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| PERSON SPECIFICATION |
| **JOB TITLE:**  | Speech and Language Therapist |
| **GRADE:**  | Band 6 Equivalent |
| **DEPARTMENT:**  | Therapy team |

| **method of assessment** |
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| **APPLICATION FORM** | **interview** | **SUPPORTING EVIDENCE**  |
| **REQUIREMENTS** |  |  |  |
| **1.** **EDUCATION AND QUALIFICATIONS** |  |  |  |
| **ESSENTIAL** |  |  |  |
| (a) Registration with Health Professions Council as a Speech and Language Therapist. | \* |  | \* |
| (b) Recognised Speech and Language Therapy degree qualification or equivalent. | \* |  | \* |
| (c) Registered member of RCSLT. | \* |  | \* |
| **DESIRABLE** |  |  |  |
| (d) Evidence of training & CPD relevant to pupils with special educational needs e.g. Makaton, Intensive Interaction, Social Stories. | \* | \* |  |
| **2.** **EXPERIENCE** |  |  |  |
| **ESSENTIAL** |  |  |  |
| (a) A minimum of 1 year’s post qualification experience working with children. | \* |  |  |
| (b) Experience of assessment, treatment and management of children with speech, language & communications difficulties. | \* | \* |  |
| (c) Awareness of a range of AAC aids (high and low) used maximise communication opportunities. | \* | \* |  |
| (d) Experience of design & delivery of training to other professionals. | \* |  |  |
| **DESIRABLE** |  |  |  |
| (e) Experience working within a school setting. | \* | \* |  |
| (f) Experience supervising therapists, assistants & students. |  | \* |  |
| (g) Ability to manage department training & resource budget. | \* | \* |  |
| (h) Familiarity using computer software systems essential for resource making e.g., Boardmaker, Communicate-in-Print & Interactive white boards. | \* |  |  |
| **3.** **KNOWLEDGE**  |  |  |  |
| **ESSENTIAL** |  |  |  |
| (a) Knowledge and experience administering a broad range of assessment tools and interventions relevant to client group. | \* |  |  |
| (b) Ability to reflect on practice individually and co-operatively with colleagues and supervisors or mentors. | \* | \* |  |
| (c) Knowledge of specific disorders relevant to the client group (e.g. ASD, general learning difficulties, SLI) applied to forming a differential diagnosis and intervention plan. | \* | \* |  |
| (d) Knowledge of Educational Health Care Plans and RCSLT procedures relevant to the client group.  | \* | \* |  |
| (e) Understanding the roles of other professionals relevant to the client group. | \* | \* |  |
| **DESIRABLE** |  |  |  |
| (f) Knowledge of legislation relating to children’s education and their speech, language & communication needs. | \* |  |  |
| (g) Knowledge of curricula: P- Scales, Equals, National Curriculum, Relevant Key Stage Levels |  | \* |  |
| (h) Ability to reflect on working practices in order to provide a holistic service to pupils with complex communication needs | \* | \* |  |
| 4. SKILLS AND ABILITIES |  |  |  |
| **ESSENTIAL** |  |  |  |
| (a) Demonstrate ability to be a good team member and to collaborate with colleagues and senior leaders |  | \* |  |
| (b) Excellent interpersonal skills including observation, listening and empathy skills | \* | \* |  |
| (c) Excellent presentation skills, both written and verbal | \* | \* |  |
| (d) Excellent organisational, analytical and reflection skills | \* | \* |  |
| (e) Evidence of negotiation, conflict resolution and problem-solving skills | \* | \* |  |
| (f) Ability to work independently | \* | \* |  |