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Job Profile

Job Title: Speech and Language Therapist	Grade: P06
Section: Special Educational Needs	Directorate: Children's Services
Responsible to: Head of Advisory Service for Autism/ St Georges MDA	Responsible for:
Post Number/s: RWC3203	Date:

Working for the Richmond/ Wandsworth Shared Staffing Arrangement

This is a specialist speech and language therapist role working specifically for Wandsworth Children's services although the post holder will be employed under the terms and conditions of the Shared Service Agreement.

The overall purpose is to provide the highest quality support to children with Social Communication / Autism Spectrum Disorder (ASD) their families and education settings. In addition, the post will also provide specialist input to the multi-disciplinary team involved in the assessment and intervention for children with suspected Social Communication Difficulties (SCD)/ Autism Spectrum Disorders (ASD)

In order to succeed in this post, a high level of knowledge, skill and experience are required, along with the ability to work collaboratively in a multi professional team.



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Job Purpose:

This is a split post that will be shared with the Wandsworth Autism Advisory service and St Georges trust. The aim is to work collaboratively within a multi-agency advisory team under the direction of the Head of Service to provide support to education settings to best meet the communication needs of children and young people with Autism Spectrum Disorder (ASD) and Social Communication Disorder (SCD). To deliver high quality training to professionals and families. To deliver programmes of intervention and group work/support for children at home and in school/ EY setting.

The post will also provide specialist input to the multi-disciplinary team involved in the assessment and intervention for children with suspected Social Communication Difficulties (SCD)/ Autism Spectrum Disorders (ASD). To provide high quality information gathering that clearly outline a clinical diagnosis.

Specific Duties and Responsibilities:

1. Support Headteachers/ EY Managers to evaluate and develop whole setting provision to meet the needs of pupils with ASD/ SCD focusing specifically on supporting good communication.
2. Provide specialist advice and support to practitioners in schools and early years settings in the development of good ASD practice across the setting.
3. To deliver high quality specialist training to schools/ settings, parents and carers and multi-agency professionals on a range of topics including PECS, Attention Autism, Social Skills
4. Promoting and supporting a graduated response towards meeting the needs of children/ young people with ASD/ SCD. Upskilling settings to enable them to meet the needs.
5. To have the knowledge and skills to support settings in providing a communication friendly environment.
6. To implement training to own team and provide advice to other members of the Advisory service around communication needs.



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7. Take a multi-agency approach to assessment and direct input for children and their families at times of high need or change e.g. where a placement is at risk or at times of transition.
8. Working as part of a multi-disciplinary team to advise, support and in some cases deliver a programme of evidence-based direct intervention including 1:1 and group work/support for children at home and school where it is identified that direct work is required.
9. To communicate and liaise with the school's and community speech and language team to ensure there are no gaps or overlap in support provided to children, families and settings.
10. To lead training sessions for parents/ carers and attend drop in sessions to provide individualised advice and support around communication needs.
11. To contribute towards a Quality Assurance programme to ensure that services are rigorously evaluated in terms of quality and outcomes and that they continuously improve and are provided in response to children's and young people's needs.
12. Communicate effectively with other services including but not limited to: Schools and Community Psychology Service, Early Help, CAMHS, Early Years hub, Special Needs Assessment Service, Early Years services, schools, further education settings
13. To keep appropriate and up to date records of the progress of children / young people using a range of IT systems (e.g. Mosaic and EHITS).
14. Contributing to EHCNA statutory processes where appropriate in line with the 2014 Children Act and 2015 SEND Code of Practice" (including where necessary providing written contributions, attendance at EHCP Annual Reviews)
15. Contributing towards the MDA process where this has been agreed by the Head of Service.
16. To operate in a way which safeguards children and is fully compliant with "Working Together to Safeguard Children" and the London Child Protection procedures.



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17. To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate, working within defined departmental and national protocols/policies and professional code of conduct
18. To undertake training including child protection training and constructively take part in meetings, supervision, seminars and other events designed to improve communication and assist with the effective development of the post and post holder.
19. To share information and liaise with all teams within the Children's Services division in a professional manner as appropriate to ensure schools and settings take a consistent approach in working with children.
20. To contribute to the multi disciplinary team around the assessment and intervention for children with an ASD/SCD.
21. To ensure reports are written accurately and in a timely manner.
22. To ensure all notes are kept up to date on RIO.

Generic Duties and Responsibilities

- To contribute to the continuous improvement of the Wandsworth's Childrens Services.
- To comply with relevant Codes of Practice, including the Code of Conduct, and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA's policies, procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and work to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.
- To understand the Council's duties and responsibilities for safeguarding children, young people and adults as they apply to your role within the council.



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- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular –

- taking responsibility and being accountable for achieving the best possible outcomes – a ‘can do’ attitude to work
- continuously seeking better value for money and improved outcomes at lower cost
- focussing on residents and service users, and ensuring they receive the highest standards of service provision.
- taking a team approach that values collaboration and partnership working

Requirements	Assessed by A & I/ T/ C (see below for explanation)
Knowledge	
1. In depth knowledge of Autism Spectrum Disorders and how these may affect communication development and function.	A/I/T
2. Extensive knowledge of appropriate assessment and therapeutic interventions relevant to the client group e.g. PECS etc.	A/I
3. Extensive knowledge of principles of effective working with families and application to practice.	A/I
4. Comprehensive knowledge of typical child development as relevant to post.	A
5. Comprehensive knowledge of the National Curriculum and SEN Code of Practice.	A
6. ADOS training an advantage	A/C
Experience	



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7. Significant experience in assessment and intervention of children with an Autism Spectrum Disorder.	A/I/T
8. Extensive experience of operational caseload management for children with an ASD.	A/I
9. Experience of supporting the evaluation of service delivery in a specialist setting, mainstream school and / or community clinic.	A/I
10. Relevant experience in working collaboratively with families and carers, education staff and other multiagency professionals within a team.	A/I
11. Experience in developing and delivering training to multi professional staff and monitoring the impact on practice.	A/I
12. Experience of working with preschool and school age children with suspected SCD/ASD	
13. Experience of dealing with parents and carers in distress or in times of crisis	A/I
Skills	
14. Well demonstrated ability to appropriately plan, administer and interpret assessment of speech, language and communication skills utilising formal and informal assessment	I
15. Well demonstrated ability to appropriately set intervention targets, plan therapy activities and carry out therapy activities for children with a range of speech, language and communication needs including ASD	I/T
16. Ability to work effectively as part of a multi-disciplinary team.	A/I
17. Ability to work flexibly and independently	A/I
18. To demonstrate good negotiation skills across a range of issues	A/I
19. Ability to identify own learning needs utilising the appraisal process and in line with personal and service development needs	A
20. Highly developed presentation skills e.g. training, case presentation, team meetings	A
21. Effective communication skills, both verbal and written for presenting and report writing	A
22. The ability to consider cultural diversity and overcome barriers to communication	I
23. Ability to monitor and evaluate the impact of work	I
24. Ability to challenge and hold services to account for the services they provide to children and young people	A/I
25. Able to establish effective partnerships with other organisations and agencies	A/I



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Qualifications and training	
26. Recognised Speech and Language Therapy degree qualification or equivalent	C
27. Health Professions Council – License to Practice	C
28. Registered Member of Royal College of Speech & Language Therapists	C
29. To have kept up to date with research and best practice, evidenced through completion of relevant short courses / certification e.g. Makaton, Elklan, PECS, TEACCH	A/C

A – Application form / CV

I – Interview

T – Test

C - Certificate