



JOB DESCRIPTION

Speech & Language Therapist

BASE: Queen Elizabeth Grammar School, Blackburn

RESPONSIBLE TO: Gloria Frost, SENCO

Job Summary

To implement the development of a whole school approach to supporting children and young people with speech, language and communication needs, including those with Developmental Language Disorder (DLD).

The role will work closely with a group of identified “champions” within the school, as well as the wider staff group. The role will work across different levels of need in the school:

- 1) Universal/ Whole school level** – supporting staff to be able to identify children with SLCN, including those with Developmental Language Disorder (DLD). The SaLT will also work with the I CAN lead adviser and I CAN Director of Education to continue to develop the school curriculum in response to the new OFSTED inspection framework
- 2) Targeted interventions** – training school staff to support groups of children with poor language by using the I CAN range of evidenced programmes
- 3) Specialist intervention** – effectively manage a caseload of pupils with identified SLCN, including those with DLD, ensuring there is a clear school process for identification and intervention
- 4) External relationships** - liaise with NHS Speech and Language Therapy service to ensure a close working relationship ensures that pupils needs are met

Principle Duties and Responsibilities

SCHOOL DEVELOPMENT

1. With I CAN lead adviser and the School Leadership Team, develop and implement a phased plan for the school to become ‘communication supportive’ – supporting the communication needs of all pupils
2. With identified school champions, implement and evaluate whole school speech, language and communication initiatives



3. Plan and deliver whole school training, and training for identified groups of staff who will become champions and/or deliver targeted interventions
4. With the school leaders, communication 'champions' and the lead I CAN advisor, develop an innovative, evidence-based pathway for identifying and supporting pupils with DLD – as part of a wider I CAN project
5. Contribute to the whole school development plan, advising on how children's spoken language is embedded within it
6. With support from the I CAN lead advisor and impact team, evaluate the impact of the project, coordinating data collection in school
7. Act as a whole school resource, supporting leaders, staff and support staff through coaching, advice, modelling and co-teaching

PUPIL RELATED ACTIVITIES

1. Adhere to national and local standards and guidelines relating to Professional Practice (Communicating Quality II), and maintain professional registration through the Royal College of Speech and Language Therapists and Health Professions Council
2. Be aware of and adhere to current legislation
3. Be responsible for collecting own work statistics e.g. amount of contact time, outcome measurements etc as required
4. Work autonomously with a caseload in collaborative, intensive and innovative ways. Assess, plan, deliver and evaluate individualised programmes for pupils with identified SLCN, reporting as required and contributing to internal and external pupil-focused meetings
5. Be a reflective practitioner. Considering and evaluating alternative and innovative approaches to the management of pupils with SLCN, and participating in research as required
6. Seek second opinions, and/or make referrals within or outside the school when necessary, according to school/local policy
7. Liaise closely with school staff, parents/carers and significant others to ensure generalisation of intervention for individual and groups of pupils. Demonstrating practical procedures when appropriate
8. Liaise with staff (usually teachers and speech and language therapists) in other locations regarding individual pupils at transfer into and out of the school



I CAN PROJECT WORK

1. Work as part of the DLD project team, contributing to the project design, development and evaluation
2. Feed in learning from the QEGS school model to the wider project team, testing out new approaches

PERSONAL DEVELOPMENT

1. Maintain an up-to-date knowledge of the impact of DLD on pupils learning, keeping abreast of relevant initiatives and development within the fields of Speech and Language Therapy and Education
2. Develop and/or maintain knowledge and competency in dealing with language disorders in children
3. Undertake relevant training and development, as required, including behaviour management and child protection training
4. Participate and contribute to one's own performance appraisal and supervision sessions

The list of duties and responsibilities is by no means exhaustive and the postholder may be required to undertake other relevant and appropriate duties as required.

The job description is subject to regular review and appropriate modification.

PERSON SPECIFICATION – Speech and Language Therapist

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	Registered member of the Royal College of Speech and Language Therapists Recognised Speech and Language Therapy Degree or equivalent Registered member of Health and Care Professions Council	Relevant CPD portfolio



<p>Experience</p>	<p>Minimum 2 years' experience in working with a paediatric caseload, ideally with experience of working with children with DLD</p> <p>Experienced in working in a school setting, collaborating with educational colleagues. Experienced in training colleagues, other professionals and parents</p> <p>Experienced in administering and analysing a range of formal and informal assessments</p> <p>Experienced in managing a case load</p> <p>Experienced in writing reports for parents and professionals</p>	<p>Experience of project work</p> <p>Involvement in evaluations</p>
<p>Skills and Knowledge</p>	<p>Knowledge and understanding of speech and language disorders, including DLD</p> <p>Excellent interpersonal skills including the ability to interact positively with colleagues, parents and children</p> <p>A skilled trainer</p> <p>Highly developed communication skills including clear, concise verbal and written communication in English</p> <p>Good organisational skills and the ability to prioritise</p> <p>Ability to keep detailed and contemporaneous records</p> <p>Ability to write reports to a high standard</p> <p>An intellectually rigorous, creative and imaginative approach to therapy planning and delivery</p> <p>Ability to work flexibly</p> <p>Ability to work independently with children,</p>	<p>Knowledge of current educational practices, and the National Curriculum.</p> <p>I CAN Licensee for Talk Boost interventions</p>



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	<p>making clinical decisions about intervention approaches for pupils who show a wide range of disorders and difficulties</p> <p>An ability to deliver therapy to groups of children</p>	
Other Factors	<p>Ability to convey information clearly and concisely to colleagues, other professionals and parents</p> <p>A commitment to, and enthusiasm for Continuing Professional Development</p>	