

# LINDEN LODGE SCHOOL

## Job Description



### STATUS

**Job Title:** Highly Specialist Speech and Language Therapist (Professional Lead)

**Accountable to:** Head Teacher

### Reporting to

**Professionally:** Clinical Team Leader (with external clinical supervision)

**Managerially:** Clinical Team Leader

**Grade:** Equivalent to AfC Band 7

**Workbase:** Linden Lodge School

**Relationships:** School Senior Leadership Team, Clinical Team Leader, Integrated therapy team colleagues, Pupils, Parents.

### CONTEXT

#### About the school

Linden Lodge School provides a high-quality educational experience for visually impaired pupils, including those who are multi-disabled visually impaired and deaf-blindness. We are recognised as a specialist Regional Centre for children aged between two and nineteen. The school also supports pupils with profound and multiple learning difficulties. Pupils attend the school on a day or residential basis.

#### Therapy provision at Linden Lodge

Therapists will work as part of a newly formed multi-disciplinary therapy team, which will be well-integrated with the school to provide specialist therapeutic input and support to the children at Linden Lodge. The school is set up by way of distinct learning units or departments, and each therapist's caseload will be formed as much as possible in line with these departments, with additional responsibilities depending on experience and professional development priorities (e.g. dysphagia, social communication, augmentative and alternative communication etc). Speech and language therapy sessions will primarily take place at the school, although there may be occasions where it would be appropriate for them to take place at the child's home or in a clinic environment. Therapists will benefit from clinical professional leadership, peer support and trans-interdisciplinary working, and the many opportunities for professional development and training the school has to offer.

As this is a new role and set-up for the school, its efficacy will be regularly reviewed and as such, the role may evolve and change over time. You will have the opportunity to work as part of the collaborative team to shape, develop and deliver this service.

## Job Purpose

To work as a highly specialist skilled and dynamic, clinical-lead Speech and Language Therapist, providing clinical leadership, supervision and management of the Speech and Language Therapy team as part of the integrated, multi-disciplinary therapy team at Linden Lodge School.

In addition, your clinical expertise will be drawn upon in delivering hands-on speech and language therapy, and in developing the skills of the junior Speech and Language Therapist in your team, thereby ensuring the provision of a high standard of speech and language assessment, treatment and advice to children, young people and their families accessing the school.

Speech and language therapy sessions will primarily take place at the school, or at home or in a clinic environment as appropriate.

## Job Summary

- To take a specialist role and autonomously manage a caseload of children with complex developmental speech and language disorders, feeding and swallowing difficulties, learning difficulties and sensory impairments who are placed within a specialist education setting for children with sensory impairment.
- To be responsible for the delivery of a holistic service to children with vision impairment, multi-sensory impairment and complex learning and communication disorders, integrating working practice with education staff and the wider multi-disciplinary team.
- To liaise with families and carers of children to clarify roles and responsibilities of SLT and provide knowledge about language and communication of children and young adults.
- To work with speech and language therapists, both within setting and within wider community services in the development and delivery of provision for dysphagia related speech and language therapy intervention.
- To liaise and work closely with a multi-agency therapy team and the clinical team leader, clarifying the role of SLT and be involved developing and implementing frameworks for joint working practice and joint record keeping.
- To provide training related to the field of language and communication, augmentative and alternative communication, eating and swallowing difficulties.
- To work with other SLTs, the education team and families to provide communication focused interventions to children and young people with sensory, learning and physical disabilities.
- To provide clinical expertise to other SLTs with the team on dysphagia, communication and sensory impairment accessibility related issues. Acting as a resource for more junior therapists, developing their skills in this area and other colleagues working with language, communication eating and swallowing disorder associated with sensory, learning and physical disabilities.
- To be responsible for carrying out supervision and appraisal of junior colleagues as required.
- To take part in and initiate service improvements utilising audit and research as necessary.
- To support the development of core protocols covering the range of pertinent clinical issues associated with sensory, learning and physical disabilities.
- To represent the SLT professional group relating to issues associated with the area of responsibility.
- To set development and workload priorities in discussion with line manager.
- To provide support and professional advice to the clinical team lead relating to speech and language therapy and areas of responsibility.
- To ensure oversight and take part in clinical training for SLT students as agreed and appropriate including preparation for and participation in practical exams.

The postholder will ensure the development of a high quality, evidence based therapy service through the promotion of professional and clinical guidance frameworks, in line with national initiatives such as Children's National Service Frameworks, NICE, the Children's Act, RCSLT and other child related areas and will be responsible for ensuring the implementation within the context of the integrated therapy team.

Main duties and responsibilities:

CLINICAL

- To be accountable for the delivery of a service to children within Linden Lodge School and residential service that operates within the parameters of RCSLT Professional, Clinical and National Clinical Guidelines. This may at times require home visits to children living in Wandsworth and surrounding areas.
- To monitor and evaluate own highly specialist service delivery and provide progress reports as requested.
- To assess, develop and implement highly specialist speech and language therapy treatment and programmes of care, writing reports reflecting specialist knowledge and providing appropriate specialist intervention and evaluate outcomes.
- To provide highly specialist advice and support to others regarding the management and care of patients/clients with communication disorders and associated difficulties such as eating and swallowing difficulties (within area of competence).
- To co-ordinate a range of both discipline specific and multi-disciplinary teaching programmes.
- To maintain an oversight of requests from Education Authorities to contribute a professional perspective to a child's Education, Health and Care plan, following departmental guidelines and the SEN code of practice, ensuring contributions are provided in a timely manner by the department.
- To act as a second opinion in cases of contention and support negotiations between the organisation, parents and Education Authorities and when required, participation in SEN Tribunals.
- To take part in discussions and planning to meet individual children's needs to ensure SLT targets are embedded throughout the school, residential service and carry over into the home environment (including EHC plan reviews).
- To demonstrate clinical effectiveness by use of evidence-based practice and outcome measures, developing clear care plans based on best practice.
- To manage and prioritise own complex caseload independently, demonstrating skills in dealing with complex issues to generate appropriate strategies for caseload management.
- To manage and prioritise own workload of both direct and indirect contacts and time allocated working towards personal, integrated therapy service and organisation objectives.
- To contribute to development of care protocols/packages relating to specialist area in liaison with Clinical Team Lead to improve patient care within a specialist area. To assume delegated tasks as requested by line manager, including taking part in working groups and policy development groups.
- To contribute to interagency/ multi-disciplinary team building and policy development assuming a lead using specialist knowledge as appropriate. To adhere to and ensure that team plans, and policies are implemented. To define and manage a work programme for a clinical area.
- To advise Clinical Team Lead on issues of highly specialist service delivery including resourcing, (e.g. service deficiency) and providing progress reports regularly.

- To provide specialist clinical/technical skills for interpretive assessment techniques and intervention.
- To demonstrate highly developed auditory and perceptual skills in the assessment, diagnosis and treatment of patients/ clients including phonetic transcription and Augmentative and Alternative Communication (AAC).
- To demonstrate skills in handling clients with disabilities, including the ability to move patients and clients e.g. in wheelchairs within moving and handling guidelines.
- To have due regard for own personal safety and that of children/ carers, in particular to have regard to moving and handling regulations, restraining policies and ensure the safe positioning of self and others.
- To maintain intense concentration in all aspects of patient management for prolonged periods. In particular, to monitor auditory, visual and kinaesthetic aspects of client's communication, adapting and facilitating according to perceived client needs.
- To maintain intense concentration of all aspects of parent/ carer interactions with client. In particular to simultaneously monitor auditory, visual and kinaesthetic aspects of didactic interactions, encouraging adaptive strategies to maximise effective communication.

#### SUPERVISION AND MANAGEMENT

- To assist the Clinical Team Lead in achieving team objectives and service delivery by actively participating in team meetings, focus groups, development workshops and to be involved in the day-to-day operational aspects of running the service and to promote Speech and language Therapy within the integrated therapy service, the organisation and among relevant Stakeholders.
- To effectively and efficiently prioritise and organise own workload.
- To provide effective guidance, delegation of duties, supervision and performance management to junior and support staff including carrying out Professional Development Plan's and supporting Continuous Professional Development.
- To participate in Multi-disciplinary working parties within the organisation. To explore, develop and implement ways of integrated working within the integrated therapy service, relating to external multi-agency teams and across the educational setting.
- To develop interviewing and selection skills in order to assist Clinical Team Lead with the recruitment of junior and support staff.
- To actively participate in ensuring that systems and processes are in place to deliver an efficient and effective integrated service.
- To maintain a working knowledge of relevant procedures including: Safeguarding Children, SEN procedures, and other legal frameworks.
- To apply the principles of Clinical Governance and their application to professional practice.
- To maintain up to date and accurate case notes in line with local policies and RCSLT professional standards and organisational policies.
- To share information with others, observing data protection guidelines and data sharing protocols. To comply with the requirements of the Data Protection Act 2018.
- To attend department, and Service Planning meetings as required.
- To carry out such duties as may be required by the Clinical Team Lead and Head Teacher, which are consistent with the responsibilities of the Grade.

- To report all clinical or non-clinical accidents, or near misses, promptly, and where required to cooperate with any investigation undertaken.
- To adhere to and implement clerical duties commensurate with the role, this includes following protocols for recordkeeping, measuring outcomes, recording and data management about clinics, equipment and review processes and liaising appropriately with the wider team to ensure service delivery and completion.

## TEACHING AND TRAINING

- To identify personal and or professional development evidenced by Personal Development Plan/ Professional Portfolio developed within an appraisal framework, including objectives relating to clinical specialism.
- To participate in Individual Performance Review ensuring that the objectives set reflect the integrated therapy team and organisational improvement plans, including specific objectives relating the clinical specialism.
- To attend relevant training and development in order to maintain and develop skills and knowledge required of a highly specialist therapist working in the field of special schools, speech, language and communication and maintain up to date HPC and RCSLT registration.
- To attend any mandatory training and induction courses, as requested by management.
- To demonstrate knowledge of and adhere to RCSLT Professional and Clinical and National and Local Clinical Guidelines.
- To develop and deliver specialist training (formal and informal) to others in area of clinical expertise.
- To keep up to date with new techniques and developments for the promotion and maintenance of good practice in speech, language and communication.
- To attend relevant courses, meetings and special interest groups, in line with personal development objectives, Professional Development Plan, as well as ensuring appropriate representation of the organisation.
- To have a working and develop an in-depth knowledge of relevant procedures including: Safeguarding Children, SEN procedures, and other legal frameworks.
- To apply the principles of Clinical Governance and their application to professional practice.

## RESEARCH AND DEVELOPMENT

- To initiate and undertake Research/ Clinical Governance/ audit projects within area of expertise. To represent the team within multi-disciplinary systems of clinical governance within the Integrated Therapy service where necessary and to participate in organisational research and clinical governance/audit projects and collect and provide research data as required. To develop innovations in areas of risk management, quality standards setting and clinical effectiveness.
- To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate, through interpretation of clinical/professional policies within departmental and national protocols/policies and professional code of conduct.
- To work with colleagues across the organisation ensuring that robust Clinical Governance arrangements are in place to support, develop and promote audit, research and service quality within SLT as well as supporting a research framework within the service.

	<ul style="list-style-type: none"> <li>• To support the Clinical Governance arrangements within the Integrated Therapy Team ensuring appropriate feedback mechanism centrally within the organisation.</li> <li>• To pro-actively promote a culture of learning, development and clinical excellence within the Integrated Therapy Team, linking this to the organisation objectives and seeking collaboration with academic institutions as appropriate.</li> </ul>
<i>Safeguarding</i>	<p>Be fully aware of and understand the duties and responsibilities arising from the Children’s Act 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.</p> <p>Be fully aware of the principles of safeguarding as they apply to vulnerable adults to the workers role.</p> <p>Ensure that the worker’s line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.</p>
<i>Leadership</i>	<p>To work under overall supervision of the Headteacher and Clinical Team Lead.</p> <p>To ensure the implementation of all local and School / organisational policies and procedures relating to personnel management as might be contained in e.g. recruitment and retention, managing attendance, conduct and performance standards.</p> <p>To be responsible for equitable standards in the recruitment of staff to the service ensuring that the Trust’s policies are followed.</p> <p>To assist the clinical lead in exploring issues relating to the improvement in recruitment and retention of staff.</p>
<i>Behaviour / Risk Management</i>	<p>Work with other colleagues to ensure safety of both workers and users at all times.</p>
<i>Supporting other colleagues</i>	<p>Work with and support other colleagues to ensure the smooth and effective running of the School.</p> <p>To contribute to discipline specific and multi-disciplinary clinical teams by discussing own and others input around clients’ needs ensuring a well-co-ordinated care plan.</p> <p>To communicate complex condition related information from assessment to clients, carers, families and members of the multi-disciplinary team/other professions.</p> <p>To work closely with clients, carers and families, agreeing decision making relevant to the patient/client management.</p> <p>To demonstrate empathy with clients, carers and families and colleagues, ensuring that effective communication is achieved, particularly where barriers to understanding exist.</p> <p>To demonstrate skills in motivating clients and /or carers to engage in the therapeutic process.</p> <p>To demonstrate negotiation skills in the management of conflict across a range of situations. To deal with initial complaints sensitively, avoiding escalation where possible, although escalating when necessary.</p>

To form productive relationships with others who may be under stress and/or have challenging communication difficulties.

To employ excellent communication skills; communicating effectively with clients and carers the reflection on auditory, visual and kinaesthetic aspects of the client's communication, identifying appropriate strategies to facilitate and enhance communicative effectiveness.

To negotiate with carers, clients and others around individual case management.

To recognise potential breakdown and conflict when it occurs, generate potential solutions, and seek advice and support to resolve.

To seek advice and information from other professionals and carers as appropriate in order to make a differential diagnosis on the basis of this information and evidence from assessment.

**GENERAL DETAILS**

To comply with the policies and procedures within the Linden Lodge staff handbook

**REVIEW**

This job description does NOT define all the duties and responsibilities commensurate with the post. As such, it will be reviewed at the end of the academic year or earlier if necessary and may be amended at any time after consultation with you.

**Linden Lodge School**  
**Highly Specialist Speech and Language Therapist**

<b>Education and Training</b>			
<b>Essential Criteria</b>		<b>Desirable Criteria</b>	
Recognised Speech and Language Therapy degree qualification or equivalent.		Post graduate training and achievement of RCSLT consultant dysphagia practitioner competencies.	
Registered member of Health Care Professions Council – Licence to Practice.			
Registered Member of Royal College of Speech & Language Therapists.			
Evidence of successful completion of specialist short courses up to Master's degree or equivalent.			
Post graduate training in paediatric dysphagia and achievement of RCSLT specialist dysphagia practitioner competencies.			
<b>Achievements and Experience</b>			
<b>Essential Criteria</b>		<b>Desirable Criteria</b>	
Substantial postgraduate experience working as a speech and language therapist. Including experience of assessing, diagnosing and implementing appropriate management plans for children with a wide range of speech, language and communication difficulties, including at least 5 years' experience directly relevant to the clinical specialism.		Relevant experience to role working with people with sensory impairment.	
Evidence of continuing professional development and advanced training to achieve highly specialist clinical skills in relation to the client group in more than one of the following areas: <ul style="list-style-type: none"> <li>• Sensory impairment including deaf-blindness and vision impairment</li> <li>• Profound and multiple learning difficulty</li> <li>• Language disorder</li> <li>• Speech disorders</li> <li>• Social communication disorders</li> <li>• Feeding/ eating/ drinking difficulties (incl. dysphagia)</li> <li>• Augmentative and Alternative Communication</li> </ul>		Experience of using SEND code of practice to resolve and support young people and parents in accessing therapy and educational provision, including contribution to mediation and SEND Tribunal proceedings.	
Well established knowledge of a range of standardised and functional assessment tools		Experience of providing second opinions on assessment and management of	



relevant to the client group, with demonstrable experience of making assessment tools accessible to children with cognitive, sensory, motor and physical difficulties.		children with cognitive, sensory, motor and physical difficulties.	
Sound knowledge of the National Curriculum and specialist curricula appropriate to the client group across all Key Stages.			
Extensive experience of autonomously delivering care to children with dysphagia within a school setting, and developing associated policy, procedure and clinical guidelines to deliver a whole school approach to supporting dysphagia.			
Knowledge of appropriate therapeutic interventions relevant to the client group including a range of appropriate Augmentative and Alternative Communication aids for this client group with demonstrable experience of making assessment tools accessible to children with cognitive, sensory, motor and physical difficulties.			
Demonstrates a working knowledge of legal requirements, national policies and procedures which may affect practice related to the client group.			
Ability to work with parents to negotiate agreement about therapy provision and maintain conflict at local levels.			
Experience of the clinical supervision others and ability to facilitate therapist, assistant, student and multi-disciplinary development through effective supervision.			
Active member of relevant organisations e.g. Dysphagia CEN, VI&MSI CEN, Communication Matters			
Knowledge of the principles of clinical governance/ audit, experience of supporting/participation in research projects.			
Excellent established auditory discrimination skills and ability to transcribe speech phonetically.			
<b>Skills &amp; Abilities</b>			
<b>Essential Criteria</b>		<b>Desirable Criteria</b>	
Demonstrate the ability to be a good team leader, active team member and related line management experience.		Proven ability to teach and pass on skills to junior members of staff.	

Excellent interpersonal skills – including observation, listening and empathy skills, and ability consider cultural diversity.			
Highly developed negotiation and problem-solving skills.			
Excellent presentation skills, both written and verbal, proven ability to teach others on courses/conferences.			
Excellent organisational, prioritisation, analytical and reflection skills and the ability to support the development of these skills in others.			
Significant experience of working as an integral member of a multi- disciplinary team and ability to work collaboratively within a variety of teams and organisations relevant to the client group.			
Excellent ability to communicate complicated/ emotive information with an awareness of the need to take into account highly sensitive/ distressing situations both verbally and in writing where there may be barriers to understanding.			