**Job Description Specialist Speech and language Therapist**

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

**Location:** Speech and Language Therapist

**Reports to:** Head teacher and senior leadership team

**Professionally Accountable to:** Health Care Professions Council with support from clinical supervisor

**Job Purpose:**

* To provide a specialist level of assessment, therapy and recommendations to a heterogeneous group of clients with speech and language and communication difficulties and maintain associated records.
* To work with school staff to identify and provide interventions in order to raise the educational standards of children particularly those who meet the criteria to receive pupil premium money.
* To be able to audit and improve the schools’ general communicative environment
* To devise set up and run appropriate intervention groups depending on the changing needs of the children within the school
* The supervision of support staff within the school in delivering speech and language programmes and speech and language groups as service development requires.
* To identify and provide specialist training to school staff based on the identified needs of the setting
* To propose and implement changes with agreement of the school senior leadership team.
* To contribute to the delivery of services to meet schools action plan and deliver the quality indicators set within the service level agreement.
* To provide complex data and outcome measures to tie in with both the SLA and the schools action plan and detail reports on the impact of the bought in Speech and Language Therapy
* To clinically supervise and appraise students, school support staff

**Key Result Areas and Responsibilities:**

1. To deliver a high-quality bespoke service to the school buying in Speech and Language Therapy and to be able to demonstrate the impact of the interventions on the attainment levels of children both in terms of speech and language measures and general school attainment.
2. To clinically supervise, teach, mentor and co-ordinate the work of support staff delivering speech and language programmes and groups ensuring all clinical practice meets the required professional standards of practice.
3. To contribute to monitoring the quality of work in own service area, through active involvement in clinical supervision and reporting any performance/quality issues and related risks.
4. To be responsible for equipment used in carrying out duties, adhering to school policy and ensuring the safe use of equipment by others through teaching, training and supervision of practice.
5. To ensure efficient and effective use of material resources/supplies within own area.
6. To be responsible for maintaining own competency and self-development through:

* Active involvement in the PDR process as set out by school
* Development and maintenance of a portfolio
* Active involvement in the in-service training programme
* Maintaining awareness and up to date knowledge as appropriate of national and professional developments/issues
* Maintenance and development of clinical skills and apply knowledge of evidence-based practice within designated areas, developing specialist knowledge of particular conditions and patient types.
* Meeting requirements identified through clinical supervision process.

**Key Internal and External relationships**

* To liaise with members of the school multi-disciplinary team to ensure the delivery of a co-ordinated service.
* To advise more senior staff, both health and school senior leadership team of operational changes, trends or difficulties in the area of work
* To provide advice and demonstrate activities or workplace routines to new or less experienced staff within designated area
* To refer to other agencies as appropriate for further rehabilitation/assessment
* To maintain links with professional networks and stakeholders as appropriate
* To actively engage in the clinical supervision process.

**Information Management**

* To record personally generated information and maintain accurate, comprehensive and up-to-date written and electronic care records and data in accordance with legal, professional and school requirements and those of other integrated services/agencies as appropriate.
* To undertake the collection of data for use in the management and evaluation of the service.

**Communication:**

* To communicate complex and sensitive clinical information to parents, carers, teaching staff and other professionals working with the child.
* To apply a range of verbal and non-verbal communication tools in order to carry out treatment/self-management programmes; to effectively overcome barriers to communication, reach agreement and achieve co-operation.
* Assess patient/client understanding of treatment/self-management proposals and gain valid informed consent from patients prior to intervention.
* To respect the individuality, values, cultural and religious diversity of patients/carers and contribute to the provision of a service sensitive to those needs.
* To support patient/clients and carers when applicable to enable them to adapt to life changes.
* To alert senior leadership team to resource issues which affect learning development and performance.
* To represent services or individual patients/client at multi-disciplinary team meetings, to ensure the delivery of a co-ordinated service. This will include discussion of patient /client care, progress, planning appropriate services and involvement when discharge planning.

**Patient/Client Care**

* To organise and plan own diverse caseload to meet service and patient/client priorities readjusting plans as situations change/arise, in consultation with a more Senior colleague where appropriate
* To be clinically responsible for a designated caseload of patients/clients and to organise this effectively and efficiently with regard to clinical priorities and use of time and ensuring that intervention meet the schools.
* To undertake a comprehensive assessment of patients/clients using a range of recognised and highly specialised clinical assessment techniques.
* To determine a diagnosis and prognosis through the application of advanced clinical reasoning skills and specialist knowledge of physiological and pathological processes and syndromes.
* To formulate/develop and undertake evidence-based plan taking into account the management options available.
* Use highly developed specialist skills to deliver an individual programme of care and group interventions. Reassessing and modifying as appropriate without routine support.
* To respect the individuality, values, cultural and religious diversity of patients’ client/carers and contribute to the provision of a service sensitive to those needs.
* To liaise with members of the multi-disciplinary team to ensure the delivery of a co-ordinated service. This will include discussion of patient/client care and progress with all educational professionals and other NHS staff involved.
* To develop, in consultation with the patient/client/carers and other staff as appropriate specialised programmes of care including a comprehensive management and discharge plan, ensuring patients/clients and carers have received the appropriate education and instructions.
* To provide specialist advice/ training for the management of highly complex patients, including receptive and expressive language difficulties, autism, children with speech and language associated with learning difficulties, children with English as an additional language, children with cleft palates, and children with dysfluent speech or selective mutism. This could include joint risk assessing with other disciplines in a variety of environments within the designated school.
* To provide specialist advice and assistance to other staff groups particularly teachers and teaching assistants and other members of the multi-disciplinary team regarding patients/clients’ management.
* To promote independence, good health & wellbeing and empower patients/clients to self-manage
* To refer to other agencies as appropriate
* To ensure own actions promote quality and identify and manage any risks.
* To evaluate the quality of own and others work and where necessary make the appropriate improvements.

**Research and Development**

* To be involved with audit and research activities, within school
* To be involved in the evaluation of own work, and that of the team, through benchmarking against evidence-based standards.
* To work with the senior leadership team / clinical specialist to implement change and service development as indicated by the results of audit/research/benchmarking activities
* Remain up-to-date with local, regional and national policies and developments
* To undertake the collection of data for use in the management and evaluation of the service and to provide high quality data and linking this to school data collection systems.
* Maintain, develop and apply knowledge of evidence-based practice within designated areas, developing specialist knowledge of particular conditions, patient types and how it impacts on independence, lifestyle, health & wellbeing.
* To have a working knowledge of national (e.g., NSF, NICE guidance/guidelines) and local standards within clinical area and also the designated school action plans

**Responsibility for Human Resources**

* To contribute to the education of Therapy and other Health and Social Care professionals and students through provision of placements, mentorship and tutorials in specialist area.
* To liaise with the senior leadership team/ clinical specialist regarding issues relating to performance and or conduct.
* To escalate as appropriate resource issue which affect learning and development and performance

**Policy and Service Development**

* To assist in the development of clinical and departmental/service procedures/protocols, leading where appropriate.
* To propose changes and develop appropriate documentation for own clinical area
* To comply with Trust/Department/Service protocols and procedures within area of representation.
* To contribute to the implementation of service redesign and changes, in line with locally and nationally recognised best practice and guidelines including NICE guidance and guidelines, NSFs, etc.

**Freedom to Act:**

* Accountable for own professional actions: not directly supervised/works within codes of practise, professional guidelines and policies and service level agreement with designated school

**Working Conditions:**

* Frequently unpleasant
* Body contact required in carrying out personal care and treatments. Contact with bodily
* fluids e.g. blood, sputum, faeces

**Physical Effort**

* Frequent moderate effort, manoeuvres/ mobilises patients / clients, moves/ carries equipment. There may be a requirement for occasional short periods of intense physical effort.

**Mental effort**

* Frequent requirement for concentration for patient/client assessment and treatment.
* Requirement to respond to Interruptions to deal with patient or staff issues.

**Financial and physical resources**

Observes a personal duty of care for equipment and resources and identifies resources needed.

**Emotional Effort**

* Poor rehabilitation prospects - informing patients and relatives and discharging from active intervention.
* Giving unwelcome news to other staff /students or other members of the MDT regarding performance issues