

JOB DESCRIPTION

Job Title:	Speech and Language Therapist
School:	Orchards Academy, Swanley
Salary:	Kent Range 9 (£33,903 - £37,728 Full Time Equivalent)
Working Pattern:	Term Time + INSETS + 2 Weeks during School Holidays
Working Hours:	2 Days per Week
Reporting To:	SENCO
Key Internal Relationships:	Headteacher, SLT, Teaching Staff, Support Staff, Trust HQ, other TKAT schools

Our Commitment

Be Who You Are at TKAT - This Job Description represents the role as we see it in its entirety.

We do not expect candidates to have in-depth experience of every element of an application, but we do expect to provide you with the support and flexibility you need to get there and to enable you to do it your way. We want to demonstrate to our children and young people what a good, inclusive employer looks like in order to inspire them to be whoever they want to be.

Safeguarding - TKAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Offers of employment will be subject to the full Safer Recruitment process, including an enhanced disclosure and barring service check.

Equal Opportunities - TKAT is committed to equality of opportunity. We welcome applications from all suitable candidates, regardless of any protected characteristic for example race, gender, sexual orientation, disability or age. All applications are treated on merit. This includes applications from individuals wishing to work full time, part-time or on a flexible basis.

Job Purpose

We are seeking a skilled and proactive Speech and Language Therapist (SALT) to join our inclusion team for two days per week including a Wednesday.

This role is specifically focused on supporting children with a diagnosis of autism and/or SLC Needs within our Specialist Resource Provision (SRP) and across the wider secondary school setting.

The postholder will combine clinical expertise with a strong understanding of secondary education systems. The role includes assessment, direct intervention, early identification and screening, statutory reporting, and the provision of clear guidance and training to colleagues in order to create communication-accessible learning environments.

Key Responsibilities

1. Specialist Autism & SRP Provision

- Provide specialist speech, language and communication support for autistic pupils within the SRP, including those with co-occurring needs (e.g. anxiety, sensory processing differences, DLD).
- Conduct screening and initial communication profiling for new starters to inform transition planning, baseline assessment and early intervention.
- Advise on autism-specific communication approaches, including social communication, pragmatic language, receptive language demands, and emotional regulation through communication.
- Work closely with specialist Teaching Assistants, modelling strategies and providing clear direction to ensure consistent implementation of communication plans across the week.

2. Clinical Assessment & Direct Intervention

- Conduct formal and informal assessments of pupils with Speech, Language and Communication Needs (SLCN).
- Design and deliver evidence-based 1:1 and small-group interventions.
- Develop Individual Communication Plans aligned with EHCP outcomes and specified provision.
- Translate clinical findings into practical, classroom-ready strategies that support access to the secondary curriculum.
- Monitor and review intervention impact using measurable outcomes.

3. Statutory & Consultation Duties

- Complete detailed assessment reports to inform Education, Health and Care Needs Assessments (EHCNAs).
- Contribute professional advice for Local Authority consultations and statutory processes.
- Provide written reports for Annual Reviews and interim reviews.
- Ensure recommendations are clear, proportionate, and deliverable within an educational setting.

4. Collaboration, Training & Whole-School Development

- Work closely with the SENCO and Senior Leader for Inclusion to prioritise caseload and maximise impact within a two-day schedule.
- Deliver targeted CPD for class teachers and support colleagues on communication-inclusive practice, particularly within a secondary context.
- Support colleagues to understand how communication needs present in adolescence, including masking, anxiety and social vulnerability.
- Model strategies within classrooms and the SRP to embed effective communication-friendly approaches.
- Liaise with parents/carers to provide consistent strategies for home and school.

5. Professional Practice & Compliance

- Maintain accurate and confidential clinical records in accordance with HCPC and RCSLT standards.

- Manage and prioritise an independent caseload effectively within part-time working hours.
- Work in line with school safeguarding policies and statutory guidance.
- Work collaboratively with external professionals, while maintaining clear professional boundaries.

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Promote the safeguarding of all pupils in the school.

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy.

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager. This job description may be amended at any time in consultation with the postholder.

PERSON SPECIFICATION

Criteria	Essential (E) / Desirable (D)	How Tested (A=Application, I=Interview, R=References)
Qualifications & Education		
<ul style="list-style-type: none"> • Degree in Speech and Language Therapy. 	E	A
<ul style="list-style-type: none"> • Registration with the Health and Care Professions Council (HCPC). 	E	A
<ul style="list-style-type: none"> • Membership of the Royal College of Speech and Language Therapists (RCSLT). 	D	A
Experience		
<ul style="list-style-type: none"> • Experience working with autistic children and young people in education settings. 	E	A, I, R
<ul style="list-style-type: none"> • Experience working with school-aged pupils, ideally including secondary age. 	E	A, I, R
<ul style="list-style-type: none"> • Experience conducting assessments and delivering targeted interventions. 	E	A, I, R
<ul style="list-style-type: none"> • Experience contributing to statutory reports (e.g. Annual Reviews or EHCNAs). 	E	A, I, R
<ul style="list-style-type: none"> • Experience working within a Specialist Resource Provision or specialist secondary setting. 	D	A, I, R
<ul style="list-style-type: none"> • Experience with AAC (Augmentative and Alternative Communication). 	D	A, I, R
<ul style="list-style-type: none"> • Training in specific interventions (e.g. LEGO-based therapy, Colourful Semantics, social communication programmes). 	D	A, I, R
<ul style="list-style-type: none"> • Experience delivering whole-staff training or communication awareness CPD. 	D	A, I, R
Skills & Attributes:		
<ul style="list-style-type: none"> • Strong understanding of Developmental Language Disorder (DLD) and social communication differences. 	E	A, I

<ul style="list-style-type: none"> • Ability to translate clinical language into practical classroom strategies. 	E	A, I
<ul style="list-style-type: none"> • Ability to work independently and prioritise effectively within a limited timetable. 	E	A, I R
<ul style="list-style-type: none"> • Clear, confident communication with staff, families and external professionals. 	E	A, I