Phoenix Values

Community | Respect | Engagement | Aspiration | Trust | Equality

JOB DESCRIPTION
SPEECH AND LANGUAGE THERAPIST
NQT/ BAND 5

Working arrangements: Permanent/Term Time + 3 weeks
(Hours to be spread out through the term equivalent to 37.5 hours a week)

GRADE: **BAND 5 - EQUIVALENT TO NJC SCALE 6 TO SO2**
RESPONSIBLE TO: **HEAD OF SPEECH AND LANGUAGE**

PURPOSE OF THE POST:

To provide Speech and Language Therapy assessment and intervention for autistic students within Phoenix School and to support SaLT Input in mainstream specialist classrooms as part of an outreach service.

To support students in both settings, working collaboratively with teachers, support staff, and families to ensure effective communication strategies are implemented and embedded in to the curriculum and the learning environment

KEY ACCOUNTABILITIES:

CLINICAL PRACTICE

- Assess, diagnose, and provide interventions for autistic students in Phoenix School and Outreach specialist classrooms, with supervision as needed.
- To develop skills to use a range of formal and informal assessment tools to evaluate communication needs.
- Develop and implement personalised communication plans and interventions in collaboration with students, families, and staff.
- Provide advice on curriculum differentiation and communication support strategies in both mainstream and special school settings.
- Conduct detailed communication assessments for EHCP contributions and annual reviews.
- Write accurate, comprehensive reports, including recommendations for educational staff and families.
- Support students in accessing school council meetings and pupil voice initiatives through appropriate communication support.

DEMONSTRATE GOOD SUBJECT KNOWLEDGE

- Developing knowledge of evidence-based communication strategies for autistic students.

- Support teachers in embedding communication strategies linked to student interests and motivation.
- Plan and model well-structured interventions for staff to implement in daily practice.
- Adapt strategies to meet the diverse strengths and needs of all students.

CASELOAD MANAGEMENT

- Plan and organise workload effectively to meet priorities and caseload demands, with supervision as needed.
- Flexible approach in response to changing student needs and school priorities.
- Maintain high standards of professional conduct, ensuring compliance with safeguarding and professional guidelines.
- Collect and present data for evaluating the impact of interventions across different settings.
- Ensure timely and appropriate communication with parents, carers, and external professionals involved in student care.
- Monitor and track student progress, adjusting interventions as needed to meet communication goals.
- Ensure accurate and up-to-date clinical records are maintained for all students on the caseload.

TRAINING AND RESEARCH

- Support the delivery of specialist training sessions for teachers, support staff, and other professionals.
- Provide training on autism, communication strategies, and total communication approaches within Phoenix School and outreach settings.
- Assist in running training advice and guidance for groups, ensuring consistency in intervention delivery.
- Model communication strategies and provide coaching to staff to embed best practices across educational settings.
- Engage in professional development opportunities, including attending relevant training and CPD sessions.
- Maintain up-to-date knowledge of autism research and best practices in communication interventions.

COLLABORATION AND PARTNERSHIP WORKING

- Work with school leadership teams to align communication strategies with whole-school initiatives.
- Provide guidance to mainstream school leadership teams on inclusive communication approaches.
- Liaise with families, providing training and advice to empower them in supporting communication development at home.
- Act as a link between Phoenix School and mainstream schools specialist classrooms.

MONITORING AND EVALUATION

- Collect and analyse student communication data to inform intervention planning and school-wide strategies.
- Evaluate the effectiveness of communication support and adjust approaches based on outcomes.
- Contribute to the development of resources, advice leaflets, and screening tools for SaLT teams.
- Participate in audits and research projects to ensure continuous service improvement.

STAFF SUPERVISION AND DEVELOPMENT

- Support staff in implementing communication interventions within classroom settings.
- Assist in training and mentoring new staff.
- Facilitate drop-in/problem-solving sessions for staff to address communication-related challenges.

VARIATION CLAUSE:

- This is a description of the job as it is constituted at the date shown. It is the practice of the school to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Executive Headteacher in consultation with the Post Holder.
- In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

FLEXIBILITY CLAUSE:

- Other duties and responsibilities express and implied which arise from the nature and character of the post within the school mentioned above or in a comparable post in any of the school's other sections or departments.

EQUAL OPPORTUNITIES STATEMENT

- To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination.
- The post holder must at all times carry out duties and responsibilities with due regard to the school's equal opportunities policies and procedures.

SAFEGUARDING

- Phoenix is committed to the safeguarding and welfare of our children and young people and expects all our staff and volunteers to share this commitment and ensure compliant with all school policies

DATA PROTECTION

- The post holder must ensure that personal information for clients, members of staff and all other individuals is accurate, up-to-date, kept secure and confidential at all times in compliance with all school policies

PERSONAL SPECIFICATION

POST TITLE:	**SPEECH AND LANGUAGE THERAPIST (BAND 5)**
GRADE:	**BAND 5 - EQUIVALENT TO NJC SCALE 6 TO SO2**
RESPONSIBLE TO:	**HEAD OF SPEECH AND LANGUAGE**
KEY WORKING PARTNERSHIPS:	**HEAD OF OUTREACH AND THE OUTREACH TEAM**

All post holders are expected to demonstrate a commitment to Equal Opportunities and a proven ability to work effectively in culturally and linguistically diverse classrooms.

Staff are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the job title purpose and grade.

APPLICANTS MUST HAVE:

- Recognised Degree in Speech and Language Therapy.
- Registered member of the Royal College of Speech and Language Therapists and the Health Professionals Council.

EXPERIENCE AND EVIDENCE OF:

- Working with autistic young people and developing communication strategies and a range of AAC systems
- Working in different settings and understanding a culturally diverse community
- Experience of working in an Multi Disciplinary team
- Attending specific and relevant training courses and further developing clinical knowledge in areas related to post.

KNOWLEDGE AND UNDERSTANDING OF:

- Theoretical and practical knowledge of assessment tools relevant to student group(s).
- A range of interventions and of more specialised intervention techniques relevant to the student group(s).
- Theoretical and practical knowledge of student development and implications of communication differences
- Awareness of multi-lingual and multi-cultural communities relating to speech and language therapy.
- Awareness of standards of record keeping.
- Knowledge of augmentative and alternative communication systems
- Practices to create an inclusive environment for learning.
- Developing partnerships with parents and the wider community.

SKILLS AND ABILITY TO:

- Be self-motivated, effectively manage your time, be able to assess situations and take appropriate action, often under pressure

- Communicate effectively with a range of audiences in writing or orally both in formal and informal situations.
- Have highly developed auditory and visual perception skills.
- Have excellent interpersonal skills.
- Be empathetic to the needs of the pupils and their families.
- Work collaboratively in a team and support other team members effectively.
- Have good negotiation and problem-solving skills.
- Demonstrate good analytical and reflection skills.
- Manage conflict in a professional manner and seek advice from line manager where necessary.
- Be flexible and able to work in different situations / locations.
- Have competent IT skills.
- Implement strategies that are learned through training at Phoenix.

PERSONAL QUALITIES

- Flexibility and ability to work as part of a team and commit to the School values
- A commitment to working positively with and to embrace the challenge of working with autistic children and young people
- Be prepared to work throughout the school and within the specialist classrooms with any age group where needed
- A sympathetic approach to parents and an understanding of the need for confidentiality.