
TITLE OF ROLE

Speech and Language Therapist Band 5

SUPERVISORY RESPONSIBILITIES

To whom: Lead Speech and Language Therapist

For whom: Volunteers or students on placement allocated to your department

JOB PURPOSE

- To work as a member of the Speech and Language Therapy and Audiology teams striving to provide the best speech and language therapy and audiology service for children and young people across the whole school.
- To assess, diagnose and provide Speech and Language Therapy interventions for all students across the school.
- To liaise, advise, train and work collaboratively with teaching and support staff, families and other agencies to facilitate children achieving their best
- To promote language and communication skills for both learning and social independence.

FUNCTIONAL RELATIONSHIPS

- Speech and Language Therapists and Audiologist
- Families and Carers of Children
- Teachers and Education Assistants
- Complex Special Educational Needs Co-ordinator
- External professionals participating and advising the team around the child at RSD Derby

KEY RESPONSIBILITIES:

- To provide evidence-based SaLT interventions that are appropriate to the age, cognitive ability and preferred learning style/modality of individual students in collaboration with the lead SaLT. This will be delivered through group, paired or 1:1 sessions. It will incorporate specific interventions which use both functional and academic language approaches.
- To carry out appropriate specialist SaLT assessments and to make recommendations, in collaboration with the lead SaLT.
- To share findings and write reports reflecting a child's progress during SaLT interventions, the assessment findings and recommendations, in collaboration with the lead SaLT
- To support pupil's optimum use of hearing technology across RSDD in liaison with the school Audiologist, as appropriate for each child.
- To work in collaboration with the RSDD Audiologist to promote the wearing and maintenance of hearing technology throughout the school.
- To maintain up-to-date and accurate case records in line with RCSLT and Audiology and health Professional Council standards and RSDD policies and procedures
- To work collaboratively with teaching and support staff within RSDD school and residence, and to contribute to the implementation of cross-curricular communication targets for individual children
- To evaluate and review Speech and Language Therapy outcomes in a systematic way. To monitor each student's rate of progress, contribute to tracking and to demonstrate communication, language and speech outcomes, in collaboration with the lead SaLT.
- To contribute to SaLT service review and development plans as part of the SaLT team.

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- To contribute to individual students' progress discussions, behaviour management or annual review meetings as required, including report writing in collaboration with the lead SaLT.
 - To provide advice and perspective to RSDD Education Assistants on the communication skills and ongoing needs of individual students
 - To develop and maintain close liaison and effective working relationships with visiting professionals eg. cochlear implant centre outreach support professionals, educational psychologists, and members of the National Deaf Children and Adolescent Mental Health Service (NDCAMHS)
 - To involve parents in the Speech and Language Therapy process – via parents evenings, parents sessions, telephone conversations, video calls, emails, and progress reports.
 - To undertake statutory and general staff training to meet the requirements of RSDD initiatives, policies and procedures
 - To undertake continuing professional development (CPD) in accordance with HCPC registration and SLT licence to practice requirements, and RCSLT professional guidelines especially within the specialism of deafness (e.g. attendance at Specific Interest Group meetings, relevant short training courses and BSL validated courses)
 - To provide related experience sessions for new RSDD staff as required.
 - To ensure confidentiality of student and school information and to comply with the Data Protection Act.
 - To work at all times in accordance with the policies of RSDD school including those regarding health and Safety, Equality and Diversity, Quality Assurance and Risk Management.



Person Specification – Band 5 – Speech and Language Therapist

AREA	ESSENTIAL	DESIRABLE	DEMONSTRATED: On application form (A), at Interview (I) or other (O)
Qualifications & Formal Training	Recognised SaLT Degree Qualification with RCSLT registration to practice.	British Sign Language Skills	A
	Current registration with Health Care Professions Council – Licence to Practice as an SLT		A
	Current registration with Royal College of Speech and Language Therapists		A
Knowledge & Previous Experience	Experience of working with pre-school, school-aged children and / or young people (3 to 19 years), some with special educational needs.	Experience of working with deaf children Experience of alternative /augmentative communication systems: Widgit, computer-based training programmes Experience of hearing technology advocacy and maintenance Experience of supporting [special needs] children in an educational setting and/ or supporting parents and carers	A & I
	Able to actively support optimum hearing technology use as appropriate with children.		A & I
	Able to promote children using spoken and written English, and BSL to learn and communicate effectively		A & I
	A commitment to learn and undertake additional training and study in the specialist areas of SaLT and Audiology, working with deaf children.		A & I
	Evidence of up-to-date professional portfolio demonstrating reflective learning	Experience of planning, co-facilitating and evaluating group, as well as individual SLT sessions	I
	Experience of operational caseload management within relevant clinical area		A & I



AREA	ESSENTIAL	DESIRABLE	DEMONSTRATED: On application form (A), at Interview (I) or other (O)
	Knowledge of national health, education and children's services agendas in the UK		A & I
	Evidence of working collaboratively within a team.		A & I
Communication: KSF Level:	Ability to use information technology for: email communication; data collection; report writing, audit and other day-to-day administration tasks	Word, PowerPoint, Excel	A & O
	Ability to communicate effectively with others using active listening skills, non-verbal communication and establishing a rapport.	Experience of working, collaboratively, in a multi-disciplinary team Demonstration of presentation skills e.g. case presentation, team meetings. Planning and delivering training to support staff, SaLTs and families	A & I & O
	Ability and willingness to start working towards British Sign Language Level 3 as soon as practicable after appointment		
	Be able to provide, receive and document information that may be highly complex or sensitive under the supervision of the lead SaLT		A & I & O
	Know when to refer to the lead SaLT for managing conflict and difficult situations; where resolutions are not easily achievable	Ability to communicate complex information to others where there may be barriers to understanding. Experience of supporting families from multi-lingual backgrounds Ability to support others in managing complex/ emotional situations	A & I
Personal & People Development KSF Level:	Ability to work both under the supervision and direction of the Lead SaLT, and to work autonomously on a day to day basis.		A & I
	Demonstration of ability to receive supervision, evaluate and give feedback		A & I & O



AREA	ESSENTIAL	DESIRABLE	DEMONSTRATED: On application form (A), at Interview (I) or other (O)
	Ability to identify own learning needs utilising the appraisal process and in line with personal and SaLT service development needs		I & O
Health, Safety & Security KSF Level:	Aware of safeguarding priorities and the need for confidentiality.		
	Awareness of national regulations for data protection, record keeping and confidentiality		A & I
	Understanding of own responsibilities in relation to health and safety in the workplace		A & I
	Ability to contribute to and comply with work place risk assessment policies and procedures		A & I
Service Improvement KSF Level:	Ability to demonstrate a link between own professional development and the SaLT and Audiology service priorities as part of the overall department/school strategic direction/plan in collaboration with the lead SaLT	Identify service needs within area of work	A & I & O
	Makes innovative use of resources and is aware of constraints in collaboration with the lead SaLT		A & I
Quality KSF Level:	Demonstrates a knowledge of the importance of evidence based practice		I & O
	Demonstrates a working knowledge of the clinical governance agenda & its application Appreciates license to practice standards expected by Health Professionals Council and RCSLT		A & I & O
	Share the values vision and commitment of other team/department members	Ability to co-work with Deaf and hearing colleagues from a variety of linguistic and educational attainment backgrounds	A & I



AREA	ESSENTIAL	DESIRABLE	DEMONSTRATED: On application form (A), at Interview (I) or other (O)
	Ability to use clinical reasoning skills to analyse and interpret assessment findings and plan and evaluate an intervention programme in collaboration with the lead SaLT	Well established knowledge of the range of potential functional and standardised assessment techniques and (sign/oral) communication philosophies used in specialist area Awareness of the psychological and social factors of special, and complex special, educational needs and disability and their impact on the child and family	A & I & O
	Understanding the role of other professionals related to the client group		A & I
Personal Qualities	Flexibility and adaptability to different demands and situations and the ability to work under pressure with support from lead SaLT		A & I
	Ability to prioritise workload and responsibilities appropriately with support from lead SaLT		A & I
	Demonstrates a personal interest and enthusiasm about working with children and families		I
	Ability to share innovative ideas and initiatives within the SaLT and Audiology teams to develop professional practice within department priorities.		A & I
	Specific physical, auditory and visual skills required for the post		O
Any other factors		Driver with own car	I