ADVANCE LEARNING PARTNERSHIP



Speech & Language Therapist

Start Date: January 2027

Securing **Excellent Education** through **Collaboration**

Welcome from the **Chief Executive Officer**

The Advance Learning Partnership (ALP) is guided by a shared set of values, embodied in the ethos:

'Your child is our child'

Across our family of schools and staff, our unwavering aim remains constant:

'Excellent Education through Collaboration'

Across ALP we have an unrelenting drive to achieve the highest possible standards for each one of our children. All staff share best practice, seek opportunities to learn from others and understand that their professional development is fundamental to a child's success.

The ALP family of schools recognise each school as unique. The schools and their leaders share a Trust wide set of educational principles and then contextualise the principles into a working model to meet the needs of their children. The fundamental challenge of our school leaders is to ensure that the educational offer they provide must be of a standard that they would desire for their own child:

The Trust has established robust structures to support continuous leadership development, ensuring the highest educational standards are met. Collaborative networks across all subjects and themes are woven into our daily practice. ALP's approach is deeply rooted in evidence-based research and involves extensive collaboration with local, regional, and national educational bodies.

The Trust has a cohesive, centralised structure, consisting of a School Improvement Team, a Children's and Civic Services Team and a School Support Team. The School Support Team enables school leaders to maintain their focus on children and education, with specialists providing the security and foundations for the educational provision, whilst the School Improvement Team support, develop, and evaluate the schools and their leaders to ensure the life chances of every child are realised. The Children's and Civic Services Team creates a flexible educational framework, tailored to each child's unique circumstances, ensuring that all pupils—regardless of their challenges—thrive, achieve and are well-prepared for life beyond school.

In the coming years the Trust seeks to serve all educational pathways with professionalism, investment and shared ethical values. This will ensure the children within our care are successful and safe regardless of the challenges they may face in education and society. We have a proven record of accomplishment in delivering academic improvement. We are enormously proud of our schools, leaders, governors, teachers and support staff who serve the children so well. It is a privilege to work alongside so many dedicated and highly skilled peers who change lives each and every day.

Kelvin Simpson
Chief Executive Officer

The **Children and Civic Services** Team

We are seeking to appoint an enthusiastic and experienced Speech and Language Therapist to join our team. You will provide specialist speech, language and communication support across our Multi-Academy Trust including assessment, intervention, consultation, training, and strategic support, helping to develop communication-inclusive practice across the Trust.

This is an exciting opportunity to be part of our family of schools making a meaningful difference in the lives of our children and young people, contributing to their development, wellbeing and academic success. You will work collaboratively with schools, families and multi-disciplinary teams to improve outcomes for children and young people with speech, language and communication needs (SLCN).

The successful candidate will be supervised by our Lead Speech and Language Therapist and work alongside our SEND Lead, Occupational Therapists, and other specialist leads within our Children and Civic Services 'Thrive' team.

By joining our team, you will be part of a forward-thinking and collaborative Trust that places children at the heart of everything we do. With a strong culture of professional development and a commitment to innovation, we offer an inspiring and supportive environment where you can grow and excel in your career.

If you are passionate about improving outcomes for children with additional needs, have the skills and experience to make a positive impact and share our values of inclusivity and ambition, we would love to hear from you.

Job **Description**

JOB TITLE	Speech and Language Therapist
CONTRACT TYPE	Permanent, Term Time plus 10 days
HOURS	37 Hours per Week
ACCOUNTABLE TO	Lead Speech and Language Therapist
GRADE	Grade 8 SCP 21 – 25 (Actual Salary - £30,944 to £33,950) (Placing within grade dependent upon experience)
REQUIRED	January 2027 or as soon as thereafter

RESPONSIBILITIES OF ALL POST HOLDERS

ETHOS

Employees are expected to support and contribute to the school ethos.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedure and tasks but sets the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and expects all employees and volunteers to share this commitment. This post is subject to signing our ICT Employee User Policy and having a satisfactory Enhanced DBS Certificate.

GENERAL EXPECTATIONS

Employees will:

- Contribute effectively to the work of the Trust and to the achievement of the 'School Improvement Priorities'.
- Play a full part in the life of the Trust community, to support our distinctive aims and ethos, to encourage employees and pupils to follow this example.
- Follow Trust policy regarding care, support and supervision of pupils.
- Attend training and development activities and courses, ensuring continuing, personal and professional development.
- Contribute to a welcoming Trust culture by promoting mutual respect for all.
- Comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job description.
- Work as a team member.
- Act as a role model to pupils in speech, dress, behaviour and attitude.
- Have common duties in the areas of: Quality Assurance, Communication, Professional Practice, Health & Safety, and General Management (where applicable), Financial Management (where applicable), Appraisal, Equality & Diversity, Confidentiality and Induction.

RESPONSIBILITIES FOR ALL ALP EMPLOYEES

ALP employees will:

- Maintain personal expertise, to be a role model and promote high expectations for all members of the school community through your role within the structure.
- Model the values, ethos and vision of the Trust.
- Maintain at all times, the utmost confidentiality with regard to all financial reports, records, personal data relating to staff, pupils and other information of a sensitive or confidential nature.
- Gain understanding and support the continuous improvement of operating processes.
- Be aware of, comply and assist with the development of policies and procedures relating to child protection, health and safety, safety and security, confidentiality and data protection, reporting on all concerns to an appropriate person.
- Attend relevant meetings as required.

RESPONSIBILITIES OF THIS POST HOLDER

KEY RESPONSIBILITIES

Clinical Assessment and Intervention

- Manage a caseload of children and young people with a range of speech, language and communication needs.
- Assess pupils presenting with speech, language and communication difficulties using formal and informal assessment methods.
- Formulate differential diagnoses and recommendations based on advanced clinical reasoning.
- Provide clear and comprehensive assessment reports.
- Plan, deliver and evaluate evidence-based intervention programmes for individual pupils and groups.
- Support schools in implementing evidence-based strategies and intervention programmes for individual pupils and groups.
- Develop and support the implementation of speech and language targets within pupils' educational programmes.
- Monitor pupils' progress and adjust interventions as required.
- Maintain accurate clinical records and outcome data in accordance with professional and organisational standards.
- Work collaboratively with teachers, SENDCOs, teaching assistants, and other professionals.
- Contribute to whole-school approaches to communication and inclusion.
- Lead small projects or initiatives within schools.
- Liaise effectively with educational psychologists, occupational therapists, local authority services, health professionals and external agencies.
- Contribute specialist advice to Education, Health and Care Plans (EHCP) and annual reviews.
- Attend multi-disciplinary meetings and review meetings.

Consultation and Advice

- Promote awareness of speech, language and communication needs across the school community.
- Support schools in developing and maintaining communication-friendly learning environments.
- Provide specialist advice to teachers, teaching assistants and school leaders regarding communication needs.

- Offer advice and support to parents/carers to enable them to support communication development at home.
- Contribute to the development of a Trust-wide approach to supporting speech, language and communication needs

Training and Capacity Building

- Deliver training and workshops for school staff and parents/carers.
- Model effective communication support strategies in classrooms.
- Coach and mentor school staff to increase confidence in supporting pupils with communication difficulties.
- Develop resources and guidance materials to support understanding of speech, language and communication needs.

Professional Responsibilities

- Maintain HCPC registration and adhere to Royal College of Speech and Language Therapists (RCSLT) standards.
- Participate in clinical supervision, peer review, and appraisal processes.
- Engage in continuous professional development (CPD).
- Support students or less experienced staff where appropriate.
- Adhere to safeguarding and data protection requirements.

The above list of duties and responsibilities are not an exhaustive definition of all tasks associated with the post.

Person Specification

		Essential	Desirable
APPLICATION	A well-structured letter of application detailing experience and strengths for the role.	*	
	Fully supported in references.	*	
QUALIFICATIONS	A degree or postgraduate qualification in Speech and Language Therapy.	*	
	Health and Care Professions Council (HCPC) registration as a Speech and Language Therapist.	*	
	Membership of the Royal College of Speech and Language Therapists.	*	
KNOWLEDGE AND EXPERIENCE	Knowledge of SEND legislation and the SEND Code of Practice.	*	
	Experience working with children and young people with SLCN.	*	
	Experience of working collaboratively within multidisciplinary teams.	*	
	Experience of delivering assessment and therapy within educational settings.	*	
	Experience providing advice and support to less experienced colleagues.	*	
	Experience in supporting pupils with a range of needs, including Developmental Language Disorder (DLD), autism, speech sound disorders and social communication difficulties.	*	
	Experience of augmentative and alternative communication (AAC) systems.	*	
	Minimum 2 years' experience working as a Speech and Language Therapist.		*
	Experience working within a school or Multi-Academy Trust.		*
	Training in evidence-based interventions relevant to school-aged children.		*
	Experience contributing to EHCP processes.		*
	Experience developing whole-school communication provision.		*
	Experience analysing outcome measures and evaluating service impact.		*
	Experience contributing to service development projects.		*
	Experience supervising health profession students.		*
SKILLS	Ability to build positive relationships with pupils, parents/carers and professionals.	*	
	Strong assessment and clinical reasoning skills.	*	
	Excellent written and verbal communication skills.	*	
	Effective training and presentation skills.	*	
	Strong report-writing and record-keeping abilities.	*	
	Strong organisational and time-management skills	*	
	Ability to manage a caseload independently.	*	
	Ability to prioritise workload and meet deadlines.	*	
	Ability to work independently across multiple sites.	*	
QUALITIES AND VALUES	Vision, imagination and creativity	*	
	Enthusiasm and self-confidence	*	
	Initiative, energy and perseverance	*	
	Caring and supportive	*	
	Strong moral purpose and drive	*	
	High expectations for all pupils	*	

Assessment against the criteria above will be through the application form, letter of application, interview process and references.

Application **Guidance**

Please return a completed application form in full ensuring you have provided accurate information, including the names, addresses and relevant contact details of two referees together with your letter of application.

The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification. Applications received after the closing date/time will not be considered.

Please ensure you also complete and return the required DCCR form. Completed applications must be received by the Trust by **9am Friday 27th November- 12.00 noon**

Interviews W/c 7th December 2026

Advance Learning Partnership
Whitworth Lane
Spennymoor
Co. Durham
DL16 7LN

or by e-mail to the trust, **alphr@alplearning.org.uk**

For an informal discussion about the role or to arrange a visit to Advance Learning Partnership we would be delighted to hear from you.

Please contact – Jen Hutchinson, Senior Speech and Language Therapist at - j.hutchinson@alplearning.org.uk

AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

Shortlisted Candidate **Guidance**

REFERENCES

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

DIGITAL CHECKS

Online searches may be conducted as part of the Trust's due diligence checks. Section 311. KCSIE 2026.

DBS

Advance Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.