



HARINGEY CHILDREN and YOUNG PEOPLE'S SERVICES

JOB DESCRIPTION

POST:	Speech and Language Therapist Developing Specialist in autism
DIVISION/DIRECTORATE:	Children and Young People
GRADE/BANDING:	Band 6, full time
RESPONSIBLE TO:	Operational leads for early years and mainstream SLT
ACCOUNTABLE TO:	Borough lead for Haringey therapy services

JOB SUMMARY

The post holder will be part of the teams delivering the early years and Mainstream Services in Haringey and will manage a mixed caseload of children with speech, language and communication difficulties including those with autism. You will manage a mixed caseload of children with speech, language and communication difficulties and will provide assessment and treatment on an individual and group basis. You will have an interest in developing a specialism in autism, particularly in early years and school aged children and will work alongside the specialists in this area to provide support for these children. You will work with and support more junior staff including students, therapists and assistants.

Key responsibilities are to carry a personal clinical caseload, maintaining a high level of professional competence, as well as advising/training carers and multi-agency staff on issues related to both individual cases and effective communication strategies/good communication environments. The postholder will demonstrate a high level of clinical expertise and participate in continuing professional development to maintain and further develop specialist knowledge and clinical practice.

The postholder will have onsite supervision from a senior specialist Speech and language Therapists skilled in AAC and Autism.

MAIN DUTIES AND RESPONSIBILITIES

PATIENT/CLIENT CARE :

1. To carry a personal clinical caseload maintaining a high level of professional competence and demonstrating developing clinical expertise in the area of autism.
2. To assess, differentially diagnose, plan and implement therapy for children with speech, language and/or communication difficulties on own caseload.

3. To work effectively with clients, carers, colleagues and education staff around individual case management, providing advice, guidance and support as necessary and involving them in the planning and prioritisation of care wherever possible.
4. To reflect on clinical practice; adequately identifying strengths & needs of clients, reviewing their response to therapy and providing evidence of sound clinical judgement.
5. To monitor and review the progress of children on caseload and facilitate the development or modification of packages of care / targets as appropriate using evaluation/outcome measurement tools.
6. To adapt practice to meet individual client/carer's circumstances, taking into account cultural and linguistic backgrounds and disabilities.
7. To produce accurate and detailed reports, therapy programmes, advice and information as necessary in a timely manner.
8. To respond to the requirements of the 1996 Education Act and the 2014 Children and Families Act, by completing written advice for children who may have Special Educational Needs.
9. To support the effective transition of children between early years and schools and into adult services as appropriate.
10. To refer children to other Health, Education or Social Care professionals as necessary.
11. To undertake home visits as necessary, in compliance with Home Visiting Safety Policy.

COMMUNICATION AND RELATIONSHIP SKILLS:

1. To be able to gather information that may be sensitive or complex work and analyse it making a full assessment of a client's strengths and difficulties.
2. To work closely with clients, education staff and other professionals and carers using empathy, tact, reassurance and active listening to complete assessments, discuss results, and agree treatment options.
3. To discuss diagnosis and potential outcomes with education colleagues, parents/carers and work collaboratively in decision making regarding referral on and intervention.
4. To provide training to a variety of audiences on aspects of speech and language therapy
5. To routinely overcome barriers to communication during assessment and intervention. This includes the use of sign, symbols or other alternative and augmentation strategies with communication disordered clients/carers, as well as the use of interpreters for clients and carers who do not have English as a first language.
6. To develop skills in motivating clients/carers and education staff to engage in the therapeutic process.
7. To negotiate and manage conflict effectively in a range of settings, with support and supervision from line manager.
8. To deal with initial complaints sensitively, avoiding escalation where possible

9. To form effective therapeutic relationships with clients and/or carers who may be under stress and/or having challenging behaviour.

KNOWLEDGE, TRAINING & EXPERIENCE:

1. To demonstrate developing specialist knowledge in SLCN and autism underpinned by current evidenced based practice, maintained through specialist courses and self-study.
2. To identify own training needs as part of the Professional Development Review and in Professional Portfolio.
3. To keep up to date with current clinical developments through reading, attendance at courses, meetings and Clinical Excellence Networks (CENs).
4. To develop and deliver specialist training (informal and formal) to education staff, parents/carers and other professionals.
5. To maintain up to date professional registration with HPC and RCSLT at all times.
6. To participate in Peer/Clinical Support Groups.
7. To develop a working knowledge of the National and Early Years Curriculum, in order to facilitate children's access to it.
8. To be aware of school routines, policies and procedures.

ANALYTICAL & JUDGEMENTAL SKILLS:

1. To analyse auditory, visual and kinaesthetic aspects of a child's communication and to identify appropriate strategies to facilitate and enhance communicative effectiveness.
2. To adapt intervention as necessary due according to individual need, progress and ability.
3. To seek second opinions from senior colleagues in complex cases.
4. To demonstrate the ability to reflect on clinical practice and decide on the most appropriate interventions
5. To develop, record and adapt individual care plans, based on assessment results and response to treatment.
6. To plan, adapt and target training to all levels of participants

PLANNING AND ORGANISATIONAL SKILLS:

1. To manage and prioritise a defined caseload
2. To manage and prioritise own workload
3. To plan and deliver therapy groups for children on the caseload
4. To plan and deliver training to parents/carers and education staff as necessary

PHYSICAL SKILLS:

1. To demonstrate highly developed auditory skills to enable assessment of speech disorders, including a high level of accuracy with phonetic transcriptions.

2. To demonstrate highly developed visual perceptual skills in observations of client interactions and communication
3. To use a keyboard to input data, access emails and produce individualised therapy advice as required.
4. To use Makaton signing and/or other AAC techniques e.g. symbols on a regular basis in therapy sessions.
5. To use audio-video equipment on a regular basis in therapy sessions.

POLICY/SERVICE DEVELOPMENT AND IMPLEMENTATION:

1. To understand and adhere rigorously to the Safeguarding (Child Protection) procedures as laid down by Whittington Health NHS Trust and multi-agency guidelines.
2. To contribute to the development of team objectives or projects as required
3. To contribute to the development of care protocols for specific clinical areas
4. To report all complaints/commendations and incidents to the Operational Managers of Speech and Language Therapy immediately. To understand and act upon the complaints procedure as specified by Whittington Health.
5. To be aware of and adhere to all Trust and Service policies
6. To participate and contribute to innovations and developments in areas of risk management, Quality Standard Setting and Clinical Effectiveness.
7. To comment on proposed service and/or service delivery as appropriate when consulted.

FINANCE & PHYSICAL RESOURCES:

1. To monitor stock levels of office and treatment resources and advise administrator of any need for replenishment.
2. To follow petty cash guidance for purchasing low-cost resources.
3. To be responsible for the security, care, and maintenance of equipment whilst in use, including shared responsibility for general building security.

HUMAN RESOURCES:

1. To supervise the work of volunteers, assistants and students as required
2. To contribute to the training of more junior Speech and Language Therapists, students and other professionals and to evaluate the effectiveness of training provided.
3. To be responsible for organising and managing own SLT student placements

INFORMATION RESOURCES:

1. To keep up to date and accurate client case notes on electronic systems including RiO, which comply with quality guidelines/policies.
2. To share information with others, observing data protection/information sharing guidelines.
3. To keep and send in accurate statistics within the required time limits.

RESEARCH AND DEVELOPMENT:

1. To participate in and contribute to the development of innovations in the area of risk management, quality standards setting and clinical effectiveness.
2. To participate in research/clinical audits as required.

FREEDOM TO ACT:

1. To be accountable for own professional actions and recognise own professional boundaries, seeking advice as necessary.
2. To work within defined departmental, professional, and organisational protocols, policies, and codes of conduct.
3. To plan, implement and evaluate own work, seeking advice as necessary from specialist colleagues.
4. To participate in monthly supervision and annual performance review in accordance with Whittington Health procedures.
5. To seek advice and second opinions on complex cases as necessary.

PHYSICAL EFFORT:

1. To have due regard for your own safety and that of clients, in particular in regard to moving and handling regulations and restraining policies.
2. To be able to sit at the same level as clients, this may involve sitting on the floor if necessary and sitting on chairs appropriate for the age of the child.

MENTAL EFFORT:

1. To maintain concentration throughout assessment & intervention sessions (30mins – 2 hours) several times a day.
2. To maintain periods of intense concentration to listen to phonetic (speech sounds) disorders and record/transcribe them accurately.
3. To participate in case conferences, annual reviews, multi-disciplinary team meetings as appropriate.
4. To attend child protection interviews with support from more senior colleagues if necessary.
5. To be flexible to the demands of the environment including periods of unpredictable work patterns, deadlines and frequent interruptions.

EMOTIONAL EFFORT:

1. To be sensitive at all times to the emotional needs of children/young people and their carers particularly when imparting potentially distressing information regarding the nature of their difficulties, information about progress and implications of their difficulties.
2. To work with children/young people with challenging behaviours as a result of their communication difficulties.

WORKING CONDITIONS:

1. To undertake home visits (in compliance with Trust policy) – exposure to range of conditions some of which may be unpleasant
2. Occasional exposure to lice, unpleasant smells, verbal aggression
3. To deal with saliva, mucus and oral residue of children who have eating swallowing or drinking difficulties.

General Policy Statement

Whittington Health recognises that it has a duty to safeguard and promote the welfare of all its patients and users of the service. It has a statutory duty to ensure that it takes action to safeguard and promote the welfare of children, young people and patients receiving a service. In this context, children and young people applies to those under the age of 18 and up to 19 if in full time education.

It is the responsibility of all Whittington Health staff to ensure that they carry out their duties in accordance with the duty to safeguard and that they take prompt, appropriate action when they have concerns about a child or young person.

Whittington Health ensures that safeguarding and child protection is everyone's business, led by Senior Staff and that lessons are learnt from Serious Case Reviews.

OTHER:

1. To actively support the effective functioning and team work of the Special Schools and Mainstream Service, maintaining a positive attitude.
2. To undertake any other duties as required by the Special School and Mainstream Therapy Managers as required, providing it is within your abilities and commensurate with your grade.
3. To work in accordance to Whittington Health working policies and guidelines at all times, and approved local and national policy
4. To adhere to the Whittington Health information security policy, in particular ensuring that there are no breaches of confidentiality as a result of your actions.
5. Majority of annual leave to be taken in school holidays.
6. Hours of duty: 8.30– 5.00
Core hours in school: 8.45 – 3.30.
37.5 hours per week

Note: this job description is a reflection of the current position and the post holder is expected to view it as a guide rather than an exact description of all duties and responsibilities. It may be varied from time to time in consultation with the post holder