

Job description

Job Title: Speech and Language Therapist

Salary Scale: SCP 19-27

Gross Salary: £25,927 - £31,895 per annum
Actual salary £23,414 - £28,804.24 per annum

Hours of Work: Full time (37 hours)
Term Time 38 weeks plus 15 additional days, a total of 41 weeks per year.

Accountable To: The Principal

Reports To: Specialist Speech and Language Therapist

Newly Graduated Speech and Language Therapists are welcome to apply (Band 5)

Job purpose

To provide a fully comprehensive Speech and Language Therapy service to our students at Lighthouse School with support from the Specialist Speech and Language Therapist. This will entail universal, targeted and specialist levels of support for our autistic students, and co-existing language disorder and learning disabilities, providing a specialist level of service for our students in line with their needs.

Main duties

- Liaising with all staff, carers and relevant professionals.
- Pursuing and acquiring ongoing knowledge and expertise for practice with above client group.
- Demonstrating specialist interest in the area of Autism, underpinned by theory and practical experience.
- Demonstrating clinical effectiveness by use of evidence-based practice, clear intervention plans and outcome measures.
- Running group-based intervention and 1 to 1 where required.
- Seeking advice and support when necessary from more senior colleagues.
- Managing a clinical caseload to the standards and guidelines set by HCPC.
- Assisting other SaLTs in the training of others (carers, Education/Social Services' staff, other professionals) related to the assessment and management of above client group.
- Assisting in the development of speech and language therapy assistants, students and volunteers, as required.
- Assisting in demonstrating and training carers and education staff in the implementation of speech and language therapy interventions.
- Being accountable for own professional actions and recognising own professional boundaries.

- Providing written and/or verbal reports that present clinical information that is accessible for both carers and/or clients and other professional colleagues.
- Being familiar with the school policies relevant to your role in school, e.g. code of conduct.
- Contributing to the EHCP process in line with school guidelines and code of practice.
- Gathering data accurately and to record promptly in line with HCPC professional standards and guidelines.
- Participating in school-based research projects by providing data as required.

Behaviour and Safety

- Establishing, encouraging and maintaining good relationships with all stakeholders, consistently demonstrating the values of the Lighthouse School.
- Contributing to a safe, purposeful and stimulating environment for students, including supervising students as required during play and mealtimes, on arrival and departure at the start and end of the day, and encouraging appropriate behaviour consistent with the school's Behaviour Policy.
- Ensuring that all activities are undertaken within the framework of the school's risk assessments.

Team working and collaboration

- Working collaboratively as part of a team and providing help and support to other team members.
- Participating in any relevant meetings/professional development opportunities at the school as appropriate.
- Supporting the effective running of the school by ensuring the policies and procedures are understood and followed.

Professional development

- Regularly reflecting on the effectiveness of your role as part of the appraisal process, refining your approaches where necessary and responding to advice and feedback from colleagues.
- Improving your practice through participating fully in training and development opportunities identified by the school.
- Participating in scheduled supervision and line management meetings.

Safeguarding Children and Vulnerable Adults

- Lighthouse School has a statutory and moral duty to ensure that the school functions with a view to safeguarding and promoting the welfare of children and young people studying at the school. The post-holder will be required to commit to the school's Safeguarding Policy and promote a safe environment for children and young people learning within the school.
- All posts are subject to an enhanced Disclosure and Barring Service (DBS) check. Having a criminal record will not necessarily bar an individual from undertaking the

role, however, this will depend on the nature of the position and the circumstances and background of any offences.

- Promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.

Equality and Diversity

- Promoting equality and diversity and abiding by the Equality and Diversity Policy of the school.

Health and Safety

- It is the responsibility of all employees to co-operate with the school's Health and Safety Policy to provide a healthy and safe place to work.

The above responsibilities are not an exhaustive list and the post-holder will be required to undertake any other appropriate responsibilities and duties that may arise from time to time.

Any changes to this document will be made in consultation with the post-holder.

Signature of Post-holder: _____ Date: _____

Signature of Principal: _____ Date: _____

Person specification

	Essential	Desirable
Qualifications	<p>Recognised Speech and Language Therapy Degree or equivalent.</p> <p>Health Care Professional Council – Licence to practice.</p>	<p>Registered Member of Royal College of Speech and language therapists.</p>
Experience	<p>The post holder will have experience of working with SEN pupils including those with autism, language disorder and/or mild to moderate learning disability.</p> <p>Experience of delivering interventions and strategies for young people with autism and language disorder</p> <p>Experience managing challenging behaviour.</p> <p>Up to date knowledge of clinical, social and political changes relevant to speech and language therapy.</p> <p>Ability to identify own professional development needs within the appraisal framework.</p> <p>Experience of working with Autism, Language Disorder and/or Learning Disability (paid or undergraduate)</p>	<p>Experience of working with Secondary school aged students with SEN.</p> <p>Knowledge and experience of a variety of evidence based targeted strategies and interventions.</p>
Knowledge	<p>Knowledge of, and adherence to national clinical guidelines.</p> <p>Possess knowledge of child protection issues.</p>	<p>Understanding of alternative forms of communication.</p>

	<p>A good understanding of, and commitment to, Safeguarding, health and safety, data protection and equal opportunities.</p> <p>Ability to use Microsoft Office Software, email and internet.</p>	<p>Ability to offer remote SaLT sessions and training using remote learning tools such as Microsoft Teams and Zoom.</p>
Skills	<p>Ability to communicate effectively with pupils, parents/carers and other stakeholders.</p> <p>Ability to develop a holistic understanding of the impact of communication across our school population, to implement current and evidence-based interventions and demonstrate their impact through clear outcome measures.</p> <p>Ability to demonstrate a good understanding of autism.</p> <p>Excellent interpersonal skills – including observation, listening and empathy skills.</p> <p>Ability to problem solve, make decisions and stay calm in crisis situations.</p> <p>Good presentation skills both written and verbal.</p> <p>Good organisational skills.</p> <p>Prioritisation skills.</p> <p>Demonstrate excellent analytical and reflection skills.</p> <p>Ability to assess the speech, language and communication needs of students using a mixture of formal and informal assessment to guide your clinical decision making.</p>	

	<p>Able to write clear intervention plans based on clinical findings and best practice.</p> <p>Demonstrate, plan and run therapeutic interventions and instruct parents/carers/ education staff in implementation.</p> <p>Demonstrate empathy with students, carers and families, ensuring that effective communication is achieved, often where barriers to understanding exist.</p> <p>Be able to reflect on practice, individually and with colleagues, and identify own strengths and development needs.</p>	
Attitude	<p>Show a high level of resilience for working with autistic students and challenging behaviour.</p> <p>Excellent team player.</p>	<p>Ability to work flexibly to meet the needs of the service.</p>