



**Shropshire Community Health**

**NHS Trust**

**Improving Lives in Our Communities**

## **JOB DESCRIPTION**

<b>Job Title:</b>	Speech and Language Therapist – Lead for the Telford and Wrekin and Shropshire Early Language Support for Every Child (ELSEC) project
<b>Band:</b>	8a
<b>Responsible to:</b>	Clinical Services Manager Targeted Children's Services / Children's and Families Service Delivery Group Manager
<b>Accountable for:</b>	Band 7 Clinical Lead Speech and Language Therapist ELSEC

## **Our Vision**

"We will work closely with our health and social care partners to give patients more control over their own care and find necessary treatments more readily available. We will support people with multiple health conditions, not just single diseases, and deliver care as locally and conveniently as possible for our patients. We will develop our current and future workforce and introduce innovative ways to use technology."

Shropshire Community Health NHS Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

## **JOB PURPOSE**

The post holder will provide a senior leadership role, taking operational and strategic responsibility for the delivery of the ELSEC project in Shropshire, Telford and Wrekin, trialling and testing the impact of early identification and support innovations for children with Speech, Language and Communication Needs (SLCN) in Early Years and Primary School Settings.

Working with the team and clinical leads in Speech and language Therapy and the Local Authorities, the post holder will be responsible for the delivery of a high quality, efficient and effective programme focusing on improving Speech, Language and Communication outcomes for children, ensuring structures are in place to support the team, and that objectives and key performance indicators are met.

Working with leads within Health and Education the post holder will ensure integration of clinical expertise, values-based delivery of care, child centred care, and the best research evidence in the planning and execution of the programme.

Working with workforce leads across the system, national advisors, higher education institutes, and professional bodies the post holder will support the development, communication and delivery of talent identification processes and career pathways in children's speech, language, and communication locally.

## **COMPETENCY BASED KEY RESULT AREAS**

**These are key leadership result areas which will be applicable to the area of responsibility outlined above and are commensurate with the grade of the post.**

### **DELIVERY**

#### **Main Duties and Responsibilities**

##### **Leadership**

- Leadership and Operational responsibility for the delivery and management of the ELSEC programme and team.
- Be responsible for the day-to-day management of the ELSEC programme.
- Provide expert clinical advice to system partners.
- Work in collaboration with the service leads in Health and Education to develop the programme plan and the evaluation, with the focus on identification of, and early intervention for, Speech, Language and Communication Needs within the early years / primary school settings locally.
- Lead on recruitment of the workforce of the ELSEC team, supporting effective induction with their employing agency and the development of a cohesive team.
- Working with others, develop sustainable career opportunities and pathways for the speech, language, and communication workforce across the system in Health and Education.
- Develop the support practitioner role including a training programme to deliver assessments and interventions.
- Working with leads in relevant health and education services develop systems and processes, policies, and procedures to ensure effective governance for the work and care of support practitioners.
- Provide line management for identified ELSEC practitioners.
- Coordinate and provide professional, clinical, and safeguarding supervision for the team, supporting reflective learning.
- Work with leads in employing organisations to collectively ensure all team members are compliant with managerial and safeguarding supervision requirements.
- Implement risk management systems and ensure risks which cannot be mitigated at the programme level are escalated to the Programme Board.
- Identify issues and mitigate their impact, escalating those which have the potential to impact on the programme delivery to the Programme Board.
- Facilitate the development of a positive and supportive team culture.
- Advise, encourage, and share knowledge utilising the latest research and practice development, through literature and peer reviews.
- Develop care pathways within the ELSEC programme with the service leads in Health and Education to ensure the most effective use of resources, and safe and effective delivery of care.
- Lead on the development and delivery of whole setting approaches to speech, language, and communication needs, working with education setting leadership teams, and other providers of SLCN support for settings to ensure a cohesive and sustainable approach.

- Use well developed quality improvement, project and change management, communication, and resilience skills to effect positive change within the parameters of the programme, understanding the complexities of change.
- Develop and implement new ways of working, building on existing services and initiatives in speech, language and communication support in early years and primary school settings within Shropshire, Telford and Wrekin
- Ensure coproduction is integral to the development of pathways and evaluations, engaging with children and young people, parent carer forums and other stakeholders to develop sustainable co-production approaches.
- Participate in workshops / shared learning events with other ELSEC pathfinders including in the collation of consensus around an approach to support worker training.

## **Clinical**

- To provide highly specialist assessment, differential diagnosis and appropriate therapy intervention for children in Shropshire, Telford and Wrekin with a focus on those known to the programme.
- To provide specialist advice, strategies, programmes of work and clinical reports for children with speech, language, and communication difficulties, including those with additional needs, which are relevant to their education setting.
- To work collaboratively with parents/carers, sharing knowledge and skills and supporting them to develop their understanding of their child's speech, language, and communication difficulties and how they can help their child communicate.
- To work collaboratively with other professionals to develop appropriate programmes of care, to enable them to provide a supportive environment for children's communication development.
- To monitor and evaluate the progress of children known to the programme as appropriate using agreed outcome measures and programme specific tools.
- To form a professional and effective relationship with children and their families in order to obtain relevant information and enable families to understand their child's needs and to engage and participate in the programme.
- To be responsible for referral to other disciplines/specialists following departmental pathways.
- To adopt practice to meet individual children's circumstances including due regard for cultural and linguistic differences.
- To maintain timely, concise, and accurate case notes for all client and client related contacts to departmental standards.
- To develop and provide specialist training to professionals/non-professionals within own and other disciplines.
- To work in collaboration with speech and language therapists, assistants, the high-level teaching assistants working within the programme and teaching assistants in education settings providing detailed programmes of work monitored and reviewed by the post holder, to extend the universal and targeted offer within education settings.
- To participate in the provision of specialist undergraduate SLT student placements including contribution to placement assessment.
- To adhere to the Trust's Safeguarding Policies and Procedures including actively participating in safeguarding supervision.
- To clinically lead in the development of ELSEC, LA education teams and SLT clinical protocols, policies, procedures, and standards and to adhere to Royal College of Speech and Language Therapists clinical guidelines and quality standards required in the discharge of duties.
- To assume delegated tasks as requested by line manager, including participation in working groups.
- To undertake and provide clinical supervision including line management/supervision for higher level teaching assistant practitioners.

- To ensure that staff undertake clinical supervision and are given protected time in which to undertake their supervision.
- To maintain professional registration and to take part in any learning and development activities necessary for this.
- To provide second opinions to other members of the team, including the clinical lead SLT, and liaise with other local clinical and team leads in health and education to ensure appropriate clinical decisions and onward referrals for children accessing the programme for whom there are concerns.

### **Data, Performance and Impact**

- Be responsible for programme evaluation: ensuring clinical, education, and workforce outcome measures are developed and implemented to measure the impact of the ELSEC programme.
- Contribute to the triangulation and analysis of local data about children with SLCN across the system to understand trends and develop responsive actions.
- Lead on the programme relationship with the Departments of Health and Education, appointed independent evaluators and report on KPIs throughout the lifetime of the project.
- Be responsible for reporting to the ELSEC Programme Board and for responding to feedback, and answering questions about the operational delivery, outcomes and performance of the programme from the Board, DH, D of E and Independent Evaluators.
- Lead and influence system and culture change across multiple organisations in relation to the SEND reforms.
- In engaging with these stakeholders, the post holder will need to provide and receive highly complex and sensitive information where agreement or co-operation is required and where there may be resistance to change.
- Listen to children, their parents and carers, and education workforce to ensure their voices are heard in evaluating their experience and the qualitative impact of the programme.

### **Budgetary responsibility**

- Responsible for any delegated budgets, income, and expenditure positions.
- Responsible for ordering resources needed for the programme.
- Identify cost efficiencies and implement systems to ensure value for money.

### **Research & development activity**

- Undertake research and development activity as a major part of the role.
- Lead in the ELSEC research and audit tasks and implementation of evidence-based practice in line with Clinical Governance guidelines with the Trust.
- Liaise with the Children's SLT, and Therapies research leads and champions and the Trust's research team and participate in research activity.
- Liaise with other system SLCN and Children's and Families projects to optimise opportunities to participate in shared development, service improvement and evaluation, especially the development work aligned to Family Hubs.

### **Clinical Continuing Professional Development (CPD)**

- To be responsible for your own CPD by participating in the Employee Development Review which will include identifying own training needs and personal development issues.
- To maintain and develop specialist knowledge and skills through reflective practice, reading, active learning, shadowing, attending appropriate Special Interest Groups and any external specialist training identified through the EDR process.
- To regularly attend the relevant peer review meetings, departmental, education teams and ELSEC initiated training/study days.

- To ensure safe practice through developing clear awareness of the limitations of your professional competencies.

### **Administrative**

- To manage and administer independently your workload including a clinical caseload and to undertake administrative record keeping and information gathering activities expected of the service in the required time frame.

### **Other duties**

- To attend and participate in programme, departmental, ELSEC, directorate and professional staff meetings as required.
- To attend and participate in the Trust Induction process and ongoing mandatory training.
- To exercise professional responsibility for both them and their peers within an open and blame free culture.
- To adhere to and clinically lead in the development of departmental policies and procedures.

### **Understanding and Managing in Context**

- Formulate short term and long-term implementation plans for the delivery and development of services across the local health economy, taking into consideration the requirements of the ELSEC programme, key stakeholders, continuously reviewing plans in light of new developments emergent from the ELSEC programme national guidance along with advice and feedback from the relevant Clinical Leads in your service.
- Together with the service leads in Health and Education plan and manage own workload and that of the team to meet key objectives and service priorities. Prepare an annual work plan with and for the team that will focus on the priorities and provide feedback for the ELSEC Programme Board and the stakeholder organisations on its progress.
- To create robust operational procedures for service delivery and to manage, monitor and be responsive to changing needs.
- To manage and investigate complaints pertinent to service area in accordance with the Trust's complaints procedure and to understand and implement all the Trust's policies including Disciplinary and Grievance.
- To manage and participate in service delivery arrangements in the event of sickness and unplanned staff absences which will also include undertaking elements of clinical activity across the locality on a regular basis, e.g. telephone triage and planned sessions.
- To analyse and interpret epidemiological information in order to deliver effective, efficient and equitable needs led services in each designated geographical area and to be responsive to any cultural variations that exist within each.
- To have lead responsibility in the area for interpreting local and national policies, for delivery of services in response, and incorporating new developments in the programme as appropriate.
- To work innovatively to maximise the potential of services based on a strong understanding of local NHS and partner organisation structures and functions and to exercise discretion on operational decisions.

### **Relationship Building**

#### **Key relationships:**

- Children and their families
- Early years and Primary Schools settings and staff
- Speech and language Therapy Service

- Local Authority Partners including Public Health and Family hubs.
- Health service partners including 0-19 team/Community Paediatrics
- ELSEC Programme Board
- NHSE and national ELSEC programme partners
- To communicate confidently and efficiently including presenting complex information to people from different backgrounds who may have barriers to understanding.
- To provide and receive highly complex, sensitive, and contentious information where agreement and co-operation is required, e.g. Safeguarding issues.

## **VALUING YOUR PEOPLE**

- Accept the responsibility you have been given to lead and manage your team, and the quality of their work.
- Act as a role model for our Values in every people management interaction you have with your team and colleagues.
- Value your team through engaging them in open discussion on issues that may affect their work or the service they provide, whilst taking responsibility for the obligation to make the final decision.
- Demonstrate fairness, equity, honesty, and openness as you manage your team daily.
- Demonstrate your trust for your team by setting the direction of travel then delegating appropriately and with support.
- Have the courage to constructively challenge, performance manage and support the members of your team in their work.
- Ensure that when mistakes happen, they are reported openly, discussed supportively, managed appropriately, and learned from.
- Show your team they are valued through setting aside protected time for them to have regular team meetings, 1:1's and meaningful appraisals with you.
- Demonstrate you support the mental and physical health & wellbeing of your team through knowing them and their behaviour and acting promptly (before any absence from work) in response to signs of a mental or physical health condition.
- Show individual team members they are valued by acting quickly, supportively, respectfully, and equitably to manage absence from work due to ill health.
- Demonstrate you value the learning, development, safety, and professional registration of your team by setting aside protected time for appropriate clinical or managerial supervision, mandatory training, and other development needs.
- Ensure you consider the work allocation, workforce planning and succession planning of your team on a regular basis, and specifically during business planning processes.
- Take responsibility for your own development as a people manager through using an appropriate Mentor and/or Coach.
- Take responsibility and accountability for ensuring services meet fundamental standards that people have a right to expect whenever they receive care through the delivery services in accordance with fundamental standards as determined by Care Quality Commission

## **EMOTIONAL INTELLIGENCE**

- Behave consistently with the values and beliefs of the organisation and promotes these on day-to-day basis.
- Behave consistently with the NHS Code of Conduct for Managers.

- Maintain emotional resilience and maturity with the occasional exposure to highly distressing or highly emotional circumstances for example in the conduct of serious disciplinary cases.

## **PERSONAL DEVELOPMENT**

- Take responsibility for keeping up to date and reviewing your personal development needs and objectives on a regular basis, including participating in appraisal reviews with your manager on at least a 12-monthly basis.

## **CORPORATE RESPONSIBILITIES**

- Ensure that your actions and behaviours are in line with, and consistent with, our values.
- Understand and accept that you hold a privileged position; matters of a confidential nature (regarding both staff and patients) may be available to you and divulgence of information -or even of the knowledge of such information - must only occur in the proper exercise of the above duties.
- Take personal responsibility to ensure that information security is maintained at all times, being aware of and ensuring that your actions and behaviours are in line with the Trust's information governance policies.
- Take personal responsibility for your obligation to comply with regulations relating to Health and Safety at Work.
- Take personal responsibility to comply with policies and procedures issued by and on behalf of the Trust.
- Take personal responsibility to comply with Trust policies on Safeguarding. The Trust is committed to safeguarding and promoting the welfare of children and adults, and to protecting them from the risks of harm. The Trust also recognises its responsibility to ensure that safe working conditions and systems are in place for staff working with children, adults and families in their care.
- Managers of all services must ensure that staff have had education on infection prevention and control by completing mandatory IPC training and where appropriate have awareness of the National IPC Manual.
- All staff must comply with regulations and Trust IPC Policies relating to Infection Prevention and Control including adherence with hand hygiene and challenge poor IPC practices of others reporting any breaches using appropriate Trust mechanisms e.g. line manager, IPC Team and incident reporting policy.
- All staff providing care must:
  - maintain competence, skills and knowledge in infection prevention and control by completing mandatory IPC training and have awareness of the National IPC Manual.
  - Apply the infection prevention and control principles contained in the National IPC Manual and the Trust's IPC Policies.
  - Communicate the infection prevention and control practices to be carried out by colleagues, those being cared for, relatives and visitors, without breaching confidentiality and challenge poor IPC practices of others reporting any breaches,
  - Using appropriate Trust mechanisms e.g. line manager, IPC Team and incident reporting policy.
  - Not provide care while at risk of transmitting infectious agents to others (staff and

patients); if in doubt, they must consult their line manager, Occupational Health department, and or their infection prevention and control team.

**This job description will be subject to review and amendment, in consultation with the post holder, to meet the changing needs of the service and the organisation.**

**Post Holder's Name:**

**Post Holder's Signature:**

**Date:**

**Manager's Name:**

**Manager's Signature:**

**Date:**



## PERSON SPECIFICATION

<b>JOB TITLE</b>	Speech and Language Therapist – Lead for the Telford and Wrekin and Shropshire Early Language Support for Every Child (ELSEC) project
<b>BAND</b>	8a
	<b>ESSENTIAL</b>
<b>TRAINING AND QUALIFICATIONS</b>	<p>Holds recognised Speech and Language Therapy Degree or equivalent.</p> <p>Evidence of successful completion of specialist courses up to master's degree or equivalent, or advanced experiential training within specialism.</p> <p>Evidence of Leadership or Management Training up to master's degree level or advanced experiential training including in quality improvement methodology, change or project management.</p> <p>Evidence of participation in audit or research or user/public involvement processes.</p> <p>Holds Health Professions Council license to practice.</p> <p>Registered member of the Royal College of Speech and Language Therapists.</p> <p>Member of RCSLT Clinical Excellence Networks or other professional networks</p>
<b>EXPERIENCE</b>	<p>Significant experience at post-graduate level working with children and young people with a range of speech, language, and communication needs.</p> <p>Extensive experience of working in partnership with education staff in early years/school settings supporting children with a range of needs</p> <p>Extensive experience at post-graduate level of using, analysing, and reporting findings from a variety of tests and formal/informal assessments.</p> <p>Extensive experience of delivering specialist training which might include accredited packages such as Elklan, Makaton or parent and setting coaching such as Early Bird /+.</p> <p>Experience of supporting/managing Speech and Language Therapy and /or other health or education colleagues through line management, mentoring/coaching.</p> <p>Experience of collating, analysing, and presenting data to senior leaders, and responding to their questions</p>

	<p>Experience of project or change management, and/ or of using quality improvement methodology.</p> <p>Experience of audit and research</p>
<b>KNOWLEDGE AND SKILLS</b>	<p>Highly specialist knowledge of different therapeutic assessments, interventions and techniques and ability to evaluate and report their effectiveness.</p> <p>Excellent analytical and reflective skills.</p> <p>Highly developed auditory and perceptual skills.</p> <p>Excellent organisation, negotiation, and problem-solving skills.</p> <p>Excellent interpersonal skills including observation, listening and empathy.</p> <p>Extensive knowledge of national policies and procedures pertinent to the Speech and language Therapy profession and education.</p> <p>Competent digital skills to enable exchange of information and collection collation and presentation of data.</p> <p>An understanding of change or project management and/or quality improvement methodology.</p> <p>An understanding of the role of research, audit and public involvement activity in understanding issues and improving quality and effectiveness of care.</p>
<b>PERSONAL QUALITIES</b>	<p>Ability to develop effective partnerships with fellow Speech and Language Therapists, Education and Health Leaders and with Teaching and Support practitioners.</p> <p>Excellent verbal and written communication, particularly with children and their families.</p> <p>Ability to motivate clients and carers to engage in the therapeutic process.</p> <p>Adaptable to variety of working environments.</p> <p>Ability to organise and prioritise workload.</p> <p>Ability to reflect on your own and others' practice to maintain and develop specialist skills in line with evidence-based practice.</p>
<b>EMOTIONAL EFFORT</b>	<p>The post holder is expected to work with children and young people with distressing physical, behavioural, psychological, and learning difficulties.</p> <p>The post holder will be routinely sharing distressing information with parents/ carers.</p> <p>The post holder is expected to always maintain sensitivity to the emotional needs of the child and their carers, when discussing distressing information regarding the complex nature of the child's communication difficulties and their implications.</p>

	<p>The post holder will be able to form productive relationships and manage signs of distress with those who may be under stress or have challenging communication difficulties.</p>
<b>MENTAL EFFORT</b>	<p>The post holder is expected to maintain intense concentration in all aspects of patient management each day, which includes:</p> <ul style="list-style-type: none"> <li>• Highly specialist assessment and observation</li> <li>• Complex transcription and analysis of speech sounds and language</li> <li>• Planning of highly specialist therapeutic intervention</li> <li>• Discussion/liaison with parents/carers and other professionals</li> <li>• Highly specialist report writing.</li> <li>• Case conferences</li> </ul> <p>Client sessions can last between 30 and 180 minutes, depending on the type of input and location of visit, with an average of 4 to 6 client or client related contacts per day.</p> <p>The post holder is expected to be flexible to the demands of the environment, e.g. deadlines, frequent interruptions, and behaviours which indicate high levels of distress.</p> <p>The post holder is expected to deliver highly complex data and analysis, working with others to tight deadlines.</p> <p>The post holder is expected to engage effectively with partners to deliver the planned service outcomes.</p> <p>The post holder is expected to liaise nationally with leaders in other pathfinder sites and with national leaders and independent evaluators for the project, responding to feedback and direction.</p>
<b>PHYSICAL SKILLS</b>	<p>Have due regard for moving and handling regulations, restraining policies and to ensure safe positioning of self and clients.</p> <p>Lift and transport boxes of equipment, laptop, test equipment and files from clinic location to schools, home visits and other establishments each week.</p> <p>Sit at small tables and chairs or work on the floor with young children each week.</p> <p>Use digital systems each day including for data analysis and remote working and have regard for health and safety for their own wellbeing.</p>
<b>REQUIREMENTS DUE TO WORKING ENVIRONMENT</b>	<p>The post holder may expect to meet occasional verbal abuse from angry, aggressive, and distressed parents and other practitioners, either face to face or on the telephone.</p> <p>The post holder may be subject to physical attacks by children and young people including biting, scratching, kicking and hair pulling.</p>

	The post holder will be exposed to saliva, mucus, and head lice. In addition, due to the nature of the clients' complex needs and learning difficulties, may be occasionally exposed to urine, faeces and vomit.
<b>OTHER</b>	Ability to meet the travel requirements of the post to provide a service across a wide geographical area on an occasional basis.