

JOB DESCRIPTION

Speech and Language Therapist (SaLT)

Reporting to Therapy Lead

Starting Salary: (TCES Salary Band Clinical 2 – equivalent to NHS Band 6 / 7)

Contract and hours Term-Time plus 2 weeks

Purpose

Our expectation is that you will share our commitment to our Principles of Therapeutic Education and play a key role in actively ensuring they are embedded in everything we do within TCES.

Our Principles of Therapeutic Education are:

- We understand neurodiversity.
- We understand attachment.
- We use relationships for recovery.
- We are consistent and predictable (Expectations, Rewards & Consequences).
- We view behaviour as communication (Emotional, sensory & physical needs).
- We have unconditional positive regard for pupils.
- We co-regulate & role-model.
- We demonstrate inclusive, strengths-based practice.
- We develop emotional literacy.
- We develop leadership & life skills.

Job Purpose

The purpose of this role is to provide speech and language assessments and interventions to children and young people. The Therapist provides interventions to children with significant trauma and adverse childhood experiences who require input through a nurturing approach, individually and in small groups; you will work closely with specialist staff and teachers to meet the needs of the young people they work with, in turn supporting engagement in learning.

Additionally, the role provides interventions to pupils through online therapeutic delivery; this may be due to complex neurodiversity or high levels of anxiety / school phobia but require a significant amount of support to develop independence.

Our Speech and Language Therapists provide a specialised contribution to pupils' clinical assessment and therapeutic treatment, as part of a wider therapeutic offer to our young people. They also advise on moderating the learning environment to support young people in reaching their full potential, creating a therapeutic environment by building a therapeutic understanding & culture through training, workshops and general promotion of therapeutic practice to all staff.

Main duties and responsibilities

Liaise closely with key colleagues, the multi-disciplinary clinical team and managers to provide an intensive treatment service for children enrolled within TCES.

Identify all children and young people who have Speech and Language Therapy assessment, and intervention identified as a need on their Education, Health and Care Plan (EHCP) and ensure that this is delivered effectively and in a timely way.

Carry out observations across the setting to identify those children and young people who will benefit from Speech and Language Therapy input who do not have this identified as a need on their EHCP.

Engage pupils in innovative, helpful, therapeutic and meaningful activities that will support them in engaging in learning and reaching their full potential.

Undertake highly specialised Speech and Language Therapy assessment by identifying appropriate assessment tools to identify and understand the needs of the pupils, producing highly specialised assessment reports.

Assess and manage the complex communication and Speech and Language functioning needs of the children and young people in order to support them in feeling safe and in engaging in group learning.

Provide a bespoke menu of strategies that can be used through devising individualised communication passports.

Provide specialised reports on Speech and Language therapy provision for individual pupils outlining their attendance, engagement, expression and communication.

Develop innovative interventions/strategies for children and young people referred to speech & language therapeutic services and presenting with difficulties in some or all of the following areas:

- Receptive language; expressive language; social cognition (including social communication skills, abstract and inferential thinking, understanding perspectives) and emotional recognition; attention or concentration; social skills; violent behaviour; Speech and Language performance; identity.

Work with parents/carers, education, health, social care and other multi-disciplinary colleagues as appropriate to assess, design and develop evidence-based intervention and management plans to be implemented within the multi-disciplinary school-based teams and within the child's family.

Contribute to the multidisciplinary risk assessment and management plan for individual young people and for specific activities/trips/visits.

Train and support staff in developing skills and knowledge in utilising speech & language therapeutic strategies.

Encourage self-awareness, exploration and reflection on feelings and relationships.

Contribute to the multidisciplinary risk assessment and management plan for individual young people and for specific activities/trips/visits.

Provide clear, concise written and verbal feedback suitable for a variety of audiences including the child, their parent/carer and a range of professionals.

Attend Group Process meetings with pupils and the multidisciplinary team, as required.

Maintain sensitivity at all times to the emotional needs of clients/carers when imparting complex /distressing information regarding the nature of the client's difficulties and the impact on individuals and their families.

Monitor and evaluate pupil progress during interventions and use appropriate outcome measures.

Maintain clear written records of all interventions ensuring compliance with GDPR.

Consistently demonstrate professional boundaries in accordance with the HCPC code of ethics.

Provide specialist advice, clinical consultation and training to school staff as required.

Ensure appropriate liaison with external networks, professionals, agencies, carers and parents.

Keep up to date with all legislation, guidelines and practice issues that may affect the Inclusion service.

Be responsible for recording and satisfactorily addressing and passing on any complaints in line with the TCES Complaints Procedure.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and Qualifications

Recognised Speech and Language Therapy Degree Qualification or equivalent.

Health & Care Professions Council – Licence to Practice.

Registered member of the Royal College of Speech and Language Therapists.

Knowledge and experience

Minimum of 3 years' post-qualification experience, 2 of which are within the areas of specialism as defined below:

- Pupils at high risk of sexualised behaviour
- Pupils with high risk violent and aggressive behaviour towards others
- Pupils exhibiting mental health issues Tier 3/4
- Pupil at high risk of sexual exploitation
- Pupils with significant substance misuse issues
- Pupils with significant gang related issues
- Pupils with school phobias – Tier 3/4 anxiety disorders – highly persistent long-term school phobic or deeply disengaged
- Young pregnant girls/highly vulnerable and or offending teenage girls and young mothers
- Pupils with complex offending behaviours
- High Risk pupils who are CLA returning from out of county placements
- High dependency pupils with a range of physical, psychological and healthcare needs

Substantial experience of working with highly complex and high-risk children with social, emotional and mental health difficulties (SEMH) and/or on the Autistic Spectrum.

A high level of experience of multi-disciplinary and inter agency working.

Knowledge of the principles of clinical governance/audit/research.

Skills and ability

Ability to plan and organise own workload, working flexibly and creatively.

Ability to work collaboratively with colleagues to plan, evaluate, monitor and develop services.

Proficient communication, IT and interpersonal skills.

Developed negotiation and problem-solving skills in complex situations.

Resilient and robust role model.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES values.

November 2024