area of speech, language and communication, to be able to provide a second opinion on cases of clinical complexity • Of experience of supporting pupils in their class environment using a Total Communication approach • Of interventions to support social communication e.g. Social Thinking | |
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EXPERIENCE	ESSENTIAL	DESIRABLE
	<ul style="list-style-type: none"> • Working with parents/carers in emotionally distressing situations relating to complex clinical issues and their consequences • Working collaboratively with a range of professionals • Resolution and negotiation of conflict including dealing with complaints • Contributing to the development, supervision and training of therapy assistants • Contributing own specialist knowledge to the development and implementation of clinical governance, research and audit procedures within the SLT team/ school senior leadership team • Multi agency working and team building • Minimum of 4 years of relevant experience post qualification • Setting and monitoring of communication targets in the context of the National Curriculum based on assessment findings • Working with parents/carers and pupils to ensure user involvement with the appropriate care package • Writing, planning and delivering programmes, including teaching others to carry out the programmes • Providing support and monitoring of the work of other professionals meeting the needs of communication needs in an educational context 	<p>Participating in the recruitment and selection of staff at interview</p>



CAPELLA HOUSE
SCHOOL

	<ul style="list-style-type: none"> • Representing the professional opinion of Speech and Language Therapy at annual reviews, case conferences • Experience of clinical supervision 	
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SKILLS/ ABILITIES/ APTITUDES	ESSENTIAL	DESIRABLE
	<ul style="list-style-type: none"> • Excellent communication skills • Excellent presentation skills • Ability to lead a team and work in a team • Good organisational skills • Reflective practitioner • Problem solving skills • Negotiation skills and resolution of conflict • Counselling skills, (in relation to clinical issues) • Clinical supervision skills • Be able to organise and prioritise own workload • Clear concise record keeping, report writing skills • Understanding of the agenda underpinning modern SLT practice and innovations • Of clinical governance, research and audit 	