

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

£41,490 FTE Actual £37,802

Location

Inscape House School

Reports to

Inscape House Speech and Language Therapy Lead

Type of DBS required

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

Job purpose

The purpose of the Specialist Speech and Language Therapist's role is to work in collaboration with others to deliver a high-quality speech and language therapy service to the pupils of Inscape House School, all of whom have autism spectrum condition as their primary need. The post-holder will work with others to ensure that speech and language therapy practice in school is evidence-informed and that professional guidelines are adhered to.

Nature of the post

The post-holder will provide assessment, intervention and monitoring for pupils' speech, language and communication needs, working in close collaboration with a multi-disciplinary team comprising teachers, teaching assistants, occupational therapists and positive behaviour support practitioners.

The role may involve clinical supervision of junior colleagues within the Speech and Language Therapy Team. It will frequently involve training, supporting, and advising other colleagues across school on how to meet pupils' communication needs.

The post-holder will be responsible for developing an area of clinical specialism within speech and language therapy. This may include contributing to policy and procedures around their area of specialism, in liaison with the Speech and Language Therapy Lead.

Safeguarding children 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 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 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 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)

The post-holder will:

- Take a leading role in the development and quality assurance of therapy policy and innovation for a specific clinical area.
- Produce small-scale data to demonstrate quantifiable progress or development in the area of specialism at least once per academic year
- 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 school in the best interest of pupils.
- 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. Member of the Royal College of Speech and Language Therapists. 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	Relevant further postgraduate qualification
Experience and skills	At least 2 years post-qualification experience. Experience of working with young people and/or adults with Autism Spectrum Conditions.	Experience of working across different clinical settings. Experience of working in specialist education settings.

	<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 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 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>	<p>Knowledge of educational models/provision</p> <p>Knowledge of the EHCP process.</p>



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