Job Description for Speech and Language Therapist
Britannia Village Primary School

Job Title: Speech and Language Therapist	**Salary: £32,000 min (Pro Rata)** Term Time Only
Appointing School: Britannia Village **Shared services to: Ranalagh & Star**	2 days Britannia Village Primary Sch 2 days Ranalagh Primary Sch 1 day Star Primary Sch

EQUALITY AND DIVERSITY
We are committed to and champion equality and diversity in all aspects of employment with the London Borough of Newham. All employees are expected to understand and promote our Equality and diversity Policy in the course of their work.

Overall Purpose of Job
To provide a specialist speech and language therapy assessment, support and intervention service for a caseload of children and young people with specific speech and language disorders or Autism Spectrum Disorder, attending the above schools working in close collaboration with teachers, teaching assistants, parents and other agencies/services, and to take full responsibility for all decisions made.

To act independently within the team as a specialist resource and advisor on the support and management of pupils with specific speech and language disorders, or Autism Spectrum Disorder, for teachers and teaching assistants and parents,

To work closely with the Inclusion Team and resource provision teachers to actively promote the local authority's and school policy of inclusive education for pupils who have specific speech and language disorders or Autism Spectrum Disorders.

To co-ordinate objectives and lead on developments in specific designated areas of the work of the inclusion team and to ensure the smooth running of arrangements within that area.

Job Context

1. The post holder is line managed by Inclusion Manager/Senco
2. The post holder has no budget responsibility

Key Tasks and Accountabilities

Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the postholder. This is not an exhaustive list of all tasks that may fall to the postholder and employees may be expected to carry out such other reasonable duties, which may be required from time to time.

1. To promote the achievement of the objectives of the each school's development plan (SDP), which in turn contributes to the wider Council's objectives, as well as promoting the Council's inclusive agenda and the rights of children and young people with specific speech and language disorders or Autism Spectrum Disorders to equal opportunities.

2. To ensure that all tasks and duties for which the post holder is responsible are carried out in a way that meets the expected service and professional standards and are in line with expected protocols and procedures, and to work in a way that is positive and well organised

3. To work with Inclusion Team and school's leadership to devise, implement and review procedures and quality management systems and to monitor and evaluate the overall impact of the team and any individual projects for which the post holder is responsible.

4. To work with the Inclusion Team to provide and analyse data about outcomes for pupils, and as part of school monitoring, and to prepare reports, as appropriate.

5. To undertake a continuous review of the speech and language and overall provision, make recommendations for change and manage the implementation of change

6. To assess, design, deliver, model and evaluate a range of specialist programmes of support and intervention for pupils with specific speech, language and communication disorders or Autism Spectrum Disorders working closely with parents/carers, teachers and teaching assistants and maintaining a high level of independent decision-making, expertise and professional competence.

7. To liaise closely with teachers and teaching assistants in curriculum planning, target setting and the development of resources.

8. To respond to the requirements of statutory education procedures by providing advice for statutory assessments and reassessments and taking part in Annual and Transition reviews

9. To provide advice, support and modelling for parents and carers and other family members, and to respond to their needs in the context of the individual child as well as based on a wider knowledge of language development and difficulties.

10. To make independent decisions about the timing and model of support appropriate to the pupil's needs at different times in discussion with teachers, teaching assistants, parents and other agencies.

11. To take responsibility for co-ordinating and/or providing specialist advice and information on the management of the speech, language and communication needs of pupils to teachers, teaching assistants, parents and carers and other support services in schools.

12. To take the lead in the co-ordination and development of identified inclusion objectives from the school development plan.

13. To be responsible for delegating tasks as appropriate to ensure that all pupils make at least good progress.

14. To assist in the induction of new staff, modelling specific approaches and providing support and advice

15. To support the professional development cycle of the school; observe colleagues delivering programmes and provide support and targets for improvement.

16. To liaise with members of associated professions within Children and Young People's Service and in voluntary sector organisations, and to contribute to partnership work and effective multi agency relationships by attending multidisciplinary meetings, annual reviews and IEP meetings. .

17. To take responsibility for actively developing and maintaining up- to- date knowledge in the specialist field of language and communication difficulties, as well as in other areas pertaining to the post, through a range of CPD opportunities, including participation in evidence-based research, special interest groups and contact with relevant agencies nationwide.

18.To audit professional development needs of staff within the post holder's service area, to advise the Co-ordinators and Team leader of required developments and to implement a service strategy for this, to ensure that staff members are trained in all new developments and approaches

19. To maintain a high level of ICT skills and the effective use of ICT with pupils

20. To maintain a system of caseload administration, documentation and record-keeping, ensuring that guidelines are adhered to, as specified by the Council, and the Royal College of Speech and Language Therapists.

21. To participate in supervision and appraisal process, in accordance with LA/DFE policy.

22 To represent the team and the schools at meetings and other types of forums as appropriate

23. To work closely with the Primary Care Trust Speech and Language Therapy Service and Language, Communication and Interaction Team at a strategic and operational level through joint planning, training, liaison and clear communication to ensure continuity of provision and information exchange

24. To act in a way that supports the development of an ethos of team working where individuals take an active part in ongoing professional development, being positive, forward looking and pupil focussed and promoting respect, ownership and empowerment.

25. To promote equality of opportunity in the delivery of services and employment practice

26. To work in both classrooms and with small groups and 1:1 in the school context in order to deliver effective intervention.

27. To work closely with the inclusion team in the planning of personalised inclusion plans for pupils. Taking direct responsibility for pupils who are identified as having a need and who will benefit from your support.

28. To have a degree of flexibility and respond to the demands of the environment including unpredictable work patterns.

29. At the discretion of the Head teacher, such other activities as may from time to time be agrees consistent with the nature of the job described above.

30. To work closely with class teachers to support them with planning effectively for pupils who have additional needs, proactively promoting the inclusion of all pupils.

31. To plan, resource, deliver in-service training for school staff as and when required.

32. To attend in-service training session, when directed by Head teacher.

33. To be understand and carefully follow each school's safeguarding practises; taking responsibility for keeping own knowledge up to date.

34. To maintain membership of RCSLT and HPC.

Hours: 8.30- 4.30 during term time.
All hours during term time (39 weeks per year).

Person Specification

Job Title: Speech and language Therapist	**Location: As JD**
Salary: £32,000-£35,000	**Date last updated: July 2018**

IMPORTANT INFORMATION FOR APPLICANTS

The criteria listed in this Person Specification are all essential to the job. Where the Method of Assessment is stated to be the Application Form, your application needs to demonstrate clearly and concisely how you meet each of the criteria, even if other methods of assessment are also shown. If you do not address these criteria fully, or if we do not consider that you meet them, you will not be shortlisted. Please give specific examples wherever possible.

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CRITERIA	**METHOD OF ASSESSMENT**
KNOWLEDGE:	**Application form/Interview** o Knowledge and understanding of equal opportunities and diversity issues and how this applies to public sector working o Knowledge and understanding of relevant social, education and SEN legislation and guidance and its application (local and national) o Knowledge of a range of assessment and intervention techniques, appropriate to the school, classroom and curriculum context. o Knowledge of the learning and teaching process and how this presents in the classroom o Understanding of how schools work as systems and organisations o Knowledge and understanding of leadership and management o Understanding of complex issues facing parents and families (particularly those with ASD)
QUALIFICATIONS:	**Application Form/Interview/Certificate** o Appropriate degree or post graduate qualification and licence to practice as

	recognised by the Royal College of Speech and Language Therapists o Registered member of Health Professions Council o Evidence of extensive and current professional development, including specialist training courses o HCP Registration/Membership
EXPERIENCE:	**Application Form/Interview** o Minimum 2 years post qualification o Experience of working in an inclusive mainstream primary and/ or secondary school setting. Working effectively with teachers and teaching assistants to ensure a high quality provision. o Experience of working with children with specific speech/language disorder and associated learning difficulties or ASD o Experience of multi-agency and parent/family work o Experience of identifying training needs and planning, delivering and evaluating training to a wide range of audiences o Extensive experience of measuring outcomes and evaluating effectiveness and impact
SKILLS AND ABILITIES:	**Application Form/Interview** o Able to work independently and as part of a team o Excellent interpersonal and presentation skills and communication skills, written and verbal o High quality administrative and organisational skills o High level of competence and awareness of use of ICT across the curriculum o Well developed problem-solving and negotiation skills o Able to identify areas needing development in school settings and to communicate ideas o Able to take the lead in projects from planning through to implementation and evaluation o Be flexible and adapt quickly to the changes within the school and the

	needs of pupils
PERSONAL STYLE AND BEHAVIOUR:	**Application Form/Interview** o Demonstrates a strong commitment to inclusion. o Demonstrates a strong commitment to partnership and team working o Able to demonstrate fairness and openness o Has high degree of integrity o Able to work under pressure
OTHER SPECIAL REQUIREMENTS:	o Commitment to CPD