



JOB DESCRIPTION

School Name:	Parkwood Hall Co-operative Academy
Job Title:	Speech and Language Therapist
Reports To:	Therapy Lead
<p>Parkwood Hall is a residential and day school for pupils aged 8-19 years with moderate to severe learning difficulties and other complex needs including autism and language difficulties. We are passionate about creating a culture of wellbeing where all staff and pupils are valued and supported so that we can all 'grow, learn and flourish.'</p> <p>Parkwood Hall aims to provide an outstanding and supportive learning environment which challenges students to achieve success. The core learning values, which are at the centre of the curriculum, focus upon developing the student's resilience and ability to make informed life choices.</p>	
<p>Therapy provision at Parkwood Hall Co-operative Academy</p> <p>Therapists will work as part of a newly formed, fully integrated multi-disciplinary therapy team, which provide therapeutic input based on current evidence and best practice. The Integrated Therapy Team uses a 3-tiered approach to deliver specialist input. All the therapists work in collaboration with the class team, residential and family to enable our students' engagement and participation in all the school activities and curriculum whilst promoting and developing communication, independence, health and wellbeing.</p>	
<p>Job purpose:</p> <ul style="list-style-type: none"> • To contribute to and embed vision for communication across the school. • To be responsible for the assessment, implementation and documentation of all speech and language therapy interventions • To work collaboratively with all staff in order to ensure speech and language therapy is integrated into curriculum planning and delivery • To maintain and develop highly specialist knowledge in ASD approaches, advising, supporting and providing training for other speech and language therapists, assistants, healthcare professionals, education colleagues and parents. 	
<p>Specific Duties</p> <ul style="list-style-type: none"> • To be an integral member of the Integrated Therapy Team to include occupational therapists, speech and language therapists, physiotherapists, drama therapists and music therapist and contribute to service • To contribute and participate in projects related to the school improvement plan • To adapt our service to new ways of working (where identified, researching and working with other professionals to adopt new practices) following a universal, targeted and specialist model of delivery with a focus on outcomes and impact • To provide support to the Therapy Lead when requested • To develop skills within an identified specialist area • To work seamlessly and collaboratively as an integral member of the multi-disciplinary team contributing to service development projects where applicable • To provide supervision and support to speech and language therapy assistant / student speech & language therapists • To comply with professional codes of practice, professional guidelines and organisational policies 	

Practical implementation

- To implement and contribute to a comprehensive list of transactional supports which will be used for the students at varying stages of development in their communication
- To support classroom staff to implement a range of non-negotiable speech and language strategies to be used to enable students with language and communication difficulties to access the curriculum and participate in the social aspect of the school
- To act as a source of expertise in providing speech and language therapy specialist assessment, to plan and modify programmes and goals
- To assess, develop and implement specialist speech and language intervention across the school
- To collaborate with class teachers and families with setting meaningful and smart targets
- To ensure children's goals are integrated in programmes which are imaginative, innovative and develop children's motivation and independent communication
- To assess the need for materials and equipment to enhance children's learning within programmes and to direct support team members in the preparation of resources
- To write, concise outcome focused reports to reflect specialist knowledge, and share reports with professionals and parents at Annual Reviews
- To use evidence-based practice when planning and delivering interventions at all levels
- To contribute to the collection of outcome data to inform service improvement and enhance progress for students
- To understand and use a range of alternative and augmentative communication (AAC) tools
- To collaborate with the multi-disciplinary team ensuring appropriate communication EHCP / IEP targets are set and reviewed
- To monitor the effectiveness of interventions through goal setting, audit, clinical outcome measurement and evaluation of service
- To keep comprehensive confidential notes in line with HCPC regulations.

Training & support

- To provide specialist training for speech and language therapists, assistant, and trainees as well as colleagues at both school and residential, and parents
- To provide training for staff in how to use the various transactional supports for communication
- To participate and deliver training and courses where required and as appropriate to knowledge base
- To complete all mandatory training required
- To provide support, advice and guidance and resources for parents and families.

Self-Management

- To review and evaluate the quality of intervention to ensure it is meeting the needs of the students
- To contribute to the development of school policies and procedures that are relating to the speech and language needs of the school population
- To contribute to a learning environment that supports the best possible development for the communication needs of pupils
- To be proactive in own CPD and contribute to the school's performance management program, in relation to your own areas of expertise
- To be able to use basic software packages such as Microsoft Word, Excel and PowerPoint, In Print, etc
- To maintain professional registration with the Health and Care Professions Council (HCPC).
- To work within HCPC professional code of practise and within professional body guidelines, ensuring work within scope of practise at all times.

General duties and responsibilities:

- To help promote positive behaviour, ethos and values
- To be committed to the safeguarding and welfare of all children;
- To show commitment to Equal Opportunities to all children and adults at Parkwood;
- To work with colleagues in ensuring efficient and responsible use of resources and equipment
- To understand and follow all statutory and non-statutory policies
- To work together collaboratively and professionally, being diplomatic and tactful

- To be a good role model in speaking and listening, using correct grammar
- To report any concerns directly to the class teacher, Therapy Lead or any members of the Senior Leadership Team
- To maintain records, reports and other paperwork
- To demonstrate clinical effectiveness by use of evidence-based practice and outcome measures.

General Responsibilities:

<p>Equality of Opportunity</p>	<ul style="list-style-type: none"> • As a member school staff to take individual and collective professional responsibility for reinforcing and promoting a working environment free from discrimination, victimisation, harassment and bullying. • Ensure the development and progression of equality within the sphere of responsibility of this post and the fair and equal treatment of all colleagues, children, parents and visitors.
<p>Confidentiality and Data Protection</p>	<ul style="list-style-type: none"> • To treat all information acquired through employment, both formally and informally, in strict confidence. • To be aware of the school's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
<p>To contribute as an effective and collaborative member of the School team</p>	<ul style="list-style-type: none"> • Any other duties as reasonably required by any manager of the school. • Participating in the ongoing development, implementation and monitoring of the school plans. • Attend regular meetings as required and make a positive contribution during meetings.
<p>Child Protection</p>	<ul style="list-style-type: none"> • Attend regular meetings as required and make a positive contribution during meetings. • To be alert to issues of child protection ensuring that the welfare and safety of children attending Parkwood Hall Co-operative Academy is promoted and safeguarded and to report any child protection concerns to the designated Safeguarding Lead using safeguarding policies, procedures and practice. • Prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed. • Be aware of and update colleagues, as appropriate to comply with current legislation and policies affecting practice, e.g. Children's Act, National Service Frameworks, Child Protection Procedures, Health and Safety and Data Protection.

This job description reflects the most significant aspects of the role, however there may well be an expectation to carry out other activities that are within the scope of the role.

The postholder is expected to comply with all relevant Parkwood hall policies, procedures and guidelines, including those relating to Safeguarding, Equal Opportunities, Health and Safety, and Confidentiality of Information.

This job description will be reviewed annually or when necessary.

The duties of this post will change and develop over time. It is the manager's responsibility, in conjunction with the post holder, to regularly to review this document and amend it when necessary.

Declaration

As a Speech and Language Therapist, I will be committed to the rights of pupils and promote their wellbeing and safeguarding at all times; making this my priority. It will be my duty to adhere to all safeguarding policies and share relevant information.

As part of the risk by association legislation I will inform my line manager immediately if anyone in my household has been cautioned or convicted of a sexual assault or violent offence; my own children are subjected to a court order; or if I have been disqualified from private fostering.

Signatures:

Employee _____ Date _____

Principal _____ Date _____

Person Specification - Specialist Speech and Language Therapist

Education & Qualifications

Essential

- RCSLT recognised degree/diploma or MSc (Hons) in Speech and language therapy or equivalent qualification.
- Registered and current membership with HCPC and RCSLT
- GCSE pass grades (C or above) in English, maths *or equivalent*
- PECS training
- Makaton

Desirable

- Post-graduate dysphagia training
- SCERTS training

Knowledge, experience and training

Essential

- At least 2 years' experience working in a special needs school for young adults who have very complex needs including severe and moderate learning disabilities and Autism. *Specialism in **one** of these is acceptable*
- Band 5 experience
- Able to design and deliver speech and language programmes
- Experience of a range of AAC approaches both low and high tech, in order to support communication
- Working collaboratively with education staff, healthcare professionals and families to deliver SALT programmes.
- Experience of delivering training
- Experience working with people from BAME and diverse socioeconomic backgrounds

	<p>Desirable</p> <ul style="list-style-type: none"> • Band 6 experience.
Skills & Abilities	<p>Essential</p> <ul style="list-style-type: none"> • Practical knowledge of assessment tools relevant to the client group • Knowledge of national policies and procedures relevant to the client group • Understanding of standards of record keeping • Evidence of involvement in service development/improvement • Understanding the needs of students with learning disabilities and ASD • Ability to prioritise own workload • Able to train, motivate and manage staff, securing their commitment to providing a high-quality service to pupils and families • Able to, speak and write in grammatically correct English • Competent in using ICT both within role and in recordkeeping systems • Understands safeguarding procedures relating to the role <p>Desirable</p> <ul style="list-style-type: none"> • Competent in using Makaton.
Personal Qualities	<p>Essential</p> <ul style="list-style-type: none"> • The candidate is willing to put our students needs at the centre of all they do at work • Excellent interpersonal and communication skills • Tactful, diplomatic and sensitive to the needs of others • Excellence record in both attendance and punctuality • Able to lead others, motivating and achieving high level of performance from college education staff • Self-motivating and able to take strategic lead • Sensitivity to the challenges faced by students, staff and families • Approachable, polite and professional • Resilient. Able to meet demands of a challenging high pressured environment and deal with emergencies when required • Flexible. Able to manage last minute changes when required • Physically able to undertake all aspects of the role • High expectations of self and others • Committed to equality of opportunity for all.
Special Requirements	<p>Essential</p> <ul style="list-style-type: none"> • Excellent communication skills • The post holder should expect exposure to saliva and bodily fluids within the course of their work.