

Job Description

Job Details

Job Title:	Specialist Children's Speech and Language Therapist – Learning Disabilities
Job Reference Number:	
Band:	6
Ward / Department:	Starfish Plus LD-CAMHS
Directorate / Locality:	Specialist Services, Operations and Children's Services (SSOCS).
Essential Qualifications:	<ul style="list-style-type: none"> • Degree from course accredited by the Royal College of Speech and Language Therapists • Registered with HCPC

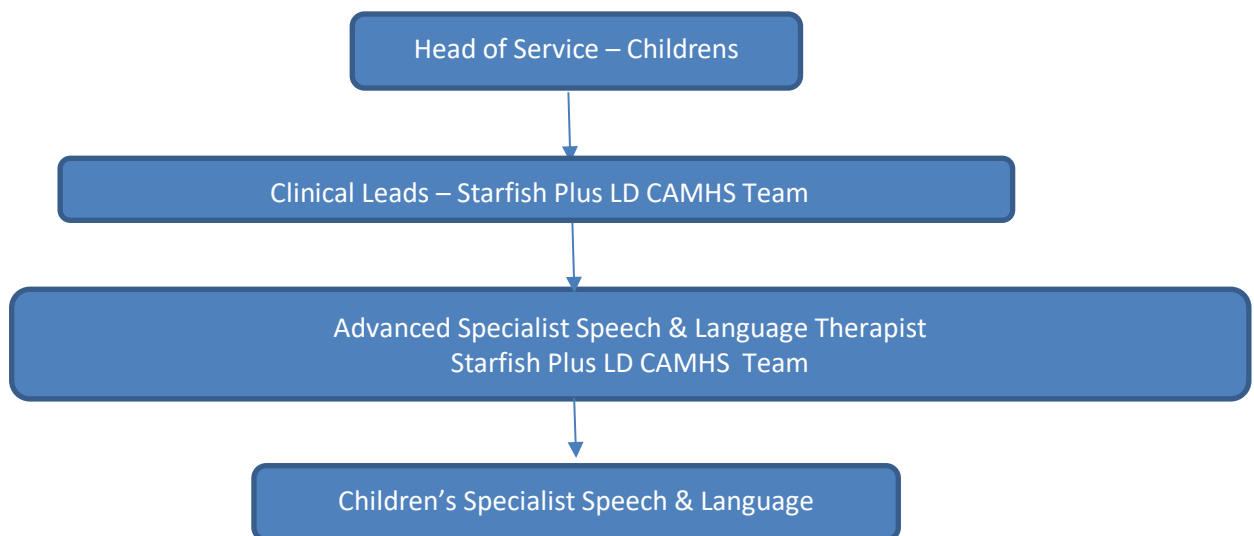
Job Purpose

- To be part of the multidisciplinary team providing intensive support and intervention for young people with a Learning Disability experiencing poor mental health who are at risk of hospitalisation or breakdown of home/education.
- To be responsible for a caseload using evidence based/patient principles to assess, plan, implement and evaluate interventions.
- To be part of the planning, development and evaluation of Learning Disability-CAMHS Speech and Language Services across the county to help ensure the consistency of high quality and efficient clinical services.
- To be committed to reducing the impact of learning disabilities and mental health on child/young person's peer and family relationships.
- To attend and contribute to referral and case discussion meetings.
- To write reports and offer clinical opinion towards the decision-making process.
- Mentoring new colleagues and practice placements for Speech and Language students as required.

Organisational Arrangements

Accountable To:	Clinical Lead / Advanced Specialist SLT
Reports To:	Clinical Lead / Advanced Specialist SLT
Responsible for:	Delivering speech and language service to children and young people with learning disabilities and mental health needs (aged 5 – 18 years)

Structure Chart



Key Areas of Responsibility

- To be professionally and legally responsible and accountable for all aspects of the post holders works, including the management of people under the post holders professional care.
- Using investigative and analytical skills utilise the post holders Speech and Language therapy expertise in the field of Learning Disabilities, undertake a comprehensive assessment of communication in line with the appropriate clinical pathways to create and provide the appropriate interventions to children and young people.
- To work collaboratively within our multi-professional team and with other health professionals.
- To contribute in the development of patient-focussed communication training.
- Using advanced skills in both verbal and non-verbal communication, to undertake assessments with individuals whose presentation is complicated by factors associated with learning disability e.g. sensory impairment, challenging behaviours, mental health issues, and physical disability.
- To hold a caseload of children and young people with learning disabilities whose communication problems can be primarily attributed to their learning disability and contributing to their mental health needs.
- To provide communication assessment, diagnosis and intervention using standardised and non-standardised assessments in the areas of linguistics, phonetics, phonology, paralinguistic, semantics and pragmatics.
- In providing a comprehensive assessment, advanced knowledge in the following areas may be required: specific language impairment, development language impairment, disordered language impairment, neurophysiology, anatomy and physiology, dual diagnosis, epilepsy, autistic spectrum disorder, alternative and augmentative communication systems, sensory impairment, physical disability or a combination of these issues in complex individuals.
- To contribute to multi-disciplinary assessment and the overall team care plan for the individual.
- To provide the Speech and Language Therapy expertise in care planning and decision-making about intervention about mental health/behaviour in conjunction with the child/young person themselves, parents/family and other professionals.
- To research and recommend the prescription of alternative or augmentative communication systems (high or low tech) and assist in the securing of funding for the appropriate aid in liaison with appropriate professionals
- To contribute to and participate in review meetings, including strategy meetings for children and young people.
- To work with parents who have a learning disability including the participation in Child Protection meetings, complying with all relevant guidelines and legislation.
- To apply a good level of understanding of the effect of disability, and provide training and advice to individual patients, family and paid carers, and multi-disciplinary team colleagues on communication.
- To promote access to mainstream services, supporting other professionals understanding of learning disabilities and reasonable adjustments.
- To be responsible for the equipment used in carrying out clinical duties.
- To be able to communicate with people who do not use speech, using alternative forms of communication.
- To establish strong communication networks with people who use the service, carers and other health workers and agencies.
- To promote awareness of the Speech and Language Therapy role and care pathways within Children's Services, the Trust, other professionals and with children/young people with learning disabilities and their parents/carers.

Professional Leadership

- To deputise for the Advanced Specialist SLT at appropriate meetings as requested.
- To provide effective guidance, supervision and appraisal for more junior Speech and Language Therapy colleagues or members of the multidisciplinary team in order to manage their performance and ensure they provide the highest quality of service.
- Adhere to the Trust's supervision policy and provide clinical supervision as required.
- To participate in Clinical Governance, Research and Development and Audit activities as required by line manager and Head of Service.
- Accept responsibility for own delivery of service, to organise this effectively and efficiently with regard to clinical priorities and use of time, escalating service delivery issues as required to the Advanced Specialist SLT
- To provide observation opportunities for prospective SLT career candidates, students from other health professions and non-health related individuals as requested by managers.
- To plan and provide appropriate clinical training for Speech and Language Therapy Students on placements.
- Ensure appropriate high quality local and county Speech and Language Therapy Services are being delivered in line with the service's specification and in an efficient, safe and evidence-based style.
- To inform the Advanced Specialist SLT of any variations to service delivery, changing priorities and needs, and their likely impact in relation to the need for service development. To work to resolve these issues with relevant others.
- To be part of team consultation line coverage / triage rota, as required.
- To assist in the development of clinical standards, policies, procedures and further service developments.
- To be aware of and adhere to services policies, procedures and system to be used.
- To ensure that up to date (own and other SLT professionals) written and electronic records are maintained in accordance with professional and NCHC standards, and these are reviewed regularly as part of the clinical supervision sessions.

Organisational

- Collaborative working with inter-disciplinary and multi-agency partners.
- Mentor & report to Advanced Specialist Speech and Language Therapist, progress of student SLTs as allocated.
- Manage diary effectively to maximise clinical/development/travelling time to cover large mixed rural and urban populations.
- Report workload pressures appropriately.
- Be aware of and responsive to, issues of potential and actual risk that may arise in carrying out care, reporting promptly using recognised NCH&C systems.
- Participate in service development work as directed by Clinical Lead utilising own strengths and areas of professional interest/specialism.

Trust Values



Community

- As one Trust, we enhance the lives of our patients through our commitment, support and working together
- We are proud to serve our local Community by providing integrated quality services with our partner organisations
- We respect and value the trust we are given to enter our patients' homes and lives



Compassion

- We provide compassionate, co-ordinated and personalised quality care that is safe and effective
- We empower and educate our patients and their carers in the effective delivery and management of their own independence, health and wellbeing
- We are dedicated to holistic, compassionate care and demonstrate this through our commitment to our personal and professional development



Creativity

- Our expertise, commitment and creativity are key to the successful delivery of our services
- We are always open to new ideas that support us in delivering effective compassionate care to our patients
- We continuously innovate and implement efficient delivery of care

Trust Behaviour Framework

- All post holders are required to adhere to the Trust's Behaviour Framework in the undertaking of their duties.



Care Respect and Dignity	We strive to understand each individual patient, service user, carer and customer's total needs as well as valuing and respecting our peers and colleagues.
Working Together for the Community	We are one team, whether working in teams locally, across NCH&C or with our partners for the benefit of our patients and services.
Integrity	We maintain high ethical standards, showing integrity and fairness in dealings with colleagues, partners and patients.
Taking Ownership	We take responsibility for our own performance, the success of our colleagues, our teams and the wider organisation.
Innovation, Flexibility and Resilience	We continuously seek more innovative ways of delivering care to patients and persevere in the face of challenging situations.

Research & Development

- May be required to undertake surveys or audits, as necessary to own work; may occasionally participate in R&D, clinical trials or equipment testing.

Safeguarding Clause

- Norfolk Community Health and Care 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. Rigorous recruitment checks are carried out and where applicable to the role successful applicants will be required to undertake a criminal records check via the Disclosure and Barring Service (DBS).

Infection Control

- Norfolk Community Health and Care NHS Trust staff are responsible for protecting themselves and others against infection risks. All staff regardless of whether clinical or not are expected to comply with current infection control policies and procedures and to report any problems with regard to this to their managers. All staff undertaking patient care activities must attend infection control training and updates as required by Norfolk Community Health and Care NHS Trust.

Health and Safety

- Employees must be aware of the responsibilities placed upon them under the Health and Safety at Work Act (1974), to ensure the agreed safety procedures are carried out to maintain a safe environment for employees and visitors.
- To ensure that the Trust's Health and Safety Policies are understood and observed and that procedures are followed.
- To ensure the appropriate use of equipment and facilities and the environment is maintained in good order.
- To take the necessary precautions to safeguard the welfare and safety of themselves, patients, staff and visitors, in accordance with the Health and Safety at Work Act.
- To undertake appropriate Health and Safety training to support safe working practice including, where appropriate, its management.

General

- All staff are required to respect confidentiality of all matters that they learn as a result of the employment with the Trust, including matters relating to other members of the staff and members of the public/patients.
- Maintain appropriate patient and clinical records in line with the Trusts policies and procedures, and in line with the agreed service specification.
- The post holder will be expected to participate in an annual appraisal of their work where the job description will be reviewed and objectives set. In line with the annual personal development plan the post holder will be expected to undertake any training or development required to fulfil their role.
- Ensure that all patients, clients and colleagues are treated at all times in an equitable manner, respecting diversity and showing an understanding of diversity in the workplace.
- The post holder must carry out their responsibilities with due regard to the Trust's Equality and Diversity Policies, Procedures and Schemes and must ensure that equality is promoted at all times.

Code of Conduct *(for Managerial posts)*

- The post holder is required to adhere to the Code of Conduct for NHS Managers.
- The post holder is required to adhere to the Trust Leadership Promise.

This job description is not exhaustive and may be amended from time to time in consultation with the post holder. The post holder will be required to undertake any other duties as may be required for the effective performance of the post.

Person Specification

Essential defines the minimum criteria needed to carry out the job and the job cannot be done without these.

Desirable refers to criteria which are not essential, and which successful applicants would be expected to acquire during their time in post. The desirable requirements are not taken into consideration in a job evaluation panel.

Criteria	Essential	Desirable	Method of Assessment (Certificates / Application Form / Interview / Document Check)
Qualifications	<ul style="list-style-type: none"> Degree from course accredited by the Royal College of Speech and Language Therapists Registered with HCPC 	<ul style="list-style-type: none"> Membership of relevant Clinical Excellence Networks. Additional training relevant to supporting people with a learning disability (e.g. Makaton/Signalong training) 	<ul style="list-style-type: none"> Certificates Application form Interview
Experience	<ul style="list-style-type: none"> Relevant post registration experience Experience of working with children/young people who have learning disabilities and their families Experience of collaborative multi-disciplinary and multi-agency working 	<ul style="list-style-type: none"> Experience of working in the community Experience of working with children/young people who have mental health diagnoses Experience of different approaches used to support people with a learning disability Supervision of students and junior staff 	<ul style="list-style-type: none"> Application form Interview
Skills, Abilities and Knowledge	<ul style="list-style-type: none"> Knowledge of the emotional, psychological, developmental and social needs of children and young people with learning disabilities Ability to apply evidence-based clinical interventions Understanding of non-verbal communication systems and their use with children and young people Accurate, timely and concise record keeping Understanding the concepts of behaviour that 'challenges' and impact on a child/young person's relationships 	<ul style="list-style-type: none"> Participation in group work Carrying out individualised work Knowledge of local statutory and non-statutory resources available for this group Knowledge of current legislation and policy in Learning Disabilities / Mental Health 	<ul style="list-style-type: none"> Application form Interview

Communication	<ul style="list-style-type: none"> • Able to communicate on all levels with children/young people, parents/carers and other professionals • Able to communicate effectively in written and verbal English language • Good presentation skills • Able to work as part of a multi-disciplinary team 	<ul style="list-style-type: none"> • Good working knowledge of communication tools such as Sign-a-long, Objects of Reference, visual schedules etc. • Good working knowledge of approaches such as Theraplay, Intensive Interaction etc. 	<ul style="list-style-type: none"> • Application form • Interview
Personal and People Development	<ul style="list-style-type: none"> • Able to supervise students / non-registered colleagues • Able to deliver training with other colleagues • Able to work autonomously and set own priorities 		<ul style="list-style-type: none"> • Application form • Interview
Personal Attributes / Behaviours (linked to the Trust's Behaviour Framework)	<ul style="list-style-type: none"> • Able to identify with the Trust's commitment to safeguarding and promoting the welfare of children and young people/vulnerable adults. • Value diversity • Must hold full and valid UK driving licence and have access to a vehicle 		<ul style="list-style-type: none"> • Application form • Interview

Supplementary Information

Please indicate in the boxes whether the post holder will be expected to work in or be directly exposed to the following factors:

FREEDOM TO ACT

		YES	NO
1.	Does the post holder generally work without close supervision?	x	
2.	Does the post holder work without direct access to a manager?		X
3.	Does the post holder work without access to a manager by telephone?		x
4.	Is the post holder the lead specialist in their field?		X

Each YES response requires completion in the 'Further Information' Section

How often on average does the post holder give guidance and advice to others?

Daily: ☒ Weekly: ☐

Other frequency (please comment)

How often is the post holder's work checked / monitored / assessed?

Daily: ☐ Weekly: ☒

Other frequency (please comment)

PHYSICAL EFFORT

	YES	NO		YES	NO
1. Working in uncomfortable conditions		x	9. Standing / sitting with limited scope for movement		x
2. Working in physically cramped conditions		x	10. Kneeling, crouching, twisting, bending, stretching	x	
3. Making repetitive movements		x	11. Walking for long periods		x
4. Lifting weights / equipment without mechanical aid		x	12. Heavy duty cleaning		x
5. Climbing or crawling		x	13. Pushing / pulling trolleys or similar equipment		x
6. Manipulating objects		x	14. Working at heights		x
7. Manual Digging		x	15. Controlled restraint ie in post requiring training/certification	x	
8. Running		x	16. Moving patients		X

Each YES response requires completion in the 'Further Information' Section

MENTAL EFFORT

	YES	NO		YES	NO
1. Carry out formal student / trainee assessments	x		8. Prepare detailed reports	x	
2. Carry out clinical / social care interventions	x		9. Check documents	x	
3. Analyse statistics	x		10. Drive a vehicle	x	
4. Operate equipment / machinery		x	11. Perform calculations		X
5. Give evidence in court / tribunal / formal hearings		X	12. Make clinical diagnoses	x	
6. Attending meetings (if yes, describe role in 'Further Info')	x		13. Carry out non-clinical fault finding		x
7. Carry out screening tests / microscope work		x			

Each YES response requires completion in the 'Further Information' Section

EMOTIONAL EFFORT

	YES	NO
1. Processing (e.g. typing / transmitting) news of highly distressing events		x
2. Giving unwelcome news to patients / clients / carers / staff	x	
3. Caring for the terminally ill		X
4. Dealing with difficult situations / circumstances	x	
5. Designated to provide emotional support to front line staff		X
6. Communicating life-changing events		X
7. Dealing with people with challenging behaviour	x	
8. Attending scenes of accidents		x

Each YES response requires completion in the 'Further Information' Section

WORKING CONDITIONS

	YES	NO		YES	NO
1. Inclement Weather		x	11. Humidity		x
2. Extreme Temperatures		x	12. Contaminated equipment / work area		x
3. Unpleasant Smells		X	13. Driving / Being Driven (normal conditions)		x
4. Noxious Fumes		x	14. Driving / Being Driven (emergency conditions)		x
5. Excessive noise / vibration		x	15. Fleas / Lice / Infestation		x
6. Continuous use of VDU equipment		x	16. Dangerous Chemicals - Substances in Containers		x
7. Unpleasant Substances		X	17. Dangerous Chemicals - Substances (uncontained)		x
8. Infectious Material		X	18. Exposure to verbal aggression (little/no support)		X
9. Body fluids, Faeces / Vomit		X	19. Exposure to physical aggression (little/no support)		X
10. Dust / Dirt		x			

Each YES answer requires completion in the 'Further Information' Section

FURTHER INFORMATION

Please enter details of YES responses

Element (e.g. Mental Effort)	Ref No	Details of frequency & intensity
Freedom to Act		
Physical Effort		Requirement to undertake a range of clinical care assessments and clinical interventions at a clinical base - Daily
		Requirement to use a computer on a daily basis.
		Requirement to drive and walk between units.
Mental Effort		Requirement to provide clinical care assessments and clinical interventions to patients that have complex needs.
		Requirement to concentrate throughout each shift, for analysis of information and direct work with patients and staff.
		Requirement to concentrate throughout each shift, for analysis of information and direct work with patients and staff.
		Requirement to work as a lead clinician and to offer supervision and support to members of the team regarding complex cases.
		Frequently working as a lone working and autonomous clinician.
		Required to manage complex risk and resource management.
Emotional Effort		Providing clinical leadership and support to all levels of staff and to deal with stressful matters calmly and professionally.
		Experiences of emotional or distressing circumstances are expected to be a regular occurrence.
		Requirement to discuss distressing, sensitive and emotive information with patients and other agencies being aware of professional code of conduct and patient confidentiality on a regular basis.
		Dealing with imparting unwelcome news etc. to patients, relatives and staff.
Working Conditions		Possible exposure to highly unpleasant conditions - Body fluids, faeces, vomit, smells and foul linen

Manager responsible for completion of this document

Name:

Member of Staff to whom this document relates:

Date Completed:

Review Date:

Post Holder's Signature

Manager's Signature

Date Job Description Agreed

DISTRIBUTION: One copy to member of staff, one copy to personal file.

Please ensure Job Description is agreed and signed by both manager and employee.