

Job description

Job title

Highly Specialist Speech and Language Therapist

Hours

37.5 hours

41 weeks worked (term time)

Contract

Permanent

Role profile and grade

TCS45A – Grade 5, Point 13 rising to Point 15 with biennial increments.

Salary

£48,022 FTE Actual £43,753

Location

Inscape House School

Reports to

Internal Therapy Lead

Type of DBS required

Enhanced Child & Adult Workforce (We will apply for this on your behalf.)

Job purpose

The Highly Specialist Speech and Language Therapist will have oversight of the speech and language therapy service at Inscape House School. They will work with the Therapy Lead to develop and maintain a high-quality service for students and their families, ensuring best practice and alignment with professional guidelines.

The role will include clinical supervision and management of professional colleagues within the Speech and Language Therapy Team and across school. The post holder will ensure that those they manage are working

within their role and recognised guidelines. They will also support them to identify their own development and learning needs.

The post-holder will also be responsible for leading on an area of clinical specialism. This will include developing policy and procedures and ensuring colleagues undertake relevant processes. Close liaison with the Therapy Lead will ensure all policy is in line with school development objectives.

The post holder will manage a caseload of pupils with complex presentations and provide support and guidance to less experienced speech and language therapy colleagues. The therapist will support families and carers as required.

The post-holder will provide assessment, intervention and monitoring for pupils with autism spectrum conditions which will enable them to develop functional skills optimising their independence. They will work in close collaboration with parents and other professionals within the outside of the schools. Safeguarding children and vulnerable people is a priority for all employees.

Nature of the post

Inscape House School provides education and therapy for young people across the autism spectrum and includes support for families, and advice, coaching and training for professionals working across the school. Inscape House School is in Cheadle, currently supporting over 100 students aged 5-19.

The post-holder will join our multi-disciplinary team including occupational therapy colleagues, speech and language therapists, teaching staff, school counsellors, positive behaviour support colleagues, psychologists and other additional support team members. Our multi-disciplinary approach promotes a culture of joint responsibility to embed therapy approaches, strategies and interventions across all aspects of school service delivery.

Key responsibilities

Case Management

The post-holder will:

- Independently manage a clinical caseload of pupils, including those with complex communication needs and specialist requirements, working in collaboration with the multi-disciplinary team
- Undertake initial assessment of a pupil's speech, language and communication skills upon entry to the school.
- Undertake assessments utilising clinical observation and judgement, combined with specialist theoretical knowledge and formal assessments where appropriate to create a holistic picture of the pupil's needs.
- Develop speech and language therapy recommendations at universal, targeted and specialist levels according to student need and taking EHCP outcomes into account.
- Monitor, evaluate and modify therapy input in order to measure progress, ensure clinical effectiveness, and ensure a flexible person-centred approach
- Ensure that pupils are involved in the planning of their therapy when possible, to facilitate their meaningful involvement
- Have a thorough understanding of models of disability and work in-keeping with a social, neurodiversity-affirming model of practice
- Provide advice, consultation and training to pupils, school staff, and families/carers
- Train and support education staff to deliver therapy input at universal and targeted levels, within the remit of their own roles
- Devise, lead, contribute to general projects, events or extra-curricular activities across the wider school, for the purpose of further embedding and raising staff awareness of best practice regarding speech, language and communication needs
- Provide direct highly bespoke support for pupils requiring input at a specialist level
- Independently make clinical decisions regarding the mode of therapy input (embedded or withdrawal, individual or group) and deliver or support others to deliver this as required
- Liaise with parents/carers and external professionals/provisions as and when appropriate

- Complete onward referrals of pupils to both internal and external services as required
- Attend Annual Reviews, MDT meetings, and other meetings as required, and produce associated reports where needed
- Contribute to pupils' risk assessment and management plans.

People and Performance Management

The post-holder will:

- Actively contribute to termly appraisal meetings, setting and agreeing targets linked to school development plan priorities with the Internal Therapy team lead
- Lead the clinical supervision of colleagues within the Speech and Language Therapy team
- Contribute to the professional development of school staff through training and consultation
- Commit to and take responsibility for their own ongoing professional development.
- Complete regular CPD activities to ensure an up-to-date knowledge base and that practice is evidence-informed
- Actively participate in team CPD activities e.g. journal club
- Be a positive role model for staff and pupils, treating people fairly, equitably and with dignity and respect, in order to contribute to the fostering of a positive school culture.

Service Development and Management (including Clinical Governance)

1. To ensure a specific area focus on progress, outcome measurement, and standards, reflecting best practice for staff within a specific clinical area.
2. Influence, develop and quality assure therapy policy and innovation for a specific clinical area.
3. To take responsibility for service development in a clinical area and in line with department and operational needs.
4. To actively contribute to service review and audit including progress, case files, clinical services, supervision, CPD, operational requirements, legal requirements etc.
5. To have a lead on clinical supervision for specialist Speech and language colleagues.
6. Have an understanding of and contribute to using data to inform and improve standards and achievement within the department

7. Use data to monitor progress and development within area of specialism, and then identify, implement and quality assure evidence-based intervention strategies.
8. To be aware of the department's delegated budget and related resource management and specifically within their area of specialism.
9. Work with the Therapy Lead to ensure the department's accountability to school and other key stakeholders.

Other responsibilities

The post-holder will:


- Carry out other responsibilities as required by the Therapy Lead.
- Actively engage with the Together Trust's vision, mission and values.
- Commit to promoting equality, diversity and inclusion.
- Abide by staff code of conduct as set out by Inscape House School

Person specification

In your application, you will need to demonstrate that you have the necessary qualifications, skills and knowledge to fulfil this role. Please explain how you match the criteria in the below person-specification.

	Essential	Desirable
Education, qualifications and training	Degree (or equivalent) in Speech and Language Therapy. Post graduate qualification in relevant area Member of the Royal College of Speech and Language Therapists. Current registration with the Health Care Professionals Council. Right to work in the UK	

	<p>Relevant further post graduate training or study</p> <p>Completion of RCSLT NQP Goals & Competencies framework</p>	
Experience and skills	<p>At least 2 years post-qualification experience.</p> <p>Experience of working with young people and/or adults with Autism Spectrum Conditions.</p> <p>Experience of devising and delivering training.</p> <p>Experience of working in a multi-disciplinary team</p> <p>Excellent communication skills.</p> <p>Ability to manage and prioritise own case-load and work autonomously.</p> <p>Ability to critically appraise research, approaches and own performance</p> <p>Flexible, person-centred approach.</p> <p>Innovative thinking.</p> <p>Confident I.T user – independent and competent with Microsoft 365, Teams, email, Word, Excel etc</p>	<p>Experience of working across different clinical settings.</p> <p>Experience of working in specialist education settings.</p> <p>Experience of providing clinical supervision.</p> <p>Experience of service development</p> <p>Experience of using Boardmaker 7</p>
Knowledge and understanding	<p>Knowledge of current theories and models of best practice within speech and language therapy</p> <p>Knowledge of current theories and models of best practice for autism spectrum condition and other neuro-developmental conditions</p> <p>Knowledge of relevant assessment, therapy approaches and outcome measures</p>	<p>Knowledge of educational models/ provision</p> <p>Knowledge of the EHCP process.</p>



	<p>Knowledge of U/T/S model</p> <p>Knowledge of safeguarding requirements and the impact that communication difficulties may have on pupils' safety</p> <p>Knowledge and understanding of clinical governance guidelines</p>	
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Additional information

Applications are welcome from all, regardless of age, disability, marriage or civil partnership, pregnancy or maternity, religion or belief, race, sex, sexual orientation, trans status or socio-economic background. We are committed to making reasonable adjustments for disabled people. We positively encourage applications from those with lived experience.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all our staff and volunteers to share this commitment.

Working directly with service users can on occasion be physically demanding, and employees must be able to undertake in full the requirements of the job and requisite training. For the safety of staff and service users, induction training will be provided to assist employees to carry out their role, including:

- Movement & Management of Loads & People
- Emergency First Aid
- PROACT SCIPr UK training – this is a training course which teaches staff how to manage challenging behaviour in the least-restrictive way possible, while keeping themselves safe and teaching pupils vital skills