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# The Beckmead Trust

**Role Profile and Person Specification**

## Speech and Language Therapist Chaffinch Brook School

**February 2022**

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|  | **Role Profile / Job Description** |
| **Job Title:**  **Department:**  **Grade Range: Hours:**  **Location:**  **Reports to:**  **Role Purpose and Role Dimensions:**  **Commitment to Diversity:**  **Key External Contacts:**  **Key Internal Contacts:**  **Key Areas for Decision Making:**  **Other Considerations:** | **Speech and Language Therapist**  **Chaffinch Brook School**  **Band 6 Equivalent/Outer London NJC Grade 10 SCP 30-32**  **36 hours between 8 am and 4pm (Term Time only)**    **Croydon: Chaffinch Brook School Sites**  **Head Teacher**  The post holder will provide assessment, interventions and advice to pupils and staff at Chaffinch Brook School, a special school for children aged 5-16 with autism and related challenging behaviour.  All of our students have social and communication difficulties which have seriously impacted on their ability to learn and function in schools; they also lack confidence and motivation and many have delays in basic skills.  As a member of the School Team to take individual and collective professional responsibility for championing the Trust's diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity. |
| * Parents/carers * Medical, therapy and other multi-agency services |
| Teaching Assistants   * Class teachers * Leadership Team |
| * When to share / report concerns regarding pupil’s physical or emotional needs * Monitoring pupil progress and raise concerns regarding achievement against agreed targets |
| Whilst there are some pupils with EHCP’s in mainstream schools, the environment in a special school is far more intense and continuously presents a variety of both mentally and physically challenging situations for staff at all levels. |

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|  | **Role Purpose and Role Dimensions:** |
| 1. **Responsible To:**   **Key Accountabilities and**   1. **Result Areas:**   **Person Specification**  **Expert Knowledge**  **Skills**  **Qualifications**  **Experience** | The post holder will provide assessment, interventions and advice to pupils and staff at Chaffinch Brook School, a special school for children aged 5-16 with autism and related challenging behaviour. All of our students have social and communication difficulties which have seriously impacted on their ability to learn and function in schools; they also lack confidence and motivation and many have delays in basic skills.  The ethos of the school is one of nurture and positivity; every child is valued and encouraged to achieve, and it has a whole school communication-friendly approach.The post holder will be responsible for the provision of specialist interventions and assessments using evidence based / client centered practice and developmental principles to assess, plan, implement and evaluate interventions and treatment programmes.  The school curriculum is underpinned by the principle of establishing meaningful communication for pupils of different abilities and the speech and language therapist will have an integral part to play in developing this ethos. The post holder will be an active member of the multidisciplinary team working alongside teachers, learning Support Assistants, an OT and music/ play therapists. The role involves delivering interventions based on evidence-based practice alongside working collaboratively with teaching staff in joint target setting. The post holder will also be expected to set up and maintain accurate records associated with Speech and Language Therapy guidelines and according to the school’s requirements.  While all children have a diagnosis of autism, many have other diagnoses or overlapping  Examples include ADHD, mental health needs such as anxiety, ODD, selective mutism, language delay and speech disorders. Working with such a wide range of neurodiverse Children and Young People is what makes SALT at Chaffinch especially interesting.  Headteacher Chaffinch Brook  Clinical:   1. 1. Be an integral member of the school and multi-disciplinary team, providing individual specialist programmes to a caseload of clients with developmental needs associated with their Autistic Spectrum Disorder, learning difficulties and challenging behaviour. 2. 2. Provide advice, training and support to staff and parents. This may be general or specific, and may include providing induction training to new staff, and other whole school training. 3. 3. Manage the SLT caseload, prioritising as necessary. 4. 4. Undertake assessments of student’s speech, language and communication skills using observations, discussions with staff, informal and formal assessment tools. Show consideration as to how these skills and needs impact on the students functioning. 5. 5. Implement interventions through a range of models of service delivery that reflects the needs of the students. 6. 6. Monitor and evaluate treatment in order to measure progress and ensure effectiveness of the interventions. 7. 7. Keep accurate case records for each student containing assessment information, aims and objectives of therapy, details of therapy provided and pertinent discussions with staff and parents. 8. 8. Provide specialist reports both written and verbal in MDT meetings, network meetings and Annual Reviews.   Teaching, Training and Support:   1. 9. Raise awareness amongst staff of the communication and language difficulties present across the spectrum of autism spectrum disorders and behavioural difficulties. 2. 10. Provide supervision for newly qualified and less experienced speech and language therapy staff or students. 3. 11. Lead the development of the SLT service – establishing SLT strategies, programmes and routines in classes, group programmes, and individual treatment plans and goals. 4. 12. Evaluate and monitor assessment and treatment methods and keep abreast of new developments.   Communication   1. 13. Communicate effectively with students, staff, MDT colleagues and other agencies. 2. 14. Advise the Senior Leadership Team of any incident of any student whose care / health is causing concern, using the appropriate methods as defined by the school. 3. 15. Participate in staff and student meetings and attend training sessions as required.   16. Maintain complete confidentiality on all matters concerning the school, students, staff and related work.  Management  17. Identify equipment and resources required for the delivery of the SLT service within the  establishment   1. 18. Contribute to the school’s development plan, as required.   19. Contribute to the SLT service development as required.  20. Adhere to and ensure the implementation of school policies.  Professional Development   1. 21. Participate in training and structured supervision. 2. 22. Provide in-service training. 3. 23. Review and reflect on own practice and performance through effective use of professional 4. and operational supervision and appraisal. 5. 24. Attend statutory training required by the school, i.e. Safeguarding, health and safety   General   1. 25. Be a registered member of the Health Professions Council and the Royal College of 2. Speech and Language Therapists. 3. 26. Comply with the RCSLT Code of Ethics and Professional Conduct, national and trust 4. procedures. 5. 27. Demonstrate an understanding of Education, Health and Care Plans, and the impact of legislation and guidelines on service provision.   28. Demonstrate an awareness of the Mental Health Act, RCSLT guidelines for working with children and young people with Autism, and the Children’s Act.  29. Demonstrate non-discriminatory practice in all aspects of work.   1. 1. To have an excellent understanding of child development 2. 2. Knowledge of learning disabilities, special needs and behavioural difficulties . 3. 3. Knowledge of the whole spectrum of Autistic Spectrum Disorders.   4. Sound understanding of the role of a Speech and Language Therapist in a team and to realise own clinical development goals.   1. 5. To be fully aware of the role of School Leadership Team within a Multi-Disciplinary Team in order to function as a member of the 2. team. 3. 6. An excellent understanding of core Speech and Language Therapy skills and current best practice in SLT and Autism. 4. 7. A special interest in communication needs and social skills within Autism and Challenging Behaviour 5. 8. The ability to manage own time to balance caseload, a self starter. 6. 9. Clear report writing skills. 7. 10. The ability to assess and identify communication difficulties and behaviours associated with 8. poor social communication skills. 9. 11. The ability to plan, coordinate and organise Social skills groups and SALT programmes. 10. 12. Assertiveness and negotiation skills. 11. 13. Good interpersonal skills in order to treat students and to work well with other disciplines. 12. 14. Ability to work as a team member. 13. 15. Flexibility to meet the needs of the service – each child is an individual with distinct 14. responses to treatment. Services need to be flexible in order to meet the need of the child and 15. to respond to change. 16. 16. Ability to complete a task, so that good carryover of newly acquired skills is ensured, and that treatment and supervision goals are followed through. 17. 17. Ability to cope with interdisciplinary relations. 18. 18. Excellent written and oral skills including the use of ICT     19. BSc (Hons) Speech and Language Therapy / Diploma in Speech and Language Therapy  20. Current registration with Royal College of Speech and Language Therapists and HPC   1. 21. Graduate experience of working with children and young people with ASD, learning difficulties or challenging behaviours. 2. 22. Experience of supporting staff from other agencies or in other work/placement settings. 3. 23. Experience of working within a multi-disciplinary / multi-agency team |

**Special conditions:**  Enhanced DBS Check

* + Above average exposure to pupils with traumatic, degenerative, terminal

conditions, or who have difficult and demanding behavioural problems, will require the postholder to cope with above average levels of emotional and physical resillience

* + Close contact with pupils may result in some exposure to bodily fluids.
  + May require Hepatitis B vaccination.
  + Particularly in schools that have pupils with behavioural difficulties, postholder can be at risk of physical injury and needs to remain vigilant and observe risk assessment protocols.
  + Members of staff must take part in the behavioural and physical intervention training that it is offered by the School

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| **Key Accountabilities and**  **Result Areas:** | **Key Elements:** |
| **Confidentiality** | **This will involve:**   * Treating all information acquired through employment, both formally and informally, in confidence. * There are strict rules and protocols defining employee access to and use of the School/Academy’s databases. Any breach of these rules and protocols will be subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement. |
| **Equalities** | * The Trust has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. |
| **Health and Safety** | * Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co- operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management. |
| **To contribute as an effective and collaborative member of the School Team**  **Data Protection** | **This will involve:**   * Participating in training to be able to demonstrate competence. * Participating in first aid training as required. * Participating in the ongoing development, implementation and monitoring of the service plans. * Championing the professional integrity of the School Service * Supporting Best Value and electronic management of processes. * Actively sharing feedback on School policies and interventions   **This will involve:**   * Being aware of the School/Academy’s legal obligations under the Data Protection Act 2018 (the “2018 Act”) and the EU General Data Protection Regulation (“GDPR”) for the security, accuracy and relevance of personal data held, ensuring that all administrative and financial processes also comply. * Maintaining customer records and archive systems in accordance with departmental procedures and policies as well as statutory requirements. * Treating all information acquired through employment, both formally   and informally, in accordance with the **Workforce Data Protection Policy.** |