



LEAD SPEECH AND LANGUAGE THERAPIST

Required as soon as possible

Salary: NHS Band 7 to 8 equivalent, spine points to be assessed during interview process

Terms: Full time and term time only appointment, or term time plus 3 weeks. Part-time applications will also be considered.

Thank you for your enquiry about the post of Lead Speech and Language Therapist in the Dunraven Educational Trust (DET). This is a permanent during term time only or term time only plus 3 weeks and we will consider both full time and part-time applications. Based at Dunraven, the school's aim is "Excellence for All" and the Trustees wish to appoint a candidate of significant ability and enthusiasm, aware of and stimulated by the challenges and potential of a successful multi-ethnic co-educational school and keen to share in the leadership of our All Through Provision and across the Trust.

DUNRAVEN EDUCATIONAL TRUST OVERVIEW

Dunraven Educational Trust was established in 2016. It now incorporates Dunraven's All-Through School, Van Gogh Primary, Goldfinch Primary, The Elmgreen School and Rosendale Primary School. DET is a trust committed to one overarching aim: excellence for and from everyone. This is an expectation for both the children and adults in a school community. It is achieved in a variety of ways according to the context of each school but within the clear framework established by the Trust.

We want an educational experience which provides excellence for - and expects it from - everyone. We know that this is best achieved in a school where:

- the offer is broad, balanced, inclusive, enriching and effective in meeting the needs of young people;
- staff and students are supported and challenged to be the best versions of themselves;
- relationships are positive, well established and healthy;
- practice is based on evidence and underpinned by the notion that 'we can always do better'.

We are clear that this supports the development of children and young people (and adults) who are: resilient, courteous, optimistic, hardworking, self-disciplined, enthusiastic and creative.

Dunraven Educational Trust is committed to the safety and protection of its students. A satisfactory enhanced DBS check and a barred list check are conditions of employment for all employees.

JOB DETAILS

Title:	Lead Speech and Language Therapist
Grade:	NHS Band 7 and 8 equivalent on NJC inner London pay scale, spine points to be negotiated. (Full time equivalent NHS salary range: £47,514 to £60,316). NJC spine points used: 41 (£47,568) to 54 (£61,056). Actual gross salary based on term time only appointment ranges from £41,393 to £53,141 depending on length of practice (NJC).
Employer:	Dunraven Educational Trust
Reports to:	Special Educational Needs Coordinator (SENCo), based at Dunraven School
Professionally accountable to:	Dunraven Educational Trust and The Health and Care Professions Council
Responsible for:	Delivering a specialist integrated speech and language therapy service to mainstream students with speech, language and communication needs (SLCN) across R-KS5 in consultation with the Speech and Language Team, Lead Teacher, SENDCo and Senior Team. This is a diverse mainstream caseload working across universal, targeted and specialist service levels. The caseload includes opportunities to provide interventions to students accessing the enhanced resource provision for Developmental Language Disorders.
Location:	All sites that form part of Dunraven School

JOB SUMMARY

The Dunraven Educational Trust is made up of mainstream schools with a comprehensive student profile. The Speech, Language & Communication Resource (SLCR) offers 21 places for those with 'low incidence, high needs' and a profile of Developmental Language Disorder. The model of integrated inclusion provides the opportunity for dynamic collaborative working across the whole school. The SLCR informs best practice for communication across Universal, Targeted and Specialist levels of SEND.

The Lead SLT will work collaboratively to deliver assessment, direct and indirect speech and language therapy and meaningful outcomes to a managed caseload of Reception to KS5 students. S/he will be supported through collaborative working, regular clinical supervision, funding of all mandatory continuing professional development (CPD) and contributory funding towards agreed wider professional development relevant to this post. Work will be based at Dunraven Educational Trust but may include support for other schools in the Trust.

The post demands skills of proven positive multidisciplinary working with teachers, families/carers and external professionals. The expected standards of therapy and collaboration demand very effective organisational and planning and timetabling skills, robust clinical administration ability and exceptional rapport, flair and creativity as an SLT.

RESPONSIBILITIES

CLINICAL DUTIES

- 1.1** To provide speech and language therapy with professionally-informed clinical decision-making and case-management. This demands intense concentration for prolonged periods of time on all aspects of clinical management in relation to an agreed caseload of students, in consultation with the Lead Teacher and SENCOs.
- 1.2** To deliver specialist clinical decision-making for children and adolescents with Speech, Language and Communication needs. This includes initial screening, detailed assessment, differential diagnosis, intervention, evaluation, transition from intervention and conclusion of SLT involvement. Decision-making also applies to setting, agreeing and monitoring individuals' intervention targets collaboratively with other professionals, parents/caregivers and involving students in the development of their SLT interventions whenever possible.
 - 1.2.1** The decision-making process for new admissions to the school (where there is already an EHCP in place that identifies SLCN) will always be managed with close involvement of both the Lead Teacher and a SENCO.
 - 1.2.2** The postholder will play a key role in identifying cases of where there is more complex presentation and/or severe levels of impairment. Through proactive and close collaboration with SENCOs s/he will work to increase the inclusion of students e.g. through SEN Support Planning and contributing to EHCP applications.
- 1.3** To provide a broad range of interventions to a specialist cohort of children and adolescents at Dunraven Educational Trust. These include phonological awareness delay, speech sound disorder, difficulties with auditory attention and/or processing, language disorder, social communication delay and disorder, stammering and voice impairments. The post holder is expected to recognise and act on the need to seek second opinions where appropriate for unusual or intractable impairments and to refer on to appropriate clinical specialists, e.g. for physical investigation of velopharyngeal insufficiency, feeding/swallowing difficulties, voice disorder, hearing impairment, dysfluency. Intervention should be offered in a variety of forms according to need and efficient use of resources, e.g. direct intervention to individuals, pairs and small groups, joint teaching with other professionals, programmes to be carried out by others, self-study. Particular account should be taken of the students' functional needs, learning styles, motivators and personal priorities, their development of independence as communicators and learners. The post holder will be responsive to the constraints and opportunities arising from delivering a service embedded in a school, e.g. key transition points, timetabling.
- 1.4** To develop and sustain effective partnerships with the wider team of those working to meet the needs of the students. This involves providing an excellent standard of specialist advice through verbal and written reports, within the range of professional skills and competence of the postholder and the profession. This advice and partnership working will address the



impact of communication impairment on the status and development of a student in terms of education, cognition, social, mental and emotional health, community participation and

independence. Reports, therapy programmes and other types of associated complex information must adapt to the communication styles and diverse backgrounds of students, parents, caregivers and relevant professionals. This may include the need to recognise and overcome potential barriers to understanding or motivation – e.g. English as an additional language (EAL), mental health difficulties or environmental issues.

- 1.5** To contribute to the development of an effective communication environment through providing specialist advice and support for other professionals on communication and related issues. This may include intermediate interpreting or advocacy to help manage effective language levels in certain situations.
- 1.6** To design, deliver and evaluate CPD - both formal and informal - for relevant professionals, through agreed and planned means consistent with maintaining high standards of delivery of other duties. The design of the professional development activities must take account of advice from commissioners and whenever possible be a collaborative process.

PROFESSIONAL DUTIES

- 2.1.0** To adhere to the policies of Dunraven Educational Trust.
- 2.1.2** To adhere to the SLCR Policy and Objectives and the SLCR ongoing development and improvement plan. To be jointly responsible with Lead Teacher for SLCN for maintaining and updating procedures and processes for the SLCR, including the SLCR Policy.
- 2.1.3** To implement, develop and regularly review services to ensure good clinical governance and effective outcomes and maintain quality as set out in the policies of the Health and Care Professions Council, the Royal College of Speech and Language Therapists and Dunraven Educational Trust's regulations and policies (e.g. safeguarding).
- 2.2.0** To demonstrate a high level of clinical effectiveness. This includes using evidence-based practice, when possible, and reliable outcome measures. The post holder will implement and contribute to the development of effective systems of caseload management, prioritisation and client administration.
- 2.2.1** To measure service provision and outcomes routinely. To provide reports routinely and on request, in relation to individual assessment/interventions, analysis of total caseload and analysis of types of work requested/carried out.
- 2.2.2** To alert his/her line manager to risks, gaps in service and other pressures on the service and to propose remedial measures where feasible.

- 2.2.3** The post holder will provide specialist advice on appropriate resources to equip the SLCR and guide and support staff in how to use and maintain specialist resources.
- 2.3.0** To maintain an up-to-date advanced level of theoretical knowledge and therapeutic evidence-based practice e.g. through attending relevant training events, Clinical Excellence Networks (CENs) and proactively establishing relevant professional connections.
- 2.3.1** To participate actively and constructively in clinical supervision. External Clinical Supervision will be provided at least twice-termly. Written records of all supervisory meetings will be maintained by the post holder. Time for supervision and CPD (i.e. away from direct clinical duties) will be negotiated with the line manager and monitored jointly by the post holder and line manager.
- 2.3.2** Participate in an annual appraisal and a 6-month review, identifying specific objectives relating to this clinical specialism and agreeing a personal development plan, consistent with current practice within Dunraven Educational Trust and also the guidelines of the Health and Care Professions Council. The personal development plan will take into account development of relevant clinical and also educational knowledge and skills.
- 2.4** To provide specialist advice to all members of school staff, parents/caregivers, members of other agencies and professions working with the young people identified with SLCN.
- 2.5** To work closely with Learning Support Teachers and Teaching Assistants, and Learning Support Assistants to facilitate speech and language therapy (in groups and with individuals) and the effective transfer of speech and language therapy into the classroom and beyond.
- 2.6** To manage and supervise SLCN Assistants across the phases, and participate in the supervision of student-SLTs on placement and prospective student-SLTs.
- 2.7** To enable the timely resolution of informal complaints with regard to the post holder's own caseload, informing his/her line manager of these.
- 2.8** To be prepared to present on communication issues relevant to the specialism of the role at internal or external events and for audits and inspections.
- 2.9** To design or participate in clinical or professional research where appropriate.
- 2.10.0** To be jointly responsible with other Speech, Language and Communication Resource (SLCR) staff for the security, care and maintenance of working areas and equipment in order to minimise risk to self, students, visitors and others, meeting standards of infection control, safety regulations and professional clinical standards.
- 2.10.1** To be jointly responsible with other SLCR staff for monitoring stock levels of expendable materials in the SLCR and to request new supplies as necessary.

MANAGEMENT

The post holder's daily/general duties will be managed by the SENDCo and Senior Team Lead. For the development and well-being of the post holder, this manager will provide induction, support and, where necessary, referral of issues to others.

Clinical/professional disciplinary issues will be managed within the guidelines (and if necessary with the advice of) the Health and Care Professions Council as well as the policies and procedures of Dunraven Educational Trust.

REVIEW OF JOB DESCRIPTION

This job description is intended as a guide to the main elements of the role and should not be considered as a complete listing of all duties and tasks that may reasonably be undertaken.

It is expected that the therapist's role may change and that s/he will bring her/his own ideas to this process with regard to service delivery and the development of the service. Therefore, this job description will be reviewed within two terms of the commencement of the post holder's appointment and at each subsequent appraisal with the line manager.

DATA PROTECTION

The Dunraven Educational Trust is compliant with the General Data Protection Regulations 2018. Further information can be found on our website including our Data Protection Policy, Recruitment Privacy Notice and Workforce Privacy Notice.

The post holder must consult their line manager, for guidance if there is any uncertainty about the correct management of speech and language therapy records; this includes clinical data. The sharing of information must be lawful and ethical and must not be disclosed or copied to others unless in pursuance of legitimate duties and in line with the policies of the Dunraven Educational Trust and the Health and Care Professions Council.

HEALTH AND SAFETY

The post-holder will work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974) and will be required to complete our online Health and Safety Basics and Essentials.

The post-holder will ensure compliance of procedures are observed at all times and raise any concerns through their line management and/or appropriate channels.

This post is subject to the Terms and Conditions of Dunraven Educational Trust. The Dunraven Educational Trust is committed to the safety and protection of its students. Two satisfactory references and an enhanced DBS check are a condition of employment for all employees.

Dunraven School is a non-smoking environment.

EQUAL OPPORTUNITIES

The Dunraven Educational Trust is committed to diversity and inclusion in the workplace in compliance with the Equality Act 2010. No applicant or employee is to be discriminated against either directly or indirectly on the grounds of age, disability, gender reassignment, marriage and civil partnership (including marital status), pregnancy and maternity, race, religion and belief, sex and sexual orientation.

PERSON SPECIFICATION

QUALIFICATIONS

Essential

- full HCPC and RCSLT membership
- degree or diploma already passed and certificated

Desirable

- post graduate training relevant to the post

CLINICAL EXPERIENCE

Essential

- 2 years post graduate experience of employment as an SLT (with a minimum of 1 in school-based settings)
- experience of Key Stages 1 and 2
- clinical interest in the areas of DLD and SEMH

Desirable

- experience of working with secondary-age clients in schools or adolescents in other settings
- experience of working contributing to SEN Support Plans and EHCPs
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OTHER

- ability to work on own initiative
- ability to work within a multi-disciplinary team
- knowledge of current UK education
- good attendance record
- evidence of a willingness to undertake further professional development