

JOB DESCRIPTION

APPENDIX 1

Post Title: Highly Specialist Speech and Language Therapist		Director/Service/Sector Children's Services		Office Use	
Grade: NCC Band 9		Workplace: Working primarily in the North with Ashington base			JE ref: 3077 HRMS ref:
Responsible to: Service Manager Lead Practitioner for Language		Date: October 2018		Manager Level:	
Job Purpose: <ul style="list-style-type: none">• As part of theSEND Communication Support service, to provide specialist Speech and Language Therapy for children with Speech, Language and Communication needs (SLCN) within school/settings in Northumberland.• To be solely responsible for a personal caseload of pre-school and school age children, including provision of assessment and individually tailored therapy programmes for children with SLCN.• To take lead responsibility for management & delivery of services to specified discrete areas of caseload, as required.• To provide support and advice to colleagues on issues related to speech, language and communication needs.• Enable schools and settings to develop their abilities and skills to meet SLCN of their pupils, as identified through targeted work focused on early intervention and prevention.					
Resources		Staff	Specialist Communication Teaching Assistants attached to SLCN Team		
		Finance	None		
		Physical	Responsible for assessments and resources to support everyday work across a wide range of schools and settings.		
		Clients	Pupils, Parents/Carers, Senior Managers, Headteachers, SENCos, teachers, Learning Support Assistants, Lunchtime Supervisors and professionals from other services.		
Duties and key result areas:					
<u>Knowledge, Training and Experience</u> <ul style="list-style-type: none">• Recognised Speech and Language Therapy Degree Qualification or equivalent Registered with HCPC Licence to Practice from Royal College of Speech and Language Therapy (RCSLT)• Evidence of successful completion of specialist short courses and self-directed study at a highly specialist level including therapy approaches suitable for children with SLCN• Specific training relevant to supporting children and young people (CYP) in an educational setting• Specialist knowledge of current evidence based SLCN interventions and approaches• Substantial experience of working collaboratively with other agencies including Health, Social Services, schools and voluntary organisations• Substantial experience of multidisciplinary teamwork• Experience of working with groups of children and young people across all age groups• Active listening skills• Extensive knowledge and experience in the use of a range of formal and informal assessment procedures for diagnostic purposes• Extensive knowledge of a wide range of therapeutic approaches suitable for the client group• Good knowledge of relevant legislation, the National Curriculum and current issues in Education, including SEND policies.• Knowledge of the range of educational provision available to the specialist caseload• Experience supervising junior staff and students• Understanding of the principles of clinical governance /audit					

- Experience and training in audit and research based practice
- Good knowledge of current national and international research and current trends related to specialist area
- Knowledge of standards of record keeping
- Knowledge of child protection and related issues
- A good level of computer literacy

Skills

Communication and Relationships

- To provide and receive highly complex, sensitive or contentious information related to the specialist caseload and to impart details requiring empathy and re-assurance and where there are barriers to understanding or acceptance.
- To develop positive working relationships with children parents, carers and other professionals to encourage an accurate awareness of individual children's strengths and weaknesses.
- To work collaboratively and communicate effectively with the full range of Health, Education, Academic and Social Service professionals.
- To adapt a level and mode of communication appropriately to facilitate understanding with people who experience a wide range of ability and background, ensuring effective communication at all times.
- To deal sensitively on a daily basis with people who may be upset, angry, ill, not have English as a first language, have communication disorders or learning disabilities, mental health problems or other disability.
- To motivate parents, teaching and support staff to achieve positive educational outcomes and ensure a positive communication environment.
- To advise on and negotiate appropriate support to help children and young people achieve therapy and educational aims.
- To convey complex information in written form that is easily understood by people who may have literacy difficulties.
- To work with interpreters to communicate effectively with families where their first language is not English.
- To deal with initial complaints sensitively, avoiding escalation where possible.
- To use highly developed negotiation skills in the management of conflict across a range of situations.
- To develop and deliver training packages for parents/carers, education professionals and appropriate others.

Analytical and Judgemental Skills required for the post

- To analyse a wide and complex range of assessment data on speech, language and communication skills, some of which may be conflicting, from a range of informal and formal assessments and a range of situations including children's homes and schools.
- To make a differential diagnosis from a wide range of possibilities on the basis of evidence from assessment, seeking advice as appropriate
- To use highly specialist knowledge to make appropriate clinical decisions following assessment
- To consider the influence of other factors upon the child's development, including health and social influences and to take these into account in assessment and individual intervention plans.
- To develop, clear and appropriate individual intervention plans, based on best practice, from a range of options.
- To demonstrate the ability to reflect on practice with peers and supervisor and identify own strengths and development needs.
- To integrate evidence base into clinical practice, including the use of critical appraisal of available evidence.
- To be able to target training (formal and informal) appropriately to the needs of course participants from a wide range of settings.
- To be able to analyse school data to review and further inform SLCN support for children and young people.
- To participate in objective setting, supervision and support to facilitate continuing professional development, and to further aims in accordance with LIST strategy.

Planning and Organisational skills required for the post

- To manage and prioritise the needs of a personal highly specialist caseload effectively and appropriately.
- To plan and organise the workload independently.
- To co-ordinate multi-disciplinary case management where appropriate.
- To work on own initiative with flexibility and adaptability.
- To organise own time effectively, taking into account the need to work closely with a wide variety of other agencies, including Health and Social Services
- To plan and implement training programmes

- To organise specialist resources.

Physical dexterity skill requirements

- To undertake informal assessments of non-verbal and verbal communication skills requiring advanced auditory and visual perceptual skills, to identify speech and language needs.
- To undertake a range of formal assessments of speech, language and communication skills including phonetic and linguistic transcription.
- To type and word process documents.
- To work across Northumberland, requiring the ability to drive
- Use of audio and video equipment

Key results

Care of Children and Young People and relevant others

- To provide specialist assessment, diagnosis, treatment planning and appropriate intervention for children with speech and/or language difficulties so as to achieve optimum communication potential for each individual.
- To develop and monitor appropriate specialised intervention programmes from a range of evidence based options.
- To provide highly specialised advice to parents, teaching staff and relevant others.
- To make referrals to other professionals as appropriate, e.g. Paediatricians, Occupational Therapists, Physiotherapists and CYPS professionals.
- To write concise and accurate reports based upon assessment information and reflecting highly specialised knowledge using easily understood language.
- To assess, diagnose and submit reports for children and young people identified as having special educational needs in order to comply with current legislation.
- To manage the needs of children with Education, Health and Care Plans, complying with the requirements of the SEND Code of Practice in order to ensure a holistic and integrated approach to care.
- To contribute to the review of children's Education, Health and Care Plans and the planning of children's individual intervention plans.
- To provide ongoing training and support for other involved professionals to enable them to implement agreed intervention targets and strategies as appropriate to the caseload.
- To offer advice, support and resources to families and carers to enable them to be actively involved in supporting their children.
- To provide training, supervision and support for Speech and Language Assistants and others involved in the care of children and young people on the therapist's caseload.

Policy and Service Development

- To contribute to the development and evaluation of services for children with SLCN as required.
- To participate in standard setting, prioritisation, quality assurance and other relevant working groups for the purpose of planning, monitoring and improving service delivery.
- To use highly specialist knowledge to contribute to inter-agency policy development, where appropriate, in order to contribute to the development of the service.

Financial and Physical Resources

- To monitor stock and equipment levels and request new resources and assessments as appropriate.
- To be personally accountable for the management of allocated resources and share knowledge of specialist resources to enable the continued extension of skills throughout the service for the benefit of the children and young people.

Human Resources

- To provide leadership, guidance and supervision of the work of the Speech and Language Teaching Assistants within the team.
- To liaise with students from other disciplines as and when the need arises.
- To provide mentoring and coaching to Speech and Language Teaching Assistants and school/setting staff.

Information Resources

- To provide statistical data as required by the Service and Lead Practitioner for Speech and Language.
- To compile accurate and up to date records and statistics to ensure maintenance of, and where possible improvement in, educational standards and outcomes.

To keep accurate, concise and contemporaneous clinical notes in line with Service policy.
To use specialist software for assessment intervention or to create teaching materials.
To share information with others in order to facilitate case management, observing data protection guidelines

Research and Development

- To keep abreast of relevant research and development in order to ensure the highest standard of evidence based practice is maintained.
- To undertake specific audit projects and research to evaluate and improve the specialist service on an on-going basis
- To occasionally supervise speech and language therapy students during the collection of data for research projects.

Freedom to act

- To adhere to NCC policies and work within the guidelines set by the Royal College of Speech and Language Therapists/ HCPC.
- To independently manage a complex, highly specialist caseload
- To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate
- To demonstrate a high level of clinical effectiveness by use of evidence based practice and clinical evaluation of outcomes
- To work independently accessing appraisal within an Individual Performance Framework at pre-determined intervals
- To attend specialist courses and undertake self-directed study as appropriate

Effort & Environment

Physical

- To have due regard for own personal safety and that of the children/parents or carers worked with at school/settings and during home visits.
- Frequent requirement to work at small tables and chairs for periods of up to 60 minutes.
- Frequent requirement to crawl, sit or lie on the floor for periods of up to 30 minutes
- Required to drive to and from schools and homes for appointments on a daily basis.

Mental

- Frequently required to maintain intense concentration for prolonged periods on a daily basis when undertaking highly specialised assessment and therapy
- To work flexibly given the demands of the environment and including unpredictable work patterns, deadlines and frequent interruptions while preparing reports and intervention programmes.

Emotional

- To maintain sensitivity to the emotional needs of children, parent and carers when discussing potentially distressing information regarding the nature and implications of the child's speech, language, communication or learning difficulties.
- To appropriately manage children with challenging behaviour due to their speech, language, communication and learning difficulties.

Working conditions

- To work within health and safety guidelines in order to deal with occasional unpleasant conditions including lice, fleas, vomit, excessive drooling, soiling and variable home and school conditions.
- To work within NCC guidelines when driving to and from appointments and meetings including inclement weather conditions and as a lone worker in potentially dangerous geographical areas.
- To employ appropriate strategies to manage verbally aggressive or violent behaviour within the workplace or on home/school visits.
- To follow requirements of NCC's Agile Working Policy

Communications and working relationships

- NCC Officers within the SLCN team.
- NCC Officers in the wider Service and SEND teams.
- Staff in schools and educational settings.
- Health professionals including medical staff, health visitors and therapy staff
- Professionals with in Education, Health and Social Services across Northumberland and adjacent counties.
- NHS Speech and Language Therapists
- Voluntary organisations
- Students from the Department of Speech, Newcastle University
- Members of relevant Clinical Excellence Networks

Work Arrangements

Transport requirements:

Working conditions:

Current driving licence and the ability to meet the transport requirements of the job.

Peripatetic with a locality office base in Ashington, Northumberland.

PERSON SPECIFICATION

Appendix 2

Post Title: Highly Specialist Therapist for Speech and Language		Director/Service/Sector: Wellbeing and Community Health	Ref:
Essential	Desirable		Assess by
Knowledge and Qualifications			
<ul style="list-style-type: none">Recognised Speech and Language Therapy Degree Qualification or equivalentFull registration with HCPCRCSLT 'License to Practice'Eligibility to be a member of the RCSLTExtensive knowledge of speech, language and communication disorders in preschool and school age childrenExtensive specialist knowledge of a wide range of assessments and therapeutic approaches for children with speech and language disorders.In depth knowledge of current legislation e.g. Children Act, 1993 Education Act, the SEND Code of Practice 2015In depth knowledge of current issues within education and the Speech and Language TherapyKnowledge of the roles of other professionals working within NCC Children's ServicesKnowledge of specialist interventions and approaches e.g. PECS, MakatonKnowledge and understanding of audit and research principles		<ul style="list-style-type: none">Masters Degree in a directly related field	A
Experience			
<ul style="list-style-type: none">Extensive and relevant experience of working with pupils who have a wide range of spoken language and communication needs in mainstream schools.Experience of working across different ages/ school phases.Experience of providing training to school/ settings staff and other professionals about SLCN.Substantial paediatric speech and language therapy experience including significant experience of working with children and young people with a wide range of special educational needs and disabilitiesExperience of facilitating the implementation of intervention plans by a range of education professionals and parents/carersExperience of working with groups of children and young people		<ul style="list-style-type: none">Experience of working with pupils who are identified as having SLCN in a range of educational settingsExperience of multi-agency working	A I

<ul style="list-style-type: none"> • Experience of providing training to parents/carers and professionals • Experience of working as part of a multidisciplinary team • Experience of supervising the work of students and Speech and Language Teaching Assistants • Experience of involvement in the audit and evaluation of projects 		
Skills and competencies		
<p>The post holder should have:</p> <ul style="list-style-type: none"> • good teaching, training and presentation skills • excellent interpersonal and communication skills • good organisation and time management skills • effective guidance and management skills • good computer skills <p>The post holder should be able to:</p> <ul style="list-style-type: none"> • work as a team member in partnership with children, parents/carers and colleagues. • communicate effectively with children, parents/carers, colleagues and other professionals, both verbally and in writing • assess a wide range of speech, language and communication needs • plan intervention programmes in relation to children with SLCN taking account of curriculum needs and enabling inclusion • work independently as an SLT covering a wide range of additional needs • advise and train involved professionals / colleagues and parents/carers • work alongside and support parents • write reports concisely and clearly • model a wide range of strategies and approaches • understand and adhere to the need for confidentiality • understand the importance of promoting strategies and interventions that contribute towards the early intervention and, where possible, the prevention of SLCN • demonstrate an understanding of current national SEND practice/policies • demonstrate independent working skills • employ a wide range of evidence based interventions and approaches 		A I P O
Physical, mental and emotional demands		
<ul style="list-style-type: none"> • Ability to work under pressure and respond flexibly to changing situations. • Ability to meet statutory deadlines. • Ability to remain calm in response to challenging behaviour. 		I A P
Other		

<ul style="list-style-type: none"> • A commitment to supporting pupils with SLCN in schools/ settings. • A willingness to participate in identified training. • Highly motivated and well organised. • Ability to use own initiative and work independently, contributing towards flexible and innovative working within a locality. • Ability to work collaboratively as part of a team • Ability to meet travel requirements of job; holding full UK driving licence. • Enthusiastic and motivated • Committed to providing a high quality service • Empathetic and sensitive to the needs of others 		R I A
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Key to assessment methods; (A) application form, (I) interview, (R) references, (T) ability tests (Q) personality questionnaire (G) assessed group work, (P) presentation, (O) others e.g. case studies/visits

National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.