



Post	Band 5/6 Speech and Language Therapist
Team	Speech and Language Therapy
Reports to	Lead Speech and Language Therapist/Manager

Experience

- A Relevant degree in Speech and Language Therapy and evidence of formal training
- Registration with HCPC and RCSLT
- Knowledge of positive approaches towards developing communication skills in pupils with learning difficulties and other additional needs which may include ASD, ADHD, Sensory issues or Social Emotional and Mental Health needs.
- Knowledge and experience of training for staff/parents
- Knowledge of relevant safeguarding requirements and how to help pupils stay safe: 'Working together to Safeguard Children' and 'Keeping Children Safe in Education'
- Demonstrable experience of working effectively with vulnerable children in either health, education or other related area of work
- Experience of working effectively with the parents/carers of children with complex needs advising on communication strategies and developing resources.
- Demonstrating knowledge of principles involved in giving advice and guidance to staff, pupils and families, including the place of confidentiality
- Experience of working effectively with a range of professionals to promote children's learning or welfare
- Experience of flexibility and being open to new ideas
- Experience and knowledge of the range of communication strategies known to be successful with children with SEN, including behaviour management.



Skills and Abilities

- To maintain up to date and accurate case note in line with NHS and RCSLT professional standards and local policies. To submit, as required, formal advice for Education, Health and Care Plans (EHCP's) so as to fulfil statutory duties.
- Ability to work on ones' own initiative, balance completing priorities and organise a work schedule
- To communicate effectively and work collaboratively with colleagues in health and education to ensure delivery of a co-ordinated multi-disciplinary service. This includes attending school development meetings, case conferences, annual reviews as appropriate.
- To demonstrate excellent interpersonal skills, including observation, listening and empathy skills.
- To communicate information honestly to families, related agencies and school staff, ensuring that effective communication is achieved, particularly where barriers to understanding may exist.
- Able to work as part of a team to reach agreed targets and outcomes for pupils
- Comfortable around word and symbol processing and the ability to deliver training to others using various software.
- Knowledge and experience in using low tech and High Tech AAC systems
- Ability to work under pressure and meet deadlines
- Commitment to continuing development of professional skills and knowledge
- The ability to work as a team member and on own initiative alongside a wide variety of professionals
- Demonstrate knowledge of the range of additional support/agencies which can be of assistance to vulnerable pupils and their families
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Personal Specification



- Evidence of the ability to communicate clearly and concisely both orally and in writing and to produce information in a way that is comprehensible to lay persons
- To be able to evaluate theoretical research-based information to inform good therapy practice in school.

Equality Issues

- A commitment to equal opportunities and an awareness of the way in which discrimination may affect the achievement and inclusion of a pupil because of their race, religion, disability gender or sexual orientation.

Other requirements

- To be enthusiastic and passionate about working with children with learning difficulties.
- To have a positive attitude to work and towards all members of the school community.
- Evidence of good interpersonal skills and the ability to work as a member of a team and develop and maintain good relations with all members of the school community
- Self-motivated and able to prioritise a demanding workload
- To be professionally assertive and clear thinking, able to negotiate
- Evidence of an understanding and commitment to Equal Opportunities both in service delivery and employment, and an understanding of its effective operation within a school
- To be able to recognise the positives of diversity
- To carry out such other duties as may be required by the Head Teacher

Personal Specification

THE DUTIES AND TASKS AS OUTLINED ABOVE ARE NOT INTENDED TO BE EXHAUSTIVE AND OTHER DUTIES MAY BE REQUIRED FROM TIME TO TIME.



Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service