**Job Description**

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|  | **Job Title**  | Speech and Language Therapist – Band Six (Equivalent)  |
| **Trust** | Compass Learning Partnership |
| **School**  | Woodfield School & The Village School  |
| **Grade** | GLPC Scale Points 31 to 37 (Band 6 Equivalent), Plus Special School Allowance  |
| **Reports to** | Head of Therapies  |
| **Staffing Responsibility** | Supervision of Band 5 / Assistants  |

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| 1. **Job Purpose:**

*(Summary of the overall purpose of the job)** 1. To provide specialist speech and language therapy with professional informed clinical decision making and case-management in consultation with the Senior SALT/Therapy Lead.
	2. To develop speech and language therapy programmes to be implemented by SALT assistants, students, volunteers, and others working with postholder, including teaching assistants, etc.; and to supervise the work of, and speech and language therapy input provided by, these groups.
	3. To work together with education staff, parents/caregivers, members of other agencies providing specialist advice and in integrating therapy targets into all learning goals for children with an Educational, Health and Care Plan.
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| 1. **Principal Accountabilities and Responsibilities:**

CLINICAL 1. To deliver specialist clinical decision-making for children and adolescents with Speech, Language and Communication needs. This includes initial screening, detailed assessment, differential diagnosis, intervention, evaluation, transition from intervention and conclusion of SALT involvement.
2. Manage own caseload of children in accordance with the school’s service model, including:
	1. Carrying out clinical observations, informal and formal assessments of children and analysing the results reflecting on own knowledge and experience and seeking more specialist advice as required.
	2. Monitoring intervention outcome and adapting the plan accordingly.
	3. Providing reports reflecting own knowledge and experience with reference to established and evidence-based practice within the profession.
	4. Provide SLT assessment and intervention to children with associated difficulties such as eating and swallowing difficulties (within area of competence) with supervision from professional lead and others as appropriate.
3. To work together with school staff in setting, agreeing, implementing, and monitoring a range of interventions following the School Speech and Language Therapy procedures.
4. To actively reinforce and support school staff in evaluating and developing a communication-rich learning environment.
5. To monitor and lead the universal communication and interaction provision within Woodfield School.
6. Be a key member of the wider therapy team providing advice regarding speech, language or communication needs for parents / carers, education, and health professionals in respect of both individual children and/or general guidance regarding the management of these difficulties.
7. Establish a trusting and respectful relationship with clients and their parents/carers and ensuring that appropriate boundaries are maintained.

TRAINING 1. Collaborate with therapy colleagues and parents/carers to lead in devising, delivering, and evaluating training courses for parents/carers.
2. Collaborate with therapy and education colleagues to lead in devising, delivering, and evaluating training courses for school staff.
3. Provide specialist knowledge, advice, teaching and training to other members of the Teaching staff regarding the use of AAC aids in children's learning and social development.

ADMINISTRATION 1. Maintain clinical records in line with service policies and HCPC requirements.
2. Contribute to the annual gathering of activity data for information systems and clinical effectiveness measures and undertake audit projects as required.
3. To be responsible for managing own time appropriately and prioritise tasks accordingly to carry out clinically related administrative duties, relevant to the caseload and operation of the school.
4. To share information with others, observing data protection/GDPR guidelines.

SERVICE PROVISION 1. Delegate work to and provide day-to-day guidance for speech and language therapy band 5’s, assistants, and students.
2. Demonstrate knowledge of national legislation, local protocols, and professional guidance relevant to the specialty and advise colleagues accordingly.
3. Contribute data or participate directly in a service development project.
4. Contribute to the development of the school in collaboration with therapy colleagues and other professionals, including creating opportunities for income generating activities, when appropriate.
5. To implement and contribute to the development of effective systems of caseload management and client administration - including record-keeping and systems of prioritisation.
6. To measure service provision and outcomes in conjunction with Head of therapies routinely. To provide reports routinely and on request, in relation to individual assessment/interventions, analysis of total caseload and analysis of types of work requested/carried out. This will include requests from the school, to complement ongoing educational documentation and policies and to progress service development.
7. To be prepared to present on communication issues relevant to the specialism of the role at internal or external events and for audits and inspections.
8. To review clinical governance and effective outcomes and maintain quality as set out in the policies of the Health and Care Professions Council, the Service Standards recommended by the Royal College of Speech and Language Therapists and Compass Learning Partnership’s regulations and policies (e.g., safeguarding).

PERSONAL PROFESSIONAL DEVELOPMENT 1. Actively engage with clinical supervision demonstrating the ability to reflect on own practice with peers and mentors and identify own strengths and development needs.
2. Be competent and able in safe manual handling of children and young people in the context of speech, language, and communication therapy.
3. To attend Speech and Language Therapy Team meetings, professional clinical groups, such as Journal Clubs, RCSLT Clinical Interest Groups, Local Specialist Interest Groups, Peer Review Groups, and other professional development activities to share and expand specialist knowledge.
4. To participated in cross-organisational communication.
5. Participate in performance management as an appraisee. Be responsible for complying with the agreed personal development plan.
6. Maintain and develop core professional competencies, underpinned by current evidence-based practice, national standards and RCSLT clinical guidelines.
7. Maintain membership of HCPC.
8. Provide clinical support and supervision for the Speech and Language Therapy assistants and students as appropriate.
9. To participate in the supervision of student SALTs on placement and prospective student-SALTs.

FREEDOM TO ACT The post-holder is responsible and accountable for own actions and is free to use their own initiative and act independently within the remit of the post. COMPETENCE You are responsible for limiting your actions to those which you feel competent to undertake. If you have any doubts about your competence during your duties, you should immediately speak to your line manager / supervisor. REGISTERED HEALTH PROFESSIONAL All employees of the SALT department are required to comply with the Trust code of conduct and requirements of their professional registration. SUPERVISION Where the appropriate professional organisation details a requirement in relation to supervision, it is the responsibility of the post holder to ensure compliance with this requirement. If you are in any doubt about the existence of such a requirement speak to your manager. RISK MANAGEMENT It is a standard element of the role and responsibility of all staff at each school that they fulfil a proactive role towards the management of risk in all their actions. This entails the risk assessment of all situations, the taking of appropriate actions and reporting of all incidents, near misses and hazards. RECORDS MANAGEMENT As an employee of the Therapy department, you are legally responsible for all records that you gather, create, or use as part of your work within the department, whether paper based or on computer. All such records are considered public records, and you have a legal duty of confidence to service users (even after you leave the department). You should consult your manager if you have any doubt as to the correct management of records with which you work. HEALTH AND SAFETY REQUIREMENTS All employees of each school have a statutory duty of care for their own personal safety and that of others who may be affected by their acts or omissions. Employees are required to co-operate with management to enable SALT services to meet its own legal duties and to report any hazardous situations or defective equipment. FLEXIBILITY STATEMENT The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances. CONFIDENTIALITY All employees of the Therapy Department are required to maintain the confidentiality of members of service users and members of staff. The Job Description covers only the key result areas and, as such, does not intend to provide a comprehensive list of objectives. Specific objectives will be reviewed yearly and may develop to meet the changing needs of the service. The post-holder will need to take due account, in the way they achieve the key result areas, of school policies and procedures. |