

Oakley College

www.oakley.ac.uk

Job Description and Person Specification

Speech and Language Therapist

Reporting to: Head of College

Pay Range: £25k- £35k (dependent on experience), pro rata

Hours: 22.5 hours per week, term time only.

Contract type Initially a 1-year contract with review to extend.

Context

Oakley College is a registered charity and an exciting development based in Tonbridge, set up to meet the needs of young adults age 18-25 with learning difficulties or disabilities (LLDD), all of whom have Education, Health and Care (EHC) Plans.

Our aim is to complement and work alongside existing providers in the area, to ensure that the needs and aspirations of all our young people can be met locally.

Learning programmes include:

- A programme of study and work-related learning and experience that will lead to further vocational training, internships/apprenticeships and employment.
- A programme of study providing a further 1, 2 or 3 years for young adults to continue to develop their personal life and independent living skills so that they can contribute to society in a number of ways and live an independent or semi-independent life.
- A vocational programme providing a further 1, 2 or 3 years for young adults to continue to develop their personal life and independent living skills so that they can contribute to society in a number of ways and live an independent life in a supported environment.
- A bespoke programme of study for learners that require a total communication approach and may use AAC. This is a multi-sensory curriculum to enable the learners to communicate their needs in a supported environment.

We are looking to recruit a Speech and Language Therapist who can enhance our learners' college experience by supporting them to develop transferrable communication skills that enable them to be as prepared as possible for adulthood.

Job Summary

- To promote the highest standards of learning, communication and achievement in a supportive, stimulating and orderly environment to engage young adults in their learning and planning for their own future.
- To prepare our learners for life beyond education by ensuring they are equipped with the communication skills they require to build positive relationships within their communities.
- To encourage and enthuse all learners to achieve the best they can and become as independent, skilled and confident as possible.
- Promote an inclusive ethos in which learners develop independence, and value themselves, others and their environment, and prepare for adult life and citizenship by working with others.
- Promote the need and enjoyment of communication to support attainment, successes and achievements of all learners.
- Support all members of the College community to enable them to communicate and interact effectively, be confident, motivated to succeed and develop life, independence and skills for employment.
- Work in partnership with parents, carers, and representatives from other key organisations to provide an accountable, high quality service, committed to safeguarding young adults, that will have a positive, sustainable impact for individuals and partner organisations locally, and regionally.

Job Description

As an active and effective member of our therapy and College team you will:

1. Develop and implement a strategy across the College which outlines Oakley College's commitment to develop the communication skills of our learners in the context of their preparation for adulthood.
2. Liaise with College staff and other therapy services to encourage and enthuse all learners to enable them to make good or better progress and become skilled, knowledgeable, and independent as possible so that they become successful learners, confident individuals and responsible, contributing citizens.
3. Use knowledge of the learners' special needs, advice from the other therapists, College aims and policies, schemes of work and curriculum requirements for the relevant curriculum areas to contribute to learning objectives and positive learning experiences.
4. Oversee and ensure the provision within EHC Plans is taking place within each learner's learning programme and the impact is demonstrated against their outcomes relating to Preparation for Adulthood.
5. Link with Oakley College's Careers Lead and our range of employers to ensure that placements are successful following good interpretation and understanding of learners' needs.
6. Liaise with the teaching and learning staff to communicate progress and areas of development to ensure learning programmes are consistently tailored to meet individual learner needs.
7. Provide information for or participate, where required, in the Annual Review process.
8. Deploy positive and targeted support for all learners with communication needs or difficulties.
9. Develop and manage positive and productive relationships with all learners, staff, carers, parents, Trustees and the wider community.
10. Use and develop opportunities for learning outside the classroom.
11. Provide supervision and support for those delivering the smiLE therapy approach within College.
12. Be available to support parents/carers to practise skills at home to enable a consistent and sustainable approach to learning and development.
13. Create and manage resources to assist and promote learning including working with other adults, using ICT and the environment beyond the College in preparation for adult life.
14. Promote positive behaviour, setting consistent, clear expectations for maintaining appropriate behaviour, managing any challenging or difficult behaviour from learners, minimising any negative impact on the learning of others, and/or on the learners themselves.
15. Regularly monitor, evaluate, record and report the progress of learners in relation to their prior attainment, using agreed College systems and to use this to provide constructive on-going feedback to learners to guide their learning and develop their individual capacity to know, understand, value and build on their own strengths and skills.
16. Contribute to target setting for further learning and modification of planning.
17. Participate in, and engage with, a range of College based and external INSET and professional development activities, including performance management feedback, and sharing best practice and outcomes with colleagues and to continuously improve own teaching performance.
18. Implement all College procedures & policies consistently, and contribute to their evaluation and further development, supporting the College in achieving its aims, vision and priorities as set out in the College Development Plan.

Person Specification

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| <p>Qualifications and Experience</p> <ul style="list-style-type: none"> ▪ RCSLT Qualified and HCPC Registered ▪ Understanding of Speech and Language assessment and intervention in a College and Community setting ▪ Experience of SEN inclusion and/or provision and familiarity with EHC Plans ▪ Evidence of recent relevant professional development ▪ Evidence of effective multi-agency working ▪ Experience of working with young adults and their parents/carers ▪ Evidence of being an effective, positive and contributing team member ▪ Experience of working in more than one setting ▪ Additional training in SEND | <p>Essential Essential</p> <p>Essential Essential Desirable Essential Essential Essential Desirable</p> |
| <p>Knowledge</p> <ul style="list-style-type: none"> ▪ Knowledge of a range of learning difficulties – complex, severe needs, communication and interaction difficulties and associated challenging behaviours and additional needs ▪ Understanding of speech and language assessment and intervention for varying levels of speech, language and communication difficulties ▪ Understanding of SEN teaching strategies and ability to advise/train staff regarding use of these in classroom or 1:1 settings ▪ Ways of improving outcomes in learning, in achievement and in the quality of life for learners with these needs. ▪ A good understanding of the Preparation for Adulthood Framework and its context to ensuring our learners are positive contributors to society ▪ A focus on a practical approach to supporting those with communication difficulties to access the wider community ▪ Curriculum development and accreditation ▪ The use and application of ICT for learning ▪ The current Ofsted criteria and all relevant published professional standards | <p>Essential</p> <p>Essential Essential Essential Desirable Essential Desirable Essential Desirable</p> |
| <p>Skills and Abilities</p> <ul style="list-style-type: none"> ▪ Ability to work independently but also to be a team player ▪ Pro-actively lead and support learners’ learning ▪ Support and challenge learners enthusiastically and be adaptable and flexible, whilst remaining calm and patient under pressure ▪ Effectively support a range of learning styles ▪ Establish professional working relationships with colleagues that are characterised by an enthusiastic commitment to helping them overcome challenges ▪ Plan and prioritise tasks, delegating where necessary and meeting deadlines ▪ Ability to inspire, motivate and encourage learners, staff and parents/carers ▪ Strong verbal, written and computer skills for detailed note taking and report writing ▪ Familiarity administering a variety of SaLT assessments and using tools/interventions such as Makaton and Widget ▪ Emotionally robust and resilient ▪ Flexible, creative, engaging and adaptable | <p>Essential Essential Essential</p> <p>Essential Essential</p> <p>Essential Essential Essential Desirable</p> <p>Essential Essential</p> |