

Specialist Speech and Language Therapist

Job Description

REPORTING RELATIONSHIPS:

Responsible to: Head of School, Grafham Grange
Director of shared services

Accountable to: Head of Therapy
Principal
Board of Governors

CLIENT GROUP:

Grafham Grange School became an Academy on 1st January 2018. The school is part of the Orchard Hill College Academy Trust and specialises in providing education for students with a range of complex learning needs. All our students have statements of special educational needs and/or Education, Health and Care plans with SEMH (social, emotional and mental health) as their primary identified need, though the majority of students have additional special educational needs such as autistic spectrum conditions, speech, language and communication difficulties, ADHD, opposition defiance, medical conditions and attachment disorders. The staff teams work as a cohesive multidisciplinary unit to overcome barriers to learning and to provide stability, consistency and the highest quality of education and care guidance to support students make accelerated learning gains.

JOB PURPOSE AND SCOPE:

- To deliver Speech and Language Therapy across the waking day curriculum using the wave provision of universal, targeted and specialist levels within a multi-disciplinary blended approach to improve outcomes for pupils.
- Key Accountabilities:
 - To be responsible for the Speech and Language Therapy provision across the waking day curriculum.
 - To be accountable as a member of a multi-disciplinary team for pupil outcomes.
 - To be responsible for maintaining and improving school standards
 - To ensure that pupils have the fullest possible access to the whole curriculum
 - To aim to ensure pupils achieve their full potential
- To further the holistic development of the pupil including functional life skills
- To work collaboratively with other therapists and teaching staff at Grafham Grange School with the aim of providing a holistic therapeutic approach to their work with students.
- To assist in the management, development and research of occupational therapy services, including service reviews. To hold responsibility for defined projects.
- To provide support and training to all teaching staff with regard to occupational therapy interventions.
- To comply with the Royal College of Speech and Language Therapists Code of Ethics and Professional Conduct
- To work flexibly and travel to multiple sites as required, to include Orchard Hill College and Academy Trust and Affiliates' sites.

FUNCTIONAL LINKS:

The Speech and Language Therapist will be expected to work in collaboration with allied professionals and will need to maintain links with a variety of bodies. These will include:

1. Students and their parents/carers and advocates
2. Staff at Grafham Grange .
3. External and internal professionals working with students
4. Community Services
5. Primary Care Trust & other relevant PCT

DUTIES & RESPONSIBILITIES:

To operate under the direction of the Head Teacher to carry out professional duties in accordance with requirements of the Trust and to be responsible for:

Pupil related:

1. To accept clinical responsibility for a varied caseload and to organise this efficiently and effectively with regards to clinical priorities and use of time.
2. To manage and prioritise a complex and specialist caseload, accessing supervision within an individual performance review framework, and to map the therapy provision for clinical, social and learning needs for pupils and students.
3. To work collaboratively with colleagues using the wave model of universal, targeted and specialist levels
4. To contribute to the development and implementation of treatment for pupils using the wave provision model, differentiating the work according to individual pupils' changing needs.
5. To demonstrate a high level of clinical effectiveness by use of evidence based practice and outcome measures and participate in the development of guidelines informed by evidence for clinical specialism.
6. To use IT and other alternative methods of communication to overcome barriers to communication eg simple clear language, Makaton, symbols and photographs as appropriate.
7. To demonstrate knowledge and experience in phonological processes and social communication difficulties in school aged children.
8. To use clinical reasoning skills to analyse and interpret complex assessment findings from both standardised and non-standardised assessments in order to establish an accurate diagnosis and prognosis and to formulate appropriate therapy goals and making onward referrals to external agencies as appropriate.
9. To contribute to the assessment of pupils on admission using formal assessment and clinical observation, interpreting, evaluating and explaining the relevance of assessment outcomes in order to establish the nature of the pupils' difficulties in relation to their performance.
10. To maintain contemporaneous and accurate case notes in line with professional standards and school policy. Due to the sensitive information, distribution of information must be carefully managed.
11. To provide and monitor therapy programmes delivered by other members of school staff.
12. To work on challenging behaviour resulting from poor social understanding or language difficulties by supporting the pupil in understanding why problems / difficulties have occurred, to liaise with staff and to support pupils through process of repairing communication breakdown in line with school policy.

13. To attend and contribute to pupil's annual reviews including EHCP's reviews and reports where requested and appropriate, providing reports for annual and interim reviews reflecting highly specialist knowledge.
14. To provide end of term reports for parents, and other reports as required.

Administration and management : Department and school related:

15. To complete and maintain accurate treatment records in accordance with RSCLT standards of practise.
16. To address issues of confidentiality, consent and information sharing throughout assessment and intervention and clearly record in pupils' file.
17. To support dissemination of specialist knowledge to the wider staff group and parents through training, case conferences, seminars, reports and informal meetings.
18. To work collaboratively within the school environment with other therapists, education, nursing and care staff and other professionals who are involved with the pupils.
19. To contribute to the clinical discussion and the management of individual pupils within the therapy, care and teaching teams across the waking day curriculum and within the wave model of blended provision.
20. To communicate clinical observations and assessment of complex specific learning difficulties to parents, carers and relevant professionals.
21. To participate in clinical audits.
22. To attend and contribute to staff meetings.
23. To be responsible for accessing regular formal clinical supervision and ensuring supervision sessions are recorded.
24. Implement policies and procedures for specialist area and propose changes to practises and procedures for own area.
25. To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate.
26. To represent Orchard Hill College and Academy Trust as appropriate.
27. To attend Parent Afternoons, Open Days and other events as requested by the Head Teacher.
28. To contribute to the development of the therapy objectives and projects across the Trust to further promote effective practice within an educational setting, including clinical audit, as directed by Therapy Co-ordinator.
29. To liaise with and work collaboratively with colleagues in other Trust schools, meeting together at least once a term.
30. To assume delegated tasks as requested by the Head Teacher including participating in working groups, policy development groups etc. across the Trust.
31. To contribute to the whole school development by providing input into curriculum planning and initiatives for change as directed by the Senior Leadership Team.
32. To undertake any other duties that may be required which are consistent with the grade and responsibility of the post

ICT skills are required for aspects of therapy and training. This includes modification of materials and production of individualised therapy materials and training packages and presentations for staff and parents.

Professional

- To be aware of the sensitivity required to work closely, effectively and in a professional manner with learners, parents/carers, advocates, the multidisciplinary team, school and Academy staff, Community Services, PCTs and other professionals working with pupils
- To respect the confidentiality, individuality, values, cultural and religious diversity of pupils and to contribute to the provision of a service sensitive to these needs.
- To undertake Orchard Hill College and Academy Trust induction programme and ongoing training, including Good Practice training and Protection of Vulnerable Adults and Child Protection training.
- To participate in staff meetings, individual planning meetings, department meetings and liaison meeting with other professionals.
- To promote awareness of the role of Speech and Language Therapy within the multidisciplinary team, all team meetings and with outside agencies.
- To contribute to the induction, training and education of school staff both formally and informally.
- To maintain personal development through use of off site and in-house training, contact and involvement with relevant special interest groups, attendance of in-service training, and review of literature as required.
- To maintain own clinical professional development (CPD) by keeping abreast of new developments within the profession and ensure that practice is based on best available evidence and that learning outcomes are recorded in a portfolio.
- To review and reflect on own practice and performance through effective use of professional and operational supervision and appraisal, audit and outcome measures as necessary to own work.
- To comply with the Royal College of Speech and Language Therapists and Health Professions Council's Code of Ethics and Professional Conduct.

General

- To be aware and comply with Orchard Hill College and Academy Trust's Health and Safety Policy and Procedures and implement any policies that may be required to improve the safety of the work area, including the prompt recording and reporting of accidents and ensuring that equipment used is safe.
- To be aware of and comply with all other policies and procedures.
- To undertake such other duties of a similar nature from time to time as may be required by the Chief Executive Officer

Policy and Service Development

1. To ensure compliance with the School's statement of intent, Core Principles, policies and procedures.
2. To comment on guidelines and protocols.
3. To have input into setting objectives in liaison with teachers
4. To assess clinical risks and take clinical responsibility for decisions regarding the sessions.

Resources

5. To run training workshops and talks for curriculum and therapy staff at the School, developing their understanding of SALT .
6. To provide advice and guidance to staff within the sessions.
7. To be responsible for maintaining good working order of the instruments and equipment.
8. To support the administration systems within the School.
9. To provide suggestions regarding the purchase of equipment and instruments.

Research and Development

10. To receive regular managerial supervision from the Headteacher.
11. To receive regular external clinical supervision in accordance with good practice guidelines.
12. To take part in clinical audits and clinical effectiveness measures.
13. To ensure up to date attendance on mandatory courses.

Communications and Working Relationships

15. To maintain good working relationships with all colleagues at the School.
16. To be aware of and comply Grafham Grange's Health and Safety Policy and Procedures and implement any policies that may be required to improve the safety of the work area, including the prompt recording and reporting of accidents and ensuring that equipment used is safe.
17. To ensure confidentiality at all times, only releasing confidential information obtained during the course of employment to those acting in an official capacity.

18. To comply with the requirements of the Data Protection Act.
19. To comply with and promote the School's Equality and Diversity Policy.
20. To be aware of and comply with all other School policies and procedures.
21. To undertake such other duties of a similar nature from time to time as may be required by the Head Teacher

NOTES

This is not an exhaustive list of duties and responsibilities and the post holder may be required to undertake other duties that fall within the grade of the job, in discussion with the manager.

The content of the job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.

The post holder is expected to comply with all relevant Grafham Grange School's procedures and guidelines, including those relating to Equal Opportunities, Safeguarding Vulnerable Children, Health and Safety and Confidentiality of Information.

Person Specification		
Criteria		
<i>Key - Essential = E, Desirable = D, Assessed by Interview – I, Assessed by Application Form = A</i>		
Qualifications and Training		
<ul style="list-style-type: none"> Degree in Speech and Language Therapy or equivalent with licence to practice Member of the Royal College of Speech and Language Therapist, Member of the Health Care Professions Council (HCPC) Dysphagia competencies completed 	E E E E D	A A A A A
Knowledge and Experience		
<ul style="list-style-type: none"> At least three years post registration experience with least two years in a Paediatric Therapy discipline. Clinical experience including individual and group work Experience of working as part of a multi-disciplinary team Experience of working within an educational environment Experience of working with school aged children with complex learning difficulties Experience of working with BESD/ ASD pupils with challenging behaviour Understanding of the role of therapeutic intervention within a BESD/ASD school Experience of supervising/teaching staff/students/volunteers Knowledge of the National Curriculum across all Key Stages Understanding the roles of other professionals relevant to the client group Knowledge of national policies and procedures relevant to client group 	E E E D D D E D D D D D D	A A A A A A I A/I I I I I
Skills and Abilities		
<ul style="list-style-type: none"> Understanding of wide range of physical, perceptual and sensory difficulties associated with BESD and autism and their impact on learning Knowledge of a range of standardised and functional assessment tools relevant to client group Knowledge of a range of therapeutic interventions relevant to the client group Sound knowledge of the standards of record keeping Knowledge of the principles of clinical governance/audit and ability to operate within them Can demonstrate highly developed auditory and perceptual skills for the assessment, diagnosis and treatment of pupil clients. An understanding of the management of conflict across a range of challenging situations. 	E E D E E E E	I I I I I I I
Personal Attributes		
<ul style="list-style-type: none"> Maturity and confidence Genuine commitment to the ethos and work of the Grafham Grange Special Educational Trust. 	E E	I I