



The Sisters of the Sacred Hearts of Jesus and Mary

Care Philosophy

The underlying principle which fashions the philosophy of care at any place run by the Sisters of the Sacred Hearts of Jesus and Mary is a Christian one. Our aim is to promote a positive, caring environment which focuses upon and addresses the needs of each person in our care or to whom we provide a service.



<u>JOB PROFILE</u>	
Department	Therapies
Job Title	Highly Specialist Speech & Language Therapist – Band 7
Reports To	Clinical Lead for Therapies
Responsible To	Principal
Job Purpose	To provide clinically safe, effective, person centred and evidence based speech and language therapy assessment and intervention, To provide advanced support and training to all teaching and support staff and other therapists with regard to communication and life skills including training workshops and training specific to individual students and/or environments.

<u>JOB DESCRIPTION</u>
<u>Main Duties and Responsibilities</u>
Clinical <ul style="list-style-type: none">• To work in accordance with current best practice guidance and HCPC standards of conduct, performance and ethics.• To accept clinical responsibility for a varied caseload of children/young people and to prioritise and manage this caseload efficiently and effectively.• To select and use appropriate formal and informal assessment tools. To analyse, interpret and report results.• To provide clinical assessment and intervention to students with a range of conditions/disabilities and complex social and functional needs.• To report assessments findings in a timely manner and ensure key findings and recommendations are shared with families, school and/or community teams as appropriate.• To autonomously plan and implement person-centred individual and/or group interventions which aim at improving functional abilities, access to the curriculum, and participation in learning activities.



- To monitor, evaluate and modify intervention in order to measure progress and ensure effectiveness of intervention.
- To set joint targets with curriculum staff.
- To report to other team members regarding speech and language therapy interventions and communication programmes.
- To assess, advise and order AAC equipment being aware of financial implications and restrictions. Liaise with PCT/Social Services/External Agencies/Parents/Carers regarding the provision and use of such equipment.
- To monitor new developments in specialised equipment and communicate with manufacturers. To instruct those working with the student how to correctly use the equipment and set guidelines for its use.
- To make referrals to outside services and centres where needed
- To devise and implement guidelines for AAC use in the school and wider community, and to provide training to staff in supporting students to use AAC systems.
- To attend and contribute to department and student related meetings including annual review meetings for students where appropriate.
- To provide reports as required including transition and Annual Review/EHCP reports.
- To attend meetings for students including Parents' Evenings, Annual Reviews, Open Days etc.
- To work accordingly to the service needs such as a consultancy model.
- To contribute to and carry out risk assessment and risk management plans, including risk assessments for use of equipment.
- To assess students applying for future placements.
- Provide support to teachers and/or Special Support Assistants to maximise the communication environment for students.

Administration and Management

- To review, write and contribute to policies and procedures for specialist area and in other areas of impact.
- To act as venue coordinator for therapy team as directed by therapy lead.
- To manage a clinical caseload and time effectively, prioritising work as required.
- To complete and maintain accurate speech and language therapy case notes in accordance with RCSLT and HCPC best practice guidance.
- To address issues of confidentiality, consent and sharing of information throughout assessment and intervention and clearly record in students' case notes.
- To utilise standard documentation as required e.g. procurement documentation.
- To be responsible for equipment used in carrying out duties, and to adhere to departmental equipment policy, including competence to use equipment and to ensure the safe use of equipment by others through teaching, training and supervision of practice.
- To be responsible for maintaining stock, advising on resources to carry out the job.
- To keep up to date and accurate statistical information regarding direct and indirect student contacts as advised by the therapy lead.
- To participate in clinical audit.



Professional

- To be aware of the sensitivity required to work closely, effectively and in a professional manner with students, parents/carers, advocates, the multidisciplinary team, School staff, Community Services, and other professionals working with students.
- To respect the confidentiality, individuality, values, cultural and religious diversity of learners and to contribute to the provision of a service sensitive to these needs.
- To undertake the schools induction programmes and mandatory training.
- To be responsible for accessing regular formal clinical supervision, and ensuring supervision sessions are recorded.
- To be accountable for own professional action and recognise own professional/clinical boundaries and scope of practise, seeking advice, support, and supervision as appropriate.
- To participate in staff meetings, student related meeting and school meetings.
- To promote awareness of the role of speech and language therapy.
- To contribute to the induction, training and education of Therapy and school staff both formally and informally.
- To provide second opinions, specialist advice and teaching to other speech and language therapists and other professionals, as required.
- To undertake research in specialist area(s), as appropriate.
- To contribute to the development of policies and procedures for specialist area(s) where required.
- To fully contribute to the schools quality assurance processes and procedures.
- To supervise the work of other Speech and Language therapists, assistants and students, as appropriate.
- To maintain personal development through use of off-site and in-house training, contact and involvement with relevant special interest groups, attendance of in-service training, and review of literature as required.
- To maintain own clinical professional development (CPD) and records in accordance with HCPC and RCSLT standards
- To review and reflect on own practice and performance through effective use of professional and operational supervision and appraisal, audit and outcome measures.
- To comply with the Royal College of Speech and Language Therapists (RCSLT) Clinical Guidelines.
- To work in accordance to school policies and procedures.
- To work with teaching and learning staff to provide an integrated therapy service that supports learning.

General

- Attend relevant training and take responsibility for your own professional development.
- Maintain a professional portfolio of evidence to support your Performance Management process.
- Make a positive contribution to the overall ethos, vision and aims of the school.
- Be aware of and comply with policies and procedures relating to child and vulnerable adult protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Undertake any other duties, commensurate with the post

**Responsibility**

- For undertaking the duties accurately and efficiently and prioritising own workload.
- For meeting all necessary deadlines set by managers, Senior Leaders and external agencies.
- For bringing matters to the attention of senior staff when necessary.

Decision Making

- Routine decisions regarding the organisation of own work.
- When it is necessary to refer matters to senior staff and when decisions can be taken within guidelines set.
- When matters are confidential or need to be dealt with sensitively- especially when child protection is involved.

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The post holder will be expected to undertake other tasks commensurate with the general level and responsibility of the post as decided by the Principal and/or Governing Body in the context of the schools changing needs.

The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

Posts working with children and/or vulnerable adults will be subject to an enhanced DBS. Pield Heath House School is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.

We recognise the value and worth of those people who we work with and seek to uphold standards of the highest quality. This is to reinforce the dignity and respect of the individual in an atmosphere which is warm, caring, stimulating, accepting and free from all forms of prejudice and discrimination. This means a true partnership between the organisation, parents/carers and authorities or other stakeholders, which will promote the physical, intellectual, emotional and social development of our young people or others in our care, in order that they may achieve their full potential.

The Post Holder is expected to uphold the Christian ethos of the school.

Postholder Name: _____

Signature: _____

Date: _____



PERSON SPECIFICATION			
Criteria		Essential	Desirable
<u>Qualifications and Training</u>	Degree in Speech & Language Therapy or equivalent	✓	
	UK HCPC Registration	✓	
	Eligibility for membership of the Royal College of Speech and Language Therapists.	✓	
	Experience with children/young people who have additional learning needs and ability to work autonomously and competently in the areas of communication, including Augmentative and Alternative Communication (AAC).	✓	
	Experience working within an educational setting with sound competencies in eating and drinking and communication work including Augmentative and Alternative Communication (AAC).		✓
<u>Knowledge and Experience</u>	Significant experience working at band 6 level.	✓	
	Knowledge of evaluating outcomes of intervention and ability to critically appraise own performance.	✓	
	Understanding of how to access other services and agencies.	✓	
	Experience of supervising more junior colleagues.		✓
<u>Skills and Abilities</u>	Ability to review, write and contribute to policies and procedures for specialist area and in other areas of impact as directed by the therapy lead.	✓	
	Ability to demonstrate effective management of clinical caseload of children/young people with additional learning needs.	✓	
	Ability to provide safe and effective speech and language therapy assessments and interventions relevant to paediatrics and/or adults with learning needs.	✓	
	Able to carry out both individual and group interventions.	✓	
	Able to communicate effectively with students, parents / carers and other professionals.	✓	
	Ability to show leadership and professional working and lead by example.	✓	
	Ability to demonstrate clinical governance in professional work.	✓	
	Ability to operate effectively as part of a multi-disciplinary team.	✓	
	Ability to instruct and support teaching teams in a range of techniques to support learners within the class environment and in the use of specialised equipment.	✓	



	Ability to co-ordinate and implement programmes of staff development internally and externally.	✓	
	Ability to work closely with teaching staff in the identification of integrated learning and therapy-related individual objectives.	✓	
	Ability to assess and prescribe appropriate specialist equipment.		✓
	Ability to communicate a commitment to the view that students with a range of learning needs can and do achieve.		✓
<u>Personal Attributes</u>	Ability to demonstrate a commitment to and responsibility for own CPD (continuing professional development)	✓	