**Person Specification – Band 6/ 7 –Specialist/ Highly Specialist SLT**

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| **AREA** | **ESSENTIAL**  | DESIRABLE | DEMONSTRATED: On application form (A), at Interview (I) or other (O) |
| Qualifications & Formal Training  | Recognised SLT Degree Qualification or equivalent | Part 1,2 and 3 in Working with Deaf people | A |
| Current registration with Health Professions Council – Licence to Practice as an SLT | Advanced Clinical Skills (ACS) in Deafness | A |
| Current registration with relevant professional body | Previous experience in Deafness in any setting | A |
| An interest in learning BSL; Level 1 BSL | British Sign Language ( BSL) level 2 or above | A & I |
| Knowledge & Previous Experience | Post-graduate experience in relevant clinical areas- minimum 4 years | Experience of working with children and families e.g. in an educational setting  | A & I  |
| Evidence of up-to-date professional portfolio demonstrating reflective learning  |  | I |
| Evidence of completion of relevant short-courses and/or post-graduate training  |  | A |
| Experience of operational caseload management within relevant clinical area | Experience of seeing a range of clients through from admission to discharge | A & I |
| Knowledge of national health, education and children’s services agendas in the UK |  | A & I |
| Evidence of working collaboratively within a team; within and outside the organisation |  | A & I |
| Knowledge of a range of clinical areas  | Highly specialised knowledge of clinical area  | A & I |
| Experience of planning and running group, individual and consultative interventions |  | A & I |
| Communication: KSF Level:  | Ability to use information technology for: email communication; data collection; notes, report writing and other day-to-day administration tasks |  | A & O |
| Demonstration of presentation skills e.g. case presentation, team meetings | Experience of planning and delivering training to a range of professionals | A & I & O |
| Ability to communicate effectively with others using active listening skills, non-verbal communication and establishing a rapport. |  | I |
| Be able to provide, receive and document information that may be highly complex, sensitive or antagonistic within professional standards |  | A & I & O |
| Ability to use strategies, including negotiation, for managing conflict and difficult situations; where resolutions are not easily achievable |  | A & I |
| Ability to communicate information to others where there may be barriers to understanding  |  | A & I  |
| Ability to anticipate barriers to communication and be proactive in seeking out different styles and methods of communicating |  | I |
| Personal & People Development KSF Level: | Ability to work autonomously on a day to day basis whilst retaining accountability to the service |  | A & I |
| Demonstration of ability to give and receive supervision, evaluate and give feedback to others |  | A & I & O |
| Support others in managing complex/ emotional situations  |  |  |
| Ability to evaluate and reflect on own practice and experience |  | A & I & O |
| Ability to identify own learning needs utilising the appraisal process and in line with personal and SIP needs |  | I & O |
| Health, Safety & SecurityKSF Level: | Awareness of national regulations for data protection, record keeping and confidentiality |  | A & I |
| Understanding of own responsibilities in relation to health and safety  |  | A & I |
| Identify and carry out risk assessments, with support, where required within work area |  | A & I  |
| Service ImprovementKSF Level: | Ability to demonstrate a link between own professional development and the service |  | A & I & O |
| Ability to adapt practice in line with agreed local policies, service developments and reflective practice |  | A & I & O |
| Identify service needs within area of work requiring audit/analysis with a view to improving quality of care |  | A & I & O |
| Seeks users views to contribute to service planning |  | I & O |
|  | Organises and participates in audit process and other service evaluation | A & I & O |
| Makes innovative use of resources and is aware of constraints |  | A & I |
| A commitment to a development of multidisciplinary and multiagency working in line with the Every Child Matters Agenda |  | A & I |
| QualityKSF Level: | Understanding of a broad range of evidence based practice within relevant area | Contributing to evidence-base | I & O |
| Demonstrates a working knowledge of the clinical governance agenda & its application |  | A & I & O  |
| Equality & DiversityKSF Level: | Awareness of the psychological and social factors of dysfunction and disability and their impact on the child and family |  | A & I  |
| Share the values vision and commitment of the team and respect and value other members’ skills |  | A & I |
| Other KSF Dimensions:  | Well-established knowledge of a range of standardised and functional assessment tools relevant to the client group or clinical area |  | A & I |
| Ability to use clinical reasoning skills to analyse and interpret assessment findings and plan and evaluate an intervention programme |  | A & I & O |
| Knowledge of appropriate therapeutic interventions related to the client group |  | A & I  |
| Understanding the role of other professionals related to the client group |  | A & I  |
| Personal Qualities | Flexibility and able to adapt to different demands and situations and the ability to work under pressure |  | A & I  |
| Ability to prioritise workload and responsibilities appropriately |  | A & I  |
| Demonstrates a personal interest and enthusiasm about working with children and families  |  | I  |
| Ability to be innovative and to use initiative to develop professional practice |  | A & I  |
| Able to remain focussed throughout intervention sessions and pay attention to the environment and child’s responses |  | I & O |
| Specific physical, auditory and visual skills required for the post |  | O |