The Chiltern School
Speech and Language Therapist

Job Description

School Vision

Where we learn and achieve together, where we dare to be different.

Our **vision** is to be a centre of excellence, to inspire, innovate and promote the best practice in inclusive pedagogy, that is recognised locally, regionally and nationally for SEND development and provision, where we put the pupils at the heart of all decision making. Our children will leave being happy, confident, inquisitive and independent.

Our **purpose** is to help develop young people by nurturing their talents. To provide outstanding educational provision for young people with SEND. We provide meaningful and purposeful learning that prepares them with the skills, knowledge and attitudes to be happy, confident, safe and independent adults who have the life chances they deserve.

Grade / Salary	NJC 17-35 (Depending on experience, qualifications and current NHS Grade)
Working Hours	37.5 Hours per week, Term Time only plus INSET days

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General Duties

General description of the post

JOB SUMMARY

The Speech and Language Therapist post provides for pupils with severe/ profound and multiple learning difficulties, moderate to mild learning difficulties, autism spectrum conditions/disorders and complex needs. The Speech and Language Therapy Team is part of a Multidisciplinary Therapeutic Team at the school. Duties include assessment of all pupils and the delivery of universal, targeted and specialist therapy ensuring all pupils' speech, language and communication needs are supported within the context of The Chiltern School.

PRINCIPAL RESPONSIBILITIES

- To work within the Communication at the Heart of the School (CATHS) approach alongside the therapeutic team
- To embed a Total Communication approach in school
- To work collaboratively with the senior speech and language therapist regularly meeting to ensure a coordinated approach in supporting the communication needs of all pupils at The Chiltern School
- To provide assessment and future plans for all pupils in consultation with education staff and families
- To provide universal speech, language and communication support to all pupils
- To provide targeted and specialist evidenced based intervention to pupils based on clinical need
- To work alongside education staff in the classroom in embedding best communication practice into all aspects of the school day
- To work with the clinical lead to manage the communication needs of a highly complex and demanding caseload of pupils with severe and profound and multiple learning difficulties, moderate to mild learning difficulties, autism spectrum conditions/disorders and complex needs.
- To provide speech, language and communication goals for integration into the educational curriculum as part of each pupils' PLP in consultation with families, teachers and other members of the therapeutic team
- To use specialist knowledge and expertise to create innovative and effective ways of working where appropriate to maximise individual pupils' potential
- To attend and participate in regular therapeutic team meetings
- To regularly monitor and review the pupils' ongoing communication needs
- To regularly liaise closely with all staff to support the implementation of appropriate communication strategies and approaches
- To actively support other staff members in supporting the communication needs of pupils by working closely together through implementation of possible strategies/solutions

- To supervise/manage the work of therapeutic support assistants and offer advice, support and guidance on regular basis

PROFESSIONAL DUTIES

- To deliver all aspects of speech and language therapy assessment and intervention according to relevant evidence based practices
- To provide reports to contribute to the pupils' EHCP reviews
- To maintain records of invention according to professional standards
- To maintain professional status and competence at a specialist level, taking responsibility for keeping own knowledge and skills up to date by engaging in continuing professional development and maintaining a portfolio of CPD
- To attend regular clinical supervision with a suitably experienced SALT
- To contribute to training and development of education staffs knowledge and skills in the field of speech, language and communication
- To identify professional development evidenced within an annual appraisal with line Manager.
- To attend therapeutic team meetings and meetings arranged by the senior leadership team for joint planning, case management, and organisational duties
- To provide peer support with fellow Speech and Language Therapists. This may include regular peer supervisions, joint planning and therapy sessions.
- To manage the emotional consequences of working with children with severe and profound and multiple learning difficulties, moderate to mild learning difficulties, autism spectrum conditions/disorders and complex needs, and be aware of the needs, demands and pressures on their families.
- To have knowledge of and work within the framework of relevant procedures including Safeguarding/Child Protection etc
- To demonstrate knowledge of and adhere to RCSLT professional and clinical guidelines.
- To maintain registration with the Health Professions Council as a practising Speech and Language Therapist.
- To represent the school at multi agency meetings where appropriate.

INTERPERSONAL AND COMMUNICATION DUTIES

- To communicate in a clear, concise and culturally appropriate manner to pupils, staff and family members.
- To be effective in seeking relevant information from other professionals and staff in order to make differential diagnosis and to plan to meet the pupils' needs.
- To explain the role of Sand LT to visitors, parents, students and volunteers as required.
- To form attuned relationships with pupils
- To attend and participate in relevant clinical, care and organisational meetings as required.

- To effectively contribute to the therapeutic team by discussing their own and input around pupils' needs, ensuring well-coordinated services
- To promote positive relationships with pupils, families and staff.
- To effectively use IT including Google drive, Microsoft Word, email, internet to write reports and complete administrative tasks
- To ensure that families/education staff are involved in pupils communication support

EDUCATIONAL DUTIES

- To contribute to planning and delivering of training (both formal and informal) to parents, education staff and other school staff in speech, language and communication needs related to children with severe and profound and multiple learning difficulties, moderate to mild learning difficulties, autism spectrum conditions/disorders and complex needs
- To participate in the induction of new staff members to The Chiltern School.
- To work closely with the education team and other therapists to agree on and implement therapeutic interventions

ORGANISATIONAL DUTIES

- To organise own caseload balancing case management, team responsibilities and time allocation towards school, professional and personal objectives
- To be flexible to the demands of the environment including unpredictable events, deadlines and frequent interruptions
- To monitor own resource levels and requirements in own areas and source and request new equipment and resources as appropriate
- To attend and participate in meetings including Annual Reviews, school, multidisciplinary, multi agency, therapeutic
- To attend any mandatory training and induction courses as requested by the Headteacher
- To contribute to developing new policies for the school

OTHER DUTIES

- Any other duties as may be reasonably required

Values and behaviour

All staff play a vital role in assisting to make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

Personal and professional conduct

All staff are expected to demonstrate good standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout your career. It is important to maintain high standards of ethics and behaviour, within and outside school, by:

• treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the position;

• having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;

• showing tolerance of and respect for the rights of others and not undermining fundamental British values, including: - democracy, the rule of law, individual liberty and mutual respect, and - tolerance of those with different faiths and beliefs;

• ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

All staff must have proper and professional regard for the ethos, policies and practices of the school and maintain high standards in their own attendance and punctuality.

Responsibilities

The post holder is accountable to their line manager at all times.

Conditions of Employment

This Job Description does not form part of the Contract of Employment and the duties may be varied to meet the changing demands of the school at the reasonable discretion of the Head teacher and following consultation with you and will be reviewed annually as part of the appraisal process.

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application that you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post will be exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority.

The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment. Applicants must be willing

to undergo child protection screening appropriate to the post, including checks with past employers.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment'.

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Please refer to these requirements when completing the application. The person specification is related to the requirements of the post as determined by the job description.

Person Specification		
	Essential	**Desirable**
Qualifications, training and Professional Registration	• Recognised Speech and Language Therapy Qualification • HCPC Registration • Membership of RCSLT	• Familiarity of the CATHS approach
Experience	• Experience of working with pupils with severe and profound and multiple learning difficulties, autism spectrum conditions, and complex needs. • Experience delivering training within relevant experiences. • Contributions to audit and evaluation.	• Working in partnership with education staff, and parents/carers. • Working in partnership with the wider MDT.
Knowledge and understanding	• Competent IT skills. • Well established knowledge of assessment tools. • Well established knowledge of intervention tools. • Models of working within education. • Caseload management and prioritisation. • Education systems/acts/directives/	• Knowledge of national policies/legislation relating to working in a special school.

	national curriculum. Differentiated curriculum. • Well established knowledge of a range of therapeutic interventions. • Awareness of child protection procedures. • Knowledge of child protection procedures.	
Characteristics and Competencies	• Excellent interpersonal skills/oral and written communication. • Assertive and adaptable • Negotiation, problem-solving and organisational skills. • Flexible approach to service design and delivery.	• Confidence as an autonomous clinician.
Personal qualities	At The Chiltern school we expect all staff to demonstrate and model our core values. Curiosity, Kindness, Respect, Aspiration, Courage. These are particularly important for this role but you will also need to demonstrate that you are: • Empathetic • Well organised • Diligent • Conscientious	