



Speech and Language Therapist (SaLT):  
Paediatric

## Job Description

<b>Job Title:</b>	<b>Paediatric Speech and Language Therapist</b>
<b>Responsible to:</b>	<b>Senior Leadership Team</b>
<b>Grade:</b>	<b>BG F points 31 –36 £39,186—£44,482 plus £689. fringe allowance and £1445 SEN allowance (pending training)</b>
<b>Work pattern/hours</b>	<b>37 hours pw. We can consider flexible working options and term time work patterns</b>

### Job Description

Kennel Lane School is a 'Total Communication' school, supporting young peoples' speech, language and communication as part of their individual need identified in their Education, Health and Care Plan and as part of the TALENTS Curriculum. The post holder is an autonomous clinician, responsible for organising and managing a caseload of young people across the whole school site, with any additional outreach within the borough as required, as directed by the headteacher. The post holder is responsible for devising, running and delivering a comprehensive and highly specialist service to young people with special and complex needs (including but not limited to Autism Spectrum Condition, Down Syndrome, Rett Syndrome, Cerebral Visual Impairment, Hearing Impairment, Cerebral Palsy, and complex learning difficulties).

The post holder will run all levels of provision, including universal, targeted and specialist support, and they will upskill/train educational colleagues through both formal and informal training, so that they too can deliver the school's universal and targeted offer.

The post holder will also support clinically with aspects of the School Development Plan and identified whole school priorities e.g., by delivering training, supporting with collating information, and writing reports for all young peoples' 'Learner Voice', in contribution for Section A of their EHCPs.

The post holder will liaise with educational colleagues in order to undertake joint planning of targets, production of progress reports and EHCP reviews (e.g., by recommending new outcomes/provision) and training. The post holder will also support with assessment/ evidence gathering and monitoring of progress over time with educational colleagues and the Senior Leadership team as appropriate

The post holder will have knowledge of the school's TALENTS curriculum and the Preparation for Adulthood framework, in order to ensure that young peoples' communication skills are supported effectively throughout their duration at Kennel Lane School and into their transition to adulthood, and for when they transition out of Kennel Lane School.

The post holder will develop, plan and run the speech and language therapy service across the school, including both assessment and therapy for individual and groups of young people. This means that the post holder will be able to work autonomously at pace, as well as being effective at managing their time, workload and priorities. The post holder will also work with the internal and external Multidisciplinary Team and be skilled in working in and liaising within a multi-disciplinary and multi-agency environment, to provide training and support e.g. Internally with educational colleagues, the Support and Intervention Team, Family Support Workers, and with parents and carers; e.g. Externally with the NHS CYPIT Speech and Language Therapy team, and Berkshire Sensory Consortium; e.g. Places where outreach is required (respite services such as Larchwood and KIDS; and other local education settings in the trust/borough). The post holder will have the ability to and be willing to work in a flexible way, including working at sites outside of Kennel Lane School and offering support remotely, to provide outreach and to also support young people at other sites/trusts, as required.

The post holder will regularly liaise with this Multidisciplinary Team, with the young person at the centre of all discussions and decisions, to enable joint working. The post holder will also be responsible for suggesting and implementing new and effective ways of working, and for engaging and fostering good professional relationships with other professionals in the wider service, in particular with other Speech and Language Therapists supporting the same young people, whom may be employed by other agencies.

The post holder will also be responsible for the setting up and for the smooth running of a record keeping database for all young people at Kennel Lane School with speech, language and communication needs. The post holder will ensure that these records are GDPR compliant and stored in a manner that is consensual and confidential, but accessible by those within the internal Multidisciplinary Team, to enable joint working. This includes session notes, assessment write-ups, communication passports and 'Learner Voice'.

The post holder will bring highly specialist knowledge and employ highly specialist communication strategies, unique to each young person as appropriate. The post holder will have significantly detailed knowledge of the range of low- mid- and high-tech Alternative and Augmentative Communication (AAC) systems available, and be responsible for assessing, selecting, seeking/applying for specialist funding, and implementing these systems, as well as supporting with the development of programmes and training within this highly specialist area.

The post holder will have an awareness of Physiotherapy/Occupational Therapy needs, such as the positioning and handling of young people with a range of physical needs, and the impact that their seating and posture may have on their communication skills. The post holder will also have a specialist interest and passion for neurodiversity, and have the ability to manage difficult situations, including those where there might be complex physical or mental health conditions, and/or challenging behaviours.

The post holder will provide clinical supervision, day-to-day line management and support to other colleagues both within the speech and language therapy team (namely, Speech and Language Therapy Assistant(s)) and signpost them to opportunities for CPD and training to continue developing their own skillset, and also to wider educational colleagues (for example, class-based LSA's who require specialist support as part of their qualification to become a Lead LSA).

The post holder will have excellent communication skills and the ability to empathise in order to support and work with carers and parents around their young person's special needs. They will be able to communicate and convey complex information effectively to carers, parents and professionals around them, effectively considering barriers to communication (e.g., culturally, with language, with their own additional needs, etc.). The post holder's high level of expertise in the field of complex needs will ensure that they can reassure and provide confidence in young people, their parents and carers and other professionals. The post holder will also demonstrate good negotiation skills in working with other professionals in the team (for example, when in discussions with the NHS CYPIT Speech and Language Therapy team, teachers of the Hearing Impaired, and also Occupational Therapy) to ensure that the best package of support can be offered to the young people at Kennel Lane School.

**Such other duties as may from time to time be necessary, compatible with the nature of the post. It should be noted that the above list of main duties and responsibilities is not necessarily a complete statement of the final duties of the post. It is intended to give an overall view of the position and should be taken as guidance only.**

### ICT and Technology

- **Be competent in the use of Microsoft office package**
- **Have the ability to use programmes to enter, maintain and analyse data**
- **Possess the skills to be able to utilise various technology that may be required in post, understanding the use and application in real life and possess the capability to train others in the use of such equipment**

### Scope of the Job

**The post holder is responsible for ensuring that the school safeguarding and child protection policy is adhered to and concerns are raised in accordance with this policy.**

**All staff should retain strict confidentiality about all aspects of school life and follow GDPR 2018 practise.**



## Job Specification

To manage and prioritise a whole-school complex and specialist caseload independently, delegating to other professionals and a Speech and Language Therapy Assistant where required. The individual should be aware of issues of service delivery and any pressures, in order to feed back to the Senior Leadership Team as needed.

To provide advice to others regarding the management and care of young people with speech, language and communication needs.

To contribute to multi-agency assessment, liaison and official meetings, as required, including statutory educational assessment or contributions that are required for a young person's EHCP or Annual Review.

To demonstrate knowledge of current policies and practice in education and incorporate these into the model of working as appropriate.

To support clinically with aspects of the school development plan and identified whole school priorities e.g., by delivering training, supporting with information gathering, and writing reports for all young peoples' 'Learner Voice', in contribution for Section A of their EHCPs.

Plan and implement individual and group interventions, in collaboration with the young person, parent/carer and educational colleagues to achieve goals, and measure progress to ensure effectiveness of intervention.

To provide universal, targeted and specialist levels of support to the young people at Kennel Lane School.

To work closely with the wider Speech and Language therapy (including those who are employed by other agencies e.g. NHS CYPIT Speech and Language Therapy team) to develop universal support and training offers. The individual will need to suggest and implement new and effective ways of working with other Speech and Language Therapists, and engage and foster good professional relationships with professionals in the wider service.

To provide clinical supervision, day-to-day line management and support to other colleagues both within the speech and language therapy team (namely, Speech and Language Therapy Assistant(s)) and signpost them to opportunities for CPD and training to continue developing their own skillset, and to wider educational colleagues (for example, class-based LSA's who require specialist support as part of their qualification to become a Lead LSA).

To be willing to work in a flexible way, including working at sites outside of Kennel Lane School, to provide outreach and support young people at other sites/trusts or respite facilities or family homes, as required. This also includes providing remote support, such as the provision of a monthly communication video (namely 'Buzzword' on Kennel Lane School's YouTube account, and in the school monthly newsletter) and parent/carer/ educational colleague training videos on the Kennel Lane School YouTube account.

To maintain up-to-date and accurate record keeping and write reports reflecting highly specialist knowledge, ensuring that they meet professional standards and are in line with RCSLT and HCPC professional standards.

To demonstrate good negotiation skills across a range of issues and situations, recognising and resolving potential breakdown and conflict when it occurs.

To monitor and evaluate highly specialist service delivery and provide progress updates as required.

To be accountable for professional action and recognising professional boundaries, and working within defined departmental and national protocols/policies and professional code of conduct.

To deal with initial complaints and issues raised by educational colleagues or parents/carers sensitively, avoiding escalation where possible and contributing to complaints responses where required.

To liaise and share information with other professionals as appropriate, observing data protection guidelines and ensuring referrals are made to other services as appropriate, with the support of the educational team at Kennel Lane School.

To contribute to school meetings, annual reviews, case conferences and multi-agency team meetings, as appropriate.

To develop and deliver specialist training (formal and informal) to others in areas of clinical expertise, developing the ability to target training appropriately to the needs of participants and to reflect on and evaluate training provided. The individual should have skills in making adaptations to presentation/training styles, so it can be accessed by a range of audiences.

### Important Information

This School is committed to **safeguarding children** and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to **Disclosure and Barring Service** checks along with other relevant employment checks.' This post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. **It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.**

Please detail **full employment history** since leaving secondary education. Please include periods of any post-secondary education/training, part time and voluntary work as well as full time employment, with start and end dates.

Please provide explanations for periods not in employment or education/training and reasons for leaving employment.

If you are not currently working with children/young people but have done so in the past, it is important that a reference is obtained from the employer by whom you were most recently employed working with children/young people. Please provide contact details.

Employment references will not be accepted from relatives or people writing solely in the capacity of friends.

(This job description may be amended at any time after discussion with the Headteacher, but in any case, will be reviewed annually when key tasks related to the school priorities will be determined.)

Applicants should pay particular attention to the requirements in the Person Specification when completing their application.

**Key**

E = Essential

D = Desirable

A	Qualifications, Knowledge and Experience	E/D
A1	Recognised qualification - degree in Speech and Language Therapy	E
A2	Registration with HCPC and membership of RCSLT	E
A3	At least 2 years relevant post-NQP experience	E
A4	Post-graduate training within specialism	E
A5	Experience of working with young people with complex needs and their families	E
A6	Training in research methodology, teaching, assessing and mentoring of students	E
A7	Supervision/management experience	E
A8	Evidence of continuing professional development e.g., keeping a CPD diary with the RCSLT	E
A9	Commitment to and the knowledge and experience of promoting the welfare and safeguarding of learners	D
A10	Excellent ICT skills: knowledge of Microsoft Office software package and in particular Excel, database maintenance and email/internet use	E
A11	A willingness to learn and use new skills in order to meet the needs of young people with communication and other difficulties	E
A12	Understanding of current educational developments, statutory requirements and the Ofsted framework	D
A13	Proficient in the use of SIMs (NB: training will be provided if required)	D
B	Competence, Skills and Knowledge	
B1	Possesses strong data analysis skills, and the ability to utilise data effectively	E
B2	Effective communication and interpersonal skills	E
B3	Committed to maintaining accurate records and following GDPR and retention policies	E
B4	Excellent interpersonal skills including the ability to listen to, understand and work with a wide range of audiences	E
B5	To demonstrate highly specialist clinical expertise in the assessment, treatment and management of speech, language and communication difficulties, providing appropriate specialist intervention and evaluating progress and outcomes.	E
B6	To demonstrate highly specialist clinical expertise in the use of low- mid- and high-tech Alternative and Augmentative Communication (AAC) Systems in young people with complex needs and/or learning disabilities. This includes assessing, selecting, seeking/applying for specialist funding, and implementing these systems, as well as supporting with the development of programmes and training within this highly specialist area.	E
B7	The demonstrate highly specialist clinical expertise in supporting young people with a diagnosis of Autism Spectrum Condition and/or social communication difficulties.	E
B8	To demonstrate highly specialist expertise in managing young people with complex special needs who present with one or more of the following: Autism Spectrum Condition, Down Syndrome, Rett Syndrome, Cerebral Visual Impairment, Hearing Impairment, Cerebral Palsy, sensory impairments, complex learning difficulties, and physical disabilities (requiring an advanced knowledge of AAC and how physical positioning, seating and posture may affect this), and those presenting with social emotional needs.	E

B9	Knowledge of a highly specialist range of assessment tools and procedures to evaluate communication, speech and language skills in young people with complex needs, and awareness of how to adapt these to the individual informally, as needed.	
B10	Knowledge of selecting, setting & evaluating highly specialist treatment targets.	
B11	Knowledge of a highly specialist range of therapeutic interventions relevant to developing communication, speech and language of young people with complex needs, and demonstrating the evidence base for these approaches.	
B12	To be responsible for maintaining their own competency via attending/accessing clinical supervision sessions and Speech and Language Therapist professional groups.	
B13	To be responsible for keeping their knowledge base up-to-date and engage with regular CPD to find out about and subsequently implement new evidence-based interventions e.g., 'smiLE Therapy' and supporting 'Gestalt Language Processors' using 'Natural Language Acquisition' (Marge Blanc, M.A CCC-SLP).	
B14	Knowledge of local cultural, linguistic and demographic factors which could influence caseload management and how to support carers and parents.	
B15	Knowledge of approaches to mentoring, advising, supporting and clinically supervising support staff e.g., Speech and Language Therapy Assistant, Learning Support Assistants	
B16	Previous experience working at a highly specialist level with young people with a wide range of language and communication needs with complex needs, in special schools and in the community.	
B17	Experience designing and delivering highly specialist training to a range of audiences (both internally and externally e.g., to local respite facilities).	
B18	Experience carrying out evidence-based/ research projects e.g., research into the 'Learner Voice' project, and writing this up as a project afterwards.	
B19	Experience writing complex statutory assessment/ EHCP advice for recommendations, provisions and long-term outcomes.	
B20	To have a passion for neurodiversity and motivation to deliver the highest quality intervention and support.	
	To work autonomously at pace as well as being effective in managing time, workload, and priorities.	

<b>D</b>	<b>Personal Attributes</b>	
D1	Ability to work collaboratively with other agencies and professionals to support the holistic development of individual learners	<b>E</b>
D2	Excellent communication skills, both oral and written	<b>E</b>
D3	A warm, friendly and approachable personal style	<b>E</b>
D4	Ability to support an open and transparent culture, acknowledge differences and overcoming potential barriers	<b>E</b>
D5	Ability to work on own initiative and anticipate and manage priorities and deadlines	<b>E</b>
D6	Ability to maintain a safe, secure and healthy learning environment for both learners and staff and promote well-being for both self and staff	<b>E</b>
D7	Demonstrates a high level of commitment to safeguarding, inclusion and equality in all aspects of school life	<b>E</b>
D8	Demonstrates a commitment to maintaining an effective and collaborative relationship with the Governing Body	<b>E</b>