

Job Description

Band 5-Speech and Language Therapist

Starting Salary SO1-SO2 £30,333-£36,486 (FTE) Pro-rata 3 days per week Term Time Only (TTO)

REPORTING RELATIONSHIPS

Responsible to:

Therapy Lead
Assistant Principal SENCo

Accountable to: School Principal

CLIENT GROUP: Children and Young People with social, emotional and mental health difficulties at Nightingale Community Academy.

JOB PURPOSE AND SCOPE:

- To provide clinically effective, person centred and evidence based speech and language therapy assessment and intervention to learners, around communication to a caseload of students attending NCA. To be willing to work with a paediatric caseload around communication within own scope of practice and competencies, and to develop competencies in various clinical areas as needed by the school.
- To support children and young people with: Attention and Listening; Social communication; Receptive language; expressive language; articulation and phonology; fluency; voice production.
- To provide support and training to all teaching staff with regard to communication accordingly to the Therapy Team CPD programme.

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

DUTIES & RESPONSIBILITIES:

Clinical

- To work in accordance with current best practice guidance and HCPC standards of conduct, performance and ethics.
- To select and use appropriate formal and informal assessment tools. To analyse, interpret and report results.
- To provide clinical assessment and intervention to students within NCA with a range of conditions/disabilities and complex social and functional needs
- To report assessments findings in a timely manner and ensure key findings and recommendations are shared with families, school/college staff and/or community team as appropriate
- To autonomously plan and implement person-centered individual and/or group interventions which aim at improving functional abilities, access to the curriculum, and participation in curriculum learning activities.
- To monitor, evaluate and modify intervention in order to measure progress and ensure effectiveness of intervention
- To set joint targets for students with curriculum staff
- To report to other team members regarding speech and language therapy interventions and communication programmes.
- To provide reports as required including transition and Annual Review /EHCP reports
- Provide support to teachers, lecturers and/or teaching assistants to maximise the communication environment for students.

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 address issues of confidentiality, consent and sharing of information throughout assessment and intervention and clearly record in students' case notes.
- To keep up to date and accurate statistical information regarding direct and indirect student contacts in college systems and calendar as advised by the therapy lead.

Professional

- To be aware of the sensitivity required to work closely, effectively and in a professional manner with learners, parents/carers, advocates, the multidisciplinary team, school staff, Community Services, and other professionals working with students
- To respect the confidentiality, individuality, values, cultural and religious diversity of learners and to contribute to the provision of a service sensitive to these needs.
- To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate.
- To participate in student related meeting and school meetings.
- To promote awareness of the role of speech and language therapy within the multidisciplinary team, the school and with outside agencies.
- To contribute to the induction, training and education of Therapy, school staff and/or school staff both formally and informally.
- To maintain personal development through 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 maintain own clinical professional development (CPD) and records in accordance with HCPC and RCSLT standards
- 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, Communicating Quality live 3* and the *Position Paper for Speech and Language Therapy Provision for Adults with Learning Disabilities*.
- To work with the rest of the Therapy Team and teaching staff to provide an integrated therapy service that supports learning.
- The post holder is expected to respond to challenging behaviour in accordance with 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.

The post holder is expected to comply with all relevant Orchard Hill College and Academy Trust policies, procedures and guidelines, including those relating to Equal Opportunities, Safeguarding, Health and Safety and Confidentiality of Information.