

JOB SUMMARY

Post Title	<i>Specialist Speech and Language Therapist</i>						
Job Family	<i>Service Delivery</i>	Pay Range	<i>10</i>	Line Manager to others?	No	Role profile ref	<i>SD10</i>
Service Area	<i>Children's Services</i>						
Line Manager	<i>Team Lead, Schools Speech and Language Support Team</i>						
Location	<i>County Hall</i>						

Job Purpose

This is a role with the Isle of Wight School's Speech and Language Support Service, working with senior therapists, speech and language therapists and assistants within Island schools and settings to meet the SLCN (including severe and complex communication needs) of children and young people. The post would suit an experienced speech and language with experience of working in special school settings.

Job Context (key outputs of team / role to provide some specific examples of role profile accountabilities)

- To assess children and develop and implement speech and language therapy intervention programmes based on evidence based practice.
- To provide advice to staff in schools, special schools, post-16 provisions, speech and language therapist colleagues assistants and parents regarding the management and support of children and young people with speech, language and communication difficulties.
- To demonstrate effectiveness by use of evidence based practice and outcome measures.
- To adapt practice to meet individual children and young peoples' circumstances, including due regard for cultural and linguistic differences.
- To ensure that children and young people, parents and school staff are involved in the planning, prioritisation and implementation of their therapy plans wherever possible.
- Provide advice to service users (that may include businesses) and stakeholders. Where appropriate challenge existing practices.
- Use initiative to provide a range of support to clients/businesses and colleagues using judgement to apply knowledge of systems, procedures and best practice. Work within clear procedures and best practice guidelines.

Knowledge, Skills and Experience

Role Profile requirements.	Job specific examples. (if left blank refer to left hand column)	Essential	Desirable
Proven ability to influence based on facts and evidence, a range of audiences with differing competence and abilities. Ability to communicate one to one and with specific client groups.	<p><i>Proven experience in ensuring the statutory clinical requirements for children and young people are met, both directly and indirectly.</i></p> <p><i>Experienced in shaping the communication environment in specialist settings, ensuring the communication skills of all children within the setting are facilitated and developed appropriately.</i></p>	X	
Substantial practical experience demonstrating development through a series of progressively more demanding and relevant work roles. Relevant experience within the service area, working as part of team to meet service standards, targets and deadlines.	<p><i>Experience supporting the needs of children with less severe communication needs, and a willingness to develop knowledge and skills relating to supporting the needs of children and young people with complex communication needs.</i></p> <p><i>Ability to work as part of a team to achieve set team outcomes, and with schools to achieve joint outcomes for service provision. Ability record and report on the progress of service users towards identified outcomes</i></p>	X	

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	<p><i>within set timeframes.</i></p> <p><i>Proven ability to complete statutory assessments and any relevant reports within statutory timeframes.</i></p>		
<p>Good communication, interpersonal and presentation skills, able to explain technical / legal issues clearly. Proven ability to negotiate with, persuade and influence others.</p>	<p><i>Excellent written and spoken communication skills and good numeracy skills.</i></p> <p><i>Proven ability to write clear, accurate and concise reports that can be understood by all stakeholders, that form part of the EHC needs assessments, and inform the process of creating statutory documents for which the authority is accountable (EHCPs)</i></p> <p><i>Demonstrable experience in working collaboratively with schools to ensure statutory assessment, intervention and evaluation is completed within specified timeframes.</i></p> <p><i>Ability to negotiate and advise on a range of training and support provisions for a range of schools and settings in view of statutory requirements and commercial enterprise.</i></p> <p><i>Experienced in the delivery of training courses and excellent presentation skills.</i></p>	X	
<p>Good ICT skills including use of Microsoft applications and specialist systems.</p>	<p><i>Good ICT skills with ability to formulate reports using Word, collate data using Excel, access and analyse Education Management System data and create appropriate resources using specialist systems such as communicate in print.</i></p> <p><i>Ability to programme and model ICT programmes which function as communication devices for children and young people e.g. Gridplayer</i></p>	X	
<p>Authoritative knowledge of the specialist work area and relevant legislation, regulations, processes, systems, procedures and standards. Good knowledge of other areas of the authority relevant to the service and of wider sector / external influences.</p>	<p><i>In-depth knowledge of assessment, interventions and the relevant evidence base relating to supporting the needs of children with complex communication difficulties. including an in-depth and up to date understanding of the appropriate implementation of both low tech and high tech AAC devices.</i></p> <p><i>In-depth knowledge of relevant legislation, including The Mental Capacity Act. Good working knowledge of other areas of the authority relevant to the service e.g. Children's Social Care, in order to ensure effective collaborative working and secure better outcomes for service users.</i></p>	X	
<p>Good planning and organisational skills, with proven ability to prioritise and co-ordinate workload, monitor and evaluate work, to ensure deadlines are achieved.</p>	<p><i>Proven ability to prioritise work load according to service parameters, clinical need and the needs of the individual schools and setting.</i></p>	X	

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	<p><i>Highly developed time management and prioritisation skills and ability to accommodate unpredictable work patterns at time e.g. statutory assessment request.</i></p> <p><i>Ability to implement a range of outcome measures across all aspects of work to evaluate the impact and to support the service to demonstrate effectiveness.</i></p>		
Research, investigation and analysis skills.	<p><i>Up to date and in-depth knowledge of the current evidence base relating to supporting students with complex needs.</i></p> <p><i>Ability to critically evaluate available research in order to inform practise and develop the practise of others.</i></p>	X	
Knowledge of relevant financial processes and experience or training sufficient to ensure financial processing and / or budget monitoring is completed accurately.	<p><i>Ability to monitor and report on spend against budgets such as those relating to AAC devices.</i></p> <p><i>Demonstrable experience in budget management</i></p>	X	X
Qualifications			
Role Profile requirements.	Job specific examples. (if left blank refer to left hand column)	Essential	Desirable
May require level 4 up to first degree standard or equivalent experience in a relevant subject.	<i>Recognised Speech & Language Therapy Degree</i>	X	
Relevant vocational / professional qualification.	<p><i>Health Professions Council – Licence to Practice</i></p> <p><i>Registered Member of Royal College of Speech & Language Therapists</i></p>	<p>X</p> <p>X</p>	
May require relevant certifications including evidence of fluency in English language.		X	
Other Requirements			
Full DBS check			
Ability to travel to different locations i.e. schools. Use of own vehicle and valid driving license			
Organisational Structure (optional)			