

<b>Job Title</b>	<b>Specialist Speech &amp; Language Therapist</b>
<b>Band</b>	<b>AfC Band 6</b>
<b>Responsible to</b>	<b>Speech and Language Therapy Locality Clinical Team Lead via Highly Specialist Speech &amp; Language Therapist</b>
<b>Accountable to</b>	<b>Professional Lead for SLT Services and the Clinical Business Service Manager</b>
<b>Base</b>	<b>The post holder will be based across 3 identified provisions: within a special school and a unit in the borough of Hammersmith &amp; Fulham and within a special school in Westminster.</b>

### **Job Purpose**

The post holder will be responsible for:

- Providing a specialist service to children attending special schools with Speech/Language and communication needs (SLCN) working closely with parents/carers, and staff to enable children to develop their speech, language and communication skills and to access the curriculum
- To assess the needs for, develop and implement specialist Speech and Language Therapy treatment to children referred to the SLT Education service (ARP/special schools).
- To provide advice to others regarding the management and care of children with communication difficulties
- To be accountable for own professional actions and recognise own professional boundaries, seeking advice from senior colleagues as appropriate
- The post holder will also provide some day-to-day supervision and peer review support to less experienced colleagues and students, including second opinions when necessary.
- The post holder will run appropriate in-service training independently for school and other staff.
- The post holder will have well developed specialist skills in a specialist area of SLCN within the broad range of speech, language and communication needs encountered within the caseload of school aged children
- The post holder will liaise with other colleagues across a range of statutory and non-statutory agencies.

### **Key Working Relationships**

- School professionals – including Head Teachers, SENCOs, teachers, learning support assistants/teaching assistants
- Parents/Carers and families
- Local authority colleagues
- Educational Psychologists
- Other paediatric community health professionals – child development service, occupational therapists, community nurses etc.

### **Main Duties and Responsibilities**

## **Clinical – Direct**

- To assess the need for, develop and implement Speech and Language Therapy treatment to children with a wide range of speech, language and communication difficulties.
- To analyse auditory, visual and kinaesthetic aspects of children's communication and to identify appropriate strategies to facilitate and enhance communicative effectiveness in the home, school and other relevant settings.
- To make appropriate clinical decisions following assessment, using evidence-based practice and outcome measurement to provide the most effective treatment to children and their families within clearly defined care plan.
- To make a differential diagnosis on the basis of evidence from assessment.
- To demonstrate clinical effectiveness by use of evidence-based practice and outcome measures relevant to the field, in particular in the field(s) of specialisation.
- To adapt practice to meet individual children's and families' circumstances including; due regard for specific clinical conditions affecting their speech and language cognitive, cultural, religious and linguistic differences.
- To maintain sensitivity at all times to the emotional needs of children and their families/carers, in particular when imparting potentially distressing information regarding the nature of the child's difficulties and implications of the same.
- To work collaboratively with interpreters during assessment and ongoing intervention with families for whom English is an additional language.
- To ensure that children, families and carers are involved in the planning and prioritisation of their care plans wherever possible.
- To manage conflict across a range of situations, seeking support from a supervisor when necessary.
- To form productive relationships with others who may be under stress and/or have challenging communication difficulties.
- To motivate children and families/ carers to engage in the therapeutic process.
- To manage children with challenging behaviours including the application of appropriate management strategies.

## **Clinical – Indirect**

- To contribute to clinical teams both multi-disciplinary and uni-disciplinary by discussing own and others input around clients' needs ensuring a well co-ordinated care plan.
- To provide advice to communication partners (e.g. teachers, support staff) and other professionals teachers regarding the management and support of children with a wide range of communication difficulties, as well as for children with specific conditions appropriate to field(s) of specialisation, to facilitate their language, social, educational and emotional development.
- To communicate complex condition-related information from assessment to clients, carers, families and members of the multi-disciplinary team/other professions involved in the care of the child and family.
- To contribute to assessment and review procedures under the Education Act and the Code of Practice.
- To produce reports regarding children's needs, reflecting specialist knowledge, summarising proposed care plans and ensuring that these are integrated into the child's Individual Education Plan and/or integrated care plan.
- To work closely with children, carers and families, agreeing decision making relevant to the child's management and maintaining sensitivity to their views at all times, particularly where there may be difficulties in understanding due to cognitive, cultural, linguistic or religious needs.
- To participate in the development and delivery of training (formal and informal) to others with and without support.

- To provide advice to parents and carers regarding the management and support of children with a wide range of communication difficulties ensuring carry over from school to home.
- To deal with initial complaints sensitively, avoiding escalation where possible.
- To negotiate with others around case management in complex cases.

### **Autonomous practice and planning**

- To act in a specialist role within the designated locality and care group.
- To manage and prioritise a defined caseload/workload independently.
- To manage a specialist caseload of children within overall caseload independently.
- To monitor and evaluate own specialist service delivery and provide progress reports.
- To be accountable for own professional actions and recognise own professional boundaries.
- To work within defined specialist, departmental and national protocols/policies and professional code of conduct.
- To interpret clinical guidelines and adapt to local service needs on the basis of specialist clinical knowledge.
- To work independently accessing appraisal at pre-determined intervals.
- To demonstrate the ability to reflect on practice with peers/clinical supervisor.

### **Strategic development/implementation**

- To take delegated lead on the development of specific team objectives or projects in liaison with peers.
- To assist in the development of care protocols for specific clinical areas.
- To assume delegated tasks as requested by line manager, including participation in working groups, policy development groups.
- To contribute to interagency/multi-disciplinary team building and policy development.
- To implement service and designated team plans and policies, particularly in relation to specialist clinical area(s).
- To propose development and/or changes to team policies in relation to own area of clinical specialisation from extensive knowledge of evidence base.

### **Supervision, training and support of others**

- To provide advice, support and formal supervision to more junior Speech and Language Therapists, assistants, students and volunteers.
- To facilitate the development of others problem solving/negotiation skills within peer review/support.
- To provide second opinions to other colleagues who work outside of own areas of specialisation.
- To provide full student placements, including assessment of the placements as appropriate.
- To explain the role of Speech and Language Therapists to teachers, support assistants, visitors, students and volunteers.
- To assist with the identification of training needs within the team.

### **Data Management**

- To maintain up to date and accurate case notes in line with Royal College of Speech and Language Therapists and Health Care Professions Council, professional standards and local trust policies.

- To share information with others, observing data protection guidelines.
- To gather activity data accurately and regularly, ensuring the provision of such information promptly within local Trust standards and guidelines.

### **Quality, Research and Audit**

- To undertake Clinical Governance /audit projects as part of regular, ongoing audit programme of the team.
- To participate in and develop innovations in areas of risk management, quality standards setting and clinical effectiveness in area of specialisation.

### **Continuing Professional Development**

- To identify personal/professional development evidenced by Personal Development Plan and goals developed within an appraisal framework.
- To participate in appraisal ensuring that the objectives set reflect the Service and Trust plans, including specific objectives relating the clinical specialism(s).
- To reflect on practice with peers and mentors and identify own strengths and development needs.
- To attend relevant training and development in order to maintain and develop skills and knowledge required of a specialist therapist working in the field of education.
- To attend Specialist Short Courses/modules appropriate to clinical specialism and relevant to caseload in Education.
- To maintain up to date HCPC and RCSLT registration.
- To adhere to RCSLT Professional and Clinical Standards as well as National and Local Clinical Guidelines.
- To keep up to date with evidence base and developments across a range of clinical specialisms for the promotion and maintenance of good practice.
- To attend relevant meetings and special interest groups.
- To adhere to relevant procedures including: Safeguarding Children, SEN procedures and other legal frameworks.
- To work within the framework of Clinical Governance and its application to professional practice.

### **Health and Safety**

- To have due regard for your own personal safety and that of children/carers, in particular to have regard to moving and handling regulations, restraining policies and ensure the safe positioning of self and others.
- To be flexible to the demands of the environment including unpredictable work patterns, deadlines, frequent interruptions and responding to flexible work base requests and requirement for cross-team working.
- To manage children with challenging behaviours including the application of appropriate management strategies.
- To work within infection control and health and safety guidelines in order to deal appropriately with unpleasant conditions related to client contact as they arise: for example exposure to body fluids, infectious conditions.
- To employ appropriate strategies to manage aggressive behaviour within the workplace.

**The above indicates the main duties of the post which may be reviewed in the light of experience and development within the service. Any review will be undertaken in conjunction with the post holder.**



**Person Specification Job Title: Specialist Speech & Language Therapist**

Factors	Criteria	Assessment Method
<b>Education/Qualification</b>		
Essential	1.1 Degree and Licence to Practise from the Royal College of Speech & Language Therapists 1.2 Current registered membership of HCPC and RCSLT	1.1 AF 1.2 AF
Desirable		
<b>Experience</b>		
Essential	2.1 Experience of supporting CYP, families and schools in line with the Children and Families Act 2014 including contribution to statutory assessments (Education Health and Care Plan Needs Assessments), contribution to the annual review process and delivery of SLT provision as specified in Education health and Care Plans (EHCPs) 2.2 Collaborative work with parents and other professionals 2.3 Experience Training others	2.1 AF/IV 2.2 AF/IV 2.3 AF/IV
Desirable	2.4 Interest to develop clinical specialism in education 2.5 Training/experience of supporting students and more junior qualified therapists including provision of supervision and line management	2.4 AF/IV 2.5 AF/IV
<b>Skills &amp; Knowledge</b>		
Essential	3.1 Good Team working 3.2 Ability to deal with conflict and good problem solving skills 3.3 Sensitive to others' issues/differing needs 3.4 Flexibility 3.5 Excellent Interpersonal skills including observation, listening and empathy 3.6 Excellent communication /presentation skills verbal and written 3.7 Good organisational skills 3.8 Understanding of typical child development Speech and Language, Play and other milestones 3.9 Good working knowledge of appropriate range of assessments and interventions for school aged CYP with Speech, Language and Communication needs and an ability to compare and contrast relative benefits to individual CYP 3.10 Understanding and application of Education Practice and Policy including the Children and Families Act 2014 3.11 Understanding of Religious, Cultural and Linguistic issues impacting upon caseload management 3.12 Awareness of national policies and procedures (relevant to the Education) 3.13 Knowledge of the principles of audit 3.14 Good understanding of the roles of other professionals (relevant to the client group) 3.15 Up to date knowledge of professional standards of record keeping 3.16 Holistic view of communication problems and philosophy to back this 3.17 Ability to organise and manage own caseload independently and support other more junior staff manage their caseload.	3.1 AF/IV 3.2 AF/IV 3.3 IV 3.4 AF/IV 3.5 IV 3.6 AF/IV 3.7 AF/IV 3.8 AF/IV 3.9 AF/IV 3.10 AF/IV 3.11 AF/IV 3.12 AF/IV 3.13 AF/IV 3.14 AF/IV 3.15 AF/IV 3.16 IV 3.17 AF/IV
Desirable		
<b>Key Attributes</b>		
Essential	4.1 Able to maintain prolonged concentration in order to assess the speech, language and communication skills of CYP using formal and informal assessments 4.2 Travel around district and access different venues, with or without adaptations	4.1 AF/IV 4.2 AF/C

Desirable		
<b>Assessment will take place with reference to the following</b> <b>AF – Application Form, IV – Interview, P – Presentation, T-Test, C Certificate</b>		