

LINDEN LODGE SCHOOL

Job Description



**Linden Lodge
School**

A Specialist Sensory & Physical College

STATUS

Job Title: Specialist Speech and Language Therapist

Accountable to: Headteacher

Reporting to

Professionally: Professional Lead Speech and Language Therapist

Managerially: Clinical Team Lead / Strategic Lead for Therapy

Grade: Equivalent to AfC Band 6

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 skilled Speech and Language Therapist, providing therapy services as part of the integrated, multi-disciplinary therapy team at Linden Lodge School.

You will 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, including deaf-blindness and vision impairment.
- To 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 oversight from the professional lead and where appropriate, external agencies.
- 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 develop skills in working effectively 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, the professional lead and the clinical team leader, championing the role of SLT and be involved implementing (and where appropriate development of) 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 a specialist level of clinical expertise to other SLTs with the team on communication and sensory impairment accessibility related issues. Acting as a resource colleagues working with language, communication, or eating and swallowing disorders associated 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.
- To take part in supporting clinical training for SLT students as agreed and appropriate including preparation for and participation in practical exams.

The postholder will support 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.

Main duties and responsibilities:

CLINICAL

- To be responsible for the delivery of a departmental area within the SLT 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 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 assess, advise and support children who have feeding, eating drinking and swallowing difficulties, following a programme of professional development in this area (to attain autonomous practice in the context of the RCSLT dysphagia competency framework at level C) with support and supervision from the professional lead.
- To utilise comprehensive assessments, including standardised and non-standardised tests, clinical observation and information from a range sources, combined with investigative and analytical clinical reasoning skills, 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 and associated difficulties such as eating and swallowing difficulties (within area of competence) with supervision from professional lead and others as appropriate.
- 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.
- To empower 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 comply with 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.
- 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.
- 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.

SUPERVISION AND MANAGEMENT

- To be responsible for an area of work (a departmental area/s) as agreed with the professional lead.
- 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 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 integrated therapy service, the organisation and among relevant Stakeholders.
- To undertake specified projects under the direction of the Professional Lead or Clinical Team Lead.
- To actively contribute to own supervision and Professional Development Plan processes.
- To support the implementation of systems and processes to deliver an efficient and effective integrated service.
- To develop a sound 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 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 Headteacher, 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 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 Personal Development Plan ensuring that the objectives set reflect the postholders role in 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 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 continually improve knowledge of and adhere to RCSLT Professional and Clinical and National and Local Clinical Guidelines.
- 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.
- To develop a working knowledge of relevant procedures including: Safeguarding Children, SEN procedures, and other legal frameworks.

RESEARCH AND DEVELOPMENT

- To contribute to Clinical Governance/ audit projects within area of expertise.
- 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 support the Clinical Governance arrangements within the Integrated Therapy Team ensuring appropriate feedback mechanism centrally within the organisation.
- To pro-actively promote a culture of learning, development and clinical excellence within the Integrated Therapy Team, linking this to the organisation objectives.

<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.</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 develop 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> <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> <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.</p>
GENERAL DETAILS	
To comply with the policies and procedures within the Linden Lodge staff handbook	
REVIEW	
<p>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.</p>	

Linden Lodge School
Specialist Speech and Language Therapist

Education and Training			
Essential Criteria		Desirable Criteria	
Recognised Speech and Language Therapy degree qualification or equivalent.		Post graduate training in paediatric dysphagia and achievement of RCSLT foundation or specialist level 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.			
NQP level education of paediatric dysphagia and at least an achievement of RCSLT assistant dysphagia practitioner competencies.			
Achievements and Experience			
Essential Criteria		Desirable Criteria	
3 years 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 those relevant to the clinical specialism.		<p>Experience developing clinical skills in relation to the client group in one or more of the following areas:</p> <ul style="list-style-type: none"> • Sensory impairment including deaf-blindness and vision impairment • Profound and multiple learning difficulty • Language disorder • Speech disorders • Social communication disorders • Feeding/ eating/ drinking difficulties (incl. dysphagia) • Augmentative and Alternative Communication 	
Evidence of continuing professional development and advanced training, e.g. Touch Cues, Makaton, PECS, SCERTS.		Relevant experience working with people with sensory impairment.	
Well established knowledge of a range of standardised and functional assessment tools relevant to the client.		Experience of making assessment and intervention tools accessible to children	

		with cognitive, sensory, motor and physical difficulties.	
Sound knowledge of the National Curriculum across all Key Stages.		Knowledge of specialist curricula appropriate to the client group.	
Experience of working with children with special needs in an educational or multi-disciplinary setting.			
Knowledge of appropriate therapeutic interventions relevant to the client group including a range of appropriate Augmentative and Alternative Communication aids for this client group.			
An understanding of national policies and procedures relevant to the client group.			
Knowledge of the principles of clinical governance/ audit.			
Excellent auditory discrimination skills and ability to transcribe speech phonetically.			
Skills & Abilities			
Essential Criteria		Desirable Criteria	
Demonstrate the ability to be a good team member.		Leadership qualities.	
Excellent interpersonal skills – including observation, listening and empathy skills, and ability to consider cultural diversity.			
Negotiation and problem-solving skills.			
Excellent presentation skills, both written and verbal.			
Excellent organisational, prioritisation, analytical and reflection skills.			
Understanding the roles of other professionals and ability to work collaboratively within a variety of teams and organisations relevant to the client group.			
Ability to communicate complex information to others where there may be barriers to understanding.			
Recognises the limits of own authority within the role.			