



JOB DESCRIPTION

SECTION A: Reporting to: Assistant Head- Inclusion

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| Job Title: | Speech and Language Therapy Assistant |
| Grade: | Scale 5 |

SECTION B: PURPOSE OF POST

To work under the instruction/guidance of the Speech and Language Therapy team to undertake speech and language therapy programmes and in class support, to enable access to learning for students and to assist the teacher in the management of students and the classroom. Work may be carried out in the classroom, in a therapy room or outside spaces.

SECTION C: Main duties and Responsibilities

Support for Students

1. Assist with the development and implementation of Speech and Language Therapy programmes, this may include adapting programmes according to presenting needs in any given session or scenario.
2. Establish constructive relationships with students and interact with them according to individual needs.
3. Promote the inclusion and acceptance of all students.
4. Encourage students to interact with others and engage in activities, led through structured communication tasks.
5. Set challenging and demanding expectations and promote self-esteem and independence.
6. Provide feedback to students in relation to progress and achievement under guidance of their Speech and Language Therapist. To ensure that students are aware of their communication and interaction targets and that progress

with these is recorded according to the speech and language therapist requirements.

7. Work in classrooms to support and develop Total Communication approaches and adapt communication resources in line with presenting student strengths, challenges and current speech and language therapy advice.
8. Attend regular supervision, advice and planning sessions with qualified speech and language therapists.

Support for Speech and Language Therapists

1. Create and maintain a purposeful, supportive environment, in accordance with therapy plans and assist with the inclusion of student's communication and interaction targets across the school day.
2. Use strategies, in liaison with speech and language therapists, to support students to achieve communication goals in the school setting.
3. Assist with the planning of speech and language therapy interventions.
4. Monitor students' responses to therapeutic activities and accurately record achievement/progress as directed.
5. Provide detailed and regular feedback to therapists on student observations.
6. Support the school community to make links between communication and behaviour, under the supervision of and in close collaboration with the speech and language therapy team.
7. Establish constructive relationships with education colleagues and parents/carers.
8. Provide clerical/admin. support e.g. photocopying, producing communication resources, typing, filing, ordering equipment/resources.

Support for Communication and Interaction

1. Work in collaboration with the speech and language therapy and CENMAC teams to support effective carryover of Lo and Hi-Tech Augmentative, Alternative Communication aids in setting.

2. Support ongoing communication assessments through structured observations and planned therapeutic tasks, under the supervision and guidance of the speech and language therapy team.
3. Demonstrate communication and interaction tasks recommended by speech and language therapists to teachers and teaching assistants.
4. Deliver individual and small group communication and interaction support programmes developed by speech and language therapists.
5. Prepare, maintain and use equipment/resources required for session plans.

Support for the School

1. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. Be aware of and support difference and ensure all students have equal access to opportunities to communicate, learn and develop.
3. Contribute to the overall ethos/work/aims of the school.
4. Appreciate and support the role of other professionals.
5. Attend and participate in relevant meetings as required.
6. Participate in training and other learning activities and performance development as required.

Other Responsibilities

1 Data Protection

It is essential when working with computerised systems that you are completely aware of their responsibilities at all times under the Data protection Act 1984 for the security, accuracy, and significance of personal data held on such systems.

2. Equal Opportunities

To take responsibility, appropriate to the post for tackling racism and promoting good race, ethnic and community relations.

3. Health and Safety

- Employees are required to work in compliance with the School's Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties they come into contact, such as members of the public, in premises or sites controlled by the school.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environment and including such information, training instruction and supervision as necessary to accomplish those goals.

4. **Safeguarding**

To have a due regard for safeguarding and promoting the welfare of children and young people and to follow all associated child protection and safeguarding policies as adopted by the school and Local Authority.

5. **Other Duties**

To undertake such other duties as may be required commensurate with the grade of the Post

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.



Job Title: Speech and Language Therapy Assistant

| CRITERIA | | |
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| A. Qualifications and Training | 1. English GCSE at B grade or above (or equivalent qualification) | Essential |
| | 2. good spoken English is essential | Essential |
| | 3. A Level, NVQ3, NNEB, BTEC or equivalent knowledge SLCN qualification such as an ELKLAN course or a degree in a relevant discipline | Desirable |
| | 4. Appropriate training e.g. Health and Safety/Child Protection etc. | Essential |
| B. Relevant Experience | 1. 12 months working with children and/or adolescents with Education Health Care Plans in a mainstream or special school setting | Essential |
| | 2. Experience of working in schools at more than one Key Stage | Desirable |
| | 3. Experience of working independently to plan, prioritise and organise workload | Essential |
| | 4. Experience of reflecting on own work and its impact on others | Essential |
| | 5. Experience of carrying out Communication and Interaction observations and interventions | Desirable |
| | 6. Experience of effective working in a multi-disciplinary team | Essential |
| | 7. Experience of using behaviour management strategies | Essential |

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| C. Knowledge | 1. Knowledge of the roles of some other professionals relevant to children with Speech, Language and Communication Needs | <i>Essential</i> |
| | 2. Able to demonstrate awareness of the impact communication difficulties may have on the ability of children and young people to function typically in their everyday life | <i>Essential</i> |
| | 3. Understanding of relevant policies/codes of practice and awareness of relevant legislation | <i>Essential</i> |
| | 4. Basic understanding of child development and learning | <i>Essential</i> |
| | 5. Knowledge and understanding of child protection policies and procedures | <i>Essential</i> |
| D. Skills and Abilities | 1. Strong interpersonal skills and ability to work in a multi-disciplinary team | <i>Essential</i> |
| | 2. Effective ICT skills (spreadsheets, databases, electronic files) | <i>Essential</i> |
| | 3. Skills in developing Augmentative Alternative Communication aids | <i>Desirable</i> |
| | 4. Effective time management and organisational skills | <i>Essential</i> |
| | 5. Use of other equipment technology – audio/visual, photocopier | <i>Essential</i> |
| | 6. Ability to self-evaluate learning needs and actively seek opportunities | <i>Essential</i> |
| | 7. Ability to relate well to children and adults | <i>Essential</i> |
| | 8. Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | <i>Essential</i> |