

Job Description

Title: Lead Speech & Language Therapist

Name:

Salary: Kent Range 10-12 (£33,678 to 53,395)

Grade:

Responsible to: Head of School

Accountable to: Head of School

Purpose of the Job

- Leadership of Communication and Interaction throughout the school taking into account National and local strategic developments.
- Leadership of areas of the School Improvement Plan as identified by Assistant Heads focusing on improvement of Communication and Interaction strategies.
- Monitor and plan for development in the Quality of Teaching and Learning in line with school systems
- To develop an annual improvement and development action plan
- To attend Leadership team meetings fully prepared to report on current action plans, current evaluations and proposals for further action within the delegated area of focus.
- To ensure discussions are focused on pupil outcomes and sound evidence and consistent measures are used to form action plans.
- To lead and line manage all members of the Speech and Language Therapy team whilst working closely with the senior leadership team in line with the school's priorities.
- To assess, diagnose, treat and manage own specialist caseload of pupils and maintain associated records.
- To provide specialist intervention and evaluate outcomes.
- To train and support the carers of pupils and participate in appropriate specialist training to other colleagues.
- To advise and provide clinical support to other therapists/staff on Speech & Language Therapy issues, across the timetable and curriculum.
- To supervise the work of assistants, students and other staff working with the post holder.
- To provide total commitment to the safeguarding of pupils and the provision of opportunities for all pupils to achieve within the child centred curriculum.

Reporting to: 1. Head of School
2. Senior Leadership Team for day to day supervision and instruction

Key tasks

- To provide specialist advice to other parties.
- To deliver Speech & Language Therapy in service.
- To maintain records, reports and other paperwork.

Main duties and responsibilities (Accountabilities):

Professional

- To be responsible for maintaining own competency to practice through CPD and maintain a portfolio which reflects personal development in order to maintain up to date HPC registration and RCSLT.
- To be accountable for own professional action and recognise and work within own professional boundaries, seeking advice and support as necessary.
- To demonstrate specialist knowledge and practice within the specialist area and across the life of the school. • To demonstrate clinical effectiveness by use of evidence based practice and outcome measures.
- To use specialist knowledge to inform school/policy developments within own specialist area.
- To keep up to date and develop strategies for implementing best practice in clinical areas relating to own caseload.
- To lead the interagency/multidisciplinary team at the school.
- To acknowledge and work towards a social model of provision when meeting the needs of children and working with staff teams.

Clinical

- To be professionally and legally accountable for all aspects of own work including the management of patients on a given caseload.
- To write reports for families and relevant professionals that reflect specialist knowledge of speech and language needs.
- To attend and provide reports for EHCP reviews, case conferences and other necessary areas as required.
- Based on thorough assessment and evaluation, to develop specialised packages of care, in conjunction with teaching staff, parents/carers and therapists.
 - To monitor the progress of treatment programmes and modify as necessary.
 - To respect the confidentiality of all school and pupil information.
 - To refer to other specialist services as appropriate.
- To make appropriate clinical decisions following specialist assessment, including recognising potential breakdown.
- To make differential diagnosis on the basis of evidence from specialist assessment.
- To demonstrate the ability to reflect on practice with senior Leadership group.
- To direct and supervise the work of speech and language volunteers and students.
- To monitor and request equipment and contribute to budget decisions.
- To be responsible for the security, care and maintenance of equipment ensuring standards of infection control and safety are maintained – including equipment loans to pupils.
- To advise and liaise with school staff, carers and other agencies regarding the management and care of the pupil with communication difficulties.
- To demonstrate the ability to reflect on auditory, visual and kinaesthetic aspects of the pupil communication and to identify appropriate strategies to facilitate and enhance communicative effectiveness.

Knowledge/Training

- To demonstrate specialist knowledge and practice in paediatric dysphagia and AAC (Augmentative and Alternative Communication).
- To demonstrate a specialist knowledge of a wide range of speech, language and communication needs in children and appropriate interventions.
- To prioritise and manage caseload as directed by the school.
- To demonstrate a working knowledge of relevant procedures including: safeguarding children, SEN procedure, vulnerable adult and other legal requirements.
- To manage own time effectively and demonstrate an ability to prioritise tasks.

- To maintain intense concentration in all aspects of patient management and to manage the emotional consequences of working with distressing conditions.
- To identify training needs of staff and participate in the development and delivery.
 - To provide specialist advice to other parties as appropriate.
- To advise on Speech and language therapy targets and strategies throughout the school day.

Therapy

- To assess, diagnose and manage pupils' needs with regard to speech and language therapy.
- To maintain relevant speech and language therapy records.
- To produce speech and language therapy reports as appropriate.
- To attend, when appropriate, Annual Review Meetings and Shared Goal/IEP Meetings.
- To train and support teachers, teaching assistants and other colleagues in speech and language therapy as appropriate.
- To maintain links with carers/parents in regard to speech and language therapy issues.
- To liaise and work alongside cover staff, support staff, assistants and volunteers.
- To maintain use of equipment.

Administrative/Support

- To lead on the clinical delivery of Speech and Language Therapy Services in line with the school's vision and SIP, ensuring the provision of high quality, pupil centred, responsive and effective support.
- To be a key member of the Extended Leadership team, working closely with Senior Leadership team in developing and implementing the schools overall vision and objectives.
- To be responsible for leading in developing and implementing the Speech and Language Therapy team vision and annual Speech and Language Therapy Team School Development Plan.
- To manage the Speech and Language Therapy Team Budget offering guidance to the therapy team and resourcing and procurement of resources.
- Line manage all members of the Speech and Language Therapy Team.
 - To maintain pupil records in accordance with RCSLT professional standards.
 - To undertake administrative and pupil related tasks in line with school requirement and
 - To produce reports reflecting specialist knowledge regarding pupil needs and devise care plans.

Communication and working relationships

- To attend and Lead appropriate meetings with the Therapy service and school.
- To contribute to specialist clinical teams by discussing own and others input around pupil needs, ensuring a well-co-ordinated care plan.
- To communicate complex condition related information from assessment to pupils, carers, families and members of the multidisciplinary team/other professionals.
- To work closely with pupils, carers and families, agreeing the decision making relevant to the pupils management.
- To demonstrate empathy with pupils, carers, and families and colleagues, ensuring that effective communication is achieved, particularly where barriers to learning exist.
- To demonstrate skills in motivating pupils and carers to engage in the therapeutic process.
- To demonstrate negotiation skills and resilience in the management of conflict across a range of situations.
- To employ excellent verbal and written communication skills.
- To carry out school policy as documented/and or directed by the Head teacher.

Scope for Impact:

- Improve the quality of teaching and learning for all learners
- Increase rates of learner progress and raise learner achievements
- Wider contribution to the college community
- Maintain Teacher Standards

School Plan Priorities for 2020-2021

Priority One: To continue to raise the quality of education that the school provides

- 1.1 Ensure that learning meets pupils' needs through a relevant curriculum, appropriate resources, suitable interventions and high expectations.
- 1.2 Make certain that pupils who have fallen behind in their learning during school closures resulting in a widening achievement gap between them and pupils working at similar cognitive ability are addressed.
- 1.3 Inspire pupils to learn through memorable experiences and linked cross-curricular opportunities.
- 1.4 Ensure that the school's curriculum within key stages 3 and 4 reflects the rationale for determining pupils' pathway within the secondary phase of their education.
- 1.5 Increase consistency of teachers' effective use of assessment to plan learning that meets the wide range of pupils' needs and abilities.
- 1.6 Ensure pupils have access to high level careers education that expands from early years to post-16 so that they are increasingly autonomous, possess transferrable skills, and are better prepared for life outside of school.
- 1.7 To ensure that accreditations are well planned and delivered in a timely manner so that key stage four, five and post-19 learners achieve the highest standards within academic areas.
- 1.8 To ensure that Relationships Education (compulsory in all primary schools in England) and Relationships and Sex Education (compulsory in all secondary schools), as well as Health Education (compulsory in all state-funded schools) is implemented in a way that is meaningful to pupils and students.

Priority Two: To continue to strengthen pupils' positive behaviours and attitudes towards themselves, others, learning and life

- 2.1 To work with those pupils who may struggle to reengage in school and are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.
- 2.2 To improve staff confidence and expertise when supporting pupils who have social, emotional and mental health difficulties-zones of regulation
- 2.3 To empower pupils to help raise standards throughout the school and continue to involve them in decision making, particularly surrounding the quality of the school's curriculum.

Priority Three: To further enable pupils to grow in their personal development so that they are increasingly self-reliant and able to impact on, and benefit from, the community in which they live

- 3.1 Ensure that the life-skills curriculum provides opportunities for pupils to progress so that they work towards greater independence and employability.
- 3.2 To implement a Recovery Curriculum to support pupils' transition back to school following an extended period of absence due to the COVID19 Pandemic.
- 3.3 To ensure that transition arrangements for pupils and young people are highly effective as they move from one phase of their education to another.

Priority Four: For leaders and managers to ensure that the school's values cascade through the school's curriculum intent with staff that are enabled, empowered and expert in their responsibilities and work closely with other stakeholders of the school so that all pupils are successful.

- 4.1 Continue to raise the quality of teaching and learning across the school with particular focus on practitioners new to the profession and those who were unable to complete their ITT or NQT year.
- 4.2 The school's PRIDE values are personalised and meaningful to each key stage so that pupils are motivated and inspired throughout the school day.
- 4.3 To support staff mental health and wellbeing as a result of the COVID19 pandemic
- 4.4 Ensure staff receive training and development that will develop their expertise and subject knowledge in the areas for which they are responsible

4.5 To enhance stakeholder engagement in pupils' learning and development especially in relation to parental engagement.

4.6 To work alongside the local authority to support the authority's priorities for SEND pupils across Kent. (nursing, capacity NOR, EHCP, KSENT, KAH, STLS, TTA)

4.7 To ensure that governor skills and knowledge are developed and used effectively, and to ensure that governors are provided with opportunities to effectively monitor the school's progress against school improvement and action plans

Priority Five: Evaluating the quality of early years education in schools (insert priorities above)

5.1 Continue to raise the quality of teaching and learning across the Early Years Foundation Stage

5.2 To ensure that the curriculum in Reception focuses on the prime areas of learning: communication and language; physical development; personal, social and emotional development in order to meet the complex needs of the current cohort.

5.3 To ensure that the transition from nursery to school supports children to continuously build on prior learning and personal development, while maximising the beneficial relationship between school, families and wider professionals

Priority Six: Evaluating sixth-form provision

6.1 To further develop staff to enable them to have a better knowledge of the requirements for the teaching and learning of functional skills and accreditation pathways.

6.2 To make certain that all groups of students feel safe at college; they understand clearly what constitutes unsafe situations and are aware of how to keep themselves and others safe, including in relation to online safety.

6.3 To ensure that accreditation pathways are tracked and monitored so that outcomes are achieved to meet standards.

6.4 To ensure that ASDAN accreditation pathways are delivered to the highest standards and meet provider outcomes.

6.5 To ensure that EHCP outcomes are linked to the curriculum targets and future aspirations.

6.6 To embed an effective tracking tool so that accreditation assessments are tracked in accordance to student outcomes.

6.7 To offer meaningful and enriching PE Enrichment opportunities for all students

6.8 To maximise learning opportunities

6.9 Students are committed to their learning and are able to make improvements to their own learning.

6.10 To encourage learners to have their say, teaching them skills required for adulthood. Developing their ideas to improve the college setting, taking on responsibilities beyond their classroom.

6.11 To deliver a highly effective careers programme which offers advice, experience and aspirations

6.12 To involve students with wider community contributions.

Signed:

Signed:

Head of School: Miss M Jones

Name:

Date:

Date: