Job Description

Orchard Hill College

Title: Speech & Language Therapist Grade: Band 6

Relationships

Responsible to: Deputy Head of Integrated Services Team & Deputy Principal

Responsible for: Delivering a Speech & Language Therapy service at a universal and / or individual level, as clinically indicated

Reports to: Clinical lead for Speech & Language Therapy

Purpose and main responsibilities:

- To use a person centred approach to promote choice, independence, and inclusion, reflecting the key principals of Valuing People (DOH 2002), Valuing People Now and the Human Rights Act and working towards the Preparing for Adulthood Agenda, in order to enable the student to achieve his/her academic, social and employment potential.
- To maintain and model the highest level of respect at all times for students and their families, modelling person centred and collaborative working, at all times promoting students human's rights, dignity and individual choices.
- To work with external agencies (eg. Schools, work placements, social services) to ensure smooth transition of student's communication and eating and drinking information, both into and when leaving the college.
- To assess student's communication, social interaction eating & drinking and learning environment needs using a range of formal and informal assessments and observations and manage clinical caseload independently.
- To enable teaching and support staff to deliver the curriculum at an appropriate language and communication level through contributing to support plans, planning & delivering staff training, coaching and reflecting with staff and class observations.
- To manage the safe eating and drinking of students through provision of clear guidelines, staff training and competency sign off and ongoing monitoring – with appropriate supervision from a specialist therapist – and supervision and onward specialist referral if necessary.
- To work with the multi-disciplinary team to ensure the college is supported in the delivery of a "Capable environment" in the area of communication through participating in audits, learner walks, training, coaching and feedback to class teams
- To jointly set and review EHCP related targets with teaching, other support and therapy staff.
- To contribute towards team and college development plans in the area of communication and eating & drinking.
- To ensure effective joint working practice between Multi-therapy team and education, health, social services, voluntary sectors and student's families where necessary, including parents evenings and college open days.
- To ensure that all students have access to the necessary AAC and learning supports and make onwards referrals to specialist hubs as necessary.
- To support college wide development of accessible and "easy read" resources and documents.
- To plan and deliver communication and eating & drinking training to education staff, home environments and work places, as indicated.

- To promote student's choice, self-advocacy and independence, working under the principles of the Mental Capacity Act (2005).

- To work with other members of student support teams to assess and implement strategies to address any behaviours of concern, working within a Positive Behaviour Support and Trauma informed Framework.

- To write EHCP reports and contribute to EHCP reviews and attend Multi-Disciplinary meetings, as necessary.

- To maintain up to date and accurate case notes in line with Royal College of Speech & Language Therapists and Health & Care Professions Council professional standards.

- To measure and record outcomes of Speech & Language Therapy interventions.

- To be accountable for own professional actions and recognise own professional boundarie, seeking specialist support and supervision as necessary

- To supervise therapy assistants, as required

- To access the appropriate professional support/ supervision required, demonstrate the ability to reflect on practice with peers/clinical supervisor and continually update professional knowledge in line with the evidence base, including attending relevant Clinical Excellence Network groups in relevant areas. To maintain RCSLT CPD log (currently 30 hours per year of specific relevant role related CPD for a FTE therapist).

- To identify personal/professional development targets as part of the annual appraisal framework.
  · To participate in Speech & Language Therapy student placements and contribute to the assessment of students.

- To explain the role of Speech and Language Therapists to education staff, families, visitors, students and volunteers, and to attend open days and parents' evenings as requested.

- To maintain up to date HCPC and RCSLT registration and adhere to RCSLT & HCPC Professional and Clinical Standards and Code of Conduct as well as National and Local Clinical Guidelines.

- To participate in departmental research and clinical governance/audit projects as required.

- To share information with others, observing data protection guidelines, confidentiality and appropriate consent.

- To occasionally travel to other OHC sites as requested.

- To quickly act/act in a timely manner in all cases relating to Adults at Risk (Safeguarding Adults) and Child Protection. The post holder must be fully conversant with all policies (and practice issues/and responses required) relating to adult and child protection matters that impacts on their practice.
- To adhere to all relevant college policies, e.g. Health & Safety, Equality and Diversity.

Person Specification

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. Priority 1 criteria are essential on appointment. Priority 2 criteria may be acquired after appointment. 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 Autism and ability to work autonomously and competently in the areas of communication, including Augmentative and Alternative Communication (AAC) and eating and drinking.	1
Experience working within an educational setting with sound competencies in eating and drinking and communication work including Augmentative and Alternative Communication (AAC).	2
Ablities, skills and knowledge	
Ability to demonstrate 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 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 deliver programmes of staff training and development.	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
Awareness of the role of S&LT within Positive Behaviour support and Especially in relation to a “Capable Total Communication” environment	2
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**

Other requirements of the post

- This post involves working with students who may exhibit behaviours of concern. In order to ensure the safety of the post holder and others, the post holder must be able to participate fully in training provided in de-escalation and physical interventions and be able to carry out agreed Physical Intervention procedures at work and 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 scop of practice, (including other community spaces such

as student's work experience and leisure venues & student's homes) and be willing to undertake competency development to work in various clinical areas

- May be required to attend residential trips and / or college open days that fall on weekends once a year

- No annual leave to be taken in term time.

Training can include:

- Attending all whole college INSET days /weeks and twilight sessions.
- Training will include enrolment on our tiered CPD programme (basic safeguarding, Educare, Positive Behaviour Support).
- Attending external training courses which relate directly to the role. As directed.