

# LINDEN LODGE SCHOOL

## Job Description



**Linden Lodge  
School**

A Specialist Sensory & Physical College

### STATUS

**Job Title:** Paediatric Speech and Language Therapist

**Accountable to:** Headteacher and Therapy Lead

### Reporting to

**Professionally:** Professional Lead Speech and Language Therapist/ Lead

**Managerially:** Speech and Language Lead

**Grade:** Equivalent to AfC Band 5

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

### CONTEXT

#### 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 in the class room, 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.

The postholder will support 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 support implementation with the integrated therapy team.

### Job Purpose

To work as a developing Paediatric Speech and Language Therapist, providing therapy services as part of the integrated, multi-disciplinary therapy team at Linden Lodge School.

You will develop and apply your clinical skills in delivering hands-on speech and language therapy, 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 independently 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, with support from the professional lead and others as appropriate.
- With clinical support from your supervisor, you will be responsible for the oversight and delivery of a departmental area within 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, drawing on support from other SLTs and oversight from the professional lead and where appropriate, external agencies.
- To liaise with families and carers of children to champion the role and responsibilities of SLT and provide knowledge about language and communication of children and young adults.
- To develop skills in working with speech and language therapists, both within setting and within wider community services in the development and delivery of provision for communication and dysphagia related speech and language therapy intervention.
- To liaise and work closely with a multi-agency therapy team, the professional lead and the clinical team leader, championing the role of SLT and be involved implementing frameworks for joint working practice and joint record keeping.
- To support the provision of training related to speech and language, 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 support service improvements utilising audit and research as necessary under the guidance of more senior SLTs.
- To support the implementation of core protocols covering the range of pertinent clinical issues associated with sensory, learning and physical disabilities.
- To identify and set development and workload priorities in discussion with line manager.

## CLINICAL

- To be responsible for the delivery of a caseload within the SLT service, with supervision, 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 assess, develop and implement specialist speech and language therapy treatment and programmes of care, writing reports reflecting specialist knowledge and providing appropriate specialist intervention and evaluate outcomes with supervision from professional lead and others as appropriate.
- To utilise paediatric assessments, including standardised and non-standardised tests, clinical observation and information from a range of sources, in order to form a baseline/differential diagnosis from which to plan a programme of intervention, with support from the professional lead and others as appropriate.
- To provide SLT intervention to children with communication disorders with supervision from professional lead and others as appropriate.
- To develop Dysphagia competencies in order to support associated difficulties such as eating and swallowing difficulties (within area of competence) in supervision from professional lead.
- To monitor and evaluate SLT intervention using feedback, reassessment, and evidence-based practice and outcome measures to measure the effectiveness of intervention, drawing on best practice in supervision from professional lead.

- To support parents and carers and education staff in understanding the nature of pupil's strengths and needs, the impact on function and participation, as well as activities and strategies they can use in daily routines to maximise functional abilities and engagement in learning.
- To develop skills in training and contribute to a range of both discipline specific and multi-disciplinary teaching programmes to support families, education staff and colleagues.
- 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 develop skills in writing Education, Health and Care plans, following departmental guidelines and the SEN code of practice, seeking appropriate professional support as required.
- To have an understanding for patient safety including, moving and handling regulations, restraining policies and ensuring the safe positioning of self and others.
- To be professional and legally responsible and accountable for all aspects of professional activities in line with the standards of the organisation, integrated therapy team and RCSLT.
- To continually improve knowledge of, and adhere to RCSLT Professional and Clinical and National and Local Clinical Guidelines.
- To complete relevant core and specialist competencies relevant to post.

## **SUPERVISION AND MANAGEMENT**

- To be responsible for a caseload within an area of work (a departmental area/s) as agreed and supported by the professional lead.
- To assist the Clinical Team Lead and Professional Lead in achieving team objectives and service delivery by actively participating in team meetings, focus groups, development workshops within the School.
- To actively contribute to own Continued Professional Development Plan and annual review processes. To participate in Personal Development Plan ensuring that the objectives set reflect the post-holders role in the integrated therapy team and organisational improvement plans, including specific objectives relating the clinical specialism.
- To demonstrate an awareness of and develop a working knowledge of relevant procedures including: Safeguarding Children, SEN procedures, and other legal frameworks.
- To develop the understanding of the principles of Clinical Governance and their application to professional practice.
- 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 carry out such duties as may be required by the Clinical Team Lead and Head Teacher, which are consistent with the responsibilities of the band.
- To report all clinical or non-clinical accidents, or near misses, promptly, and where required to cooperate with any investigation undertaken.
- To comply with documentation standards inline with medical legal, HCPC and local standards and guidelines.
- To attend relevant training and development in order to maintain and develop skills and knowledge required of a therapist working in the field of special schools, speech, language and communication and maintain up to date HCPC and RCSLT registration.

|                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>To attend any mandatory training and induction courses, as requested by management.</li> </ul>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>CPD</b> <ul style="list-style-type: none"> <li>To keep up to date with new techniques and developments for the promotion and maintenance of good practice in speech, language and communication.</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.</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>                                                                                                                                                                                                                                                                                                                                                                           | To work under overall supervision of the Headteacher and Clinical Team Lead.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <i>Behaviour / Risk Management</i>                                                                                                                                                                                                                                                                                                                                                          | Work with other colleagues to ensure safety of both workers and users at all times.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <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, seeking professional support and advice as required.</p> <p>To work closely with clients, carers and families, agreeing decision making relevant to the patient/client management.</p> <p>To demonstrate and continually develop empathy with clients, carers and families and colleagues, ensuring that effective communication is achieved, particularly where barriers to understanding exist.</p> <p>To develop skills in motivating clients and /or carers to engage in the therapeutic process.</p> <p>To deal with initial complaints sensitively, avoiding escalation where possible, although escalating when necessary.</p> <p>To form productive relationships with others who may be under stress and/or have challenging communication difficulties.</p> <p>To develop 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.</p> <p>To negotiate with carers, clients and others around individual case management.</p> |

|                                                                                                                                                                                                                                                       |                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                       | To recognise potential breakdown and conflict when it occurs, generate potential solutions, and seek advice and support resolution with support from the professional lead or others as appropriate. |
| <b>GENERAL DETAILS</b>                                                                                                                                                                                                                                |                                                                                                                                                                                                      |
| To comply with the policies and procedures within the Linden Lodge staff handbook                                                                                                                                                                     |                                                                                                                                                                                                      |
| <b>REVIEW</b>                                                                                                                                                                                                                                         |                                                                                                                                                                                                      |
| 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**  
**Speech and Language Therapist**

| <b>Education and Training</b>                                                                         |  |                                                                               |  |
|-------------------------------------------------------------------------------------------------------|--|-------------------------------------------------------------------------------|--|
| <b>Essential Criteria</b>                                                                             |  | <b>Desirable Criteria</b>                                                     |  |
| Graduate Diploma/Degree in SALT                                                                       |  | Further Training/qualifications in paediatrics                                |  |
| Registered member of HCPC                                                                             |  | Member of The Royal College of SALTs (RCSLT)                                  |  |
|                                                                                                       |  | Member of other relevant bodies                                               |  |
|                                                                                                       |  | CENS                                                                          |  |
|                                                                                                       |  |                                                                               |  |
| <b>Achievements and Experience</b>                                                                    |  |                                                                               |  |
| <b>Essential Criteria</b>                                                                             |  | <b>Desirable Criteria</b>                                                     |  |
| Experience of autonomously delivering hands-on SALT assessment and interventions.                     |  | Post graduate experience in paediatrics                                       |  |
| Experience of assessing and implementing appropriate management plans for speech and language therapy |  | Experience of working with children presenting with social/behaviour needs    |  |
| Working in a MDT                                                                                      |  | Working with children in clinics and/or a school setting                      |  |
|                                                                                                       |  | Evidence of Paediatric Student Placement or Volunteering                      |  |
|                                                                                                       |  | Knowledge of assessment tools relevant to client base including HI            |  |
|                                                                                                       |  | Knowledge of range of appropriate speech and language therapy interventions   |  |
|                                                                                                       |  | Experience and/knowledge working with Dysphagia (assessment and intervention) |  |
| <b>Skills &amp; Abilities</b>                                                                         |  |                                                                               |  |
|                                                                                                       |  |                                                                               |  |
| Demonstration of good communication skills                                                            |  | Participation in service development/change project                           |  |
| Good IT skills and use of electronic note system                                                      |  | Presentation Skills                                                           |  |
| Evidence of clinical reasoning                                                                        |  |                                                                               |  |
| Ability to manage own time and caseload                                                               |  |                                                                               |  |
| Ability to work as part of a wider therapy team                                                       |  |                                                                               |  |

|                                                                                                                                                            |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| Reliable, motivated, diplomatic, flexible, professional team worker, demonstrates excellent time management and has a high level of organisational skills. |  |  |  |
| Physically able to deliver hands-on Speech and Language Therapy sessions to the students at Linden Lodge School                                            |  |  |  |

5