

Job Title	Specialist Speech & Language Therapist
Band	Band 6
Responsible to	Lead Principal Speech and Language Therapist
Accountable to	Clinical Business Unit Manager - Specialist Children's Service - Outer Northwest London Division
Base	Primary Work Base Location 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

- The post holder will also provide a specialist service to children attending mainstream school with Speech/Language and communication needs (SLCN) working closely with parents/carers, and staff to enable children to develop their speech, language and communication skills and to access the curriculum.
- To assess the needs for, develop and implement specialist Speech and Language Therapy treatment to children referred to the SLT service to mainstream schools.
- To provide advice to others regarding the management and care of children with communication difficulties
- To be accountable for own professional actions and recognise own professional boundaries, seeking advice from senior colleagues as appropriate.
- The post holder will also provide some day-to-day supervision and peer review support to less experienced colleagues and students, including second opinions when necessary.
- The post holder will run appropriate in-service training independently for school and other staff.
- The post holder will have well developed specialist skills in a specialist area of SLCN within the broad range of speech, language and communication needs encountered within the caseload of school aged children.
- The post holder will liaise with other colleagues across a range of statutory and non-statutory agencies.

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

Main Duties and Responsibilities

Clinical – Direct

- To assess the need for, develop and implement Speech and Language Therapy treatment to children with a wide range of speech, language and communication difficulties.

- 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/carer and 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 plan.
- To make a differential diagnosis on the basis of evidence from assessment
- To demonstrate clinical effectiveness by use of evidence-based practice and outcome measures relevant to the field, in particular in the field(s) of specialisation – eg: including ASD, complex SCLN, DLD
- 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 work collaboratively with interpreters during assessment and ongoing intervention with families for whom English is an additional language.
- To ensure that children, families and carers are involved in the planning and prioritisation of their care plans wherever possible.
- 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 motivate children and families/ carers to engage in the therapeutic process.
- To manage children with challenging behaviours including the application of appropriate management strategies

Clinical

- To contribute to clinical teams both multi-disciplinary and unidisciplinary by discussing own and others input around clients needs ensuring a well-co-ordinated care plan.
- To provide advice to teachers, health visitors, nursery, support staff, other therapists regarding the management and support of children with a wide range of communication difficulties, as well as for children with specific conditions appropriate to field(s) of specialisation, to facilitate their language, social, educational and emotional development.
- To communicate complex condition related information from assessment to clients, carers, families and members of the multi-disciplinary team/other professions involved in the care of the child and family.
- To contribute to assessment and review procedures under the Education Act and the Code of Practice
- To produce reports regarding children’s needs, reflecting specialist knowledge, summarising proposed care plans and ensuring that these are integrated into the child’s Individual Education Plan and/or integrated care plan
- 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 participate in the development and delivery of training (formal and informal) to others with and without support
- 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 deal with initial complaints sensitively, avoiding escalation where possible
- To negotiate with others around case management in complex cases
- To provide counselling for parents, carers/clients with highly complex needs

Autonomous Practice and Planning

- To act in a specialist role within mainstream
- To manage and prioritise a defined caseload/workload independently.

- To manage a specialist caseload of children within overall caseload independently
- To monitor and evaluate own specialist service delivery and provide progress reports.
- To be accountable for own professional actions and recognise own professional boundaries.
- To work within defined specialist, departmental and national protocols/policies and professional code of conduct as outlined in Communicating Quality II (RCSLT)
- To interpret clinical guidelines and adapt to local service needs on the basis of specialist clinical knowledge.
- 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 take delegated lead on the development of specific team objectives or projects in liaison with peers
- To assist in the development of care protocols for specific clinical issues e.g. ASD, AAC, curriculum
- To advise line manager on issues of service delivery including shortfall, service pressures etc.
- To assume delegated tasks as requested by line manager, including participation in working groups, policy development groups.
- To contribute to interagency/multi-disciplinary team building and policy development
- To implement service and both Special Needs and Education teams' plans and policies, particularly in relation to specialist clinical area(s)
- To propose development and/or changes to team policies in relation to own area of clinical specialisation from extensive knowledge of evidence base.
- 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 provide regular specialist teaching and training at both undergraduate and post-graduate level within formal and informal settings
- To provide advice and support to more junior Speech and Language Therapists, assistants and volunteers
- To co-ordinate support of students from other professional groups as appropriate within section/team
- To facilitate the development of others problem solving/negotiation skills within peer review/support
- To provide second opinions to other colleagues who work outside of own areas of specialisation.
- To provide full student placements, including assessment of the placements as appropriate
- To explain the role of Speech and Language Therapists to teachers, support assistants, visitors, students and volunteers
- To assist in the support of students from other professional groups as appropriate
- To assist with the identification of training needs within the team.
- 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 initiate and undertake Research/Clinical Governance /audit projects within areas of expertise/team
- To represent the team within multi-disciplinary systems of clinical governance within the Trust
- To participate in and develop innovations in areas of risk management, quality standards setting and clinical effectiveness in area of specialisation.
- To undertake Clinical Governance /audit projects as part of regular, ongoing audit programme of the team
- To act as link representative for team on Speech and Language Therapy Quality, Research and Audit Group
- 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, including specific objectives relating to the clinical specialism(s) of SCLN.
- To reflect on practice with peers and mentors and identify own strengths and development needs.
- To attend relevant training and development in order to maintain and develop skills and knowledge required of a specialist therapist working in the field of schools and SCLN
- To attend Specialist Short Courses/modules appropriate to clinical specialism and relevant to caseload in complex SCLN and ASD , e.g. behaviour management, teaching approaches feeding and swallowing difficulties, adult child interaction, phonology, Makaton, AAC
- 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 in special needs and a range of clinical specialisms for the promotion and maintenance of good practice
- To attend relevant 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 develop and deliver specialist training (formal and informal) to others in area(s) of clinical expertise.
- To provide advice to non-specialists and other specialists/ professionals within clinical field

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 for children with challenging behaviours and ensure the safe positioning of self and others
- To be flexible to the demands of the post including unpredictable work patterns, deadlines and frequent interruptions
- To work within infection control and health and safety guidelines in order to deal appropriately with circumstances related to client contact as they arise: for example exposure to body fluids, infectious conditions
- To use appropriate strategies to manage aggressive behaviour within the workplace.
- To manage children with challenging behaviour including the application of appropriate management strategies

Review of this job description

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.

Person Specification Job Title: Band 6 Speech & language Therapist

Factors	Criteria	Assessment Method
Education/Qualification		
Essential	<ul style="list-style-type: none"> Degree or equivalent and Licence to Practice – Royal College of Speech/Language Therapists Current registered membership of HPC and RCSLT 	Application form
Desirable	<ul style="list-style-type: none"> RCSLT NQP competencies completed 	Application form
Experience		
Essential	<ul style="list-style-type: none"> Working with children with a wide range of speech, language and communication difficulties – including ASD, DLD, selective mutism and speech sound disorders Collaborative work with parents and other professionals, especially teachers in a school setting Training others Post graduate experience of working with children. 	Application form/ Interview
Desirable	<ul style="list-style-type: none"> Working in multi-cultural community 	Application form/ Interview
Skills & Knowledge		
Essential	<ul style="list-style-type: none"> Normal Child Development including Speech and Language, Play and other milestones Knowledge of appropriate range of assessments and interventions for pre-school & school-aged children with speech, language and communication impairments Knowledge of specific assessments and interventions within specialist area Education Practice and Policy and National Curriculum & Early Years Curriculum Religious, Cultural and Linguistic issues impacting upon caseload management Principles and models of Adult/Child Interaction Knowledge of national policies and procedures (especially Education Act) Knowledge of the principles of clinical governance /audit Understanding of the roles of other professionals (relevant to the client group) Knowledge of professional standards of record keeping Holistic view of communication problems in the context of education and philosophy to back this Organising own caseload Flexible and outgoing Excellent communication, interpersonal skill both verbal and written Awareness of others' point of view Deal with conflict – good negotiation and problem-solving skills Ability to deal with and resolve conflict. Good organisational and prioritisation skills 	Application form /interview
Desirable	Knowledge of collaborative models of working in schools	Application form /interview
Key Attributes		
Essential	<ul style="list-style-type: none"> Health cleared by occupational health for the role specified. 	HC
Assessment will take place with reference to the following AF – Application Form, IV – Interview, P – Presentation, T-Test, C Certificate		

