

## HERTFORDSHIRE PARTNERSHIP UNIVERSITY NHS FOUNDATION TRUST

### JOB DESCRIPTION

<b>Job Title:</b>	Speech & Language Therapist (SLT)
<b>Grade/Band:</b>	Band 5 – Band 6 Development Post
<b>Department:</b>	Learning Disabilities & Forensics
<b>Responsible to:</b>	Advanced Practitioner Speech and Language Therapist
<b>Accountable to:</b>	Specialist Learning Disability Lead - AHP
<b>Base:</b>	Essex Learning Disability Partnership, Tekhnicon House, Braintree; Spinks Lane Therapy Centre, Witham; Kao Park, Harlow

### Hertfordshire Partnerships University NHS Foundation Trust

- Hertfordshire Partnership University NHS Foundation Trust (HPFT) is an exceptional organisation with big ambitions, our aim is to be the leading provider of mental health and specialist learning disability services in the country.
- With a workforce of around 3,500 people and an annual income of some £330million this year, the Trust provides integrated health and social care services through a network of community and inpatient settings, serving diverse communities across Buckinghamshire, Essex, Hertfordshire and Norfolk. As a university NHS foundation trust, HPFT continues to develop strong links with the University of Hertfordshire, providing excellent learning and development opportunities, as well as strengthening our clinical research capability.
- Whilst it is a challenging period for the NHS, there has never been a more exciting time to join HPFT following our CQC rating of Outstanding awarded to us in April 2019.

### Our Services

We provide mental health and social care services - including Adults of Working Age, Older Adults, Children and Adolescents and Specialist Learning Disabilities services.

The Trust works in close partnership with Hertfordshire County Council and also with other NHS organisations to promote and support mental health in the community. We also provide specialist learning disability services in Norfolk and North Essex.



The Trust provides:

- Community Services including local teams for mental health.
- Acute and Rehabilitation Services including inpatient services and crisis team.
- Specialist Services such as mental health services for older people, eating disorders, and our mother and baby unit.
- Learning Disability and Forensic Services.

## Our Mission

**“We support people to live their lives to their full potential by enabling them to keep mentally and physically well.”**

Everything we do is aimed at providing consistently high quality, joined up care, support and treatment that:

- Empowers individuals to manage their mental and physical wellbeing.
- Keeps people safe from avoidable harm.
- Is effective and ensures the very best clinical and individual recovery outcomes.
- Provides the best possible experience.

## Our Vision

Our conversations with service users, carers, staff, commissioners and the wider communities we serve have informed a simple but ambitious vision:

**“Delivering great care, achieving great outcomes - together”.**

We will achieve our vision by:

- Putting the people who need our care, support, and treatment at the heart of everything we do – always.
- Consistently achieving the outcomes that matter to the individuals who use our services, and their families and carers, by working in partnership with them and others who support them.
- Providing the very best experience of joined-up care in line with what service users and carers have told us makes ‘Great Care’.

## Great Together

Great Together, our Trust strategy for 2023 – 2028, has been developed and co-produced with our service users, carers, staff, partners and local communities and gives us a clear roadmap to achieve our vision of great care and great outcomes.

Great Together places service users and carers at the centre of what we do; commits us to addressing inequalities and achieving equity; focuses on developing our people and creating a vibrant learning organisation whilst working in strong partnerships to deliver high



quality care.

## Values and Behaviours

Our values and behaviours have been developed by over 800 service users, carers and members of staff. They describe how we aim to be with service users, carers and each other. By living our values, we will deliver our ambition to be a leading provider for everyone we work with.

	<i>we are...</i>	<i>you feel...</i>
Our Values	<b>Welcoming</b>	✔ Valued as an individual
	<b>Kind</b>	✔ Cared for
	<b>Positive</b>	✔ Supported and included
	<b>Respectful</b>	✔ Listened to and heard
	<b>Professional</b>	✔ Safe and confident

### Our values set the tone for:

- The way we plan and make decisions.
- The way we behave with service users and each other.
- The kind of colleagues we recruit.
- The way we induct, appraise, and develop our staff.

### Job Summary

To work within the Essex Learning Disability Partnership in North Essex offering SLT assessment and intervention for service users with a learning disability, mental health issues and complex needs.

The post holder will be line managed within the Essex Learning Disability Partnership Team and will be professionally accountable to the Advanced Practitioner SLT in Learning Disabilities.

All staff should comply with the Trust's Anti-Discriminatory Statement, Employee Charter, Trust Policies and Procedures, Code of Conduct and Equality and Diversity.

### Key Relationships

The post holder will work in partnership with:

- The individual
- The individual's carers / family members
- Members of the multidisciplinary team

This will include developing working relationships with the speech and language therapy team within the organisation, and others outside the organisation, including social care, mainstream health services and providers of day services.

This role is within the Learning Disabilities & Forensics strategic business unit of HPFT.

### Working Relationships of the Job (Band 5 and 6):

- To work with other members of the Essex Learning Disabilities Service.

- To work with service users and carers within Specialist Learning Disability Services
- To work with other stakeholders including Health Facilitation, Community Learning Disability Teams, Primary and Secondary Care Services
- To link with other SLTs

#### **Duties and Responsibilities (at Band 5)**

- To manage a defined caseload, using evidence-based person-centred principles to assess, plan, implement and evaluate interventions
- To provide this service to service users, who present with communication and/or dysphagia difficulties
- To work as a member of the multidisciplinary team

#### **Duties and Responsibilities (at Band 6)**

- To manage a diverse caseload, using evidence-based, person-centred principles to assess, plan, implement and evaluate interventions
- To provide this service to service users with communication and/or dysphagia difficulties
- To work as a member of the multidisciplinary team

#### **Clinical Responsibility (Band 5)**

- To assess, diagnose and develop treatment plans for service users within the ELDP, including those with profound learning disabilities, additional sensory and/or physical disability, mental health diagnosis and/or challenging behaviour.
- To be responsible for managing a defined caseload
- To select and apply SLT assessments for a designated caseload, addressing communication needs.
- To assess, diagnose and develop treatment plans for service users presenting with communication difficulties and/or dysphagia.
- To work with service users and carers to identify SLT requirements as part of the overall care plan
- To plan and implement individual interventions, in collaboration with the service user and carer
- To monitor, evaluate and modify interventions with service users to ensure effectiveness of intervention and positive outcomes
- To be responsible for reviewing and discharging service users, writing assessment reports for a variety of audiences.
- To instruct and advise Assistant Therapy Practitioners (ATP) in the appropriate provision of interventions
- To have knowledge and understanding of the application of alternative and augmentative communication
- To be an autonomous practitioner
- To have the skills needed to facilitate group work
- To undertake risk assessments and manage clinical and organisational risk
- To work towards the completion of the Newly Qualified Practitioner Competencies as set out by the Royal College of Speech and Language Therapy (RSCLT), if not already completed.

### **Clinical Responsibility (Band 6) – in addition to the Band 5 responsibilities above**

- Following completion of NQP framework and post-basic dysphagia training, autonomously manage a more complex caseload including service users with dysphagia.
- To work with and be available to other SLTs and ATPs for support and joint consultation as required
- To contribute towards development of communication and dysphagia pathways within the service.

### **Leadership and Staff Management Responsibility (Band 5):**

- To review and reflect on you own practice and performance through effective use of professional and operational supervision and appraisal
- To exercise good personal time management, punctuality and reliable attendance
- To demonstrate basic leadership skills
- To participate in the induction, training and education of students and other staff as appropriate
- To apply knowledge and skills to make decisions in the absence of senior staff

### **Leadership and Staff Management Responsibility (Band 6):**

- To review and reflect on you own practice and performance through effective use of professional and operational supervision and appraisal
- To exercise good personal time management, punctuality and reliable attendance
- To co-ordinate day-to-day activities of junior staff where applicable
- To demonstrate good leadership skills
- To participate in the induction, training and education of students and other staff as appropriate
- To participate in supervision of Band 4 or 5 staff as appropriate
- To apply knowledge and skills to make decisions in the absence of senior staff

### **Financial Responsibility (Band 5 & 6)**

- To be responsible for maintaining stock, advising on resources to carry out the job
- To be responsible for the safekeeping and use of equipment and materials

### **Service Development and Improvement (Band 5 & 6)**

- To participate in the planning, evaluation and audit of practice, clinical pathways and protocols
- To participate in the delivery of the SLT development plan
- To ensure Health & Safety Regulations and Data Protection Act Regulations are observed and instituted
- To take part in Risk Assessment and to attend mandatory training sessions
- To critically appraise and review current literature on relevant topics
- To take part in the annual appraisal process and develop a personal development plan
- To undertake professional and educational activities to develop knowledge and ensure maintenance of professional and clinical standards

**Analytical and Judgemental Skills (Band 5 & 6):**

- To apply increasingly complex skills and knowledge in order to establish professional competence and fitness to practice as a Specialist SLT
- To demonstrate ongoing personal development through participation in internal and external development opportunities, recording learning outcomes in a portfolio
- To comply with the HCPC and RCSLT Code of Ethics and Professional Conduct and national and Trust procedures
- To respect the individuality, values, cultural and religious diversity of clients and contribute to the provision of a service sensitive to these needs

**Planning and Organisational Skills (Band 5 & 6):**

- Plan own diary and appointments with the service users and their carers in conjunction with the Specialist Learning Disability Community Service

**Physical Working Conditions and Environment (Band 5 & 6):**

- To work within the team base, clinic, community and in-patient setting as appropriate

**Information Resources (Band 5 & 6):**

- To ensure that up to date written and electronic records and reports are maintained in accordance with Professional and Trust standards
- To record appropriate statistical activity

**Additional Information:**

It is inevitable that the post holder will be required to deal with distressed people and find themselves in challenging situations at times.

**Professional Registration:**

It is a condition of employment that you maintain your registration with appropriate body. You are required to be aware of and comply with the policy and requirements of that professional body. It is your responsibility to ensure that your registration is renewed when necessary and that you formally confirm all renewals with your manager.

**Knowledge and Skills Framework:**

The post holder will be expected to meet the requirements of the NHS Knowledge and Skills Framework (KSF) appropriate outline for the post.

**Communications (Band 5 and 6):**

- To monitor and evaluate treatment to measure progress and ensure effectiveness of intervention
- To establish effective communication networks with service users and carers, team members, AHP colleagues and other agencies
- To participate and work as a member of the multidisciplinary team, contributing to decisions with regard to client care programmes
- To provide support and deliver education to clients, carers and members of the multidisciplinary team
- To produce written reports and guidelines to a range of audiences, including producing reports and care plans in accessible formats.

## **Other Additional Information**

The following statement forms part of all job descriptions: -

### **Health and Safety**

The post holder has a duty of care to themselves and to others with whom they come into contact in the course of their work as laid down in the Health and Safety at Work Act 1974 and any subsequent amendment or legislation.

### **Infection Control**

All Trust staff will:

Act as a role model and champion for the highest standard of all aspects of infection prevention and control and implementation of all Infection Prevention and Control Trust policies and guidelines.

Demonstrate respect for the roles and endeavours of others, in implementing good standards of hand hygiene.

Value and recognise the ideas and contributions of colleagues in their endeavours to reduce the incidence of healthcare associated infection.

### **Equality and Diversity**

Hertfordshire Partnership University NHS Foundation Trust is committed to providing an environment where all staff, service users and carers enjoy equality of access, provision, opportunity and outcomes.

The Trust works to eliminate all forms of discrimination and recognise that this requires, not only a commitment to remove discrimination, but also action through positive policies to redress inequalities.

Providing equality of opportunity means understanding and appreciating the diversity of our staff, service users & carers and ensuring a supportive environment free from harassment. As a result, Hertfordshire Partnership University NHS Foundation Trust actively encourages its staff to challenge discrimination and promote equality of opportunity for all.

### **Confidentiality**

Employees must maintain confidentiality of staff, patients and Trust business and have a responsibility to comply with the General Data Protection Regulations (GDPR) 2018 and be aware of the Caldicott principles. If you are required to process information, you should do so in a fair and lawful way, ensuring accuracy is maintained. You should hold information only for the specific registered purpose and not use or disclose it in any way incompatible with such a purpose. You should disclose information only to authorised persons or organisations as instructed. Breaches of confidentiality in relation to information will result in disciplinary action, which may include dismissal. Employees are expected to comply with all Trust policies and procedures and to work in accordance of the General Data Protection Regulations (GDPR) 2018. For those posts where there is management or

supervision of other staff it is the responsibility of that employee to ensure that their staff receive appropriate training.

### **Standards of Business Conduct and Conflicts of Interest**

The Trust has adopted a Standards of Conduct Policy, which reflects NHS Management Executive Guidelines. It is the responsibility of all staff to ensure that they act as a role model, by upholding the principle of a leading mental Trust. Staff should be informing their line manager if they are working for any other organisation to ensure that this Trust complies with the Working Time Regulations.

### **Information and Records Management**

The post holder must be competent in using IT and have the relevant skills to carry out the activities required for the post.

To comply with the Data Protection Act 1998, Freedom of Information Act 2000 and Department of Health Code of Confidentiality in line with Trust procedures.

To adhere to the Trust's policies on records management including creation, use, storing and retention and disposal of records.

Adhere to the Trust's Corporate Identity (using the standard templates – available on the Trust intranet 'HIVE').

### **Safeguarding Adults and Children**

The Trust is committed to ensuring adults and children are protected and come to no harm from abuse. All employees have a responsibility to be aware of national and local policies, their individual responsibilities with regards to the protection and safeguarding of both adults and children and must adhere to them at all times.

### **Organisational Change**

As services develop and change, the post holder may be required to undertake other responsibilities within the Trust.

### **Flexible Working**

The Trust believes that its staff members are its most valuable asset and is committed to attracting and retaining the very best, and utilising all the talent and experience available. The Trust recognises the importance of helping its employees balance their work and home life by offering flexible working arrangements that enable them to balance their working life with other priorities, including parental and other caring responsibilities, life-long learning, charity work, leisure activities and other interests.

### **Health and Safety**

Health and Safety at Work In accordance with the Management of Health and Safety at Work Regulations 1992 (as amended) and other relevant Health and Safety legislation, staff have a duty to take responsible care to avoid injury to themselves and others by their work activities, to maintain a safe working environment for patients, visitors and employees and to co-operate in meeting statutory requirements

## **Review**

This job description is an outline, which reflects the present requirements of the post and is not intended to be an inflexible or finite list of duties and responsibilities. As these duties and responsibilities change and develop the job description will be amended from time to time in consultation with the post holder.

## PERSON SPECIFICATION

**Job Title:** Speech and Language Therapist Band 5-6 Development post

**Department:** Essex Learning Disabilities Partnership

**Date last reviewed:** September 2023

CRITERIA	ESSENTIAL	DESIRABLE
<p><b>QUALIFICATIONS/EDUCATION/TRAINING</b></p> <p><b>Examples:</b></p> <p>Degree in Speech and Language Therapy</p> <p>State registration with HCPC</p> <p>Member of the RCSLT</p> <p>Evidence of Continuing Professional Development (CPD) – professional portfolio</p> <p>Willingness to undertake post graduate dysphagia training</p>	<p>A/I/T</p> <p>A</p> <p>A</p> <p>A</p> <p>A/I</p> <p>A/I</p>	<p>A/I/T</p>
<p><b>PREVIOUS EXPERIENCE</b></p> <p>Specialist knowledge and application of speech and language therapy assessments and interventions</p> <p>Detailed knowledge of evidence based practice and its contribution to practice governance</p> <p>Planning and coordination of treatment packages</p> <p>Previous experience working in the field of Learning Disabilities or other relevant transferrable setting (eg older adults, long term neuro)</p> <p>Experience of managing a caseload</p>	<p>A/I/T</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>	<p>A/I/T</p> <p>A/I</p>

<b>SKILLS/KNOWLEDGE/ABILITY</b>	A/I/T	A/I/T
<b>COMMUNICATION SKILLS</b>		
Clear and effective communication through written, verbal and non-verbal modes	A/I	
Broad knowledge of current best practice in SLT, Learning Disabilities and mental health	A/I	
Group work skills	A/I	
Understanding of team dynamics	A/I	
<b>PHYSICAL SKILLS</b>		
Computer literacy	A	
Basic word processing skills	A	
Car driver (unless you have a disability as defined by the Equality Act 2010 which prevents you from driving)	A	
<b>PHYSICAL EFFORT</b>		
Regular car user with considerable amounts of travel	A/I	
Frequent sitting at desk using computer	A/I	
<b>MENTAL EFFORT</b>		
Ability to manage own workload and determine priorities	A/I	
Ability to reflect and critically appraise own performance	A/I	
Application of health, safety and risk management policies	A/I	
Working with service users with barriers to understanding	A/I	
<b>EMOTIONAL EFFORT</b>		
Regular requirement to deal with distressing or emotionally charged situations.	A/I	

