

Job Description

Speech and Language Therapist - Specialist Speech and Language Therapist (Band 5-6) Inclusive Learning

As a college we believe that young adults should be respected and have their individual choices, needs and aspirations reflected in the educational opportunities made available to them. We encourage independence in all our learners and support them to achieve their full potential through a high-quality curriculum to develop skills in living, work, community and communication. These skills planned to reflect the individual learners Educational and Health Care Plan target outcomes.

The Role

The post holder will be required to work with therapy colleagues and education staff in the High Needs departments to:

- To support students to successfully access their college course and achieve their outcomes for progression.
- To support student's social integration at college.
- To support student's emotional wellbeing and work proactively to avoid behaviours of concern.
- To use person centred approach to promote choice, independence, and inclusion, reflecting the key principals of Valuing People (DOH 2002) and Valuing People Now.

for students aged 16 – 25 years who have a range of learning and communication difficulties associated with Learning Disabilities, Specific Learning difficulties (eg. Dyslexia, Specific Language Impairment) or Autism Spectrum Profiles, in order to enable the student to achieve their academic, social and employment potential

Responsible to: Highly Specialist Speech and Language Therapist and Head of Therapies

Main Purpose and Responsibilities

As a Speech and Language therapist, you will have a vital role in supporting learners to access the curriculum of their choice. You will be supporting students and the teaching teams to manage their communication, social and behavioural strengths and needs in a range of different environmental settings. You will be required to:

- carry out holistic Speech and Language therapy assessments and person-centred interventions that will support the learners to access and develop their functional skills across the curriculum.
- understand the impact of communication difficulties on a persons' function and behaviour.
- support learners teaching teams, to transfer skills developed at the College to the learners' home environment and community/work settings.
- 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.
- work in collaboration with the learner' families and carers, including specialist community health and social care teams health and social care providers

Clinical:

- To be responsible for the assessment and intervention of learners allocated to your caseload. To monitor, evaluate and modify Speech and Language therapy intervention in order to measure progress and ensure effectiveness of therapy.
- To assess learners that have communication, social, interaction needs. To devise intervention plans to support learners to better manage their communication strengths and needs in order to engage more effectively with the curriculum.
- To work alongside the therapy team and teaching staff, in the planning and delivery of Speech and Language therapy and therapeutic services for learners.
- To support students to develop their everyday functional communication, social and interaction skills by planning and implementing intervention that is person centred and relates to the learners specific social and cultural preferences. Target areas of skill development that can be transferred to the learner's different contexts: home, community & work environments.
- To plan and implement Speech and Language therapy and/or multi-disciplinary group work e.g. Augmentative, Alternative Communication (AAC) and zones of regulation etc
- To consider the learners environments and make recommendations for how these may be adapted to promote increased opportunities for learning. This may also include whole class recommendations.
- To successfully implement transition plans for students coming into and leaving the College. Working alongside the learner, teaching team, family, carers and wider support network to ensure transitions are appropriate and effective.
- To ensure that all students have access to the necessary AAC and learning supports and make onwards referrals to specialist hubs as necessary.
- To identify and refer learners that may require assessment and intervention from specialist community health services – sensory impairment, nursing, psychology, behaviour support, other therapies, etc. To support teaching staff to implement specialist community health service recommendations and guidance.
- To contribute to risk assessments and PBS management plans where appropriate.
- To attend Educational Health Care Plans (EHCP) reviews/network meetings and provide verbal and written feedback regarding learner's progress, future goals.
 - To participate in departmental research and clinical governance/audit projects as required.

Communication:

- To liaise with teaching, therapy staff and family/carers in order to ensure occupational therapy intervention continues to relate to EHCP targets and objectives.
- To use a range of different approaches to overcome communication barriers e.g. Makaton, visuals learning tools.
- To provide verbal and written feedback regarding a learners' progress to a range of audiences: parents, carers, health and social care professionals, community providers.
- To attend college meetings for learners, including Parents' Evenings and Open Days etc.
- To maintain contact with parents/guardians and other agencies as appropriate.

Professional

- To take responsibility for maintaining own continuous professional development. To update and improve professional knowledge, through relevant special interest groups, in-service training and keeping abreast of new evidence-based practice as identified in current literature/research.
- To comply with the Royal College of Speech and Language Therapists and Health Professions Council's Code of Ethics and Professional Conduct.
- To be accountable for own professional actions and recognise own professional boundaries
- To respect the confidentiality, values, individuality, religious and cultural diversity of learners and to contribute to the provision of a service sensitive to these needs.
- To participate in and remain up to date with the group mandatory training programme (e.g. Protection of Vulnerable Adults/Child Protection training...)
- To be aware and comply with South Thames Colleges Group 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 ensuring that equipment used is safe.
- To comply with all relevant Group policies, procedures and guidelines, including those relating to Equal Opportunities, Safeguarding Children and Vulnerable Adults, Health and Safety and Confidentiality of Information
- To participate in staff, therapy, departmental meetings.
- To promote awareness of the role of Speech and Language therapy to staff members, family, support network and outside agencies.
- To contribute to the induction, training and education of College staff both formally and informally.
- To review and reflect on own practice and performance through effective use of professional supervision and appraisal, audit and outcome measures as necessary to own work.
- To promote student's choice, self-advocacy and independence, working under the principles of the Mental Capacity Act (2005).
- To undertake such other duties of a similar nature from time to time as may be required by Head of Therapies.

General Duties of the Post

The post holder will assist with or undertake the following:

- To keep up-to-date with QA initiatives and to develop and meet service standards for the Group/School/Department.
- To participate in the Professional Development Programme and undertake training as required including all relevant areas of technology.
- To propose any ideas which may help to promote and extend the Group's reputation and efficient running of the Group.
- To work safely, consider the safety of others and work within the guidelines stated in the Group Health and Safety Policy
- To be available to assist in enrolment and other procedures which may require occasional evening and weekend work.

- Undertake other duties as may be required by the Group Leadership Team or their representatives, in order to ensure the efficient functioning of the Group.

As a list of general duties, the above is not exhaustive. The work of the Group as a whole is expected to develop and the holder of the post will be required to work flexibly with colleagues to facilitate this development.

Additional Information

This Job Description / Specification is subject to periodic review.

Salary scale: £25,293 - £42,821 per annum (inclusive of London Weighting & up to £3,000 market supplement)

Primary Location: South Thames College and Merton College

Person Specification

Specialist Speech and Language Therapist

Person Specification, Experience and Qualifications

		Essential	Desirable
1.	Experience of assessing learners with Learning Disabilities and Autism – formally and informally.	✓	
2.	Experience of devising and implementing evidence based - intervention for learners with different communication profiles.	✓	
3.	Experience of writing reports & support plans / communication guidelines for a range of audiences and needs.	✓	
4.	Working / student placements in a multi-disciplinary team (with health and / or education staff)	✓	
5.	A degree or equivalent qualification in speech and language therapy.	✓	
6.	Membership of the Royal College of Speech and Language Therapists		✓
7.	Health Professions Council registration	✓	
8.	Awareness of the principles of Positive Behaviour Support.		✓
9.	Computer literacy (This may include knowledge of apps for communication and learning).	✓	
10.	Ability to work under pressure and to strict deadlines	✓	
11.	Able to keep clear and accurate records for clinical records and additional support funding purposes.	✓	
12.	Able to use initiative, organise and prioritise own caseload.	✓	
13.	Some knowledge of AAC and communication / learning strategies for this client group.	✓	
14.	Able to communicate effectively and respectfully to everyone, respecting the student's adult status.	✓	
15.	Experience of planning and delivering training (both classroom and /or coaching & reflection)	✓	
16.	An interest in supporting workplace research projects and internal clinical practice audits.		✓
17.	Commitment to establishing and maintaining good working relations with colleagues and students	✓	
18.	Commitment to the safeguarding and promotion of the welfare of children and vulnerable adults	✓	
19.	Commitment to the provision of a high quality service, using the evidence base and best practice guidelines to influence provision and clinical practice.	✓	

20.	Commitment to valuing diversity, respecting students as adults at all times and working under the principles of "Valuing People Now", the "Mental Capacity Act" and "Person Centred Support".	✓	
21.	Able to work flexibly throughout the week/term/over the year by prior agreement	✓	