



Senior Speech and Language Therapist

Salary / grade range	NJC 7 £44,000 to £50,000 plus benefits
Location	One based in West Yorkshire working with all schools in the region and one working on the North West working with all schools in Manchester, Stoke and Wirral
Reports to	Executive Headteacher and Trust lead on SEN

Purpose of role:

The post-holder is responsible for providing a speech and language assessment and therapy service within the Trust which does not replace the NHS provision that takes place at the moment in our schools but works with and alongside this to improve practice in all components within this vital area. This will include the assessment, diagnosis, treatment and management of complex speech, language and communication disorders of children attending school. The post-holder is required to work as part of a multidisciplinary team with teaching and other staff and parents, providing assessment, training and therapy programmes. The therapist will also contribute actively to the development of the Speech and Language Therapy service within the Trust.

Key accountabilities (and specific duties / responsibilities):

Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be expected to carry out such other reasonable duties which may be required from time to time.

- To help provide a Speech and Language therapy service to pupils attending our schools and support all staff including SENCOs to improve practise in this area. Working with and alongside school based staff. This is a school based role although some virtual work is possible if the nature of the tasks allow it.
- Undertake ongoing formal and/or informal assessment of children and young people with complex communication difficulties including those who may require high or low tech AAC.
- In consultation with the multidisciplinary team and outside agencies, advise on and have a



role in procuring AAC equipment required (e.g. completion of equipment request forms).

- To demonstrate highly specialist knowledge and clinical effectiveness underpinned by current evidence based practice and outcome measures and to use this knowledge to continue to develop and improve service provision.
- Identify and provide specific targets in conjunction with teaching staff for each pupil on the caseload.
- To deliver and observe individual and group therapy in a range of settings.
- To provide school/home programmes and appropriate resources/strategies to class staff and family where relevant
- To continually monitor, evaluate and modify treatment plans to meet the pupils/students changing needs based on evidence for best practice.
- Provide training and ongoing advice and support to parents, carers and school staff on strategies to promote receptive and expressive language, communication skills and in use of low and high tech AAC systems.
- To liaise with parents/carers to discuss targets and progress of individual pupils.
- To monitor the communication environment, ensuring a communication friendly classroom and helping teachers to develop strategies to support receptive and expressive language.
- Link the SALT needs of pupils with their need to fully access the wider school curriculum through consultation with teaching staff and school leaders.
- Identify approaches/resources appropriate for individuals and the whole school in consultation with school teaching staff.
- Be responsible for assisting and maintaining accurate and comprehensive records in line with HPC and RCSLT standards of practice.
- To liaise with professionals from other agencies e.g. NHS service providers, social services, respite services, specialist support organisations/services (e.g. ACE Centre).
- Complete request for information forms to contribute to Education and Health Care plans and other specialist reports required.
- To attend professional clinical groups, such as Journal Clubs, RCSLT Clinical Interest Groups, Local Specialist Interest Groups, Peer Review Groups and other professional development activities in order to share and expand specialist knowledge.



- To maintain own specialist knowledge and skills through participation in CPD and keep up to date with developments in the field of AAC.

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
<p>Qualifications</p> <ul style="list-style-type: none"> • Recognised Speech and Language Therapy Degree qualification. • Registered member of Health Professions Council • Specialist training with Young People with SEND • Evidence of comprehensive professional development, including specialist training courses e.g. Qualifications and experience in working with children with LDD, Sensory Processing Disorders; ADHD; ASD; alternative forms of communication (AAC); challenging behaviour and mealtime difficulties and (ideally) dysphagia management 		<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>
<p>Experience</p> <ul style="list-style-type: none"> • Experience in inclusive settings/schools working with children and young people with SEND . • Evidence of planning and delivering training to a range of audiences. • Case management experience 		<p>A/I</p> <p>A/I</p> <p>A/I</p>
<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • A clear understanding of equal opportunities. • Specialist knowledge and understanding of the relevant issues (including national and local 		<p>A/I</p> <p>A/I</p>



<p>initiatives) in both education generally and complex needs in particular.</p> <ul style="list-style-type: none"> • A clear understanding of speech and language development including the use of AAC • Well developed problem solving and negotiation skills • Excellent organisational skills • Ability to develop and sustain partnerships. • Excellent interpersonal /communication skills • Ability to produce high quality reports • Ability to meet deadlines • High level of competence in ICT and good awareness of the use of ICT across the curriculum • Ability to work diagnostically and use this information to inform practice and monitor progress. 		<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Able to work co-operatively as part of a team. • Able to demonstrate a strong commitment to public service. • Has a high degree of integrity. • Able to demonstrate fairness and openness. • Strong commitment to team working. • Ability to work under pressure. • Willingness to support the school community outside of working hours, including the charitable and fund-raising activities of the school. 		<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>

This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.