



Job Description

Post title	Speech and Language Therapist
Grade	Bexley 7
Responsible to	SENCo

Summary of the overall purpose of the job

The post-holder will work with children across the school who have identified SaLT needs. This will include the assessment, intervention and management of complex speech, language and communication needs. The post-holder will work as part of a multidisciplinary team with teaching and occupational therapy staff.

Key responsibilities and objectives of the job

- To provide clinically effective, child-centred and evidence-based speech and language therapy assessment and intervention to learners with complex speech, language and communication needs.
- To monitor and evaluate children's progress in relation to therapy targets and programmes.
- To provide support and training to teaching and support staff with regard to effective communication strategies. This may include training workshops and training specific to individual learners and/or the learning environment.
- To work alongside support staff and parents and to provide onsite informal training as needed.
- To be part of the wider school community contributing to the ethos and values promoted and to be involved in all aspects of school life including community visits, trips and school development.

Clinical

- To accept clinical responsibility for designated caseload of children, and to organise this efficiently and effectively with regard to clinical priorities and use of time.
- To carry out clinical observations, informal and formal assessments of children, and analyse results reflecting on own knowledge and experience and seeking more specialist advice as required.
- To select and use appropriate formal and informal assessment tools.
- To analyse, interpret and report results in accordance with best practice guidance.
- To report assessment findings in a timely manner and ensure key findings and recommendations are included in the child's SALT reports and EHCP plans.
- To plan and implement child-centered individual speech and language therapy and small group interventions in association with education staff.
- To liaise with all team members and family/carers in order to provide a co-ordinated approach and ensure speech and language therapy input is integrated across the school and home

environments.

- To report to other team members regarding speech and language therapy interventions and communication programmes.
- To work with teaching staff to plan and prepare activities, appropriate for children with complex communication needs and which encourage child engagement and understanding.
- To support the school in creating a communication enabling environment and sharing strategies for adaptive curriculum resources to assist the learning and communication of all children.
- To source and share innovations to improve the work of the Speech and Language Therapy across the school.
- To keep up to date with new developments in AAC devices. To instruct those working with the learners how to correctly and efficiently use equipment.
- To attend child-centred planning meetings for children.
- To work in conjunction with the multidisciplinary team to support children moving on to secondary provision.
- To attend school-arranged meetings for children, including IEP / EHCP meetings and Parent evenings.

Administration & Management

- To manage a clinical caseload and own time effectively, prioritising work as required.
- To complete and maintain accurate speech and language therapy clinical case notes in accordance with RCSLT best practice guidance.
- To write professional reports to be shared at review meetings.
- To address issues of confidentiality, consent and sharing of information throughout assessment and intervention according to GDPR regulations.
- To utilise standard School documentation as required.
- To be responsible for equipment used in therapy and to ensure the safe use of equipment by others.
- To be responsible for accessing regular clinical supervision and ensuring supervision sessions are recorded.

Professional

- To be accountable for own professional actions and recognise own professional boundaries, seeking advice where appropriate.
- To be aware of the sensitivity required to work closely, effectively and in a professional manner with children, parents/ carers and other professionals.
- To respect the confidentiality, individuality, values and cultural and religious diversity of children.
- To participate in staff meetings, department meetings and liaison meetings with other professionals.
- To promote awareness of the role of Speech and Language Therapy within the school and home community.
- To maintain personal development through the use of off-site and in-house training, contact

and involvement with relevant clinical excellence networks, attendance of in-service training, and review of literature as required.

- To provide second opinions, specialist advice and teaching to other Speech and Language Therapists and other professionals, as required.
- To maintain own Continued Professional Development (CPD) by keeping abreast of new developments within the profession and ensure that practice is based on best available evidence and learning outcomes are recorded in a manner appropriate to RCSLT and HCPC requirements.
- To review and reflect on own practice and performance through effective use of professional and operational supervision and appraisal.
- To comply with the RCSLT Clinical Guidelines.

General Responsibilities

- To support and promote the school's ethos, aims and core values to promote the welfare, progress and continued development of the school and its children
- Seek to involve parents in the educational life of their child/children
- To collaborate in the evaluation of the effectiveness of the school's policies
- Meet obligations with respect to the school's system of performance management and commitment to the continued professional learning of all staff
- To promote equal opportunities in the school and to strongly believe that every child can succeed
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection; reporting all concerns to an appropriate person
- Carry out all duties with regard to the school's policies and codes of conduct
- Set high expectations of conduct, whilst acting as a good role model for others.
- Ensure that output and quality of work is of a high standard and complies with current legislation / standards.
- To undertake any additional duties as may reasonably required by the Headteacher

NB: This job description reflects the core activities of the role and as the school and the post-holder develop there will inevitably be changes in the emphasis of duties. It is expected that the post-holder recognise this and adopt a flexible approach to work and be willing to participate in training.

This is not an exhaustive list of duties and responsibilities, and the post-holder may be required to undertake other duties that fall within the grade of the job, in discussion with the manager.

If changes to the job become significant, the job description should be reviewed formally by the post-holder and line manager.

Person specification

Criteria	E S S E N T I A L	D E S I R A B L E	HOW IDENTIFIED AND ASSESSED AP Application AS Assessment I Interview P Presentation R References
Education/qualification and training			
• Degree in Speech and Language Therapy or equivalent.	✓		AP
• UK Health and Care Professions Council Registration (HCPC).		✓	AP
• Eligibility for membership of the Royal College of Speech and Language Therapists.	✓		AP, I
• Evidence of recent training as a commitment to personal and professional development.	✓		AP, I
• Evidence of understanding the Statutory framework within which Speech and Language therapy is provided (detailed knowledge of Speech Therapy legislation, guidelines and procedures).	✓		AP, I
Knowledge/skills/abilities			
• to demonstrate effective management of a clinical caseload of children with special educational needs	✓		AP, I
• to use specialist knowledge to inform service / policy developments		✓	AP, I
• to work closely with teaching staff in the identification of integrated learning and therapy-related individual targets.	✓		AP, I
• Understanding of how to access other services and agencies.		✓	AP, I, AS
• familiarity and skill using IT systems and programmes, e.g. Microsoft Office, PowerPoint, Symbols software, TEAMS, Google meets	✓		AP, AS
• to demonstrate excellent verbal and written communication skills	✓		AP, I, AS
• Knowledge of confidentiality and Data Protection	✓		I
• Knowledge of current Evidence Based Practice and research for educating children within this specific client group and of the statutory regulations for EHCPs	✓		I, P
• a high level of emotional resilience and emotional maturity	✓		I, AS
• Excellent planning and organisational skills	✓		AP, R, P
Experience			
• to provide effective speech and language therapy interventions and assessments relevant to children within this client group	✓		AP, R, AS
• to communicate effectively with children, parents/carers and other professionals	✓		AP, I

• to demonstrate a fun and enthusiastic approach to enhancing children's communication skills	✓		R, AS
• skills in carrying out both individual and group interventions	✓		R, AS
• being forward thinker with the desire to carry out ongoing research with this group of learners		✓	AP, I, P
• knowledge of working with children with Autism, Neurodivergent profiles and Special Educational Needs		✓	AP, I
• to contribute to the EHCP process for children within your caseload		✓	AP, R, AS
• to demonstrate a commitment to and responsibility for own CPD			AP, P, I
• Ability to operate effectively as part of a multi-disciplinary team	✓		AP, R, I
• Ability to train and support teaching teams within the class environment to enhance children's communication and in the use of specialised communication and language interventions	✓		AP, I
Personal characteristics/other requirements			
• to use initiative, problem solve and be pro-active	✓		AS, I, P
• to adapt and respond to requests or requirements at short notice	✓		I, AS
• ability to cope effectively with competing demands and pressurised timescales, meeting deadlines as required on a day-to-day basis using systems of prioritisation as appropriate	✓		R, AS
• to work independently, take on responsibility and manage change	✓		AP, R, I
• A flexible and adaptable approach to work with a willingness to take on responsibility	✓		AP, R, I
• Committed to the best possible outcomes for children, the team and the school	✓		AP, R, I, AS, P
• Discreet, tactful and understand the need for confidentiality	✓		R, I
• A calm, professional manner with an ability to engage in difficult conversations if necessary	✓		R, I, AS
• Professional in appearance	✓		I, R