

SPEECH AND LANGUAGE THERAPY LEAD APPLICATION PACK

Full Time, Term Time Only

Group 4B, points 27 - 31 (£37,035 - £40,476)



Warm welcome to West Midlands Academy Trust (WMAT)

Dear Applicant,

We are delighted to welcome you as a prospective candidate to become WMAT's first trust speech and language therapy lead. As we embark on an exciting journey to establish a new multi-academy trust, your expertise and vision will play a pivotal role in shaping our culture and supporting our mission. We hope that this information pack provides you sufficient insight and information to decide if you have the right qualities, skills and experience to apply for the position.

We wish to appoint a qualified dynamic, and highly motivated Speech and Language Therapy professional with one of the following professional registrations:

- Registered member of the Royal College of Speech and Language Therapists
- Registered as Speech and Language Therapist with the Health & Care Professionals Council

In this role, you will lead and deliver the speech and language therapy strategy across the trust including direct work with young people and families.

The successful candidate will provide strategic and clinical expertise and advice to school staff, supporting assessment and interventions to staff, pupils and their families.

This role will be crucial in delivering the Trust's ambition to provide the highest quality early help to young people and our workforce experiencing speech and language challenges, achieving the benefits of our collaboration model and mission to 'Achieving more together'.

WMAT is being founded by three high performing secondary schools in Birmingham – Hall Green, Kings Norton Girls' and Swanshurst – who expect to transfer into WMAT on 1st January 2025.

The three schools have nearly 500 staff and around 4,000 students. We each have our own in-school provision for mental health and wellbeing support and this role will grow and develop our provision further, and provide a service which achieves more for each school and their communities. This is a fantastic opportunity for you to lead the establishment of new trust policies, procedures and professional growth.

You will be joining at the beginning of our journey, as we establish, embed and then grow the trust. For the right individual, we believe that this is an extremely exciting lead role. At WMAT, we are committed to fostering an inclusive and empowering environment for both our staff and students. We believe that a strong, jointly created provision for speech and language therapy resource is essential for delivering the vision and aims of our trust.

At every step, you will be supported by a leadership team full of ambition and optimism, including a Chief Executive and Chief Finance and Operations Officer who are each on secondment from the founding schools. Appropriate externally sourced supervision will be in place from the outset.

This post is covered by Part 7 of the Immigration Act 2016 and therefore the ability to speak fluent English is an essential requirement for this role.

For further details and an application form please contact recruitment@wmatrust.co.uk. Applicants

requesting an online application form must also submit a signed copy of their application, either at the point of being called for interview or as soon as possible after the closing date.

Please submit all completed applications to recruitment@wmatrust.co.uk.

WMAT is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. Necessary safeguarding checks will be undertaken.

The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

The closing date for receipt of applications is 3pm on Thursday 16th January 2025.

Thank you for considering this opportunity to be a part of something truly transformative.

We look forward to your application and the possibility of welcoming you to our team.

Yours sincerely,

Nicola Raggett
CEO Designate
Headteacher
Kings Norton Girls' School

Karen Slater
Headteacher
Hall Green School

Mike Dunn
Headteacher
Swanshurst School



3 Schools



500 Staff



4,000 Students

About West Midlands Academy Trust (WMAT)

West Midlands Academy Trust (WMAT) is being founded by Hall Green School, Kings Norton Girls' School and Swanshurst School in Birmingham.

The school websites can be accessed via hallgreen.bham.sch.uk, kngs.co.uk, or swanshurst.org.

The Key Principles of WMAT are:

Mission

- Relentless focus upon delivering an excellent Quality of Education, resulting in strong progress and attainment for all groups of pupils.
- Emphasis upon personal development and wellbeing for staff and pupils.

Culture

- High ambitions and high expectations for all staff and pupils.
- Individual school identities matter – names, logo, uniform etc – not a 'corporate look'.
- Staff focused culture – role of leaders is to facilitate outstanding provision, supporting and enabling all staff to perform exceptionally well and in pupils' best interests.
- Collaborative practice – in all aspects of the trust (peer review, policy development) – horizontal and vertical – collaboration within and between schools is the cultural norm and is built into quality assurance / review processes in all aspects of trust operations.
- Collective responsibility – an issue is everyone's issue, every pupil and staff member is of equal importance across the trust.
- Responsive to context, while strategic in approach – i.e. not one size fits all, but always looking towards the future implications or options.

Operations

- Earned autonomy with accountability – i.e. potentially variable delegations / school freedoms based upon performance and risk.
 - Central services where they achieve more and / or cost less and / or enhance school leadership capacity to focus on educational provision and where they are accountable to, and work collaboratively with, Headteachers and the executive team.
 - Central policies where they increase the ability to collaborate, reduce the risk of non-compliance, and reduce workload.
 - Financial sustainability:
 - School led budgeting (including reserves being retained) with expectation of all schools being financially self-sufficient.
 - Maximise funding spent on direct T&L / pupil support.
 - High ambitions and high expectations for all staff and pupils.
 - "Good growth" – i.e. the right schools at the right time.
 - Safe and stimulating physical environment.
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Job Description

Job title:	Trust Speech & Language Therapy Lead
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Grade:	4B (Term Time Only)
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1. Job Purpose

- 1.1 To lead on speech and language therapy across the Trust and provide support, assessment and interventions to staff, pupils, and their families.
- 1.2 To work with pupils, parents, staff, and outside agencies to ensure that the Trust fully supports pupils who need help to overcome barriers to learning to achieve their full potential.
- 1.3 To support the Trust's aims, vision and ethos in speech and language therapy knowledge and have a working understanding and knowledge of the safeguarding policies and procedures.
- 1.4 In collaboration with the Trust Executive Team, the post holder will contribute to the development of practice and protocols in the light of national / local guidance. This process will encompass audit and service evaluation.

2. Duties and responsibilities

- 2.1 To be responsible for the delivery of specialist speech and language therapy services across the schools within the Trust including assessment, diagnosis and therapy specifically for out of borough pupils and others as directed.
 - 2.2 To provide specialist intervention demonstrating clinical effectiveness by the use of evidence based practice and outcome measures while being able to adapt practices to meet individual pupils' needs.
 - 2.3 To provide specialist therapy services utilising a variety of service delivery models including individual, joint, multidisciplinary, group and teacher directed sessions.
 - 2.4 To use specialist knowledge of standardised assessment and other assessment tools in combination with advanced reasoning skills to record baseline measures and/or differential diagnoses.
 - 2.5 Management of a highly complex and demanding caseload of children with physical disabilities, severe or profound learning difficulties, neurodiverse, and complex needs.
 - 2.6 To develop and implement speech and language programmes for individual and groups using expertise to create innovative and effective ways of working where appropriate to maximise individual students' potential.
 - 2.7 To provide speech and language targets for integration into the educational curriculum as part of each students' IEP in consultation with parents, teachers and other multidisciplinary staff.
 - 2.8 To plan implement and evaluate joint sessions with members of the multidisciplinary team, incorporating speech and language therapy targets.
 - 2.9 To attend and participate in regular multidisciplinary team and MDT meetings.
 - 2.10 To regularly monitor and review the students' ongoing communication needs.
 - 2.11 To liaise closely with all staff to support implementation of appropriate communication strategies on a daily basis.
 - 2.12 To actively support other staff members when they identify the communication needs of students by exploring, supporting and implementing possible solutions.
 - 2.13 To support the work of SALT Assistants (where relevant) and offer guidance.
 - 2.14 To devise and write intervention programmes for implementation by Teaching Assistants.
 - 2.15 To provide reports to contribute to the students' annual reviews.
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- 2.16 To maintain records of intervention according to professional standards.
- 2.17 To maintain professional status and competence at a specialist level, taking responsibility for keeping own knowledge and skills up to date by engaging in continuing professional development and maintaining a portfolio of CPD.
- 2.18 To attend regular clinical supervision with a suitably experienced SALT.
- 2.19 To attend externally accredited training programmes e.g. Picture Communication Exchange System (P.E.C.S.), AAC, Eye Gaze in order to take responsibility to contribute to the training of others including staff and parents across the Trust.
- 2.20 To identify professional development evidenced within an annual appraisal with line manager.
- 2.21 Where in post, to provide peer support with fellow Speech and Language Therapists. This may include regular peer supervisions, joint planning and therapy sessions.
- 2.22 To manage the emotional consequences of working with children with physical disabilities and complex needs and be aware of the needs, demands and pressures on their families.
- 2.23 To have knowledge of and work within the framework of relevant procedures including Safeguarding/Child Protection etc.
- 2.24 To demonstrate knowledge of and adhere to RCSLT professional and clinical guidelines.
- 2.25 To maintain registration with the Health and Care Professionals Council as a practising Speech and Language Therapist.
- 2.26 To represent the school at multi agency meetings where appropriate.
- 2.27 To communicate in a clear, concise and culturally appropriate manner to students, staff and family members.
- 2.28 To effectively motivate students and staff to engage in the therapy by utilising a range of activities, strategies and techniques.
- 2.29 To ensure that parents/staff are involved in the planning and prioritisation of their programmes wherever possible.
- 2.30 To contribute to planning and delivering of training (both formal and informal) to parents, teachers and other school staff in speech, language and communication disorders related to children with physical and complex disabilities e.g. Hi Tech AAC training, Makaton.
- 2.31 To maintain an up to date knowledge of new techniques and development within the field of AAC and speech and language development and appraise and implement new interventions as appropriate.
- 2.32 To engage in reporting on clinical practice, evidence based practice and research in order to improve services to pupils.
- 2.33 To participate in research projects and to collect and provide research data as appropriate
- 2.34 The post holder will be subject to appraisal objectives which will be agreed and reviewed annually.
- 2.35 The post holder is expected to carry out such other duties as may reasonably be assigned by the Executive Senior Leadership Team.

3. Supervision received

Supervising Officer: Exec Team Headteacher

Specialist Supervision: External provider

Level of Supervision

- 3.1 Left to work within established guidelines subject to scrutiny by supervisor
- 3.2 Plan own work to ensure the meeting of defined objectives
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4. **Supervision given** (excludes those who are **indirectly** supervised i.e. through others)

N/A

5. **Special Conditions**

The position of Trust Speech & Therapy Lead is a full-time post, term time only. Some pre-agreed hybrid working will be possible.

OBSERVANCE OF THE TRUST'S EQUAL OPPORTUNITIES POLICY AND SAFEGUARDING OF CHILDREN REGULATIONS WILL BE REQUIRED

Person Specification

Job title: Trust Speech & Language Therapy Lead

Criteria	Essential	Desirable
Experience, skills and abilities	<p>A vision for developing targeted interventions to remove barriers to learning.</p> <p>Experience of successfully developing strategies to improve outcomes for students.</p> <p>Proven track record of re-engaging and raising outcomes for students experiencing barriers to learning within an 11-19 environment.</p> <p>Experience in providing individual and group interventions speech and language therapy.</p> <p>Proven skill set in delivering training to professionals, volunteers and parents Knowledge of relevant legislation.</p> <p>Experience in triage skills and relevant knowledge of levels of care within speech and language therapy.</p> <p>Ability to work effectively with young people in improving speech and language skills.</p> <p>Skilled in working with external agencies.</p> <p>Professional knowledge of child protection procedures and safeguarding vulnerable young people.</p> <p>Positive attitude to change.</p> <p>Ability to work independently and use own initiative.</p> <p>Ability to communicate both verbally and in writing in an effective way with people from a variety of backgrounds and different ages.</p>	<p>Experience in assessing and working with children and young people with mild to severe speech and language difficulties.</p> <p>Delivering expert level training around speech and language therapy.</p> <p>Proven experience in launching innovative projects in the field of speech and language therapy.</p> <p>Previous experience in delivering interventions in partnership with education/local authority.</p> <p>Counselling Skills.</p>

	<p>Empathy and understanding of the emotional needs of children.</p> <p>Flexible, enthusiastic, innovative and self-confident.</p> <p>Ability to work as part of a team and to lead others.</p> <p>Ability to work under pressure and meet deadlines.</p> <p>Approachable and a good listener.</p> <p>Willingness to maintain confidentiality on all school matters.</p> <p>IT skills relevant to the role.</p>	
<p>Education/ qualifications NB: Full regard must be paid to overseas qualifications</p>	<p>A minimum of a Level 2 (GCSE A*- C or equivalent) English qualification</p> <p>A minimum of a Level 2 (GCSE A*- C or equivalent) Maths qualification</p> <p>A relevant degree or equivalent</p> <p>Evidence of specialist clinical training in relevant areas.</p>	<p>Current professional registration in a field of Mental Health.</p>
<p>Contra indication</p>	<p>Unsatisfactory clearance/completion of a DBS check and/ or other pre-employment checks.</p> <p>Eligibility to work – UK.</p>	

We will consider any reasonable adjustments under the terms of the Equality Act 2010 to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

WMAT is committed to safeguarding and promoting the welfare of its pupils and expects all those working in the Trust to share this commitment. Successful applicants will be required to undergo pre-appointment checks appropriate to the post, including checks with past employers and Enhanced Disclosure and Barring Checks.

ALL STAFF ARE EXPECTED TO BE COMMITTED TO THE TRUST'S EQUAL OPPORTUNITIES POLICY AND ADHERE TO THE SAFEGUARDING OF CHILDREN PROCEDURES

COMPILED BY: _____

DATE: _____

(Shortlisting/Interviewing Panel) _____

DATE: _____