



Job Description

Speech and Language Therapist, Grade 7

The jobholder reports to the Strategic Lead for Safeguarding and SEND. The main contacts of the role include: CEO, Headteachers, SENCOs, Class Teachers, Teaching Assistants, Students, Parents/Carers, Specialist Health Providers and Social Care Professionals.

Main purpose of the post

To provide Speech and Language therapy for pupils with physical impairment, complex health needs and associated learning difficulties across all Schools within the Trust.

To undertake a Speech and Language therapy assessment using investigative analytical and clinical reasoning skills taking into account all aspects of a pupil's life (social, emotional, environmental)

To provide effective Speech and Language intervention in order to maximise a pupil's ability to communicate

To assess for and provide appropriate alternative and augmentative communication systems

To provide detailed communication assessments passports/profiles highlighting vocal, non-verbal and behaviours that enable communication

To provide services to other schools in the wider community, where agreed by the Trust.

Main Duties

- Assessing pupils' needs through initial and ongoing observation and assessment
- Provide high quality, evidence-based speech and language therapy to children of all ages in our schools
- Help children make significant progress with regards to their speech, language and communication needs
- Develop a strong rapport with children, young people, school staff and families
- Planning, developing, modelling and enhancing appropriate provision, taking account of pupils' needs



- Following GDPR and Safeguarding regulations in all aspects of work, including maintaining accurate records as required by the schools and Trust
- Training school staff, parents and carers to effectively deliver appropriate therapeutic intervention
- Involvement in meetings with teams around specific children, in addition to having input into Education, Health and Care (EHC) Plans
- Sharing innovation and best practice in teaching and learning methods throughout schools/settings, identifying the appropriate resource materials and techniques to support delivery
- Working with parents, carers, and all other relevant agencies and/or partners to ensure the best possible outcomes for children and young people with SLCN
- Working with or alongside other agencies and organisations when relevant
- To be part of a team to assess pupils for appropriate specialist communication equipment
- To advise on the purchase of communications aids and advise and support colleagues in the use of this equipment
- To develop effective therapy programmes based on analysis of assessment outcomes
- To provide 1:1 therapy for individual pupils
- To provide detailed written therapy programmes to be carried out on a 1:1 basis by teaching assistants
- To monitor the implementation of programmes adapting and updating where appropriate
- To develop and update comprehensive records of students with speech and language needs across school and service
- To attend and contribute to interagency pupil review meetings
- To represent each school at joint agency meetings where appropriate
- To communicate with pupils and parents/carers to enable an understanding of their communication development and access to the curriculum
- To attend team and department meetings contributing verbal advice where appropriate
- To contribute written information for statutory assessment of special educational needs
- To attend school staff meetings and to make a full and active contribution to each school through regular duties and willingness to attend residentials, to participate in sports events and extra-curricular activities.
- To contribute to the future development of each school and partnership
- To promote and market the Speech & Language Therapy service to other schools in the wider community, if appropriate

Monitoring and Evaluation

- To provide professional advice on speech and language issues to school staff, parents and carers
- To work closely with school staff to plan, implement and assess individual speech and language programmes for individual pupils
- To contribute to the training and development of each school's colleagues

General

- To attend training and administer basic first aid as and when required
- To maintain confidentiality relating to the staff and students of the school at all times.
- To be flexible and motivated and able to follow instructions and remain calm in difficult circumstances
- To undertake all duties with full regard to the Health and Safety at Work Act
- To contribute to the overall ethos, work and aims of the School and Trust
- To participate in training and other learning activities and performance development as required
- To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise
- To be aware of and support difference and to ensure equal opportunities for all

This job description sets out the duties of the post at the time it was drawn up. The post holders may be required from time to time to undertake other duties within the Trust as may be reasonably expected, which are commensurate with the grade of this post

All duties and responsibilities must be carried out with due regard to the Wythenshawe Catholic Academy Trust's existing policies, including child protection, health and safety, equality and data protection

Where the postholder is disabled, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.



Person Specification

Speech & Language Therapist

CRITERIA	ESSENTIAL OR DESIRABLE	HOW / WHEN MEASURED *A/I/R/SP
Qualifications		
A degree in Speech & Language Therapy or equivalent qualification	E	A/I/R
Registration with the Health and Care Professionals Council (HCPC)	E	A/I/R
License to practice from and membership of Royal College of Speech and Language Therapists (RCSLT)	E	A/I/R
Driving Licence	E	A/I/R
Experience		
Previous Speak and Language Therapy experience	E	A/I/R
The skills to identify, assess and analyse the needs of pupils with complex needs	E	A/I/R
Experience providing speech and language therapy assessments and interventions for children and young people	E	A/I/R
Knowledge/Skills/Abilities		
Ability to plan individual and group programmes that will be carried out personally and by other staff	E	A/I/R
Ability to work as part of an interdisciplinary team	E	A/I/R
Ability to set targets for pupils and monitor progress	E	A/I/R
Ability to demonstrate an understanding of and commitment to equal opportunities in particular to inclusion	E	A/I/R
Ability to recognise the rights of children with disabilities	E	A/I/R
Ability to liaise with other professionals to plan and implement specific programmes based on joint assessment	E	A/I/R
Ability to write coherently to enable specific report writing, liaison with parents and correspondence	E	A/I/R
Ability to listen and respond to discussion	E	A/I/R
Ability to communicate clearly and sensitively with children, young people and adults, individually and in groups	E	A/I/R
Ability to lead, manage and motivate others	E	A/I/R
Ability to acquire new skills and have specialist knowledge of Speech and Language Therapy assessments and interventions	E	A/I/R
Ability to demonstrate knowledge and skills that indicate the ability to contribute to inclusive practice	E	A/I/R
Ability to demonstrate sound experience of working with pupils/parents or transferable experience and a belief in parents as partners	E	A/I/R
Personal styles/Behaviour		
Willingness to work in other schools supporting pupils who experience physical impairment and complex medical needs	E	A/I/R
To act with the utmost integrity at all times	E	A/I/R
Tact and diplomacy in all interpersonal relationships with the public, students and colleagues at work.	E	A/I/R
Self-motivation and personal drive to complete tasks to the required timescales and quality standards.	E	A/I/R



The flexibility to adapt to changing workload demands and new school challenges	E	A/I/R
Personal commitment to continuous self-development.	D	A/I/R
Personal commitment to continuous school improvement.	D	
Personal commitment to ensure support is equally accessible and appropriate to the diverse needs of the students.	E	A/I/R
Personal commitment to the school's professional standards.	E	A/I/R
Willingness to undertake first aid training and administer first aid as required.	D	A/I/R
Demonstrate awareness and commitment to upholding all Trust policies.	E	A/I/R
To maintain confidentiality relating to the staff and students of the school at all times.	E	A/I/R
To uphold the Catholic ethos of the School	E	
Willingness to consent to and apply for an enhanced disclosure and barring list check.	E	A/I/R
To uphold all aspects of safeguarding.	E	A/I/R

Application/Interview/References/Selection Process: The WCAT uses the appropriate CES application forms for each role advertised. This application should be fully completed and legible. **The supporting statement should be typed in Arial 12, not exceed 1300 words in length, be clear, concise and related to the specifics of the post advertised above in order to gain an interview**