# The Vale Federation
# Job Description

## Inspire—Enable—Achieve

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| **School Name:** | The Vale Federation |
| **Position:** | Speech and Language Therapist |
| **Salary Range:** | NHS Band 5 - Bucks Pay Range 4 |
| **Responsible To:** | Speech and Language Therapy Team Leads<br>Principal |

## The Vale Federation Values

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| **DETERMINATION** | Staff are unfailing determined to support pupils in achieving their very best. |
| **EXCELLENCE** | Staff have high expectations of themselves and fulfil their role to a standard of excellence. |
| **COURAGE** | Staff model having courage and support children's resilience. |
| **TRUST** | Staff always act in a trustworthy manner. They are honest and reliable at all times. |
| **KINDNESS** | Staff always act in a manner that demonstrates kindness towards children and towards each other. Staff will be positive role models for children. |
| **FRIENDSHIP** | Staff demonstrate friendship by being caring, supportive, having fun, and sharing ideas. |
| **RESPECT** | Staff are positive role models at all times and demonstrate their respect for others through their behaviour. |
| **EQUITY** | Staff are committed to ensuring that each individual has their needs well met. |

**Job summary:**

- To complement the work of the Therapy Team, contributing to a range of activities and to work collaboratively as part of a professional team

**Main duties and responsibilities:**

- If applicable (i.e. for dysphagia-trained therapists), to provide clinical management of a range of eating, drinking, and swallowing difficulties in young people with complex needs from 3-19 years of age. The needs of the clinical caseload would be aligned with therapists' level of training, knowledge and experience. Clinical management would include:
    - supporting referral process
    - carrying out effective assessment and diagnosis of difficulties
    - designing and implementing eating and drinking recommendations and strategies to manage risk
    - supporting school staff and families to implement recommendations
    - work within a multi-disciplinary team, including classroom staff, school nursing, OT, families, and liaison with external medical teams

- To provide clinical management of a range of speech, language, and communication needs (SLCN) difficulties in young people with complex needs from 3-19 years of age, in line with therapist's knowledge, skills and experience

- To take responsibility for own clinical caseload, prioritising appropriately according to clinical needs, seeking supervision as required to support prioritisation decisions

- Effectively plan, prepare and deliver assessment and intervention in an integrated model across the federation, including working in classes and with parents

- To actively engage with professional supervision to support clinical reasoning, manage professional boundaries, and to develop own clinical skills

- To actively engage with CPD and training opportunities, and current, relevant evidence base to ensure interventions are well informed.

- To be aware of relevant clinical national and local policy and guidance and understand how these relate to own clinical practice

- To demonstrate unconditional positive regard for pupils, staff, and families

- To adjust one's own communication and interaction style as required in order to establish therapeutic relationships and manage barriers to communication.

- To utilise opportunities throughout the school day to promote communication strategies and approaches across the school, modelling these approaches for all staff.

- To maintain accurate and up to date documentation of all intervention with pupils in line with national standards and requirements

- To organise and prepare activities, resources and equipment to enable students to participate in SALT interventions.

- To support classroom staff with integration of SALT advice and interventions within classrooms, providing and modelling use of equipment and resources as required
- To contribute to identifying, planning and delivering formal in-house training, in line with therapist's knowledge, skills and experience.
- To ensure standards of infection control and safety are maintained when using therapy equipment/resources
- To reflect on the results of observations/therapy programmes, to analyse the response to treatment, and development of the student's skills, and consider any possible changes, seeking supervision as required
- To work collaboratively and openly with professional colleagues in other services.
- To be aware that a student may not be able to co-operate or comply in an activity and may present with behaviour that challenges. To form meaningful, positive, and productive relationships with students who may be under stress and/or have challenging communication difficulties.
- To develop the communicative environment across the school (i.e. in allocated classes and, where applicable, in general school areas, such as playground) and support and develop student's communication skills.
- To plan use of time effectively and ensure quality of service delivery, making use of supervision as required
- To use IT resources effectively to produce AAC materials (symbols, photos) to support pupils' communication.
- To work collaboratively with multi-disciplinary team to set pupil targets and monitor pupil progress.
- To contribute to pupils' Annual Review process, including provision of reports in line with statutory requirements

**Communication:**

- To maintain regular liaison with staff, families, and other relevant professionals
- To attend regular team meetings and provide feedback for reflection and service planning
- To attend parents' evenings, coffee mornings and other opportunities for parental liaison.
- To communicate effectively and sensitively with children, young people, colleagues, parents and carers
- To recognise potential communication barriers or conflict when they occur, and seek advice and support to resolve these issues. This may relate to working with an individual student, member of staff or family
- To gather and collate information as required to support service evaluation
- To be aware of relevant national and local guidance, policy, and statutory requirements including health and safety, safeguarding children, SEN procedures, and other legal frameworks; and to apply these to own practice with support from supervision and line management

- To promote the relevant policy and guidelines across the Federation e.g. Communication Policy, Dysphagia Policy

**Key skills and competencies include:**

- Please refer to the person specification

**Training:**

- To participate in and ensure that all mandatory training required by Vale Federation is up to date.
- To participate in line management, creating personal objectives in line with service-wide priorities and objectives, and to be responsible for carrying out the agreed objectives
- To attend relevant courses and in-service CPD to further develop relevant clinical skills
- To monitor and develop own performance, striving to achieve and maintain excellent quality of care and service provision, making use of supervision and reflective practice

**Safeguarding Statement:**

The Vale Federation is committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults and expects all staff, workers, and volunteers to share this commitment. The successful candidate will be required to provide two satisfactory references, undertake pre-employment checks including a health check, and have a cleared Enhanced Disclosure & Barring check. An online search (including social media) will be carried out for all shortlisted candidates as part of our recruitment process.

# The Vale Federation of Schools
# Person Specification

## Inspire, Enable, Achieve

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| **School Name:** | The Vale Federation |
| **Post:** | Speech and Language Therapists – Band 5 |

| Factors | Essential | Desirable | Assessment Method |
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| **Qualifications** | Recognised Qualification in Speech & Language Therapy<br><br>HCPC registration<br><br>Registered member of Royal College of Speech & Language Therapists | Post-graduate dysphagia qualification or willingness to undertake dysphagia training | Application form<br>Interview |
| **Experience** | | Experience of working within an educational setting, which could include working within school and / or early years and / or Further Education setting (this can include placement experience)<br><br>Experience of working with children with learning disabilities, autism, sensory impairment (VI / HI) or physical disabilities | Application form<br>References<br>Interview |
| **Skills and abilities** | Ability to carry out formal and informal assessment and observations of children and young people to create a profile of their speech, language and communication difficulties<br><br>Good auditory perceptual skills including ability to transcribe phonetically | Knowledge and experience of different AAC approaches, including use of sign (e.g. Makaton, Sign-a-long) and electronic and paper-based AAC | Application form<br>References<br>Interview |

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| | Ability to maintain concentration throughout all aspects of clinical management and care<br><br>Awareness of therapeutic interventions suitable for children and young people with complex needs<br><br>Experience of planning and delivering interventions for children and young people (including on clinical placement)<br>Computer literate<br><br>Awareness of multi-disciplinary team roles and an understanding of how to work collaboratively<br><br>Ability to manage own clinical caseload and prioritise according to need, seeking clinical supervision as appropriate<br><br>Ability to work flexibly in different environments and responsively to service needs<br><br>Awareness of relevant national clinical guidance and policies<br><br>Awareness of principles of clinical governance and safeguarding | | |
| **People skills** | Good interpersonal skills with pupils, staff and families including: able to listen and understand clinical concerns; empathy; effective communication particularly where barriers to understanding exist; | | References<br>Interview |

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| | negotiation and problem solving. | | |
| **Other personal qualities** | Committed to personal development, reflective practice and knowledge of evidence base, including through use of professional supervision | | References<br>Interview |

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