

ROLE PROFILE

Job Title: Highly Specialist Speech and Language Therapist: Pre-School Complex Needs

Division/Department: Goodall / Harrow Children's Therapy Services

Responsible to: SLT Principal Clinical Team Lead: Acute/Pre-school

Accountable to: Clinical Services Manager- Speech and Language Therapy

Team Base: Alexandra Avenue Health and Social Care Centre

Grade: Band 7

Hours: 22.5 Hours

Clinical Base/s: Alexandra Avenue Health and Social Centre / Caryl Thomas Clinic

In order to meet the needs of the Trust's services you may be required from time to time to work at different locations to your normal place of work.

Summary of Role:

The post holder will be an autonomous practitioner, providing a highly specialist Speech and Language Therapy Service to pre-school children with complex needs within Harrow pre-school settings. The post holder will work with children with a range of speech, language and communication, eating and drinking difficulties and Special Educational Needs (SEN). A significant proportion of these children will have language other than English.

The post holder will be expected to manage their own caseload, and work alongside community colleagues to ensure the communication and any eating and drinking needs are managed appropriately. They will have a key role in advising, supporting and supervising other SLT's working with children with complex needs. They will be expected to work collaboratively with children/young people (CYP), parents/carers and with colleagues in health, education, social services in planning and delivery of services to these specific client groups.

The post holder will contribute to departmental meetings, and lead audit and projects within the specialist area. They will be responsible for planning and delivering highly specialist training to other SLTs, professionals and parents/carers on all aspects of complex communication areas relating to children with complex needs and eating/drinking difficulties. They will provide clinical education and training to Speech and Language Therapy students and provide clinical supervision to Speech and Language Therapy Assistants (SLTAs) and SLTs developing specialist skills in this field.

The post holder will receive peer support and clinical supervision from the SLT Principal within the acute and pre-school SLT team.

Role Responsibilities

A. Working Relationships and Communications Requirements of the Job.

1. To communicate highly complex patient related information effectively to ensure collaborative working with multidisciplinary team members across health, education

and social services and the voluntary sector. In particular to work with education staff to ensure the use of communication systems and strategies and the management of eating & drinking difficulties, and to ensure the delivery of a well-co-ordinated care/individual education plan which facilitates the development of communications skills.

2. To share information with others, observing confidentiality and data protection guidelines and having due regard for local guidance on sharing information with colleagues in education, social services and voluntary sector.
3. To share information with others, observing confidentiality and data protection guidelines and having due regard for local guidance on sharing information with colleagues in Health, Education, Social Services, the multi-disciplinary team and with the therapy service in the child's local area.
4. To communicate highly complex condition related information (both verbally and in the written form) from assessment to CYP, carers and families, and members of the multi-disciplinary team/other professions. This includes child specific information as well as training packages to education staff around the management of speech, language, communication and eating/drinking difficulties, including the use of alternative and augmentative communication systems.
5. To have due regard for the cultural and linguistic differences of children/families concerned
6. To work closely with CYP, carers and families, involving them in decision-making regarding intervention approaches, demonstrating and ensuring that effective communication is achieved, particularly where barriers to understanding exist (i.e. hearing loss, communication difficulties, language other than English and learning difficulties). This may involve use of signing, symbol systems, voice output communication aids, interpreters, and telephones.
7. To employ excellent communication skills such as persuasion, motivation and explanations to encourage clients and carers to undertake treatment programmes.
8. To demonstrate established negotiation skills in the management of conflict across a range of situations.
9. To deal with initial complaints sensitively, avoiding escalation where possible and report to senior staff.
10. To form productive relationships with others in particular parents/carers who may be under stress and/or have challenging communication difficulties.
11. To write clinical reports as per departmental standards reflecting highly specialist knowledge
12. To provide written advice for statutory assessment of special educational needs describing the impact of speech, language and communication and eating and drinking difficulties within the child's learning environment.

B. Level of Clinical Responsibility.

1. To autonomously manage a specialist and complex caseload of pre-school children with social communication differences / autism, complex communication needs and dysphagia.

This includes:

- i. Gaining appropriate consent.
 - ii. Provision of comprehensive specialist assessment and differential diagnosis of individual children with diverse and complex presentations using a range of specialist assessments/techniques, including dysphagia assessments.
 - iii. Planning, delivering and evaluating highly specialist treatment programmes in area of special needs including family coaching, total communication and advising on modifications to environment.
 - iv. Advising and contributing to modifications to the environment and communication systems in light of admission to the hospital setting.
 - v. Referring on/transferring back to other services/professionals as appropriate.
 - vi. Using specialist knowledge and demonstrating advanced skills in dealing with complex issues to generate appropriate strategies for caseload management and wider issues relating to service provision for children/young person with complex communication needs
 - vii. Negotiating with CYP/carers and families, and others around individual case management
 - viii. Writing reports reflecting highly specialist knowledge of social communication differences/autism, complex communication difficulties and eating and drinking difficulties, and provide specific advice for statutory questionnaires of Special Educational Needs.
 - ix. Analyse clinical and social information from a range of sources and integrate into assessment and development of care/treatment plan.
2. To maintain intense concentration in all aspects of patient management for prolonged periods particularly for in depth analysis of swallowing, articulation, voice, body movements, facial expression, signing, and symbol use.
 3. To provide highly specialist advice and strategies to SLTs, other professionals and parents regarding the management and care of children and young people with speech, language, communication and/or feeding and swallowing difficulties including use of Signalong, symbol systems, environmental modification, use of high- and low-tech communication aids.
 4. To demonstrate clinical effectiveness by use of evidence-based practice and contribute to manage clinical risk within the Speech and Language Therapy services.
 5. To recommend and implement alternative/augmentative communication programmes and equipment necessary to meet individual CYP needs. This includes sign language, symbol systems and more complex electronic aids and involves developing and providing training and support to parents, children, education and/or hospital staff in using AAC in the acute or community setting.
 6. To demonstrate clinical effectiveness by use of evidence-based practice and contribute to manage clinical risk within the Speech and Language Therapy services.
 7. To demonstrate the ability to target specialist training in the area of social communication differences/autism, complex communication difficulties/AAC/eating and drinking difficulties (formal and informal) appropriately to the needs of course participants in particular hospital and education staff and evaluate training provided.

8. To provide highly specialist advice/second opinions and specialist assessments to SLT colleagues working with CYP with autism, complex communication difficulties and those with swallowing difficulties.
9. To maintain up to date and accurate case notes in line with RCSLT professional standards and local trust policies
10. To gather client related activity data accurately and regularly, ensuring the provision of such information.

C. Leadership and Staff Management Responsibility.

1. To manage own time and prioritise workload.
2. To supervise the work of assistants and volunteers.
3. To provide clinical education and training, including examination placements to SLT students to graduate levels.
4. To assist in the support of students from other professional groups.
5. To provide clinical supervision to more junior Speech and Language Therapists, specialising in area of complex communication difficulties/eating and drinking difficulties and contribute to PDPs and appraisals as both appraiser and appraisee.
6. To participate in the recruitment of more junior staff and assistants.
7. To explain the role of speech and language therapists to other colleagues in health, education and social care as well students and volunteers.
8. To participate in induction of new members of the multi-disciplinary team, leading induction within specialist clinical area.
9. To facilitate clinical case discussions as part of peer review on an individual/small group basis.

D. Financial Responsibility.

1. To monitor resource levels in clinical areas and request new equipment.
2. To be responsible for the security, care and maintenance of equipment ensuring standards of infection control and safety are maintained – including equipment loaned to children.

E. Service Development and Improvement.

1. To be aware of and adhere to Trust, directorate and service plans and policies.
2. To participate in and develop innovations in areas of risk management, quality standards setting and clinical effectiveness informed by evidence of clinical specialism in complex communication difficulties/eating and drinking difficulties, and disseminate across the team.
3. To initiate and undertake Clinical Governance, research and audit projects within specialist area of complex communication difficulties/eating and drinking difficulties.

4. To collect and provide research data as required, initiating developments within specialist area.
5. To develop policies and participate in service developments within highly specialist area of complex communication difficulties/eating and drinking difficulties, ensuring collaborative working with colleagues in OT/PT and colleagues in Health and Education, and having due regard for impact of policies on the same.
6. To lead project working groups aimed at achieving team objectives particularly those relating to provision for CYP with complex communication difficulties/eating and drinking difficulties involving SLT colleagues and other professionals, e.g. nursing, medical or education staff.
7. To participate in interagency/multidisciplinary team building activities including attendance at planning meetings with specialist staff in education services to developing a collaborative service for children with special needs across Harrow.
8. To advise line manager on issues of service delivery including shortfalls and pressures on service delivery, service pressures, training needs within specialist area.
9. May represent team with multidisciplinary projects across organisations, e.g. SLT representative on specific working groups.

F. Responsibility for Dealing with Difficult Situations.

1. To maintain sensitivity at all times to the emotional needs of children and their carers. Particularly when imparting potentially distressing information regarding the nature of the child's disability and implications of the same on the child's social emotional and communication development.
2. To recognise potential breakdown and manage conflict when it occurs reporting as per departmental guidelines. This involves working with those parents/carers who are experiencing grief, loss and anger or colleagues who may not share your point of view.
3. To deal with child protection concerns promptly and sensitively according to departmental/Trust guidelines.
4. To compassionately support children who demonstrate behaviours of distress.
5. To be flexible to the demands of the environment including unpredictable work patterns, deadlines and frequent interruptions.

G. Physical Working Conditions and Environment.

1. Working as a lone practitioner to provide clinical services in designated pre-school settings organising own timetable and travel arrangements.
2. To visit CYP in their own home adhering to the departments domiciliary policy and procedure.
3. To have due regard for infection control and health and safety guidelines in order to deal appropriately with unpleasant conditions related to client contact which arise: for

example exposure to body fluids, childhood infectious diseases/conditions, encountered on a daily basis.

4. To employ appropriate strategies to manage aggressive behaviour of both CYP and others within the workplace
5. To have due regard for your own personal safety and that of children/carers, in particular to have regard to moving and handling regulations, restraining policies and ensure the safe positioning of self and others

H. Knowledge, Training and Education.

1. To work as an autonomous practitioner being responsible for maintaining own competency to practice through CPD activities and maintain a portfolio, which reflects personal development. In particular to keep up to date with new techniques and developments for the promotion and maintenance of good practice in provision of highly specialist SLT to children with complex communication difficulties/eating and drinking difficulties and special educational needs and disability.
2. To demonstrate highly specialist knowledge in area of complex communication difficulties/eating and drinking difficulties underpinned by current evidence-based practice.
3. To provide highly specialist advice to other professionals within specialist clinical field.
4. To work independently accessing appraisal within an Individual Performance Review framework ensuring that the objectives set reflect the Service and Trust plans including specific objectives relating to clinical specialism.
5. To contribute to support/team meetings organised for SLT and the broader children's therapy team in order to give and receive support.
6. To attend relevant training courses, team training, conferences, clinical excellence network groups (CENs) in order to maintain skills and knowledge required of a specialist therapist working in the field of special needs/disability and maintain up to date HCPC and RCSLT registration.
7. To demonstrate knowledge of, and adhere to RCSLT Professional and Clinical and National and Local Clinical Guidelines.
8. To demonstrate a working knowledge and application of relevant legal frameworks, policy and procedures including:
 - Safeguarding Children and Children's Bill.
 - National Service framework for Children.
 - Special Educational Need and Disability discrimination act.
 - SEN tribunals.
 - Foundation stage and National curriculum policy and procedures.
 - Obtaining consent from children and young people.
9. To demonstrate a working knowledge of the principles of Clinical Governance and their application to professional practice.
10. The post holder must be aware of the responsibilities placed upon them under the Health and Safety Act 1974 to ensure that agreed procedures are carried out and that a safe working environment is maintained for patients, visitors and employees.

11. To attend mandatory fire, manual handling and resuscitation training on an annual basis and be familiar with local procedures within speciality areas of work.

This job description is intended as a basic guide to the scope and responsibilities of the post and is not exhaustive. It will be subject to regular review and amendment as necessary in consultation with the post holder.

Additional Information

The post holder is responsible for maintaining a working knowledge of current and proposed legislative, statutory guidance, National and local targets in relation to the role and is responsible for maintaining their CPD. The post holder will identify and agree with the t Head of Children's Services Harrow, and the Associate Director: Outer London objectives to be achieved throughout the year.

Confidentiality

In the course of your employment you will have access to confidential information relating to the business of Outer London Community, Goodall. You are required to exercise due consideration in the way you use such information and should not act in any way which might be prejudicial to interests of the organisation. Information which may be included in the category which requires extra consideration covers both access to the general business of the organisation and information regarding individuals including patients.

Data Protection

The Data Protection Act 1984 and as amended in 1998 regulates the use of automatically processed data. You are required to ensure that any information obtained, processed or held on a computer is done so in a fair and lawful way and to hold data only for the specified registered purposes and to use or disclose data only to authorised persons or organisations.

Health & Safety You are reminded that in accordance with the Health and Safety at Work Act 1974 you have a duty to take responsible care to avoid injury to yourself and to others by your work activities and that you co-operate within Goodall and others in meeting statutory obligations.

Equal Opportunities

It is the aim of Goodall to ensure that no job applicant or employee receives less favourable treatment on the grounds of sex, religion, race, colour, nationality, ethnic or national origins, or is not placed at a disadvantage by conditions or requirements which cannot be shown to be justifiable. To this end the Trust has an Equal Opportunities Policy and it is the responsibility of each employee to contribute to its success.

Safeguarding

As a health organisation we are fully committed to ensuring that safeguarding principles for children and adults are strongly embedded in the services we either commission or provide. All employees will be expected to undergo relevant training, be familiar and comply with all related policies and procedures. Posts within the organisation are exempt from the

Rehabilitation of Offenders Act - any convictions must be declared. The majority of our posts are also subject to either a standard or enhanced criminal records bureau check.

Outside Employment and Financial Interests

You may, with the consent of Goodall, engage in outside employment contracts. You must declare to Goodall Community Health any financial interest or relationship you may have which may affect Goodall Community Health policy decisions. Goodall Community Health reserves the right to refuse consent if any outside employment contracts are adjudged to conflict with Goodall Community Health.

SFI's & SO's

It is your responsibility to ensure that you are working within Goodall Community Health's Standing Financial Instructions and Standing Orders. These documents provide a regulatory framework for the business conduct of the Trust. They fulfil the dual role of protecting the Trust's interests (ensuring, for example, that all transactions maximise the benefit to the Trust) and protecting staff from any possible accusation that they have acted less than properly (provided of course that staff have followed the correct procedures outlined in the relevant document).

No – Smoking

CNWL is a non-smoking organisation and smoking is not permitted within any of the Trust buildings or its grounds

Trust Sustainability Green Plan Pledge

CNWL are committed to a sustainable future and to improving the social and environmental well-being of our care community. We are dedicated to environmental improvements that embrace a sustainable future that require a shared understanding of our ambitions. Please see the Trust Green Plan - Caring Today and Tomorrow; Carbon-Free available on the Trust Intranet.

PERSON SPECIFICATION
BAND 7 HIGHLY SPECIALIST SPEECH AND LANGUAGE THERAPIST:
Pre-school

Essential Criteria	Desirable Criteria
Education / Qualifications	
Recognised Speech and Language Therapy Degree Qualification or equivalent.	
Health and Care Professions Council registration – License to Practice	Supervision training
Registered Member of Royal College of Speech and Language Therapists.	Advanced training up to Masters level equivalent
Membership of relevant CEN groups	
Evidence of relevant short courses and continuing professional development in children with complex communication difficulties, special needs/disability.	Evidence of relevant short courses and continuing professional development in paediatric/infant feeding.
Experience	
Experience of working within a multidisciplinary team	Post graduate dysphagia experience/training attendance or an interest in being trained.
Extensive post graduate experience of: <ul style="list-style-type: none"> • Assessment, treatment and management of infants, children and young people with social communication differences/autism, complex communication difficulties and dysphagia, physical difficulties and AAC. • Working with parents/carers and families. • Writing clinical notes and reports. 	
Experience of: <ul style="list-style-type: none"> • Writing advice for children with EHCPs • Managing own caseload • Teaching other professionals/parents • Clinical audits • Clinical supervision of SLTs and SLTAs • Teaching and Supervising SLT students • Lead audit/research projects 	
Knowledge and Skills	
Well-established knowledge of assessment tools relevant to infants/CYP with physical disabilities and speech, language and communication, eating and drinking difficulties.	
Well-established knowledge of a range of appropriate therapeutic interventions relevant to the above client group including alternative/augmentative communication systems available to CYP.	
Excellent interpersonal skills – including observation, listening and empathy skills and ability to communicate with CYP and families.	
Good written and spoken English with excellent presentation skills, both written and verbal.	

Competent IT skills	
Good negotiation and problem-solving skills.	
Demonstrates good analytical and reflection skills.	
Good organisational skills with the ability to work in an unpredictable environment and to prioritise own workload.	
Working knowledge of the roles of other professionals in the multidisciplinary team involved with the Pre-School caseload.	
Understanding of differences of working with non-English-speaking service users and those from diverse cultures.	
Established knowledge of national policies and procedures, in particular safeguarding children, SEN and Disability Act for children, the Children and Families Act 2014 and foundation stage and National Curriculum.	
Understanding of the principles of clinical governance/audit.	
Other	Car driver