

SHEFFIELD CHILDREN'S NHS FOUNDATION TRUST

PERSON SPECIFICATION – Band 4 Speech and Language Therapy Assistant

Job Title	Bilingual Speech & Language Therapy Assistant (Roma-Slovak)		
Assessment Criteria	Essential	Desirable	How assessed
Qualifications / Training	<ul style="list-style-type: none"> A high level of fluency/spoken competency in Roma-Slovak 'A' Levels, NVQ3, NNEB, BTEC or equivalent knowledge. 	<ul style="list-style-type: none"> short courses relevant to communication, eg Makaton 1; Report Writing; LEAP Specialist computer software knowledge eg Widget, Communicate in Print 3, basic Word, Excel. 	Application form, interview and references
Experience	<p>Experience of:</p> <ul style="list-style-type: none"> working with children aged 5 to 11 years. Making and preparing resources Engaging with children with a range of complex needs including language disorder, emotional and behavioural needs, and autism. Completing administrative tasks, including record keeping and note writing Working as part of a team and using own initiative. Knowing when and how to ask for help. Communicating effectively with carers / 	<ul style="list-style-type: none"> Working in a mainstream school environment Working in a bilingual clinical role such as a teaching assistant, therapy assistant or interpreter. Working with speech and language therapists. Participating in delivering training and presentations Experience using: <ul style="list-style-type: none"> - Visual support - AAC 	

HR Use only
AFC code:

	families / school staff.	<ul style="list-style-type: none"> - Shape Coding - Attention Autism - Intensive Interaction - Makaton • Administering informal assessments and observations 	
Knowledge & Skills	<ul style="list-style-type: none"> • A high level of fluency/spoken competency in Roma-Slovak • Awareness and knowledge of the Roma-Slovak culture and an ability to sensitively draw attention to any cultural aspects which may affect effect communication. • Skills in using language strategies to support children and young peoples' communication. • Awareness of child and adult protection issues. • The ability to liaise and work with a range of other professionals to share strategies and recommendations. • An understanding of the need for confidentiality relating to client information/data • Access to your own transport for use at work. 	<ul style="list-style-type: none"> • Knowledge of communication disorders relevant to client group • Knowledge of treatment approaches/strategies relevant to the client group 	
Attributes	<ul style="list-style-type: none"> • Excellent verbal communication • Excellent listening skills • Good written communication • Good problem-solving skills • High level of organisational skills • Ability to adapt communication style with 		

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AFC code:

	<p>different people</p> <ul style="list-style-type: none"> • Awareness of the need to gain support from supervising clinician • Nurturing and empathetic personality • Ability work independently • Ability to work as part of a team. • Ability to relate to client group. • Excellent attendance and time-keeping. • Flexibility in approach to changes in service need. • Ability to be proactive and show initiative and take responsibility. 		
Professional Development & Motivation	<ul style="list-style-type: none"> • Commitment to continued personal development and reflective practice. • Commitment to equal opportunities in work and service delivery. • Commitment to user and carer involvement 		
Demonstrates Trust Values	Excellence, Accountability, Compassion, Teamwork and Integrity – Together we care		

Key for How Assessed: AF = Application form, In = Interview, P = Presentation, T = Test, REF= Reference