

# Speech and Language Therapist

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Service: Educational Services  
Responsible To: Therapy Lead  
Head of School/College  
Salary: Band 5

## Job Purpose

- To assess and provide therapy interventions for a caseload of students with complex needs within an educational setting under the regular supervision of a clinical supervisor. Supervision initially to be weekly, moving to monthly as determined by supervising clinician.
- To develop an ability to work within an integrated way within a trans-disciplinary team to ensure that therapy targets are embedded within the curriculum.
- To maintain accurate and contemporaneous records.
- To work closely with families, carers and external agencies as required.
- To provide training and advice to families, carers, school/college staff and other professionals as required with support from more experienced SLT staff.
- To use Evidence Based Practice from professional literature and CPD to inform clinical decision making.

## Main Duties

### Clinical

- To implement safe and effective speech and language therapy interventions in collaboration with students, families, carers, school/college staff and external agencies as required.
- To contribute to the initial assessment and formulation of speech, language and communication needs under the direct supervision of a more experienced clinical supervisor.
- To develop assessment skills and demonstrate the ability to contribute to trans-disciplinary discussion in order to determine ongoing needs and therapy planning.
- To manage all aspects of a caseload of students following a comprehensive speech and language therapy assessment, working closely within the class team and under the regular supervision of a clinical supervisor.

- To produce detailed, comprehensive reports for a range of professionals and carers relating to student needs, current progress and future management, in line with PHF guidelines and expectations.
- To prepare clear therapy plans which relate to the students' Educational, Health and Care Plans and identify SMART targets which will meet documented functional outcomes.
- To demonstrate clinical effectiveness by use of evidence-based practice and outcome measures following departmental guidelines.
- To compile and maintain accurate and effective case notes, following PHF Educational Services policy, under the supervision of more experienced SLT staff.
- To develop a working knowledge of the educational curriculum and teaching approaches in order to implement communication targets collaboratively, with all staff and to support joint curriculum planning in relevant areas.
- To develop specific knowledge in relation to relevant aspects of SEND e.g. physical disability, complex communication needs, ASC, sensory difficulties, mental health issues etc.
- To develop skills in working with students with complex disabilities, including physical disabilities, challenging behaviour and / or ASC.
- To develop an understanding of the management of dysphagia where required, working under close supervision from a dysphagia trained therapist, in preparation for undertaking further training if relevant.
- To develop skills in working with all forms of Augmentative and Alternative Communication (AAC) as needed and specific approaches such as phonological awareness, literacy development, social communication etc.
- To develop a working knowledge of current legislation relating to education e.g. Code of Practice, EHC plans.
- To communicate complex information relating to communication needs to students as appropriate, carers and the trans-disciplinary team, demonstrating empathy and ensuring that effective communication is achieved, particularly where barriers to understanding exist.
- To develop effective communication and negotiation skills and demonstrate them at all times, particularly in difficult or emotionally charged situations.
- To recognise potential conflict and breakdown when it occurs and seek advice and support to resolve issues from the clinical supervisor.
- To deal with initial complaints sensitively, avoiding escalation and seeking support immediately from the clinical supervisor.

## Organisational

- To manage own time within the requirements of the educational day and caseload priorities, including meeting deadlines for reports and other administrative tasks. To prioritise

caseload and workload effectively with support and supervision from more experienced SLT staff.

- To work with staff from other parts of the PHF with support where required, to ensure consistency of approach across settings. This may involve a degree of flexibility in terms of working hours which will be agreed in advance with the clinical supervisor.
- To provide specific and relevant training and advice for carers, educational staff and other relevant parties to extend their knowledge base, maintain high standards and maximise the students' communication/dysphagia progress.
- To develop, supervise and provide ongoing review of therapy interventions carried out by carers, assistants or other class staff.
- To assess for and implement risk assessment plans in conjunction with the trans-disciplinary team and develop them with support from the clinical supervisor.
- To be aware of and adhere to all policies and plans relating to the post and to comment on policy developments as requested, e.g. Moving and Handling, Safeguarding, Health and Safety, Prevent and British Values.
- To be aware of and work towards departmental development plans and to input to future planning with support.
- To participate in standard setting, prioritisation, quality assurance and other relevant working groups for the purposes of planning, monitoring and improving services.
- To monitor equipment, maintain safety and request new stock as needed.
- To participate in student placements, both SLT and other disciplines as appropriate, under the supervision of more experienced SLT staff.
- To raise awareness and increase the profile of the SLT profession through explanation and demonstration to visitors, students and volunteers.
- To receive regular supervision from a designated clinical supervisor and develop the ability to reflect on practice with peers and the clinical supervisor to identify areas of strength and development needs.
- To participate in formal performance and development review sessions as reviewee, developing an ability to identify relevant targets and training needs.
- To be responsible for updating professional knowledge and requesting additional training or support as needed.
- To develop and maintain a personal CPD portfolio to meet the requirements of the RCSLT and HCPC.

Percy Hedley Foundation Educational Services operate in a demanding and often changing environment. Members of staff must be flexible, adaptable and willing to cope with changing circumstances and opportunities. This list of duties and responsibilities must, therefore, be taken as a guide rather than being comprehensive.

# Person Specification

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## Essential Criteria

### Skills and Knowledge

- Knowledge of current SLT interventions for young people with complex communication needs
- Excellent interpersonal skills
- Excellent communication skills – both verbal and written
- Excellent recording and reporting skills
- Proven ability to plan effectively and differentiate to meet individual needs.
- Well-developed organisational and self-management skills.
- Excellent ICT skills
- Ability to prioritise and manage a varied caseload
- Able to work independently and in a multi-disciplinary team.
- Good group management skills

### Qualifications and Training

- Qualified SLT status
- HCPC Registered
- RCSLT member

### Experience

- Evidence of experience in relevant areas during training.
- Experience of working with children and young people with complex needs and their families.

### Personal Qualities

- Ability to work as part of a team, valuing all contributions from team members
- Willingness to a students with personal care where required. This may involve assisting in the bathroom, helping with eating and drinking or delivering gastrostomy feeds, medication etc. Training will be given
- Willingness to complete post basic paediatric dysphagia training
- Commitment to learn new skills and be guided by the therapy team and others
- Commitment to undertake any training as required
- Commitment to participate in continued professional development (CPD)
- Commitment and ability to adapt positively to changes in working practices
- Ability to work under pressure and meet deadlines
- An ability to cope with the emotional demands of the post
- Positive, empathetic and enthusiastic attitude
- Flexible and creative.
- Highly organised.
- Committed to equal opportunities for all

### Other Requirements

- Enhanced DBS Disclosure required following interview.
- Ability to travel between sites
- Able to fulfil occupational health requirements for the role.

## Desirable Criteria

### Skills and Knowledge

- Affiliation to Clinical Excellence Networks
- An awareness of current legislation relating to the role.
- Good presentational and teaching skills
- An awareness of issues relating to mental health
- Knowledge of signing/AAC

### Qualifications and Training

- Evidence of relevant experience.

### Experience

- Experience of delivering training
- Experience of working with challenging behaviour.

# Organisational Standards

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The Percy Hedley Foundation operates in a demanding and often changing environment. Members of staff must be flexible, adaptable, willing to face up to changing circumstances and new opportunities. The following list of duties and responsibilities must therefore be taken as a guide and is not to be comprehensive.

## Professional Duties

- Participate in the review of the Foundations Policies, Procedures and Processes
- Participate in arrangements for the performance development review process
- Participate in arrangements for further training and professional development
- Keep up to date with changes or developments within your professional area
- Fully participate in the induction and training programme provided by the Percy Hedley Foundation
- Contribute to the professional development of other staff, including the induction of new staff.

## Equality and Diversity

- Promote equality of access to education, training, and employment opportunities for disabled people, and advocate a positive attitude
- Recognise that disabled people are individuals who have specific needs
- Employ support strategies that will empower disabled people
- Show awareness of knowledge and display non-discriminatory behaviours at all times in relation to culture, race, ethnicity, disability, gender, sexuality, and age
- Recognise the importance of inclusion by using appropriate means of communication at all times
- Be flexible, trying to meet the changing needs of both disabled people and environment.

## Discipline, Health and Safety

- Adhere to and promote Percy Hedley Foundation Health, Safety and Welfare policy at all times
- Purchase equipment from a recognised source
- Report all incidents and accidents to Health and Safety Officer
- Maintain a high standard of record keeping in line with Percy Hedley Foundation policies and procedures.

## Safeguarding

- Safeguarding is everyone's responsibility.
- Percy Hedley Foundation have adopted recruitment and selection procedures, and other Human Resource Management processes, which help deter, reject, or identify people who might abuse vulnerable children/adults, or are otherwise unsuited to work with them.
- The Trustees/Governing Body are committed to promoting the welfare of children and young people/adults and staff are expected to ensure that the highest priority is given to following guidance and regulations to safeguard those in our care.

### Confidentiality

- Respect confidentiality. All personal information about people using the foundations services to which you have access should be treated as confidential. Information about the people's needs, progress and assessment should only be shared with the team to aid support
- Remain objective and do not favour any gender, language or culture and comply with the Percy Hedley Foundation policy.

## About Us

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We are an ambitious, entrepreneurial, and innovative charitable business working in a person-centred way to meet the needs of people with disabilities and their families. We provide a range of high-quality services and seek out opportunities to inspire and support people with disabilities to achieve their ambitions. We believe that working together as one Foundation we achieve more than individual services would achieve alone. Our influence will be regional, national & international.

We are committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults. Applicants should be aware that the post will only be offered to successful candidates subject to an Enhanced DBS check as well as other employment clearances.



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