

Job Description

Highly Specialised Speech and Language Therapist Band 7

REPORTING RELATIONSHIPS

RESPONSIBLE TO: Therapy Lead
Director of Shared Services

ACCOUNTABLE TO: Principal
Board of Governors

CLIENT GROUP:

Orchard Hill College and Academy Trust (OH&CAT) includes:

- A specialist further education day college providing education courses to adults with severe/profound and complex learning difficulties and/or disabilities. There are 6 sites in total for the college.
- Schools for children with special education needs including physical disabilities, Autism, PMLD, MLD and social, emotional & mental health needs. OHCAT provide all or part of the therapy provision to some of these schools.

JOB PURPOSE AND SCOPE:

- To provide clinically safe, effective, person centred and evidence based speech and language therapy assessment and intervention, around eating and drinking and communication to a caseload of students attending OHCAT schools and /or Orchard Hill College and as specified by the manager.
- To provide advanced support and training to all teaching staff and other therapists with regard to communication and eating and drinking; including training workshops and training specific to individual students and/or environments.
- To work flexibly and travel to multiple sites as required, to include all OHC&AT and affiliates' sites.

FUNCTIONAL LINKS:

The Speech and Language Therapist will be expected to work in collaboration with allied professionals and will need to maintain links with a variety of bodies. These will include:

1. Students and their parents/carers and advocates
2. OHC&AT and Affiliates

3. Other internal and external professionals working with students
4. Community Services
5. Primary care Trust and other relevant PCTs

DUTIES & RESPONSIBILITIES:

CLINICAL

- To work in accordance with current best practice guidance and HCPC standards of conduct, performance and ethics.
- To accept clinical responsibility for a varied caseload of adults and/or paediatric pupils, and to prioritise and manage this caseload efficiently and effectively for communication and/or eating and drinking.
- To select and use appropriate formal and informal assessment tools. To analyse, interpret and report results.
- To provide clinical assessment and intervention to students and pupils within OHCAT with a range of conditions/disabilities and complex social and functional needs.
- To report assessments findings in a timely manner and ensure key findings and recommendations are shared with families, school/college staff and/or community team as appropriate.
- To autonomously plan and implement person-centered individual and/or group interventions which aim at improving functional abilities, access to the curriculum, and participation in college/school related learning activities.
- To monitor, evaluate and modify intervention in order to measure progress and ensure effectiveness of intervention.
- To set joint targets with curriculum staff.
- To report to other team members regarding speech and language therapy interventions and communication programmes.
- To assess, advise and order AAC equipment being aware of financial implications and restrictions. Liaise with PCT/social services/ external agencies/ parents/ carers regarding the provision and use of such equipment. To monitor new developments in specialised equipment and communicate with manufacturers. To instruct those working with the student how to correctly use the equipment and set guidelines for its use.
- To make referrals to outside services and centres where needed.

- To devise and implement guidelines for AAC use in the school/ college and community, and to provide training to staff in supporting students to use AAC systems.
- To attend and contribute to department and student related meetings including review meeting for learners where appropriate.
- To provide reports as required including transition and Annual Review/EHCP reports.
- To attend meetings for students and pupils including Parents' Evenings, Annual Reviews, Open Days etc.
- To work accordingly to the service needs such as a consultancy model.
- To contribute to and carry out risk assessment and risk management plans, including eating and drinking plans and risk assessments for use of equipment.
- To assess students applying for future placements at OHCAT.
- Provide support to teachers, lecturers and/or teaching assistants to maximise the communication environment for students.
- To carry out assessment and intervention with students around dysphagia needs at an autonomous level and delivering training around student specific needs to staff.
- To work in accordance with the College/Schools Dysphagia Policies.
- To make referrals to and liaise with community teams to ensure holistic care in eating and drinking management across environments

ADMINISTRATION & MANAGEMENT

- To review, write and contribute to policies and procedures for specialist area and in other areas of impact.
- To act as venue coordinator for therapy team as directed by therapy lead.
- To manage a clinical caseload and time effectively, prioritising work as required.
- To complete and maintain accurate speech and language therapy case notes in accordance with RCSLT and HCPC best practice guidance.
- To address issues of confidentiality, consent and sharing of information throughout assessment and intervention and clearly record in students' casenotes.
- To utilise standard OHC&AT documentation as required e.g. equipment ordering documentation.

- To be responsible for equipment used in carrying out duties, and to adhere to departmental equipment policy, including competence to use equipment and to ensure the safe use of equipment by others through teaching, training and supervision of practice
- To be responsible for maintaining stock, advising on resources to carry out the job, including the responsible use of petty cash.
- To keep up to date and accurate statistical information regarding direct and indirect student contacts in college systems and calendar as advised by the therapy lead.
- To participate in clinical audit.
- To represent OHCAT as appropriate.

PROFESSIONAL

- To be aware of the sensitivity required to work closely, effectively and in a professional manner with students, parents/carers, advocates, the multidisciplinary team, College/School staff, Community Services, and other professionals working with students.
- To respect the confidentiality, individuality, values, cultural and religious diversity of learners and to contribute to the provision of a service sensitive to these needs.
- To undertake College and Schools induction programmes and OHCAT Mandatory training.
- To be responsible for accessing regular formal clinical supervision, and ensuring supervision sessions are recorded.
- To be accountable for own professional action and recognise own professional/clinical boundaries and scope of practise, seeking advice, support, and supervision as appropriate.
- To participate in staff meetings, student related meeting and college/school meetings.
- To promote awareness of the role of speech and language therapy within the multidisciplinary team, OHC&AT and with outside agencies.
- To contribute to the induction, training and education of Therapy, College and school staff both formally and informally.
- To provide second opinions, specialist advice and teaching to other speech and language therapists and other professionals, as required.
- To undertake research in specialist area(s), as appropriate.

- To contribute to the development of policies and procedures for specialist area(s) where required.
- To fully contribute to the schools/ College's quality assurance processes and procedures.
- To contribute to Speech and Language Therapy staff appraisal and recruitment procedures.
- To supervise the work of other Speech and Language therapists, assistants and students, as appropriate.
- To maintain personal development through use of off-site and in-house training, contact and involvement with relevant special interest groups, attendance of in-service training, and review of literature as required.
- To maintain own clinical professional development (CPD) and records in accordance with HCPC and RCSLT standards.
- To review and reflect on own practice and performance through effective use of professional and operational supervision and appraisal, audit and outcome measures.
- To comply with the Royal College of Speech and Language Therapists (RCSLT) Clinical Guidelines.
- To work in accordance to college/school policies and procedures.
- To work with lecturers, teachers and teaching staff to provide an integrated therapy service that supports learning.

GENERAL

- To be aware and comply with OHCAT Health and Safety Policy and Procedures and implement any policies that may be required to improve the safety of the work area, including the prompt recording and reporting of accidents and incidents, and ensuring that equipment used is safe.
- To undertake such other duties of a similar nature from time to time as may be required by the CEO

NOTES

- Many of the students have complex physical disabilities and complex health needs. These include challenging behaviour and mental health issues. The post holder is expected to respond to challenging behaviour in accordance with College/schools policies and procedures to minimise potential risk.

- Given the nature of the client group, the post holder may be expected to undertake basic manual handling training provided by OHCAT and carry out manual handling techniques as required.
- The post holder should expect exposure to saliva and bodily fluids within the course of their work.
- The post holder should be prepared to work in all College centres, schools and affiliates within OHCAT within own scope of practice and be willing to undertake competency development to work in various clinical areas

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.

This content of the job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.

The post holder is expected to comply with all relevant Orchard Hill College and Academy Trust policies, procedures and guidelines, including those relating to Equality and Diversity, Health and Safety and Confidentiality of Information.

Person Specification

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The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below.

Qualification / Experience

	Priority
Degree in Speech and Language Therapy or equivalent	1
UK HCPC Registration	1
Eligibility for membership of the Royal College of Speech and Language Therapist	1
Experience with young people who have moderate/severe/profound and multiple learning disabilities and ability to work autonomously and competently in the areas of communication, including Augmentative and Alternative Communication (AAC) and eating and drinking. Significant experience working at band 6 level.	1
Experience working within an educational setting with sound competencies in eating and drinking and communication work including Augmentative and Alternative Communication (AAC).	2

Abilities, Skills and Knowledge

Ability to review, write and contribute to policies and procedures for specialist area and in other areas of impact as directed by the therapy lead.	1
Ability to demonstrate effective management of clinical caseload of young people with moderate/severe/profound learning difficulties and/or disabilities.	1
Ability to provide safe and effective speech and language therapy assessments and interventions (communication and eating and drinking) relevant to paediatrics and/or adults with learning disabilities.	1
Skilled in carrying out both individual and group interventions.	1
Ability to communicate effectively with learners, carers and other professionals.	1

Ability to show leadership and professional working and lead by example.	1
Experience of supervising more junior colleagues.	1
Ability to demonstrate clinical governance in professional work.	1
Ability to operate effectively as part of a multi-disciplinary team.	1
Ability to instruct and support teaching teams in a range of techniques to support learners within the class environment and in the use of specialised equipment.	1
Ability to co-ordinate and implement programmes of staff development internally and externally.	1
Ability to work closely with teaching staff in the identification of integrated learning and therapy-related individual objectives.	1
Ability to assess and prescribe appropriate specialist equipment.	1
Knowledge of evaluating outcomes of intervention and ability to critically appraise own performance.	1
Understanding of how to access other services and agencies.	1
Ability to demonstrate a commitment to and responsibility for own CPD (continuing professional development).	1
Ability to communicate a commitment to the view that students with a range of learning disabilities can and do achieve.	1
Ability to work within and promote the College's Equality and Diversity, Safeguarding and Health and Safety Policy.	1

***Priority 1 are skills that are essential and Priority 2 are skills that are desirable**