

## **Job Description**

**Job Title:** Specialist Speech and Language Therapist

**Grade and Salary Scale:** NHS Band 6 + Outer London Weighting

**Postholder:**

**Accountable to:** Deputy Headteacher and Band 7 SALT

**Clinical Supervision with:** Band 7 Specialist SALT

### **JOB SUMMARY**

- To carry out comprehensive communication and/or eating and drinking assessments of pupils using a range of observational, informal and formal assessment tools in order to:
  - provide appropriate and effective intervention
  - set appropriate targets with teachers
  - give advice to classroom staff about communication/feeding strategies and systems
- To be accountable for own professional actions and recognise own professional boundaries, seeking advice from senior colleagues as appropriate
- To use clinical expertise to provide person centred goal directed interventions through one-to-one, group and consultancy models for students with profound and complex needs in all phases of the school as per allocated caseload
- Caseload will be subject to annual review in conjunction with the Band 7 SALT and Headteacher
- To work in collaboration within the team around a pupil including family, carers and colleagues from a range of professions and agencies (health, education, Social Care and voluntary sector)
- To contribute to planning by creating communication and language ideas and resources which can be used across the school
- To participate in and contribute to the personal and professional development of professionals, support staff, parents / carers, pupils and students within the school setting and other professionals and disciplines from multi-agency settings who wish to access professional development services in the form of training

### **DUTIES AND MAIN RESPONSIBILITIES**

#### **Pupil Care**

- To assess, develop and implement specialist speech and language therapy interventions to pupils
- To model appropriate communication activities and systems to classroom staff to help these become embedded in their practice

- If dysphagia trained, to assess eating and drinking skills of pupils with swallowing difficulties, to advise parents, teachers, teaching assistants, midday assistants and colleagues on which strategies to use. If not dysphagia trained then role will be to implement advice given by dysphagia trained colleagues and liaise with them as needed.
- To demonstrate advanced and highly effective skills of communication (verbal, written and assistive, e.g. use of signs/symbols and hi-tech devices) in delivery of service to pupils including giving advice, guidance, training and information to pupils, carers and members of multi-disciplinary and multi-agency teams. This include sharing information of a confidential and distressing nature. The postholder will be required to manage such occasions and/or negative and controversial reactions from others sensitively and effectively seek to overcome communication barriers

### **Service Delivery**

- To be aware of and adhere to service and school ~~team plans and~~ policies
- To assume delegated tasks as requested by senior management

### **Resource Management**

- To maintain and update case notes in accordance with professional standards (Royal College of Speech and Language Therapists) and Health Trust policies

### **Research and Development**

- To participate in professional specific research linked to the profession and clinical governance if required

### **Clinical Autonomy**

- To be accountable for own professional actions and recognise own professional boundaries, seeking advice as appropriate
- To work within broad departmental guidelines, School policies, RCSLT clinical guidelines and HCPC professional code of conduct
- To adhere to relevant procedures including Safeguarding Children, SEN procedures and other legal frameworks

### **Working Together**

- To advise colleagues on a range of clinical issues and facilitate their own problem solving skills
- To apply negotiation skills in the management of conflict across a range of situations
- To deal with initial complaints sensitively, avoiding escalation where possible

### **Continuing Professional Development**

- To identify own personal and professional strengths and development needs, recognising appropriate boundaries within own practice and seeking support and advice when necessary; maintaining own records of continuing professional development in accordance with national

policies and procedures (e.g. Health and Care Professions Council and Royal College of Speech and Language Therapists)

- To independently participate in the development review process, accessing appraisal within an individual performance framework at regular intervals as determined by managers at Trinity School.
- To attend relevant training and development in order to maintain skills and knowledge required
- To demonstrate knowledge of, and adhere to RCSLT Professional / Clinical / National and Local Clinical Guidelines
- To attend relevant courses, in-school training sessions, meetings and special interest groups

### **Effort and Environment**

- To work within infection control and health and safety guidelines in order to deal appropriately with matters related to pupil contact as they arise: for example; exposure to body fluids, infectious conditions
- The postholder must be aware of the responsibilities placed upon them under the Health & Safety Act 1974 to ensure that agreed procedures are carried out and that a safe working environment is maintained for pupils, visitors and employees within the school

..... Employee

..... Headteacher

..... Date