

## Job Profile comprising Job Description and Person Specification

### Job Description

<b>Job Title:</b> Speech and Language Therapist	<b>Grade:</b> Band 6
<b>Section:</b> Special Educational Needs	<b>Directorate:</b> Children's Services Department
<b>Responsible to following manager:</b> Band 7 Speech and Language therapist and / St Georges MDA team	<b>Responsible for following staff:</b> NA
<b>Post Number/s:</b>	<b>Last review date:</b> April 2025

#### Working for the Richmond & Wandsworth Better Service Partnership

This role is employed under the Richmond & Wandsworth Better Service Partnership. The overall purpose of Richmond & Wandsworth is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

Richmond & Wandsworth Better Service Partnership aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

#### Job Purpose:

To work collaboratively within a multi-agency advisory team under the direction of the Head of Service and Highly Specialist Speech and Language Therapist to provide support to education settings to best meet the communication needs of children and young people with Autism (ASC) and Social Communication Disorder (SCD). The therapist will be required 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. To work collaboratively and provide advice and support to multi therapy assistants.

### **Specific Duties and Responsibilities:**

- To demonstrate clinical expertise in assessment, treatment and management of Speech, Language and Communication difficulties particularly those on the Autistic Spectrum in preschool and school aged clients.
- To provide appropriate intervention and evaluate outcomes
- To seek support for more complex cases from management and highly specialist therapist and members of the multi-disciplinary team.
- To plan, run and evaluate client/parent groups in accordance with clinical need
- To set SMART targets that are in accordance with clinical need
- 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
- Provide specialist advice and support to practitioners in schools and early years settings in the development of good ASD practice across the setting
- To deliver specialist training to schools/ settings, parents and carers and multi-agency professionals on a range of topics including PECS, Attention Autism, Social Thinking
- Promoting and supporting a graduated response towards meeting the needs of children/ young people with ASC/ SCD through upskilling settings to enable them to meet the needs.
- To have the knowledge and skills to support settings in providing a communication friendly environment
- Providing individual social development support and advice where this is required.
- Provide supervision and support to multi therapy assistants modelling / delivering programmes to parents/carers and settings
- 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
- 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.
- 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.

- To lead training sessions for parents/ carers and attend drop in sessions to provide individualised advice and support around communication needs
- 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
- 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
- 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).
- 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)
- Contributing towards the MDA process where this has been agreed by the Head of Service.
- To operate in a way which safeguards children and is fully compliant with "Working Together to Safeguard Children" and the London Child Protection procedures
- 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
- 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
- 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

### **Generic Duties and Responsibilities**

- To contribute to the continuous improvement of the services of the Boroughs of Wandsworth and Richmond.
- 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 working 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 both Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the role within the council.
- 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.

## Person Specification

<b>Job Title:</b> Social Worker/Senior Social Worker-Kinship Service	<b>Grade:</b> SO2 – PO3
<b>Section:</b> Fostering Service	<b>Directorate:</b> Children's Services Directorate
<b>Responsible to:</b> Team Manager	<b>Responsible for:</b> NA
<b>Post Number/s:</b>	<b>Last Review Date:</b>

### Our Values

THINK BIGGER

EMBRACE DIFFERENCE

CONNECT BETTER

LEAD BY EXAMPLE

PUT PEOPLE FIRST

Our Values are embedded across Richmond & Wandsworth Better Service Partnership and throughout all roles and responsibilities at all levels of the organisation. Please [familiarise yourself with our values](#) as they are an integral part of our recruitment and selection process.

<b>Person Specification Requirements</b>			<b>Assessed by A/I/T/C (see below for explanation)</b>
<b>Knowledge</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
In depth knowledge of Autism Spectrum and how these may affect communication development and function.	X		A&I
Knowledge of appropriate assessment and therapeutic interventions relevant to the client group	X		A&I
Knowledge of principles of effective working with families and application to practice.		X	A&I
Comprehensive knowledge of typical child development as relevant to post.	X		A&I
Comprehensive knowledge of the National Curriculum and SEN Code of Practice.	X		A&I
<b>Experience</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Experience in assessment and intervention of children with an Autism Spectrum.	X		A&I
Experience of operational caseload management for children with an ASC.		X	A&I
Experience of providing clinical supervision to Speech and Language Therapy Assistants or Multi-therapy assistants		X	A&I
Relevant experience in working collaboratively with families and carers, education staff and other multiagency professionals within a team	X		A&I
Experience in developing and delivering training to multi professional staff and monitoring the impact on practice		X	A&I
Experience of dealing with parents and carers in distress or in times of crisis		X	A&I
<b>Skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Well demonstrated ability to appropriately plan, administer and interpret assessment of speech, language and communication skills utilising formal and informal assessment	X		A&I
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 ASC.	X		A&I
Ability to work flexibly and independently	X		I

Ability to work effectively as part of a multi-disciplinary team.	<b>X</b>		<b>I</b>
To demonstrate good negotiation skills across a range of issues		<b>X</b>	<b>I</b>
Ability to identify own learning needs utilising the appraisal process and in line with personal and service development needs	<b>X</b>		<b>A&amp;I</b>
Well-developed presentation skills e.g. training, case presentation, team meetings	<b>X</b>		<b>I</b>
Effective communication skills, both verbal and written for presenting and report writing	<b>X</b>		<b>I</b>
The ability to consider cultural diversity and overcome barriers to communication	<b>X</b>		<b>I</b>
Ability to monitor and evaluate the impact of work	<b>X</b>		<b>I</b>
Able to establish effective partnerships with other organisations and agencies		<b>X</b>	<b>I</b>
<b>Qualifications</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed</b>
Degree in Speech and Language Therapy	<b>X</b>		<b>A&amp;C</b>
Registered with the Health and Care Professions Council (HCPC)	<b>X</b>		<b>A&amp;C</b>

**A – Application form / CV**

**I – Interview**

**T – Test**

**C - Certificate**