



RIPPLEVALE  
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**Ripplevale School and College**

## **Speech, Language and Communication Therapist Job Description**

**Line Management:** As per current staff structure

Delivering a specialist integrated speech, language and communication service to SEN learners within Ripplevale School and College and to provide SLCT to those identified on the Intervention Schedule. To monitor and report on progress made by learners to the Annual Review and Transitional Review process. The supervision and guidance of the Assistant Speech, Language and Communication Therapist. Training of Teaching Assistants to support the integration of SLCT in the classroom and to work collaboratively with the educational teams to make a positive impact on the learning and progress of learners. To attend and contribute to the Therapy half termly meetings ensuring that therapies work collaboratively to provide a holistic approach identified within the intervention schedule to meet the SEN Statement and EHC plans

Ripplevale School and College is a specialist provision with a high quality school based person centred, holistic and collaborative speech, language and communication therapy service across the whole school and college. The Specialist SLT will make a dynamic contribution to the further development of our SLT provision and will work collaboratively to deliver assessment, direct and indirect speech and language therapy and meaningful outcomes to all Ripplevale School and College learners identified with a SLCT need. The post demands skills of proven positive multidisciplinary working with teachers, families/carers and external professionals. The expected standards of therapy and collaboration demand very effective organisational and planning skills as well as exceptional rapport, flair and creativity as an SLT.

### **THE SPEECH, LANGUAGE AND COMMUNICATION THERAPIST MAIN RESPONSIBILITIES**

#### **Supervisory Duties**

1. To provide specialist advice to all members of school staff, parents/caregivers, members of other agencies and professions working with the young people identified with SLCN.
2. To participate in the supervision of student-SLCTs on placement and prospective student SLCTs.
3. To work closely with the educational team to facilitate speech language and communication therapy in groups and with individuals and the effective transfer of speech and language therapy into the classroom and break/lunchtimes.



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### **Clinical Duties**

1. To provide speech language and communication therapy with professionally-informed clinical decision making and case-management. This demands intense concentration for prolonged periods of time on all aspects of clinical management in relation to an agreed caseload of students, in consultation with the Headteacher and Head of Inclusion and Therapeutic Services
2. To deliver specialist clinical decision-making for children and adolescents with Speech, Language and Communication needs. This includes initial screening, detailed assessment, differential diagnosis, intervention, evaluation, transition from intervention and conclusion of SLT involvement for prospective pupils. Decision-making also applies to setting, agreeing and monitoring individuals' intervention targets (on the school intervention schedule) collaboratively with other professionals, parents/caregivers and involving students in the development of their SLT interventions whenever possible.
3. To provide a broad range of interventions to Ripplevale School and College learners and to support the provision of Language programmes for learners within the classroom to improve expressive and receptive language skills.
4. To manage the efficient use of resources, e.g. direct intervention to individuals, pairs and small groups, joint teaching with other professionals, programmes to be carried out by others, self-study. Particular account should be taken of the students' functional needs, learning styles, motivators and personal priorities, the development of independence as communicators and learners and where necessary or appropriate to contribute to the learners Case Study documents. The post holder will be responsive to the constraints and opportunities arising from delivering a service embedded in a school, e.g. key transition points, timetabling.
5. To develop and sustain effective partnerships with the educational and support team working to meet the needs of the students. This involves providing an excellent standard of specialist advice on the impact of communication impairment on a student's educational, social and emotional status and development through verbal and written reports, therapy programmes and other types of complex information. The post holder is expected to adapt to the communication styles and diverse backgrounds of students, parents, caregivers and relevant professionals. This may include the need to recognise and overcome potential barriers to understanding or motivation - which may include the presence of English as an additional language (EAL), mental health difficulties or environmental issues.
6. To contribute to the development of an effective communication environment through providing specialist advice and support for other professionals on communication and related issues. This may include intermediate interpreting or advocacy to help manage effective language levels in certain situations.



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7. To design, deliver and evaluate training - both formal and informal - for the educational and support teams within Ripplevale School and College through agreed and planned means consistent with maintaining high standards of delivery of other duties. The design of the training must take account of advice from the Headteacher and the Head of Inclusion and Therapeutic Services and whenever possible be a collaborative process.

### **Professional Duties**

1. To adhere to the policies of Ripplevale School and College and follow support measures that are designed to promote the welfare and achievement of all those within the school, including safeguarding.
2. To maintain an up-to-date advanced level of theoretical knowledge and therapeutic evidence-based practice. As part of this, the post holder will identify and seek permission to attend relevant training events and Special Interest Groups (SIGs) and establish networks proactively with other SLTs working in parallel or closely-related fields.
3. To demonstrate a high level of clinical effectiveness. This includes using evidence-based practice, when possible, and reliable outcome measures. The post holder will implement and contribute to the development of effective systems of caseload management and client administration - including systems of prioritisation.
4. To enable the timely resolution of informal complaints with regard to the post holder's own caseload, informing his/her line manager of these.
5. To engage in an annual individual performance review, identifying specific objectives relating to this clinical specialism and a personal development plan, consistent with current practice within Ripplevale School and College and also the guidelines of the Health and Care Professions Council. Discussion of goals and objectives should be sought with the post holder's clinical supervisor. To maintain a continuing professional development (CPD) record consistent with membership of the Health and Care Professions Council. The CPD plan will take into account development of relevant clinical and also educational knowledge and skills.
6. To alert the Head of Inclusion and Therapeutic Services or the Headteacher immediately to risks, gaps in service and other pressures on the service and to propose remedial measures where feasible.
7. To measure service provision and outcomes routinely. To provide reports routinely and on request, in relation to individual assessment/interventions, analysis of total caseload and analysis of types of work requested/carried out. This will include requests from the school, to complement ongoing educational documentation and policies and to progress service development.

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8. To implement, develop and regularly review services to ensure good clinical governance and effective outcomes and maintain quality as set out in the policies of the Health and Care Professions Council, the Royal College of Speech and Language Therapists and Ripplevale School and College regulations and policies (e.g. safeguarding).
9. To be prepared to present on communication issues relevant to the specialism of the role at internal or external events and for audits and inspections.
10. To design or participate in clinical or professional research where appropriate.
11. To be jointly responsible with other Speech, Language and Communication Centre (SLCC) staff for the security, care and maintenance of working areas and equipment, (including equipment loaned to students, their families/caregivers and to staff) in order to minimise risk to self, students, visitors and other professionals, meeting standards of infection control and safety regulations of Dunraven School (and other schools when employed to work off site) as well as professional clinical standards.
12. To be responsible monitoring stock levels of expendable materials in the Therapy Centre and to request new supplies as necessary from the Head of School Business and Safeguarding.

### **Management, Service Development and Personal Development**

1. The post holder's daily/general duties will be managed by the school's Head of Inclusion and Therapeutic Services. For the development and well-being of the post holder, the Head of School Business and Safeguarding will provide induction packs, support and, where necessary, referral of issues to others.
2. To contribute to an improvement plan for the therapy provision and work with other professionals and the Head of Inclusion and Therapeutic Services and the Headteacher to develop the service further.
3. To maintain and review the SLC Policy.
4. The post holder will provide specialist advice on appropriate resources to equip the SLCC and guide and support staff in how to use and maintain specialist resources.
5. To participate actively and constructively in clinical supervision. Supervision will be provided at least twice-termly and funded by the school. Written records of all supervisory meetings will be maintained by the post holder. Time for supervision and CPD (i.e. away from direct clinical duties) will be negotiated with the line manager and monitored jointly by the post holder and line manager.
6. The post holder will participate with the school and college performance management processes.



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### **Review of Job Description**

1. This job description is intended as a guide to the main elements of the role and should not be considered as a complete listing of all duties and tasks that may reasonably be undertaken.
2. It is expected that the therapist's role may change and the job description will be reviewed annually with the Headteacher, at an appointment organised by the postholder in the Summer Term.

**The job holder is required to undertake other duties from time to time as required by the Headteacher which may include attendance at your place of work outside of the term time teaching commitment.**

**You are required to comply with all Health and Safety guidance within your areas and rooms and to work collaboratively with your colleagues to maintain a health and clean environment.**

### **Standards and quality assurance**

1. Support the aims and ethos of the School and College;
2. Set a good example in terms of dress, punctuality and attendance;
3. Attend and participate in open evenings and student performances, including supporting out of school/college activities and events which extend beyond the school day;
4. Uphold the School and College behaviour code and uniform regulations;

### **Arrangements for appraisal of performance**

The role of the Speech and Language Therapist will be monitored through the schools performance management programme by a Nominated Member of the Senior Leadership Team.

### **Supervision**

To engage with the formal process of supervision within the school in which the workload and performance of the Speech and Language Therapist is constructively analysed and reviewed each term.



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### Assessment and Training

To engage with the formal training and development programme within the school.

### Equality and Diversity

Be aware of and support difference and ensure that the schools equalities and diversity policies are followed.

### Safeguarding

Be aware of and comply with policies and procedures relating to Safeguarding, Child Protection; Health and Safety; Confidentiality; and GDPR and report all concerns to the Headteacher or Safeguarding Team.

The jobholder is required to contribute to and support the overall aims and ethos of Ripplevale School and College. All staff are required to participate in training and other learning activities, and in performance management, supervision and development as required by the colleagues policies, practices and development plan.

**Signed**

**JOB HOLDER**

**Printed Full Name**

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**Dated**

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**Signed**

**HEADTEACHER**

**Printed Full Name**

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**Dated**

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