

## **JOB DESCRIPTION: SPEECH AND LANGUAGE THERAPIST**

<b>REPORTING RELATIONSHIPS</b>	Speech and Language Therapist Lead Teacher
<b>RESPONSIBLE TO:</b>	Principal
<b>ACCOUNTABLE TO:</b>	Principal Board of Governors

### **CLIENT GROUP**

The Link Secondary School provides specialist teaching and therapy for up to 54 children aged 11 to 19 years whose primary need is Speech, Language and Communication. Most students are also on the autistic spectrum and have high level sensory needs and a range of cognitive needs.

The Link Secondary provides students with effective strategies based on strong practitioner research as well as the holistic curriculum offer that promotes strong personal and social education and cognitive development.

### **JOB PURPOSE AND SCOPE:**

The post-holder will join an established team of speech and language therapists who are jointly responsible for providing a therapy service to the Link Secondary School. This will include the assessment, treatment and management of complex speech, language and communication disorders and associated needs. The post-holder is required to work as part of a multidisciplinary team with other therapists, teachers and support staff as well as parents.

They will also contribute actively to the development of the Speech and Language Therapy Department.

- To provide clinically effective, person-centred and evidence-based speech and language therapy assessment and intervention to learners with speech, language and communication needs including children with autism spectrum conditions.
- To monitor and evaluate students' progress in relation to therapy targets and programmes.
- To provide support and contribute to the training of all teaching, therapy and support staff with regard to effective communication strategies. This may include training workshops and training specific to individual learners and/or environments.
- To be part of the wider school community contributing to the ethos and values promoted and to be involved in all aspects of school life.

### **FUNCTIONAL LINKS:**

The Speech and Language Therapist will be expected to work in collaboration with allied professionals and will need to maintain links with a variety of bodies.

These will include:

1. Students and their parents/carers and advocates
2. School staff
3. Other professionals working with students
4. Community Services
5. Relevant Primary Care Trusts

### **DUTIES & RESPONSIBILITIES:**

#### ***CLINICAL***

- To accept clinical responsibility for a designated caseload of students, and to organise this efficiently and effectively with regard to clinical priorities and use of time.
- To carry out clinical observations, informal and formal assessments of children and analyze the results reflecting on own knowledge and experience and seeking more specialist advice as required.
- To plan and implement child-centered individual interventions according to EHCP specified provision.
- To provide timetabled group sessions (Access) under the direction of the Middle Leaders responsible for the Access Curriculum.
- To monitor, evaluate and modify intervention in order to measure progress and ensure effectiveness of intervention.
- To liaise with all team members and family/carers in order to provide a co-ordinated approach and ensure speech and language therapy input is integrated into students' social, functional and academic goals.
- To report to other team members regarding speech and language therapy interventions and communication programmes.
- To support the school in creating a communication friendly environment for all students and sharing strategies for differentiating curriculum resources to assist the learning and communication of all students.
- To source and share innovations to improve the work of the Speech and language Therapy team.
- To work with teaching staff in order to plan and prepare programmes of work which are appropriate for students with language and communication difficulties and which encourage student engagement and understanding.
- To assess, advise and order AAC equipment being aware of financial implications and restrictions. Liaise with parents/ carers regarding the provision and use of such equipment. To monitor new developments in specialised

equipment and communicate with manufacturers. To instruct on correct use of the equipment and set guidelines for its use.

- To attend child-centred planning meetings for students.
- To select and use appropriate formal and informal assessment tools. To analyse, interpret and report results in accordance with best practice guidance.
- To report assessments findings in a timely manner and ensure key findings and recommendations are included in the students' SALT reports and EHCP plans.
- To work in conjunction with the multidisciplinary team to create transition reports for students moving on to other schools and Further Education provision.
- To attend school-arranged meetings for children, including IEP meetings, EHCP meetings and Parents' Evenings.
- To prepare for and attend tribunals for children when called by tribunal officers where Speech and Language Therapy needs are highlighted as significant in the reporting paperwork.

### **ADMINISTRATION & MANAGEMENT**

- To manage a clinical caseload and time effectively, prioritising work as required.
- To complete and maintain accurate speech and language therapy case notes in accordance with RCSLT and HCPC best practice guidance.
- To write professional reports to be shared at review meetings, and to attend review meetings where appropriate.
- To address issues of confidentiality, consent and sharing of information throughout assessment and intervention according to GDPR regulations and local policies and procedures.
- To utilize standard Academy and School documentation as required.
- To be responsible for equipment used in carrying out duties, and to adhere to site equipment policy, including competence to use equipment and to ensure the safe use of equipment by others through teaching, training and supervision of practice.
- To be responsible for accessing regular clinical supervision and ensuring supervision sessions are recorded.

### **PROFESSIONAL**

- To recognise and be accountable for own professional boundaries and actions, seeking advice where appropriate.
- To be aware of the sensitivity required to work closely, effectively and in a professional manner with young people, parents/ carers and other professionals.
- To respect the confidentiality, individuality, values and cultural and religious diversity of students.
- To undertake school induction programmes and on-going training, including child protection and safeguarding, health and safety and risk management training.

- To participate in staff meetings, team meetings and liaison meetings with other professionals.
- To promote awareness of the role of speech and language therapy within the school and wider community.
- To maintain personal and professional development through the use of off-site and in-house training, contact and involvement with relevant special interest groups, attendance of in-service training, and review of literature as required.
- To provide second opinions, specialist advice and teaching to other speech and language therapists and other professionals, as required.
- To maintain own clinical professional development (CPD) by keeping abreast of new developments within the profession and ensure that practice is based on best available evidence and that learning outcomes are recorded in a manner appropriate to RCSLT and HCPC requirements.
- To review and reflect on own practice and performance through effective use of professional and operational supervision and appraisal, audit and outcome measures.
- To comply with the Royal College of Speech and Language Therapists (RCSLT) *Clinical Guidelines*.

### **GENERAL**

- To be aware and comply with the Academy and School Health and Safety Policy and Procedures and implement any policies that may be required to improve the safety of the work area, including the prompt recording and reporting of accidents and incidents, and ensuring that equipment used is safe.
- To comply with and promote the Academy and School Equality and Diversity Policy.
- To be aware of and comply with all other Academy and School policies and procedures.
- To undertake such other duties of a similar nature from time to time as may be required by the Principal.

### **NOTES**

- A number of students have complex emotional or mental health needs and may demonstrate challenging behaviour. The post holder is expected to respond to challenging behaviour in accordance with Academy and School policy and procedure to minimise potential risk.

**This is not an exhaustive list of duties and responsibilities and the post holder may be required to undertake other duties that fall within the grade of the job, in discussion with the manager.**

**This content of the job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.**