

SPEECH AND LANGUAGE THERAPY SERVICES

Speech & Language Therapist Camden Job Description

Job Title:	Speech and Language Therapist
Grade:	Band 5- 6 run through
Hours:	37.5 hours per week 1.0WTE Complex Needs Service
Annual Leave:	27 days per annum with up to 5 years NHS service 29 days after 5 years NHS service 33 days after 10 years NHS service
Department:	Speech and Language Therapy Service
Division:	Children and Young People Services
Terms & Conditions Of Service:	In accordance with the Agenda for Change NHS Terms & Conditions of Service.
Responsible to:	Clinical Co-ordinator for Camden Complex Needs Team
Accountable to:	Head of Camden Speech and Language Therapy Service – Whittington Health

JOB SUMMARY

This exciting opportunity is for a full time permanent therapist within our Complex Needs Service based at Swiss Cottage Special School.

The Camden Complex Needs Speech and Language Therapy Team work within specialist provisions in the borough of Camden. You will be responsible for delivering a therapy service to children and young people (CYP) with complex needs in Camden. Swiss Cottage School is an OFSTED rated 'Outstanding' school for children and young people with complex needs aged 2-19 years. You will be a valued member of a multidisciplinary team based at the school which consists of speech and language therapists, occupational therapists, physiotherapists, dieticians, school nurses, health care assistants, psychologists, teachers, teaching assistants and paediatricians.

You will be responsible for delivering a comprehensive and specialist service to CYP with complex communication needs which may include autism, cerebral palsy, profound and multiple learning difficulties and sensory impairments. Some CYP use AAC including Makaton signing, low and high tech communication aids. Intervention includes assessment, differential diagnosis and therapy for individual CYP or groups of CYP. A knowledge of communication strategies used with the client group is essential and may include the use of specific programmes e.g. PECS, TEACCH. You will deliver individualised and specialist interventions to support the learner's needs as identified in their Education Health and Care Plans. You will also be involved in providing targeted support to school and families.

You will have knowledge in assessment, diagnosis and therapy with effective communication outcomes for CYP with complex needs. You will be responsible for organising and managing your own caseload and in building and maintaining strong relationships with the education, health and social care professional networks in Camden. We are committed to providing a quality service and you will be supervised and supported so that you can provide a service within your clinical settings, as well as evaluate the impact and outcomes of your work.

You will be responsible for promoting effective communication skills between CYP and their families within the home environment and in school. You will support speech and language therapy colleagues, parents and other professionals, by planning and providing appropriate training with support.

You will work within a multi-agency environment, and as part of a multidisciplinary team that may include specialist teachers and school staff, occupational therapist, physiotherapist, paediatricians, dietitians, keyworkers/family support workers and psychologists, as well as outside agencies such as Camden Children and Young People Disability Service (Social Care), short breaks providers e.g. KIDS and Camden SEN team.

You will have excellent communication skills enabling you to overcome communication barriers, displaying an awareness and sensitivity to social, cultural and economic issues. In particular you will need to be skilled in presenting complex information to parents/families and young people themselves in a way they are able to understand. You will need to empathise in order to support and counsel parents/carers and children to accept the implications of presenting communication difficulties and/or feeding difficulties.

You will support parents and teaching staff to enable children and young people to access support in their learning environment. This may involve training and modelling of strategies to parents and professionals working with the child/young person. The post holder will be able to plan and provide a range of appropriate, evidence-based packages of care through individual and small group therapy as required.

You will require an in-depth knowledge of the education system, including the Early Years Foundation and National Curriculums, as it relates to classroom practice. You will devise and provide individualised therapy targets which are detailed with the educational curriculum and be able to practice clinical decision making to ensure that Education Health and Care Plan targets are functional, relevant and feasible.

You will also plan and provide individual and small group specialist interventions as required as well as providing a targeted whole school service for the staff and students, linked to areas of need/school action plans. You will liaise with the team around the child or young person as required so that this work is supported and generalised throughout the day at college/school and at home.

Main Duties and Responsibilities:

1. To demonstrate clinical expertise in the assessment, treatment and management of language and communication difficulties in CYP aged 2-19 years, providing appropriate specialist assessment and intervention and evaluating outcomes.

2. To carry a personal caseload and/or contribute to MDT therapy packages such as group therapy sessions or parent education sessions, maintaining a high level of professional competence and demonstrating clinical expertise in the assessment, treatment and management of speech, language and communication problems associated with complex needs.
3. To make appropriate differential diagnoses and specialist clinical decisions on evidence from assessment of complex cases.
4. To discuss diagnosis and potential outcomes with parents/carers and work collaboratively in decision making regarding referral on and intervention.
5. To contribute to multi-agency assessment procedures as required, including statutory educational assessment.
6. To demonstrate an ability to implement interventions and staff development at a whole school level including joint target setting and outcome monitoring.
7. To use / apply specialist knowledge to inform sound clinical judgements/decision making for case management, developing clear care plans based on best practice.
8. To demonstrate an understanding of how to develop and differentiate the curriculum and develop communication friendly schemes of work.
9. To monitor and review the progress of CYP on the caseload and facilitate the development or modification of packages of care/targets as appropriate using evaluation/outcome measurement tools.
10. To manage and prioritise a caseload under supervision, advising line manager on issues of service delivery including shortfall, service pressures etc.
11. To work effectively as part of the MDT with clients, parents and/ or carers, and colleagues around individual case management; providing specialist advice, guidance and support as necessary and involving them in the planning and prioritisation of care wherever possible.
12. To demonstrate excellent communication skills and to maintain sensitivity at all times to the emotional needs of others, particularly when imparting potentially distressing information regarding the nature of a child or young person's difficulties and implications of the same.
13. To reflect on clinical practice; adequately identifying strengths & needs of clients, reviewing their response to therapy and providing evidence of clinical judgement including in cases which are complex and challenging.
14. To have an awareness of the needs of CYP with dysphagia and assessment/ treatment approaches.
15. To be able to analyse conflicting information and provide clear guidance and detailed reports on CYP seen.
16. To promote awareness about speech and language therapy in Camden.
17. To facilitate and support education staff and families in providing appropriate communication environments to develop CYP's language and interaction skills.

18. To demonstrate knowledge and clinical effectiveness underpinned by current evidence based practice and outcome measures.
19. To work closely with clients, carers and families, with empathy, tact, reassurance and active listening to fully discuss assessment results, treatment options, and agree a plan of management.
20. To communicate complex information to carers, families and members of the multi-disciplinary team/other professions, ensuring that effective communication is achieved, particularly where barriers to understanding exist.
21. To maintain sensitivity at all times to the emotional needs of CYP with special and complex needs and their carers, in particular when imparting potentially distressing information regarding the nature of the client's difficulties and implications of the same.
22. To undertake home visits, as necessary, in compliance with Home Visiting/ Lone Working Safety Policy.
23. To contribute to clinical teams by discussing own and others input, ensuring a well-co-ordinated care plan that reflects the holistic needs of the child and their parents/carers.
24. To demonstrate good negotiation skills across a range of issues and situations, including sensitively managing initial complaints, and recognising and resolving potential breakdown or conflict when it occurs.
25. To demonstrate skills in motivating clients and /or carers to engage in therapy interventions, targets and outcomes.
26. To employ counselling skills with CYP, carers/families with highly complex needs.
27. To demonstrate the ability to manage CYP with behaviours that concern, including the application of appropriate management strategies as designated by the schools/settings.
28. To liaise regularly with Senior Management within the Complex Needs Team, and also with the MDT team to agree and review effective service delivery to CYP with complex needs.
29. To be aware of legal requirements relating to the provision of a speech and language therapy service.
30. To maintain up to date and accurate case notes and write reports reflecting specialist knowledge, ensuring that they meet departmental standards and are in line with local Trust Policy, and RCSLT professional standards.
31. To demonstrate knowledge of current policies and practice in the education and health sector and incorporate these into the model of working as appropriate.
32. To attend further training as necessary to maintain and further develop the skill and knowledge required of a SLT.

33. To keep up to date with current clinical developments through reading, attendance at courses, meetings and Clinical Excellence Networks (CENs).
34. To demonstrate understanding of the issues associated with clinical governance and their application to professional practice. This will include compliance with / adherence to, and implementation of service and service area and Trust policies, National and Local guidelines and RCSLT Professional and Clinical and Guidelines.
35. To develop a working knowledge of relevant procedures including: Safeguarding Children, SEN procedures, Working with Vulnerable Adults and other legal frameworks.
36. To contribute to the local Trust's systems of clinical governance, developing innovations in areas of risk management, quality standards setting and clinical effectiveness in collaboration with others.
37. To be accountable for professional action and recognising professional boundaries, and working within defined departmental and national protocols/policies and professional code of conduct.
38. To work participate in annual appraisal within a Professional Development Plan (PDP) at pre-determined intervals.
39. To have due regard for personal safety and that of CYP /carers, adhering to moving and handling regulations, restraining policies and ensure the safe positioning of self and others.
40. To reflect and adhere to infection control and health and safety guidelines in order to deal with specific issues related to client contact: for example exposure to body fluids, infectious conditions, encountered on a daily basis.
41. To assume delegated tasks as requested by line manager, including participation in working groups, policy development groups etc.
42. To contribute to Whittington Health's systems of clinical governance, responding to innovations in areas of risk management, quality standards setting and clinical effectiveness in collaboration with others
43. To be accountable for professional action and recognising professional boundaries, and working within defined departmental and national protocols/policies and professional code of conduct (e.g, attending team meetings, participating in in-service training, attending mandatory training, carrying out appropriate administrative duties etc).
44. To be able to be flexible within the service for Whittington Children's Speech and Language Service and as required by the Speech and Language Therapy Services Manager, this may include a change in workplace.

ADDITIONAL INFORMATION

Equal opportunities

It is the aim of the Trust to ensure that no job applicant or employee receives less than favourable treatment on grounds of sex, marital status, race, colour, creed, religion, physical disability, mental health, learning difficulty, age or sexual

orientation and is not placed at a disadvantage by conditions or requirements that cannot be shown to be justifiable. To this end the Trust has an equal opportunities policy and it is for each employee to contribute to its success. The hospital has a single equality scheme, which underpins its duty to promote equality. You can access a copy of the scheme on the trust's website.

Infection control

All staff have a responsibility to prevent and control infections within the Whittington. This includes ensuring personal and team compliance with all relevant policies, especially hand hygiene, the trust dress code and MRSA screening policies.

Health & Safety Policy

Employees must be aware of the responsibilities placed on them under the Health and Safety at Work Act 1974, to ensure that the agreed safety procedures are carried out to maintain a safe environment for employees and visitors.

Data protection

This post has a confidential aspect. If you are required to obtain, process and/or use information held on a computer or word processor you should do it in a fair and lawful way. You should hold data only for the specific registered purpose and not use or disclose it in any way incompatible with such a purpose and ought to disclose data only to authorised persons or organisations as instructed. Breaches of confidence in relation to data will result in disciplinary action, which may result in dismissal.

Confidentiality

You are required to maintain confidentiality of any information concerning patients or staff which you have access to or may be given in the course of your work, in accordance with current policy on confidentiality in the Whittington Hospital NHS Trust.

Whittington promise to patients

The Whittington Hospital expects its employees to communicate with colleagues, patients and visitors in a polite and courteous manner at all times. You are expected to contribute to improving our patients' experiences by delivering the Whittington Promise:

- We will be clean.
- We will be welcoming and caring.
- We will be well organised.
- We will offer the best possible treatment.
- We will give you information and listen to what you tell us.

Security

It is the responsibility of all employees to work within the security policies and procedures of the Whittington Hospital NHS Trust to protect the patients, staff and visitors and the property of the Trust. This duty applies to the specific work area of the individual and the Hospital in general. All staff are required to wear official identification badges.

No smoking

The Hospital promotes a No Smoking Policy as part of employees' healthy living style. You will be required to work within the framework of this policy. Smoking is not permitted within Trust premises.

Probationary period

This post is subject to the requirements of a six month probationary scheme for new staff only.

Method of payment

Payment of salary is made into bank account/building society account by direct bank system. Details of a bank account or building society account will be required on the first day at work. There is no facility for any form of other payment.

Person Specification

Post: Speech and Language Therapist –Complex Needs Team

Grade/Banding: Band 5

Department/Ward: Camden Speech and Language Therapy Service
for children with Complex Needs

Division: Children and Young People's Service

REQUIREMENTS	CRITERIA	Essential	Desirable	Met	Part Met	Not met	HOW ASSESSED
1. Education/ Qualifications/ Training	Diploma, Degree or MSc in Speech and Language Therapy	*					A
	Registered Member of the Royal College of Speech & Language Therapists.	*					A
	Health and Care Professions Council Registration to Practice	*					A
	Evidence of successful completion of a range of specialist short courses and other CPD in specialist area (e.g. AAC or Dysphagia courses)		*				A
	Counselling/ SFBT/ CBT		*				A

2. Skills/Abilities	Communicate complex, sensitive information	*					I
	Excellent communication skills	*					I
	Skills in delivering presentations and training, including basic adaptations to presentation/ training style for a range of audiences.	*					I
3 Experience	Relevant to communication and specific speech and language disorders	*					A/I
	Of working at a specialist level with clients with a range of speech, language and communication needs of different ages	*					A/I
	Some experience of delivering training to a range of audiences e.g. teachers, teaching assistants and specialist education and health professionals.	*					A/I
	Carrying out evidence based therapy/ projects/ practice		*				A/I
	Writing statutory assessment advice and awareness of SEN and Educational policies, EHC Plans etc.		*				A
	Writing SMART targets and outcoming them	*					A

	Attending case conferences and reviews		*				A
4. Knowledge	Specialist knowledge of a range of assessment tools and procedures to evaluate the speech, language and communication skills of children with complex needs.	*					I
	Understanding of child protection procedures and responsibilities	*					I
	Understanding of statutory processes regarding education for children with special education needs.	*					I
	An ability to select, set and evaluate specialist treatment goals.	*					I
	Specialist knowledge of a range of direct and indirect interventions relevant to communication demonstrating the evidence base for these approaches (where appropriate).	*					I
	Specialist knowledge of local cultural, linguistic and demographic factors to the management of a multilingual caseload	*					I
	Approaches to support clients and carers with challenging behaviour, mental health needs or in a high level of distress.	*					I
	An ability to speak a non-European language.		*				A

5. Communication Skills	Able to motivate clients and carers to participate in treatment and carry out advice	*					I
	Ability to communicate complex information to parents /carers and other professionals in a variety of clinical situations.	*					I
	To be able to communicate effectively with children of all ages/abilities and their families.	*					I
	Able to demonstrate empathy, sensitivity, and tact.	*					I
	Ability to work as part of a broad multidisciplinary team & across organisations	*					I
	Able to deal with conflict successfully	*					I
6. Other Requirements	Ability to take majority of leave in school holidays	*					I
	<u>Accountability</u> – Takes responsibility for own actions and promotes good team working	*					I
	<u>Openness</u> – Shares information and good practice appropriately	*					I
	<u>Mutual respect</u> – Treats others with courtesy and respect at all times	*					I
	<u>Identifies own Training needs</u>	*					I

Codes:	A= Application Form
	I= Interview

IMPORTANT: Please be thorough in your reasons for accepting or rejecting this applicant as you may be asked to account for your decision at an industry tribunal.

Decision	Yes	No	Reason for not offering the post
Reject or Offer Post			

Completed by:

Signature:

Date:

Knowledge Skills Framework Outline Form

Band 5 Speech and language therapist –Complex Needs Team

Knowledge Skills Framework Outline Form This form should be completed for each role identified within the Trust. There is a requirement to indicate the subset KSF levels to be achieved for use in foundation gateways as well as the KSF levels to be achieved at the second gateway.

	KSF DIMENSION	NEEDED FOR POST?	LEVELS				NOTES
			1	2	3	4	O = Foundation Gateway X = Final Gateway
CORE DIMENSIONS	1 Communication	Yes				O X	See job summary and clinical section in JD
	2 Personal & People Development	Yes		O	X		See personal and professional development section in JD
	3 Health Safety & Security	Yes		O X			See health and safety, work conditions and clinical sections of JD – SLT may work with eating, drinking & swallowing difficulties
	4 Service Improvement	Yes	O	X			See research section in JD
	5 Quality	Yes	O	X			See research and clinical sections in JD
	6 Equality & Diversity	Yes		O X			See equal opportunities and clinical sections in JD
HEALTH & WELLBEING	HWB4 Enablement to address health and wellbeing needs	Yes			O X		See clinical section in JD

	HWB6 Assessment and treatment planning	Yes			O X		See clinical section in JD SLT works with interpreters on a regular basis
	HWB7 Interventions and treatments	Yes			O X		See clinical section in JD
INFORM ATION & KNOWLE DGE	IK2 Information collection and analysis	Yes	O X				See research section in JD
GENE RAL	G1 Learning and development	Yes	O	X			See job summary and teaching & training in JD. Required to train support staff as appropriate