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| **Role** | **Grade** | **Reports to** |
| Speech and Language Therapist | Grade 7 | Headteacher |

**Main purpose of the job**

* To provide Speech and Language therapy for young people with physical impairment, complex health needs and associated learning difficulties
* To undertake a Speech and Language therapy assessment using investigative analytical and clinical reasoning skills considering all aspects of a pupil’s life (social, emotional, environmental)
* To provide effective Speech and Language intervention 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

**Key relationships**

Main contacts of the job include the Senior Leadership team, class teachers, teaching assistants, pupils and parents/carers.

**Please note that whilst this job description gives an indication of the key responsibilities, it is not intended to provide an exhaustive list.**

**Main accountabilities:**

* 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 the 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 the 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 the school and partnership

**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 school colleagues

The role will involve the postholder carrying out the above duties both on the school site and within designated partnership schools.

**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.**

**All employees in the Trust are expected to:**

* Support the vision, values and objectives of the Trust and demonstrate a collaborative, team working approach to school and Trust improvement [**https://prospere.org.uk**](https://prospere.org.uk/about-us/our-strategy)
* Take appropriate responsibility and action for safeguarding, be aware of confidential issues and maintain as appropriate
* Be aware of and comply with policies and procedures relating to child protection reporting all concerns to an appropriate person
* Promote and act in accordance with the Code of Conduct and key policies including the Trust’s Health and Safety Policy, Equality Policy and Data Protection Policy
* Effectively represent the Trust when liaising with contractors and outside agencies/organisations Demonstrate tact and diplomacy in all interpersonal relationships with the public, pupils, parents and colleagues
* Demonstrate a commitment to continuous professional development and support the Performance Management process
* Attend Trust and school events as required and make a positive contribution during such events
* Attend regular meetings before and after Trust hours, including morning briefings
* Carry out duties other than those listed in the job description under the direction of the headteacher where the post holder has appropriate qualifications and has received appropriate training

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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| **Person Specification** | **Essential/ Desirable** | **Assessment stage** |
| **Qualifications** | | |
| Degree in Speech and Language Therapy or equivalent qualification which gives license to practice | Essential | Application |
| Registration with the Health Professions Council | Essential | Application |
| License to practice from and membership of RCSLT | Essential | Application |
| Hold a valid driving license | Essential | Application |
| **Knowledge and Experience** | | |
| Previous Speech and Language Therapy experience, demonstrating evidence-based practice and the ability to effectively manage a caseload | Essential | Application |
| Experience of working with children/young people with SEN, particularly those on the Autism Spectrum | Essential | Application, Interview |
| The skills to identify, assess and analyse the needs of pupils with complex needs and provide a rationale for interventions | Essential | Application, Interview |
| Ability to plan individual and group programmes that will be carried out personally and by other staff, formulation of therapy plans which provide appropriate intervention(s), including evaluation of outcomes | Essential | Application, Selection task |
| Ability to work as part of an interdisciplinary team, supporting colleagues to ensure intervention programmes are effective | Essential | Application, Interview |
| Ability to set targets for pupils and monitor progress | Essential | Application, Interview |
| Ability to demonstrate an understanding of and commitment to equal opportunities and inclusion | Essential | Application, Interview |
| Ability to recognise the rights of children with disabilities to make decisions and ability to relate in an appropriate manner | Essential | Application, Interview |
| Ability to liaise with other professionals to plan and implement specific programmes based on joint assessment | Essential | Application, Interview |
| Ability to write coherently to enable specific report writing, liaison with parents and correspondence | Essential | Application, Interview |
| Ability to listen and respond to discussion | Essential | Application, Selection task |
| Ability to communicate clearly and sensitively with children, young people and adults, individually and in groups | Essential | Application, Interview |
| Ability to lead, manage and motivate others | Essential | Application, Interview |
| Ability to acquire new skills and have specialist knowledge of Speech and Language Therapy assessments and interventions | Essential | Application, Interview |
| Ability to demonstrate knowledge and skills that indicate the ability to contribute to inclusive practice | Essential | Application, Interview |
| Ability to demonstrate sound experience of working with pupils/parents or transferable experience and a belief in parents as partners | Essential | Application, Interview |
| **Behaviours and Values** | | |
| Willingness to work in other schools supporting pupils with complex needs | Essential | Application |
| To demonstrate a commitment to continuing professional development through regular and relevant personal training and development activities | Essential | Application, Selection Task |
| Personal commitment to continuous service improvement and development of improved working practices, in conjunction with relevant senior leaders | Essential | Interview |
| Demonstrates a collaborative, team working approach focused on solutions, improvement and supporting the vision, values and objectives of the organisation | Essential | Interview |
| Demonstrate a commitment to appropriate professional standards, including core policies relating to equality and diversity and child protection | Essential | Application, Interview |
| Demonstrate a commitment to maintaining and developing professional knowledge and skills | Essential | Interview |
| To be flexible and able to adapt and prioritise appropriately | Essential | Interview |
| Willing and able to travel between schools within the Greater Manchester area, and to flex working hours occasionally if required | Essential | Application, Interview |