



Role Specification

JOB TITLE: Children's and Young person's Speech and Language Therapy Associate Practitioner

PAY BAND: 4

SPECIALTY: Children's and Adults specialist service

SERVICE: Children's Speech and Language Therapy

ACCOUNTABLE TO: Team Leader

ROLE SUMMARY:

- The post holder will work for Provide as part of the Children's and young people's speech and language therapy service within the community.
- The post holder will work with parents/carers/educational settings to implement and adapt evidence-based programmes of care to support the children's speech, language and communication needs as devised by the therapy team.
- The post holder will be expected to manage their own workload and work unsupervised.
- The post holder will work with multidisciplinary agencies.
- The post holder will need to have underpinning knowledge to adapt programmes of care to meet the individual's needs and to have an understanding of therapy approaches, resources available, suitability and effectiveness of resources. They will also update targets and goals in consultation with the case holder and contribute to care plans and reports.
- To support the delivery of the SLT Service in healthcare and educational settings, including representing the service at meetings related to their caseload.
- Participate in clinical supervision and safeguarding supervision.
- The postholder will supervise Therapy Assistants developing their knowledge and skills.

FACTOR	ESSENTIAL	DESIRABLE	EVIDENCE
QUALIFICATIONS & EDUCATION	<ul style="list-style-type: none"> NNEB or BTEC National diploma in nursery nursing OR Level 3 diploma Experience of working in educational settings 	<p>ELKLAN Level 3 training</p> <p>Training in approaches such as Attention Autism, PECS</p>	Application Interview
WORK RELATED KNOWLEDGE & EXPERIENCE	<ul style="list-style-type: none"> Extensive working with children and young people with speech, language and communication needs Knowledge and experience of delivering a range of therapy approaches in educational settings Knowledge of resources to support children and young people's SLCN 	<p>Experience of working with children and young people with SLC issues</p> <p>Experience with Multi-agency working</p> <p>Experience of working in educational environments</p> <p>Experience of working with teaching/support staff in educational settings</p>	Application Interview
SKILLS & APTITUDES	<ul style="list-style-type: none"> Ability to relate to, communicate with, and engage with children and young people Ability to function autonomously and as a team member Ability to use own initiative, prioritise and make decisions Good communication and interpersonal skills Good time management, leadership and change management skills Experience of speech, language and communication support work 		Application Interview
CIRCUMSTANCES	<ul style="list-style-type: none"> A car driver with a full current driving licence and or own transport 		Driving Licence Application Interview

	<ul style="list-style-type: none"> • Be prepared to travel to all areas within the geographical span of Provide according to the needs of the service • Be prepared to undertake relevant courses of study according to the needs of the service and as identified during staff appraisal process. 		
SPECIALITY SPECIFIC REQUIREMENTS			
Informal assessment approaches		Training will be given	
Formal assessment /screening approaches		Training will be given	
Safeguarding			

This role specification indicates the main functions of the post. It is not an exhaustive list of the responsibilities and tasks required for the job. There may be a requirement to undertake other duties as reasonably required to support the organisation. This may also include work outside of the post holder's normal sphere of activities, including functions not detailed within this role specification or working within another location or environment. The post holder will not be required to undertake any function for which they are not qualified or competent to perform.

The post holder must be familiar with, and adhere to, all *Provide* policies and procedures which can be found on the Intranet.

The post holder is accountable and responsible for the implementation and adherence to;

- The Health Care Act 2006, (revision 2008)
- The Equality Act 2010
- The Care Quality Commission Essential standards of Quality and Safety 2010,
- Health and Safety legislation in relation to patient safety and maintaining a safe working environment
- Data protection act 1998 and confidentiality code of conduct

The maintenance of the standards set out within this legislation will guide staff in maintaining the quality of care and safety required within their role ‘

Safeguarding Children, Young People & Vulnerable Adults

Safeguarding is a key priority of the organisation. Staff must always be alert to the possibility of harm to children, young people and vulnerable adults through abuse and neglect. This includes being aware of the adults who may find parenting difficult. All staff should be able to recognise the indicators of abuse and know how to act on them, including the correct processes and decisions to be undertaken when sharing information. The depth of knowledge you work from must be commensurate with your role and responsibilities. All staff must follow the Safeguarding policies and guidelines, know how to seek specialist advice and must make themselves available for training and supervision as required.

Core Competency Framework

Band 4

Staff working at Band 4 require theoretical and factual knowledge in broad contexts within a field of work. Work is guided by standard operating procedures and protocols. Staff make judgements, plan activities and contribute to service developments.

Staff undertake tasks that may otherwise have been undertaken by a practitioner. They have specific technical skills and a high degree of technical proficiency.

Staff may have line management responsibility for others.

Provide aims to deliver high quality, professional and customer focused services. To ensure that this objective is met, it is expected that all employees carry out their roles in a courteous, compassionate and responsive manner and by the standard of their own appearance and behavior act as an ambassador for the organization within their interactions with all our customers.

Employees are contractually obliged to undertake mandatory training in line with the organisations' agreed Mandatory Training Matrix and must ensure that the required learning is complete and refresh this learning within the timescales set out. Should staff consider they need further support to maintain the level of competence set out in this framework they have a personal responsibility to raise this with their line manager.

Knowledge and Skills

- Able to use a wide range of work area specific practical and theoretical knowledge, which informs the intervention approach.
- Able to evaluate outcomes in relation to the intervention plan.
- Understands relevant legislation, policy and guidance.
- Understands the 'social model' and person centred approaches to assessment and treatment.
- Knows how to apply to principles of respect, dignity, choice and control to practice or work area.
- Is aware of the equipment and devices that can make a significant impact on individuals' ability to live independently.
- Supports and enables the safe use of equipment and devices.

Technology Skills

- Proficient in the use of Microsoft Outlook or similar Email application
- Proficient in the use of the Web and Web applications
- Proficient in the use of Microsoft Word
- Accurate data input skills, e.g. accurately entering data into Excel or an electronic records system
- Confident with the use of IT systems and equipment, including mobile devices (where used)
- Confident with use of Electronic Patient Records at the point of care or commitment to develop these skills within 6 months

Leadership and Management

- Able to manage the role under guidance from practitioners / colleagues.
- Able to follow standard operating procedures and protocols.
- Able to plan straightforward activities.

- Able to contribute to plans and reports for children and young people on their caseload.
- Able to offer supervision and support to junior colleagues where appropriate.
- Able to contribute to service improvement and development plans.

Innovation and Decision Making

- Able to solve problems by taking information from expert sources and using it appropriately.
- Able to compare options to gain best results.
- Able to make suggestions in relation to service improvements/developments.
- Able to propose changes to work procedures for own work area.
- Responsible for safe use of complex equipment.
- Contributes to the training of junior colleagues.
- Assists with audits/and or research projects in own work area.

Communication

- Ensures that individuals' questions and concerns are listened to and responded to in a way that respects their dignity, enhanced their ability to make choices and supports their independence.
- Ensures that the boundaries of confidentiality are clearly explained to individuals.
- Support individuals to communicate their needs and choices.
- Updates and maintains accurate records and reports.
- Develops close links with all relevant professionals, organisations and networks to support an integrated approach to Provide business.

Team Working

- Able to work with others towards shared goals.
- Is respectful and open to the thoughts, opinions and contributions of others.
- Recognises and respects people's diversity, individual differences and perspectives.
- Able to share information appropriately.

Personal Attributes

- Deals with people, problems and situations with honesty and integrity.
- Recognises and reflects on own and others good efforts.
- Takes care of personal health, including appearance and hygiene.
- Makes an effort and shows interest in the work.
- Meets timekeeping and attendance requirements.
- Understands Health and Safety practices and procedures and acts in accordance with these.
- Manages the balance of work and personal life.
- Plans and manages time and resources to achieve goals.
- Is accountable for own actions.
- Is open and responds constructively to change, coping with uncertainty.
- Identifies own learning goals and accesses learning sources and opportunities.

- - Name of Post holder:
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 - Signature:
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 - Date:

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