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**JOB DESCRIPTION**

**Job Title:** Highly SpecialistSpeech and Language Therapist

**Grade:** Band 6/7 post

**Location: Oak Lodge School**

**Report to:** Therapy and Audiology Manager

**Accountable to:** Head Teacher

## **ROLE OF DEPARTMENT**

The Therapy team provides high quality assessment, therapy, advice and information to students who require Occupational Therapy, Physiotherapy, Speech and Language Therapy and/or Audiology.

The aim is to remediate development difficulties where this is possible and to maximise functional communication and independence for all students accessing the service, including those with severe, complex and profound development difficulties

Training and advice to carers and relevant professionals to share skills is a core part of therapy provision

## **JOB SUMMARY**

* To take a specialist role in the team delivery of an SLT service to secondary age students who have speech, language and communication difficulties associated with hearing impairment/ Deafness and/or other diagnoses.
* To liaise with families of these students, clarifying roles and responsibilities of the SLT and providing knowledge about language and communication (including sign and AAC). In addition, providing information about different communication modes and intervention for Deaf and SCLN students.
* To autonomously manage a caseload of students who present with complex developmental speech and language delays and disorders, social communication disorders and learning difficulties; including those associated with hearing impairment/ and or Deafness. These students may also present with challenging behaviour.
* To act as a resource and support for other professionals working with students with complex speech, language and social communication difficulties. To provide an efficient and effective service to these client groups, liaising with internal and external agencies as appropriate to update each student’s EHC plan.
* To provide training to staff and colleagues in the field of developmental speech, language and communication delays and disorders, alternative and augmentative communication and difficulties, including those with specific to Deafness and SCLN.

**PRINCIPAL RESPONSIBILITIES**

### **Clinical Duties**

1. To be accountable for the delivery of a delegated speech and language therapy caseload. To monitor and evaluate own service delivery and provide progress reports to the Therapy Manager of the service, identifying shortfalls and service pressures.
2. To provide specialist advice and support to others regarding the management and care of pupils with language and communication difficulties
3. To assess, develop and implement specialist speech and language treatment and programmes of care, writing reports reflecting knowledge and providing appropriate specialist intervention and evaluate outcomes. These students will present with a wide range of cognitive, sensory, physical, behavioural, social communication impairments with associated or co-existing speech, language and interaction disorders.
4. To provide expert intervention demonstrating clinical effectiveness by use of evidence based practice and outcome measures, whilst adapting practice to meet individual circumstance and context, and where there may be conflicting or inconclusive evidence or where families are requesting specific approaches.
5. To conduct interpretive assessments, using specialist clinical/technical skills, demonstrating highly developed auditory, perceptual and physical skills in the assessment, diagnosis and treatment of clients.
6. To use a holistic, client-centred approach, gathering and synthesising information from other professionals and parents/carers, in order to ensure that intervention packages are best suited to the student and family, and that therapy is embedded into the student’s daily routines and education.
7. To use investigative skills and a specialist knowledge of standardised assessments and other assessment tools together with advancedanalytical clinical reasoning skills in order to form a baseline measure or differential diagnosis from which to plan a programme of intervention.
8. To develop and implement speech and language treatment plans for individuals and groups as well as to advise families, carers and other staff/professionals regarding the management and care of students with communication and learning needs, where implementation may be carried out by others.
9. To provide detailed and clear SLT targets and programmes fully integrated into the educational curriculum, in consultation with parents and teachers. The post holder will demonstrate skilledclinical reasoning and use therapeutic activities and techniques and strategies which are meaningful and appropriate to the student’s developmental level and social, cultural and educational background.

10 To independently manage and prioritise a highly specialist caseload, balancing own workload of direct and indirect contacts.

11 To empower parents/carers, teachers and other staff in understanding the nature of

the student’s disability or dysfunction and the impact of this on their learning,

communication and behaviour. This will enable the student’s environment to best

support his/her difficulties and potential development**.**

12 To maintain intense concentration in making in-depth observations whilst fully engaging the student for prolonged periods. In particular, to monitor auditory, visual and kinaesthetic aspects of the student’s communication, adapting and facilitating according to perceived needs.

**Professional duties**

1 To ensure all aspects of Speech and Language Therapy intervention are delivered to a high clinical standard and are evidence based, and to incorporate team objectives as part of a whole school approach.

2 To ensure quality and fit for purpose therapy reports including reports for solicitors, tribunals, EHC plans and social service panels.

3 To have working knowledge of relevant procedures including safeguarding students, SEN procedures and other legal frameworks.

4 To be professionally and legally accountable for all aspects of your own work, including the management of students within your care.

6 To keep records of your intervention, according to professional standards and meeting legal requirements. This includes clinical notes, risk assessments, goal setting, statistics and in-depth reports to contribute to the student's care.

6 To meet statutory requirements associated with Special Educational Needs Code of Practice.

7 To be accountable for own professional action and recognise own professional boundaries, seeking advice and supervision as appropriate and working within defined departmental and national protocols/policies and professional code of conduct

8 To ensure confidentiality when sharing information with others, observing data protection guidelines

9 To maintain professional status and competence at a specialistlevel, taking responsibility for keeping own knowledge and skills up to date by engaging in and directing continuing professional development and lifelong learning, and maintaining a professional portfolio of CPD to reflect this development.

10 The post holder will work within an understanding of the breadth and interrelated needs of clients with a variety of disabilities, physical, emotional and cognitive, identifying own learning and targeting development needs.

11 To adhere to Royal College of Speech and Language Therapists professional and clinical guidelines.

**Educational and research duties**

1 To source, appraise, disseminate and implement up to date knowledge of new techniques and developments within the clinical field of paediatric therapy/special needs and education.

2 To actively support and participate in research and/or clinical evaluation and audit demonstrating evidence of initially appraising the knowledge base and applying relevant high quality evidence to implement a change in practice

3 To lead in the planning, development and delivery of training (formal and informal) to others in speech, language, and communication related to own clinical area.To provide training for others, including education and support programmes for relatives/carers and giving presentations to other professionals as required.

4 To ensure staff have knowledgeof the risk factors involved in intervention as regard to self and health and safety issues.

5 To promote a culture and framework for the team to engage routinely in reporting and reflecting on clinical practice, evidence base and action research in order to improve client care.

6 To plan for collection, reporting and analysing data from self and others relating to activity, as part of the whole school data collecting and reporting.

**Communication and working relationships**

1 To communicate and participate through evaluation, change and monitoring of progress; as well as overcoming challenges relating to a variety of perspectives.

2 To communicate in a clear, concise and understandable way the information from assessment and therapy to students, families/carers, school staff and other professions. This information may be neurological, developmental, physical, cognitive, behavioural, social or multi-variable. This will frequently require skills in persuasion, motivation, gaining consent and trust and being able to explain complex issues sensitively and in understandable language.

3 To be effectivein seeking comprehensive and relevant information from other professionals and parents/carers in order to make a differential diagnosis and plan to meet the student’s needs. This requires understanding and empathy of other peoples’ perspectives and priorities.

4 To effectively motivate students and/or parents/carers to engage in the therapeutic process by utilising a range of activities, strategies and techniques

5 To confidently useappropriate strategies to manage hostile, aggressive and confrontational behaviour within the workplace.

6 To negotiate effectively,across a range of issues, with others around case management in complex cases where conflicting approaches, perspectives and priorities may occur.

7 To promote productive relationships with students, families and colleagues especially where others may be under stress or have challenging communication difficulties, irrespective of their willingness to commit and engage in the therapy process.

8 To maintain sensitivity at all times to the emotional needs of students and their parents/carers, especially when they are in a state of extreme anxiety and in particular when imparting potentially distressing information regarding the nature of communication, and implications of the same.

9To employ effectivecounselling and influencing skills with patients and carers with highly complex needs, where previous communication may have broken down or a second opinion has been requested.

10 To make use of competent IT skills to write reports and create presentations/training in a professional manner

11To adapt communication to meet individual student or staff circumstances, including due regard for cultural and linguistic diversity.

12 To recognise potential breakdown and conflict when it occurs, generate potential solutions to resolve, recognising effects and role of own communication style in this interaction using reflective practice.

13 To deal with initial complaints sensitively, avoiding escalation where possible, informing Therapy Manager of high risk issues.

14 To target training(formal and informal) appropriately to the needs of course participants and reflect on evaluation; adjusting training packages accordingly. This will include training of school staff, LEA, as well as basic training to parents, carers and other professionals.

15 To contribute to policy and strategy development in consultation with the Therapy Manager, facilitating the values, vision and commitment of the team, respecting and valuing others’ skills and contributions both within the team and across other agencies.

16 To contribute to clinical meetings, by discussing own and others’ input around student’s needs, ensuring a well co-ordinated plan.

**Organisational duties**

1 To be responsible for the security, care and maintenance of expensive equipment such as communication aids and audio/visual equipment ensuring standards of infection control and safety are maintained - including equipment loaned to students.

2 To monitor stock levels in own service areas and source and request new equipment as appropriate.

3 To gather activity data accurately and regularly ensuring the provision of such information promptly within RCSLT guidelines.

4 To organise own caseload, balancing case management and time allocated working towards personal and team objectives.

5 To be flexible to the demands of the environment including unpredictable work patterns, deadlines and frequent interruptions.

6 To understand the Service Improvement Plan (SIP) and how service developments link to this.

**FURTHER INFORMATION AND GENERAL RESPONSIBILITIES**

1. To explain the role of SLT to visitors, students and volunteers.
2. To communicate with colleagues, clients and visitors in a polite and courteous manner at all times
3. To have responsibility for the health, safety and welfare of self and others and to

comply at all times with the Health and Safety regulations.

1. To ensure confidentiality at all times, only releasing confidential information obtained during the course of employment in an official capacity.
2. To attend any mandatory training and courses as designated by management.
3. To carry out such duties as may be required by the Therapy Manager which are consistent with the responsibilities of the grade.

*This job description gives a general outline of the post and is not intended to be inflexible or a final list of duties. It is a reflection of the current position and may change emphasis in the light of subsequent developments in consultation with the post holder.*