

Job Description

Job Title:	Speech and Language Therapist
Pay Point:	SET Grade 9
Salary:	£31,371 - £35,934 PRO RATA Part Time
Conditions of Service:	Support Contract of Employment
Responsible to:	Senior Leadership Team

General Description of the Post

As the Speech and Language Therapist at Newfriars College you will play a key role in the assessment, support and development of the communication, speech and language needs and skills of our young people. You will use your comprehensive knowledge of effective methods of Augmentative and Alternative Communication to support our young people to engage with their learning. You will use timely and targeted assessment data to create learner centred assessment reports and 'Communication Passports' to ensure teaching and support staff have the information and strategies they need to incorporate learners' communication needs and methods into teaching and learning. You will support assessments around Dysphagia. You will ensure that young people, teaching and support staff have the information and strategies they need to further develop learners' communication skills. You will support young people to access and learn to use appropriate assistive technologies. You will provide targeted intervention programmes as required. You will provide training and guidance to teaching and support staff. You will liaise with other professionals including other speech and language specialists in ensuring comprehensive support is in place for our young people.

Relationships with children and young people

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Main Responsibilities

Working in collaboration with the Lead for Communication at Newfriars College, you will:

- Complete timely Speech and Language assessments of young people including Dysphagia.
- Contribute to 'Communication Passports' which outline how to meet and extend the communication needs and skills of young people
- Work collaboratively with young people to include them as much as possible in the assessment process and their personal communication journey.

- Plan and share appropriate communication and AAC support plans for implementation within the classroom
- Provide advice to parents/students and staff on strategies to support and develop speech and language and communication skills
- Complete timely written reports that are understandable and accessible to young people and their families.
- Communicate effectively with children, young learners, parents/carers and colleagues, including those from multidisciplinary teams.
- Communicate effectively orally and in writing to parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Encourage parents and carers to participate in discussions about the progress, development and well-being of young people.
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of young people and raising their levels of attainment.
- Maintain accurate and confidential records and case notes
- Undertake controlled therapy sessions with individuals, groups and families as required

Professional Standards

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Maintain an up-to-date knowledge and understanding of professional duties and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Use assessment to diagnose learners' needs, set realistic and challenging targets for improvement and plan future progress
- Review the effectiveness of the support for with speech, language and communication and its impact on learners' progress, attainment and well-being, refining their approaches where necessary.
- Review the impact of the feedback provided to learners and guide learners on how to improve their speech, language and communication skills and use of AAC.

Every Young Person Matters

- Understand how young people with special education needs develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they support, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know the local arrangements concerning the safeguarding of children and young people.
- Know how to identify potential child abuse or neglect and follow safeguarding procedures.

- Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Evaluate their performance and be committed to improving their practice through appropriate professional development.
- Communicate effectively with learners and colleagues;
- Have a commitment to collaboration and co-operative working where appropriate.
- Identify and use opportunities to personalise and extend learning through out of college contexts where possible making links between in-college learning and learning in out-of-college contexts.

**PERSON SPECIFICATION
SPEECH AND LANGUAGE THERAPIST**

Qualifications

Essential / Desirable

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| <ul style="list-style-type: none"> • Degree or equivalent (Speech and Language Therapy) • Further Relevant Qualification or equivalent • HCPC Registered therapist | <ul style="list-style-type: none"> • Essential • Desirable • Essential |
| <ul style="list-style-type: none"> • Experience • Relevant SALT experience in an educational setting • SALT experience with young people 16+ • Experience in the assessment of Dysphagia | <ul style="list-style-type: none"> • Essential • Desirable • Essential |
| <ul style="list-style-type: none"> • Knowledge & Skills • Well-developed IT skills to enhance teaching and learning • Knowledge and understanding of safeguarding procedures in relation to children and young people. | <ul style="list-style-type: none"> • Desirable • Essential |
| <ul style="list-style-type: none"> • Personal Qualities • Excellent communication and interpersonal skills • Good time management and the ability to multi-task • Flexibility, commitment and reliability • Understanding of and significant contribution to the whole school extra-curricular programme | <ul style="list-style-type: none"> • Essential • Essential • Essential • Essential |