



## JOB DESCRIPTION

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### SPEECH & LANGUAGE THERAPIST

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#### MAIN PURPOSE OF THE JOB

1. To contribute to the development of a highly specialist multi-professional team supporting all aspects of language and communication within Garratt Park School.
2. To provide a Speech and Language Therapy Service as part of a multi-professional team to young people with language or communication difficulties who are placed in Garratt Park School (MLD)
3. To liaise with a multi-professional team and the Director of Language and Learning, clarifying the role and responsibilities of the Speech and Language Therapist (SLT) within Garratt Park School and contributing to frameworks for joint working practices with the school.
4. To act as a resource for families and for professionals working with children with complex speech, language and social communication difficulties at Garratt Park School. These students will have a range of mild/moderate learning difficulties and additional complex needs
5. To provide training to education staff and other colleagues in the field of developmental speech, language and communication delays and disorders, Autistic Spectrum Disorder/SCD and alternative and augmentative communication.
6. To contribute to monitoring and evaluating the curriculum areas, schemes of work, oversee personalised learning packages and target setting where consideration for Language and Communication needs is required.
7. To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.
8. To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to the worker's role.
9. To support and implement the school and LA's Equal Opportunities policy.
10. To implement the school's Mission Statement, aims, policies and values of the school.
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12. To perform duties and attend meetings as reasonably required.
13. To contribute to whole school cross-curricular initiatives.
14. To carry out associated duties which are reasonably assigned by the Headteacher.

#### **MANAGERIAL DUTIES:**

1. To be able to prioritise own workload and identify any risks to service delivery and communicate these risks to the Lead Speech and Language Therapist and/or Director of Language and Learning
2. To ensure that students/carers are involved in the planning and decision making relating to Speech and Language outcomes.
3. To undergo in-service training when required, to keep abreast of developments within the National Curriculum and whole school initiatives.
4. To contribute to research and the auditing of projects with Garratt Park.
5. To participate in clinical governance of Garratt Park School Therapies Team.

#### **CLINICAL DUTIES**

1. To be accountable for the delivery of a Speech and Language Therapy Service to Garratt Park. To monitor and evaluate own specialist service delivery and provide progress reports to the Director of Language and Learning.
2. To provide specialist advice and support to other professionals regarding the management and care of secondary pupils with language and communication difficulties and advising on appropriate onward referral agencies and resources for this specialism.
3. To assess, develop and implement specialist Speech and Language treatment and programmes of care, writing reports reflecting knowledge and providing appropriate specialist intervention and evaluate outcomes. These young people will present with a wide range of cognitive, sensory, physical, behavioural, social communication impairments with associated or co-existing speech, language and interaction disorders
4. To provide specialist intervention demonstrating clinical effectiveness by use of evidence based practice and outcome measures, whilst adapting practice to meet individual circumstance and educational context.



5. To use a holistic, client-centred approach, gathering and synthesising information from other professionals and parents/carers, in order to ensure that intervention packages are best suited to the young person, family and place of delivery and that therapy is embedded into the young person's daily routines and education.
6. To use investigative skills and a specialist knowledge of standardised assessment and other assessment tools together with analytical clinical reasoning skills in order to form a baseline measure or differential diagnosis from which to plan a programme of intervention.
7. To provide detailed and clear SLT targets and programmes fully integrated into the educational curriculum as part of each young person's EHCP, in consultation with parents/carers and teachers. The post holder will demonstrate skilled clinical reasoning and use therapeutic activities and techniques and strategies which are meaningful and appropriate to the young person's developmental level and social, cultural and educational background.
8. To empower parents, carers and teachers in understanding the nature of the disability or dysfunction and impact of this on learning, communication and behaviour.
9. To seek supervision from the Lead Speech and Language Therapist when needed to develop clinical knowledge and skills appropriate for this client group
10. To ensure that the designated member of staff is made aware and kept fully informed of any concerns which the employee may have in relation to safeguarding and/or child protection.
11. To meet regularly with the Director of Language and Learning/ Lead Speech and Language Therapist to share information and discuss issues relating to the effective execution of their role.

### **PROFESSIONAL DUTIES**

1. To ensure that up to date records of students' progress are kept and reports made available to parents/carers, outside agencies and for annual reviews, according to professional standards.
2. To ensure that all aspects of Speech and Language Therapy intervention are delivered to a high clinical standard and are evidence based.
3. To ensure that the service delivery meets agreed professional standards and protocols.
4. To consult with the Director of Language and Learning on interpretation and implementation of local and national initiatives so that the team can adjust work practices to provide an effective and proactive service.



5. To monitor and ensure the quality and fitness for purpose of therapy reports including reports for tribunals, onward referrals and statutory assessments.
6. To understand the duties and responsibilities arising from relevant procedures including safeguarding children, SEN procedures and other legal frameworks.
7. To demonstrate a commitment to understanding diversity and equal opportunities.
8. To contribute to own Performance Management Plans ensuring that school/team objectives are reflected in that process. To identify personal and professional development evidenced by a personal development plan and professional portfolio within an appraisal framework.
9. To be professionally and legally accountable for all aspects of your own work, including the management of students within your care.
10. To meet statutory requirements associated with Special Educational Needs Code of Practice.
11. To ensure confidentiality when sharing information with others, observing data protection guidelines
12. To maintain professional status and competence at a specialist level, taking responsibility for keeping own knowledge and skills up to date by engaging in and directing continuing professional development and lifelong learning, and maintaining a professional portfolio of CPD to reflect this development.
13. To adhere to Royal College of Speech and Language Therapists professional and clinical guidelines.

### **EDUCATION AND RESEARCH DUTIES**

1. To source, appraise, share and implement up to date knowledge of new techniques and developments within the clinical field of paediatric therapy/special educational needs.
2. To work with, support and act as a specialist resource for staff within schools in the development of new research ideas/projects related to the field.
3. To contribute to the planning, development and delivery of training (formal and informal) to others in speech, language, communication related to own clinical area. To provide training for others, including education and support programmes for relatives/carers and giving presentations to other disciplines within the multi-disciplinary team or externally.
4. To promote a culture and framework for the team to engage routinely in reporting and reflecting on clinical practice, evidence base and action research in order to improve client care.



5. To plan for collection, reporting and analysing data from self and others relating to activity, audits or working practice as identified in service objectives arising from the school development plan.

### **COMMUNICATION AND WORKING RELATIONSHIPS**

1. To communicate in a clear, concise and understandable way the information from assessment and care plans to clients, carers, families and members of the multi-disciplinary team/other professions.
2. To be effective in seeking comprehensive and relevant information from other professionals and carers in order to make a differential diagnosis and plan to meet the client's needs.
3. To effectively motivate clients and/or carers and educators to engage in the therapeutic process by utilising a range of activities, strategies and techniques that engages the young person and their family.
4. To make use of competent IT skills to write reports and create presentations/training in a professional manner

### **ETHOS**

1. To encourage positive behaviour from students as outlined in the school's Good Behaviour Policy.
2. To ensure the spiritual, moral, social and cultural developments of students.