

Job description

Job title

Specialist Speech and Language Therapist

Hours

37.5 hours

41 weeks worked (term time)

Contract

Permanent

Role profile and grade

TCS40A – Grade 4, Point 10 rising to Point 12 with biennial increments.

Salary

£45,275 FTE Actual £39,667.04

Location

Bridge College

Reports to

Bridge College Speech and Language Therapy Lead

Type of DBS required

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

Job purpose

The post holder will deliver Speech and Language Therapy services in order to support students' educational progress under the guidance of the Speech and Language Therapy Team Lead.

The post holder will deliver intervention in line with current evidence-informed practice to support the speech, language and communication needs of students at Bridge College and other individuals accessing the service.

The post holder will work with students with learning disabilities, learning difficulties, complex health needs and autism, providing assessment, intervention and monitoring. In addition, the post holder will provide support to junior members of the SALT members and to the wider multi-disciplinary team within college.

They will work in close collaboration with parents and professionals within and outside the college. Safeguarding children and vulnerable people is a priority for all employees.

Nature of the post

Bridge College educates a broad range of young people aged between 16-25 years with learning disabilities, learning difficulties, complex health needs and autism. Speech and Language Therapy, Physiotherapy, Occupational Therapy, Assistive Technology, Positive Behaviour Support and Educational Psychology are embedded into college life and the curriculum in order to facilitate students' learning and progress.

The focus of intervention of the therapy teams is to upskill the wider staff team through high-quality training and collaborative working in order to ensure that therapeutic strategies are embedded across the curriculum and throughout college.

The post holder will be expected to manage a caseload under the direction of the Speech and Language Therapy team Lead, and support in the development of the service in line with the College quality assurance processes, self-assessment and quality improvement plans.

The role may involve clinical supervision of junior colleagues within the Speech and Language Therapy Team.

The post-holder will be responsible for developing and co-ordinating the Speech and Language Therapy training offer within the college, for college staff, students and their parents/carers, as well as working with the Together Trust Therapy Lead to design, co-ordinate and deliver outreach therapy training packages, which may require the post holder to travel within the region.

Safeguarding children, adults and vulnerable people is a priority for all employees, and the post-holder will receive regular training on upholding their responsibilities in this area.

Key responsibilities

Case Management

The post-holder will:

- Independently manage a clinical caseload of students, including those with complex communication needs and specialist

requirements, working in collaboration with the multi-disciplinary team

- Assume responsibility for the initial assessment of students' communication on application to college. To undertake specialised assessment utilising clinical observations and judgements, combined with specialist theoretical knowledge, taking a holistic perspective of the student's needs.
- Communicate the SALT needs of the students and relevant support techniques in a concise and accessible manner, through clear communication guides and involvement in workshops and meetings around the students
- 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 students 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 students, college staff, and families/carers
- To work collaboratively with interpreters during assessment and ongoing intervention with families for whom English is an additional language
- 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 college, 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 students requiring input at a specialist level

- Independently make clinical decisions regarding the mode of therapy input (direct or indirect, 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 students 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 students' 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 college development plan priorities with the Speech and Language Therapy team lead
- Lead the clinical supervision of some junior colleagues within the Speech and Language Therapy team
- Contribute to the professional development of college 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 college culture.

Service Development and Management (including Clinical Governance)

The post-holder will:

- Keep clinical records in-line with HCPC guidance.

- Keep records in a manner that is timely, accurate and secure, abiding by the systems designated by the team lead
- Actively contribute to half-termly team meetings where the Speech and Language Therapy team's performance and development as a whole is monitored and reviewed.
- Procure resources as required for their own sessions and for the team, with agreement from and abiding by systems designated by the team lead
- Work with the Speech and Language Therapy lead to ensure the service's accountability to the school and other key stakeholders.

Other responsibilities

The post-holder will:

- Carry out other responsibilities as required by the Speech and Language Therapy team lead. This may involve occasionally supporting the daily running of the college in the best interest of students.
- 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 Bridge College

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. Member of the Royal College of Speech and Language Therapists.	Relevant further postgraduate qualification

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



	spectrum condition and other neuro-developmental conditions Knowledge of relevant assessment, therapy approaches and outcome measures Knowledge of U/T/S model Knowledge of safeguarding requirements and the impact that communication difficulties may have on pupils' safety Knowledge and understanding of clinical governance guidelines	
--	--	--

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