

JOB DESCRIPTION

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| Title: | Speech and Language Therapist | Name: |
| Salary: | Salary is equivalent to NHS Agenda for change Band 5/6 AFC dependent on experience | |
| Responsible to: | Speech and Language Lead Senior Leadership Team | Accountable to: Head of School |

JOB PURPOSE

- 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 priorities across the school's curriculum.
- To supervise the work of assistants, pupils 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

MAIN PROFESSIONAL DUTIES

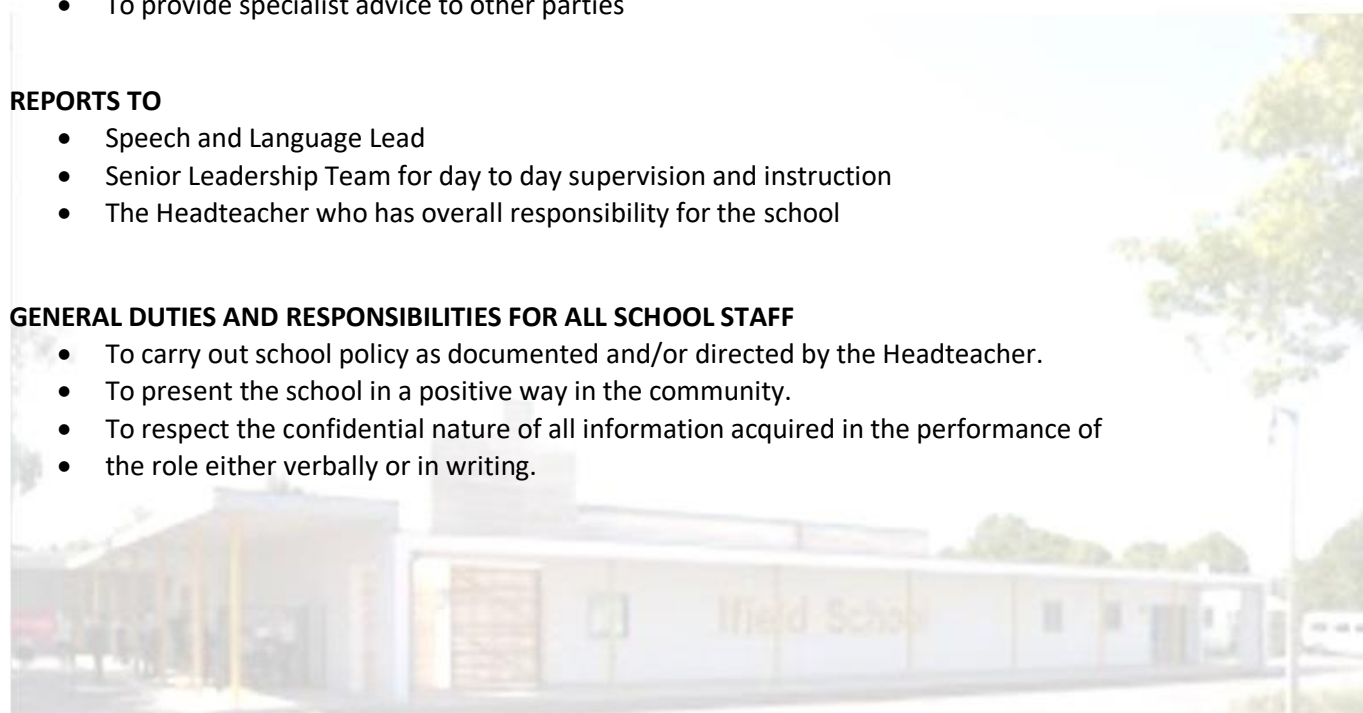
- To deliver Speech & Language Therapy in the school setting
- To maintain records, reports and other paperwork
- To provide specialist advice to other parties

REPORTS TO

- Speech and Language Lead
- Senior Leadership Team for day to day supervision and instruction
- The Headteacher who has overall responsibility for the school

GENERAL DUTIES AND RESPONSIBILITIES FOR ALL SCHOOL STAFF

- To carry out school policy as documented and/or directed by the Headteacher.
- To present the school in a positive way in the community.
- To respect the confidential nature of all information acquired in the performance of the role either verbally or in writing.



KEY AREAS OF RESPONSIBILITY

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.
- 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 contribute to the interagency/multidisciplinary team at the school.
- To acknowledge and work towards a social model of provision when meeting the needs of pupils 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 SMT/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.

KNOWLEDGE/TRAINING

- To prioritise and manage caseload according to the Therapy Team policies.
- To demonstrate a working knowledge of relevant procedures including: safeguarding, SEN procedure, vulnerable adult and other legal requirements.
- To manage own time effectively and demonstrate an ability to prioritise tasks.
- To participate in the development and delivery of specialist training of school staff.
- To provide specialist advice to other parties as appropriate.
- To explain the role of Speech and Language Therapy within school.
- To identify training needs within the staff group.
- To demonstrate the ability to reflect on and evaluate training provided.
- To advise on and demonstrate Speech and Language Therapy targets and strategies throughout the school day.

ADMINISTRATIVE

- To undertake general administrative and pupil related administrative tasks in line with school requirement and school policies.
- To maintain pupil records in accordance with Royal College of Speech & Language Therapists professional standards.
- To provide accurate statistical information as required.
- To produce reports reflecting specialist knowledge regarding pupil needs and devise support plans.

COMMUNICATION AND WORKING RELATIONSHIPS

- To work alongside other Therapy colleagues providing support and professional exchange of ideas and experience.
- To attend appropriate meetings with the Therapy Team and wider 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 decision making relevant to the pupil's management.
- To demonstrate empathy with pupils, carers and families and colleagues, ensuring that effective communication is achieved, particularly where barriers to understanding exist.
- To demonstrate skills in motivating pupils and carers to engage in the therapeutic process.
- To demonstrate negotiation skills in the management of conflict across a range of situations.
- To employ excellent verbal and written communication skill.

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, Speech and Language Therapy meetings and Pupil Progress meetings.
- To train and support teachers, teaching assistants and other colleagues in speech and language therapy as appropriate.
- To maintain links with carers/parents/guardians 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.

This job description describes in general terms the normal duties which the post holder will be expected to undertake. However, specific duties relating to individual pupils or groups cannot be listed. In addition, duties may be varied from time to time at the discretion of the Head of School and in consultation with you. All post holders will be expected to work with any age group of pupils across all sites.

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: