

**Job Description – Speech and Language Therapist  
Alderwasley Hall School and Sixth Form**

**JOB TITLE:** Speech and Language Therapist

**Grade:** Band 5 6 7

**MAIN LOCATION:** Alderwasley Hall School/Alderwasley Hall School Sixth Form

**Responsible to:** Head of Therapies

**Accountable to:** Head of SLT Service

**Job Summary:**

To demonstrate a highly specialist level of clinical expertise and knowledge in the clinical specialism of specific language impairment and autistic spectrum disorder.

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To assess and diagnose the speech, language, communication and life skills needs of clients on a highly specialist caseload and to plan, implement and evaluate therapy for this caseload on an ongoing basis under the supervision of a mentor.

To work collaboratively as part of an integrated, multidisciplinary team, enhancing pupils' access to a broad and balanced curriculum. To provide advice, training and information to education staff and other health professionals within the school environment. To contribute towards the provision of advice, training and information to education staff and other health professionals within the school environment.

To work collaboratively as part of an integrated, multidisciplinary team, enhancing pupils' access to a broad and balanced curriculum. To provide advice and information to education staff and other health professionals within the school environment.

To liaise with parents/carers and external agencies.

**SPECIFIC DUTIES AND RESPONSIBILITIES**

- **Patient/client care**

To assess, diagnose, develop and implement highly specialist speech and language therapy treatment when appropriate, in agreement with parents/carers,

speech and language therapy colleagues, other relevant professionals/agencies and the client themselves.

To assess, diagnose, develop and implement speech and language therapy treatment when appropriate, in agreement with parents/carers, speech and language therapy colleagues, other relevant professionals/agencies and the client themselves.

To write reports reflecting highly specialist knowledge.

To write reports reflecting clinical knowledge.

To provide appropriate highly specialist intervention and evaluate outcomes.

To write reports reflecting clinical knowledge.

To provide advice to others regarding the management and care of children with severe speech/language/communication disorders and autistic spectrum disorders.  
To demonstrate excellent negotiation skills across a range of issues and with a range wide of other professional and carers/parents.

To negotiate with others around case management in complex cases in consultation with other health and education professionals.

To demonstrate clinical effectiveness by use of evidence based practice and outcome measures.

To demonstrate skills in dealing with complex issues to generate appropriate strategies for caseload management.

To maintain intense concentration in all aspects of client management for prolonged periods, to monitor auditory, visual and kinaesthetic aspects of clients' communication, adapting and facilitating according to perceived client needs.

To promote children's rights in all aspects of the role and to help develop a shared understanding of what this means in practice.

- **Policy/service development/implementation**

To take a delegated lead on the development of team objectives or projects in liaison with peers and other relevant colleagues in health, education and social services. (6 and 7 only)

To advise line manager on issues of service delivery including shortfall, service pressures etc.

To assume delegated tasks as requested by line manager, including participation in working groups, policy development groups

To independently develop individual speech and language therapy intervention plans within the area of specialism, under the supervision of a mentor.

To contribute in the development of behaviour management plans, individual education plans, risk assessments and care plans.

To contribute to policy and curriculum development where relevant.

To be well informed of, adhere to and implement departmental and school policies and guidelines.

To use highly specialist knowledge to inform service/policy developments as appropriate.

To use clinical knowledge to inform service/policy as appropriate.

- **Financial and physical resources**

To monitor equipment, stock levels and/or test protocols in own service area and request new equipment as appropriate.

To be responsible for the security, care and maintenance of equipment ensuring standards of infection control and safety are maintained – including equipment loaned to children and families.

To be jointly responsible with the class team for the organisation and distribution of monies for the life skills programme.

- **Human resources**

To provide regular specialist training on a range of topics particularly autistic spectrum disorders, specific language impairment and communication disorders.

To facilitate the development of others' problem solving/negotiation skills within peer review/support.

To supervise the role of assistants (and volunteers), as relevant.

To provide mentoring, advice and support to other Speech and Language Therapists, assistants and volunteers.

To assume delegated responsibility for co-ordinating student placements within own section/team.

To provide full student placements, including assessment placements as appropriate.  
To provide second opinions for colleagues.

To provide observation sessions, if/as required, and contribute to the development of Speech and Language Therapists Assistants, students and volunteers.

To explain the role of Speech and Language Therapists to visitors, students, volunteers, members of the community and relevant others.

To assist in the support of students from other professional groups as appropriate within section/team.

To identify specific training needs within own team and other services within the school with regard to areas of specialism.

To provide highly specialist clinical information, professional advice and guidance to other members of the integrated team in relation to disorders of speech, language and communication.

To provide clinical information, professional advice and guidance to other members of the integrated team in relation to disorders of speech, language and communication.

- **Information resources**

To maintain up to date and accurate case notes in line with RCSLT professional standards and Alderwasley Hall School policies.

To share information with others, observing data protection guidelines.

To update RCSLT Continuing Professional Development logs accurately and regularly.

- **Research and development**

To participate in **and develop** innovations in areas of risk management, quality standards setting and clinical effectiveness.

To participate in Research/audit projects within areas of expertise particularly autistic spectrum disorders, specific language impairment and communication disorders, as required.

To represent the team within multi-disciplinary systems of clinical governance within the Trust.

To collect and provide research data as required particularly within specialist areas.

- **Freedom to act**

To provide leadership within the specialist areas.

To manage complex caseload independently.

To undertake responsibility for the coordination of delegated caseload/s, recognising own level of competency/professional boundary, seeking advice as appropriate.

To monitor and evaluate own highly specialist service delivery and provide progress reports.

To monitor and evaluate own specialist service delivery and provide progress reports.

To be accountable for own professional actions and recognise own professional boundaries, seeking advice as appropriate.

To learn to recognise professional boundaries, through regular supervision.

To work within defined service and national protocols/policies and professional code of conduct.

To work independently accessing appraisal within an Individual Performance Framework at pre-determined intervals.

To participate in appraisal process within an Individual Performance Framework.

To undertake any other duties as designated by the Speech and Language Services Manager within the grading structure and sphere of competence.

To be personally responsible for the quality of work undertaken.

It is the employees duty to seek to attain the highest standards achievable both individually and collectively within their knowledge, skills and resources available to

them in the furtherance of the School's ethos of pursuing quality assurance in all its services.

## b) **KNOWLEDGE AND SKILLS**

### **Communication and relationship skills**

To contribute to clinical teams both multi disciplinary and uni disciplinary by discussing own and others input around client's needs ensuring a well co-ordinated program of intervention.

To communicate complex and sensitive information related to the client's complex condition to clients, parents, carers, families and members of the multi-disciplinary team/other professions.

To work closely with parents/carers and families, agreeing decision making relevant to the client's management.

To demonstrate empathy with clients, parents/carers and families and colleagues, ensuring that effective communication is achieved, particularly where barriers to understanding exist.

To demonstrate skills in motivating clients and parents/ carers to engage in the therapeutic process.

To demonstrate negotiation skills in the management of conflict across a range of situations.

To deal with initial complaints sensitively and promptly avoiding escalation where possible.

To establish a therapeutic rapport with clients who have challenging communication and speech difficulties and parents/carers who may be under stress.

To employ excellent communication skills.

### • **Knowledge, training and experience**

To attend specialist short courses and advanced training in clinical specialist areas particularly development on specific language impairment and autistic spectrum disorders.

To demonstrate highly specialist knowledge in clinical specialism underpinned by current evidence based practice.

To demonstrate knowledge in clinical specialism underpinned by current evidence based practice.

To manage complex and specialist caseload independently.

To manage complex and specialist caseload with peer support.

To manage complex and specialist caseload under the supervision of a mentor.

To make highly specialist clinical decisions following assessment of complex cases.

To make clinical decisions following assessment of complex cases.

To identify personal/professional development evidenced by Personal Development Plan/ Professional Portfolio developed within an appraisal framework, including objectives relating to clinical specialism.

To identify personal/professional development in conjunction with line manager /appraiser evidence by personal development plan/professional record of experience and training.

To participate in Individual Performance Review ensuring that the objectives set reflect the school and departmental development plans, including specific objectives relating to the clinical specialism.

To attend relevant training and development in order to maintain and develop skills and knowledge required of a highly specialist therapist working in the field of specific language disorder and autistic spectrum disorder and maintain up to date HPC and RCSLT registration.

To demonstrate knowledge of, and adhere to RCSLT and HPC Professional and Clinical Guidelines and the School Guidelines.

To participate in the development of AHS specific clinical guidelines.

To develop and deliver specialist training (formal and informal) to others in area of clinical expertise.

To participate in the development and delivery of formal and informal training to others in conjunction with senior colleagues and to occasionally act without support.

To keep up to date with new techniques and developments for the promotion and maintenance of good practice in specific language disorder and autistic spectrum disorder.

To provide advice to non-specialists and other specialists/ professionals within clinical field.

To attend relevant course, meetings and special interest groups and read to maintain own knowledge base.

To develop a working knowledge of relevant procedures including: Safeguarding Children, SEN procedures and other legal frameworks and government guidance e.g. Every Child matters.

To develop a working knowledge of the principles of Clinical Governance and their application to professional practice.

To comply with attendance required for all mandatory training.

- **Analytical and judgmental skills**

To demonstrate the ability to reflect on auditory, visual and kinaesthetic aspects of client's communication and to identify appropriate strategies to facilitate and enhance communicative effectiveness.

To develop the ability to reflect on auditory, visual and kinaesthetic aspects of client's communication and to identify appropriate strategies to facilitate and enhance communicative effectiveness

To develop the ability to reflect on auditory, visual and kinaesthetic aspects of client's communication and to identify appropriate strategies to facilitate and enhance

communicative effectiveness under the supervision of a mentor.

To negotiate with carers/parents and others around individual case management.

To recognise potential breakdown and conflict when it occurs and seek advice and support to resolve.

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To recognise potential breakdown and conflict when it occurs and seek advice.

To use highly specialist knowledge to inform sound clinical judgements/decision making for case management.

To use specialist knowledge to inform sound clinical judgements/decision making for case management.

To make appropriate clinical decisions following assessment seeking support and advice from a supervisor/senior colleagues as appropriate.

To make a differential diagnosis on the basis of evidence from assessment seeking advice as appropriate.

To develop clear therapy intervention plans agreed with relevant others and based on best practice.

To demonstrate the ability to reflect on practice with peers and mentors and identify own strengths and development needs.

To develop the ability to target training (formal and informal) appropriately to the needs of the course participants. Not for Band 5.

To develop the ability to reflect on and evaluate training provided to course participants. Not band 5

To adapt practice to meet individual parent/child's circumstances with due regard to cultural and linguistic differences. Not for Band 5

- **Planning and organisational skills**

To manage and prioritise own caseload independently. 6 and 7

To manage and prioritise a delegated caseload.

To manage and prioritise own workload under the supervision of a mentor.

- **Physical skills**

To demonstrate highly developed auditory and perceptual skills in the assessment, diagnosis and treatment of clients.

To demonstrate skills in handling children with disabilities.

Driving skills essential for visiting clients and attending meetings and training.  
Basic keyboard skills.

### c) EFFORT AND ENVIRONMENT

- **Physical effort**

To have due regard for your own personal safety and that of children/carers, in particular to have regard to moving and handling regulations, restraining policies and ensure the safe positioning of self and others.

- **Mental effort**

To maintain intense concentration in all aspects of patient management for prolonged periods. In particular, to monitor auditory, visual and kinaesthetic aspects of client's communication, adapting and facilitating according to perceived client needs and taking into account cultural and linguistic differences.

To be flexible to the demands of the environment including unpredictable work patterns, deadlines and frequent interruptions.

To work intensively with complex client groups in a variety of settings.

- **Emotional effort**

To employ counselling skills with patients, carers/clients with highly complex needs. **Not band 5**

To maintain sensitivity at all times to the emotional needs of the client and their parents/carers in particular when imparting potentially distressing information regarding the nature of the client's difficulties and implications of the same. **Not band 5**

To demonstrate the ability to manage clients with challenging behaviours including the application of appropriate management strategies. **6 and 7**

**To develop the ability to manage clients with challenging behaviours including the application of appropriate management strategies.**

**To access appropriate available support in dealing with the emotional challenges faced by the therapist as a result of the job.**

- **Working conditions**

To work within infection control and health and safety guidelines in order to deal appropriately with unpleasant conditions related to client contact as they arise: for example exposure to body fluids, infectious conditions, encountered on a regular basis.

To employ appropriate strategies to manage aggressive/socially inappropriate behaviour from clients within the workplace.

#### **Duties:**

- **To demonstrate a highly developed level of clinical expertise in fulfilling the core responsibilities identified.**
- **To demonstrate clinical expertise in fulfilling the core responsibilities identified.**



- To develop clinical expertise in fulfilling the core responsibilities identified.
- To take full SLT student observation and examination placements, direct assistants and volunteers as required, and to contribute to the induction, supervision and support of other staff.
- To take joint responsibility for an SLT student observation, direct assistants and volunteers as required, and to contribute to the induction, supervision and support of other staff.
- To direct assistants and volunteers as required, and to contribute to the support of other staff.
- To be a highly skilled practitioner continuing to maintain and develop relevant expertise through clinical training. In addition, to demonstrate advanced clinical skills in the areas of specific language impairment and autistic spectrum disorder in clients.
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- To become a skilled practitioner continuing to maintain and develop relevant expertise through clinical training. In addition, to develop clinical skills in the areas of specific language impairment and autistic spectrum disorder in clients.
- To be available for highly specialist opinions for colleagues.
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- To be available for clinical opinions for colleagues.
- To assume a lead role in the development of teaching/training programmes to others.
- To contribute to the development of teaching/training programmes to others.
- If deemed appropriate with your caseload, intervention may run across unstructured times such as break and lunchtimes to support students e.g. in the form of a lunchtime club
- Any other duties commensurate with the grade.

This job description gives a general outline of the post and is not intended to be inflexible or a final list of duties. It may therefore be amended from time to time in consultation with the post holder.

### **Terms and Conditions of Service**

This appointment is subject to the terms and conditions of employment of Alderwasley Hall school.

## **Health and Safety at Work Act**

- The post holder must be aware of the responsibilities placed upon them under the Health and Safety Act 1974 to ensure that agreed procedures are carried out and that a safe working environment is maintained for patients, visitors and employees