The Vale Federation
Job Description

Inspire—Enable—Achieve

School Name:	The Vale Federation
Position:	Speech and Language Therapist
Salary Range:	NHS Band 6 - Bucks Pay Range 6
Responsible To:	Speech and Language Therapy Team Leads Principal
Role Type:	Regulated

The Vale Federation Values

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 wide range of eating, drinking, and swallowing difficulties in young people with complex needs from 3-19 years of age, including:
    - 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 wide range of speech, language, and communication needs (SLCN) difficulties in young people with complex needs from 3-19 years of age

- To take responsibility for own clinical caseload, prioritising appropriately according to clinical needs

- 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 specialist clinical skills

- Keep up to date with the relevant specialist training and current evidence base to ensure interventions are well informed.

- To keep up to date with relevant clinical national and local policy and guidance (related to own specialist field), and to support the implementation of these within the SALT service

- 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 pupils to participate in SALT interventions.

- To provide staff training and support to enable the integration of SALT advice and interventions within classrooms, providing and modelling use of equipment and resources as required

- To be responsible for the safety, care and maintenance of all equipment to ensure standards of infection control and safety are maintained

- To liaise with SALT and SALT assistants to feedback results of observations/therapy programmes, to analyse the response to treatment, and development of the student's skills, and discuss any possible changes.
- 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.
- To use IT resources effectively to produce AAC materials (symbols, photos) to support pupils' communication.
- To contribute to identifying, planning and delivering formal in-house training, for appropriate clinical areas.
- 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
- To provide additional specialist reports as required, based on clinical need

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 attend internal meetings as the SALT team representative where appropriate, with guidance and support from SALT Team Leads
- To gather and collate information as required to support service evaluation
- To follow relevant national and local guidance, policy, and statutory requirements including health and safety, safeguarding children, SEN procedures, and other legal frameworks
- To promote the relevant policy and guidelines across the Federation e.g. Communication Policy, Dysphagia Policy
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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 to further develop relevant specialist clinical skills
- To monitor and develop own performance, striving to achieve and maintain excellent quality of care and service provision

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

School Name:	The Vale Federation
Post:	Speech and Language Therapist – Band 6

Factors	Essential	Desirable	Assessment Method
Qualifications	Recognised Qualification in Speech & Language Therapy HCPC registration Registered member of Royal College of Speech and Language Therapists	Post-graduate qualification in Paediatric Dysphagia or willingness to undertake appropriate training	Application form References Interview
Experience	Experience of working with children and/or adults with learning disabilities and physical disabilities Experience of designing and delivering training for staff teams and/or parents and families	Experience of working with children with learning disabilities, autism, sensory impairment (VI / HI) or physical disabilities Experience of working within an educational setting, including working within school/s for children with special educational needs Experience in supporting staff within a setting (e.g. special school; hospital; care setting) to implement dysphagia recommendations Knowledge and experience of different AAC approaches, including use of sign (e.g. Makaton, Sign-a-long)	Application form References 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 Ability and experience to design and deliver a range of strategies and interventions suitable for children and young people to support development of communication skills Ability to maintain concentration throughout all aspects of clinical management and care Good auditory perceptual skills including ability to transcribe phonetically Computer literate Awareness of relevant local and national clinical guidance and policies	Strong analytical skills to enable assessment and diagnosis of eating, drinking and swallowing difficulties in children and young people with complex needs Ability and experience to design and deliver a range of strategies and interventions suitable for children and young people with learning disabilities to manage dysphagia and reduce risk	Application form References Interview
People skills	Experience of working collaboratively as part of a multi-disciplinary team e.g. teachers, School Nurses, Occupational Therapists, external agencies Excellent interpersonal skills with pupils, staff and families including: able to listen and understand clinical concerns; empathy; effective communication particularly where barriers to understanding exist; negotiation and problem solving.		Application form References Interview

	Ability to manage own emotional responses and maintain professional conduct during difficult conversations with pupils, staff and families Awareness of principles of clinical governance and safeguarding, and application of these to own clinical work		
Other personal qualities	Ability to work autonomously, managing own clinical caseload and prioritising according to need Ability to make use of professional supervision to reflect and develop own practice, maintain professional boundaries, and support clinical decision-making Ability to work flexibly in different environments and responsively to service needs Committed to personal development, reflective practice and knowledge of evidence base relevant to specialist field		Application form References Interview

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