

Job Title	Speech & Language Therapist - Mainstream Schools
Band	AfC Band 5
Responsible to	Lead Principal Speech and Language Therapist
Accountable to	Clinical Business Unit Manager - Specialist Children's Service - Outer Northwest London Division
Base	Chalkhill Primary Care Centre - CLCH reserves the right to require you to work at any of its sites on a permanent or temporary basis

Job Purpose

To provide a Speech and Language Therapy Service to mainstream schools in CLCH.
The post holder will act as a link Speech and Language Therapist to a number of Mainstream Schools in CLCH jointly prioritizing referrals with teachers/SENCOs

The post holder will

- Assess the need for, develop and implement Speech and Language Therapy treatment to children and young people referred to mainstream schools with a wide range of speech, language and communication needs.
- Work together with parents/carers and school staff teachers/SENCOs.
- Run in-service training for school staff with support from a more experienced colleague when necessary.
- be accountable for their own professional actions and recognize their own professional boundaries seeking advice from senior colleagues as appropriate.

Key Working Relationships

Internal

- Speech and Language Therapy Team
- Occupational Therapy Team
- Physiotherapy Team
- Paediatricians
- O-19 services

External

- School/education staff
- Brent SENAS
- Brent inclusion teams - e.g Visual Impairment team, teachers of the deaf

Main Duties and Responsibilities

Clinical – Direct

- To assess the need for, develop and implement Speech and Language Therapy treatment to children referred within CLCH with a wide range of speech, language and communication difficulties attending mainstream schools.
- To analyse auditory, visual and kinaesthetic aspects of children's communication and to identify appropriate strategies to facilitate and enhance communicative effectiveness in the home, school and other relevant settings
- To monitor all aspects of parent/teacher interactions with children. In particular, to simultaneously monitor auditory, visual and kinaesthetic aspects of dyadic interactions, encouraging adaptive strategies to maximise effective communication.
- To make appropriate clinical decisions following assessment, using evidence-based practice and outcome measurement to provide the most effective treatment to children and their families within clearly defined care plans.
- To make a differential diagnosis based on evidence from assessment seeking advice as appropriate.
- To adapt practice to meet individual children's and families circumstances including; due regard for specific clinical conditions affecting their speech and language, cognitive, cultural, religious and linguistic differences.
- To maintain sensitivity at all times to the emotional needs of children and their families/carers, in particular when imparting potentially distressing information regarding the nature of the child's difficulties and implications of the same
- To ensure that children, families and carers are involved in the planning and prioritisation of their care plans wherever possible.
- To motivate children and families/ carers to engage in the therapeutic process.
- To demonstrate clinical effectiveness by use of evidence-based practice and outcome measures relevant to the field.
- To manage conflict across a range of situations, seeking support from a supervisor when necessary.
- To form productive relationships with others who may be under stress and/or have challenging communication difficulties.
- To work collaboratively with interpreters during assessment and ongoing intervention with families with English as an additional language.
- To manage children with challenging behaviour including the application of appropriate management strategies.

Clinical – Indirect

- To contribute to assessment and review procedures under the Education Act and the Code of Practice
- To produce reports regarding children's needs, summarising proposed care plans and ensuring that these are integrated into the child's Individual Education Plan
- To provide advice to teaching and support staff regarding the management and support of children with a wide range of communication difficulties to facilitate their access to the curriculum.
- To provide advice to parents and carers regarding the management and support of children with a wide range of communication difficulties, ensuring carry over from school to home.

- To contribute to clinical and educational teams both multi-disciplinary and uni disciplinary by discussing own and others input around CYPs needs ensuring a well-co-ordinated care plan which is intrinsic to the child's Individual Education Plan
- To communicate complex condition related information from assessment to clients, teachers, carers, families and members of the multi-disciplinary team/other professions involved in the care of the child and family.
- To work closely with children, carers and families, agreeing decision making relevant to the child's management and maintaining sensitivity to their views at all times, particularly where there may be difficulties in understanding due to cognitive, cultural, linguistic or religious needs.
- To provide advice to others regarding the management and care of children with communication and/or feeding and swallowing difficulties
- To participate in the development and delivery of training (formal and informal) to others with and without support
- To deal with initial complaints sensitively, avoiding escalation where possible

Autonomous Practice and Planning

- To manage and prioritise a defined caseload/workload independently.
- To use clinical judgement to discharge clients from own caseload.
- To be accountable for own professional actions and recognise own professional boundaries, seeking advice from senior colleagues as appropriate.
- To work within defined departmental and national protocols/policies and professional code of conduct as outlined in Communicating Quality II (RCSLT)
- To work independently accessing appraisal within an Individual Performance Framework at pre-determined intervals
- To demonstrate the ability to reflect on practice with peers/clinical supervisor.

Strategic development/implementation

- To be aware of and adhere to service and Education team's plans and policies.
- To comment on proposed service/policy developments and their likely implications as appropriate

Budgetary Responsibility

- To monitor stock levels in own service area and request new equipment as appropriate.
- To be responsible for the security, care and maintenance of equipment ensuring clinical guidelines and standards of infection control and safety are maintained – including equipment loaned to clients.

Supervision, training and support of others

- To supervise the work of Education support staff, assistants and volunteers.
- To participate in student placements as appropriate, including weekly and block placements
- To explain the role of Speech and Language Therapists to teachers, support assistants, visitors, students and volunteers.

- To target training (formal and informal) appropriately to the needs of course participants

Data management

- To maintain up to date and accurate case notes in line with Royal College of Speech and Language Therapists and Health Professions Council professional standards and local trust policies.
- To share information with others, observing data protection guidelines.
- To gather activity data accurately and regularly, ensuring the provision of such information promptly within local Trust standards and guidelines.

Quality, Research and Audit

- To undertake Clinical Governance /audit projects as part of ongoing audit programme of the team
- To participate in departmental research and clinical governance/audit projects
- To collect and provide research data as required.

Continuing Professional Development

- To identify personal/professional development evidenced by Personal Development Plan/ Professional Portfolio developed within an appraisal framework.
- To participate in Individual Performance Review ensuring that the objectives set reflect the Service and Trust plans.
- To attend relevant clinical and non-clinical training to further develop skills and knowledge.
- To maintain up to date HPC and RCSLT registration.
- To adhere to RCSLT Professional and Clinical Standards as well as National and Local Clinical Guidelines.
- To keep up to date with new therapy techniques and developments for the promotion and maintenance of good practice in education.
- To attend relevant courses, meetings and special interest groups.
- To adhere to relevant procedures including Safeguarding Children, SEN procedures and other legal frameworks.
- To work within the framework of Clinical Governance and its application to professional practice.
- To participate in the development and delivery of training (formal and informal) to others with and without support.

Health and Safety

- 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.
- To be flexible to the demands of the environment including unpredictable work patterns, deadlines and frequent interruptions
- To manage children with challenging behaviours including the application of appropriate management strategies

- To work within infection control and health and safety guidelines in order to deal appropriately with unpleasant conditions related to client contact as they arise: for example exposure to body fluids, infectious conditions
- To employ appropriate strategies to manage aggressive behaviour within the workplace.
- This job description gives a general outline of the post and is not intended to be inflexible or a final list of duties. It may therefore be amended from time to time in consultation with the post holder.

The above indicates the main duties of the post which may be reviewed in the light of experience and development within the service. Any review will be undertaken in conjunction with the post holder.

Job Title : Band 5 SPEECH & LANGUAGE THERAPIST – Mainstream Schools

Factors	Criteria	Assessment*
Education/Qualification		
Essential	1.1 Degree and Licence to Practise from the Royal College of Speech & Language Therapists 1.2 Current registered membership of HPC and RCSLT	1.1 AF 1.2 AF
Desirable		
Experience		
Essential	2.1 Working with children in clinics and/or school based settings	2.1 AF
Desirable	2.2 Training others. 2.3 Adult-Child Interaction(ACI) 2.4 Working with multi-cultural client groups	2.2 AF/IV 2.3 AF/IV 2.4 AF/IV
Skills and Knowledge		
Essential	3.1 Awareness of needs of parents, teachers and others 3.2 Flexibility. 3.3 Good problem solving skills 3.4 Excellent communication skills both verbal and written 3.5 Highly developed auditory and perceptual skills in the assessment diagnosis and treatment of children with a broad range of speech, language and communication difficulties 3.6 Well developed concentration skills 3.7 Good auditory discrimination skills and ability to transcribe speech phonetically 3.8 Manual dexterity for signing 3.9 Manual dexterity sufficient to carry out swallowing assessment and use of high and low technical assessment equipment 3.10 Normal Child Development including Speech and Language, Play and other milestones 3.11 Knowledge of appropriate range of assessments and interventions for children with Speech, Language and	3.1 AF/ IV 3.2 IV 3.3 IV 3.4 AF/IV 3.5 AF/IV 3.6 IV 3.7 AF/IV 3.8 AF 3.9 AF 3.10 IV 3.11 AF/IV 3.12 AF/IV 3.13 AF/IV 3.14 AF/IV 3.15 AF/IV

	<p>Communication impairments and an ability to compare and contrast relative benefits to individual children</p> <p>3.12 Education Practice and Policy and National Curriculum</p> <p>3.13 Religious, Cultural and Linguistic issues impacting upon caseload management</p> <p>3.14 Awareness of national policies and procedures (relevant to school aged children)</p> <p>3.15 Awareness of the principles of audit</p> <p>3.16 Understanding of the roles of other professionals (relevant to the client group)</p> <p>3.17 Knowledge of professional standards of record keeping</p> <p>3.18 Contribution of other agencies in supporting school aged children</p> <p>3.19 Assess the speech, language and communication skills of school-aged children using formal and informal assessments</p>	<p>3.16 AF/IV</p> <p>3.17 IV</p> <p>3.18 AF/IV</p> <p>3.19 AF/IV</p>
Desirable	3.19 Clinical Governance	3.19 AF/IV
Other		
Essential	4.1 Travel around district and access different venues, with or without adaptations	4.1 AF/IV
Desirable		
<p>* Assessment will take place with reference to the following</p> <p>AF – Application Form, IV – Interview, P – Presentation, T-Test, C Certificate</p>		

