

## JOB SUMMARY

<b>Post Title</b>	<b><i>Speech and Language Therapist</i></b>						
<b>Job Family</b>	<i>Service Delivery</i>	<b>Pay Range</b>	9	<b>Line Manager to others?</b>	No	<b>Role profile ref</b>	SD9
<b>Service Area</b>	<i>Children's Services</i>						
<b>Line Manager</b>	<i>Hannah Pye, Team Lead, Schools Speech and Language Support Team</i>						
<b>Location</b>	<i>County Hall</i>						

### Job Purpose

This is a role with the Isle of Wight School's Speech and Language Support Team. The job purpose is to ensure delivery of required intervention to children and young people with speech, language and communication needs (SLCN) and provide support for schools and education settings to enable children and young people to access learning and positive peer experiences in their education environment. This will involve working with therapists, assistants and education staff within Island schools to meet the SLCN of children and young people. The post would ideally suit a therapist with experience of working in education settings at undergraduate level and would be appropriate for a newly qualified speech and language therapist.

### 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 up to date evidence-based practice.
- To provide advice to staff in schools, special schools, post-16 provisions, speech and language therapy assistants and parents regarding the management and support of children and young people with speech, language and communication difficulties.
- To deliver training to staff and parents/carers on effective strategies to support children and young people with speech, language and communication needs
- To demonstrate effectiveness by use of evidence-based practice and outcome measures
- To adapt practice to meet individual children and young people's 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.
- To manage and prioritise own workload, meeting agreed deadlines, and employing good time management skills

### Knowledge, Skills and Experience

<b>Role Profile requirements.</b>	<b>Job specific examples.</b> (if left blank refer to left hand column)	<b>Essential</b>	<b>Desirable</b>
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 groups.	<p><i>Ability to prioritise caseload and design interventions based on information and evidence.</i></p> <p><i>Ability to influence the way interventions are undertaken by other agents of change e.g. to minimise the risk of school staff carrying out interventions in a manner other than that recommended.</i></p> <p><i>Ability to establish a robust decision-making process so to ensure that other agents of change are provided with the appropriate level of training and support and the required level of monitoring is put in place.</i></p>	<b>X</b>	

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In depth 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.	<i>Demonstrable knowledge of current research and guidance from the HCPC and Royal college of speech and language therapists.</i>  <i>Knowledge of the SEND code of practice.</i>  <i>Knowledge of the National Curriculum.</i>  <i>An up to date knowledge and understanding of the evidence base relating to speech and language therapy.</i>	<b>X</b>	
Literacy and numeracy skills with proven ability to maintain accurate records and write clear, accurate and concise reports.	<i>Ability to accurately score and evaluate standardised assessments.</i>  <i>Excellent written communication skills.</i>  <i>Ability to write clear and concise assessment reports, therapy programmes and statutory advice.</i>	<b>X</b>	
Knowledge of relevant financial processes and experience or training sufficient to ensure financial processing and / or budget monitoring is completed accurately.	<i>Ability to manage resources with due care for budgetary constraints.</i>		<b>X</b>
Good ICT skills including use of Microsoft applications and specialist systems.	<i>Experienced in using Microsoft Word, Power Point and excel documents.</i>  <i>Desirable to have experience in using symbol support systems such as Widget or Boardmaker.</i>	<b>X</b>	
Substantial practical experience demonstrating development through a series of progressively more demanding and relevant work or education roles. Relevant experience within the service area, working as part of team to meet service standards, targets and deadlines.	<i>Practical experience in providing support for students, in partnership with schools.</i>  <i>Confident trainer with practical experience of delivering training within school settings.</i>  <i>Working as part of a team to ensure caseload needs are met.</i>	<b>X</b>	
Good planning and organisational skills, with proven ability to use initiative, prioritise workloads, monitor and evaluate work and ensure deadlines are achieved.	<i>Good time management and prioritisation skills and ability to accommodate unpredictable work patterns e.g. statutory assessment requests. Ability to prioritise work load according to service parameters, clinical need and the needs of the individual schools and setting.</i>  <i>Experience in the successful completion of reports within specified timeframes.</i>	<b>X</b>	

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<b>Qualifications</b>			
<b>Role Profile requirements.</b>	<b>Job specific examples.</b> (if left blank refer to left hand column)	<b>Essential</b>	<b>Desirable</b>
May require degree standard or equivalent experience in a relevant subject.	<i>Recognised Speech &amp; Language Therapy Degree or equivalent</i>	<b>X</b>	
Relevant vocational / professional qualification.	<i>Health Professions Council – Licence to Practice</i>  <i>Registered Member of Royal College of Speech &amp; Language Therapists</i>  <i>Full UK drivers' licence with access to a vehicle for work purposes.</i>	<b>X</b>  <b>X</b>  <b>X</b>	
May require relevant certifications including evidence of fluency in English language.		<b>X</b>	
<b>Other Requirements</b>			
Full DBS check			
Ability to travel to different locations i.e. schools. Use of own vehicle and valid driving license			
<b>Organisational Structure (optional)</b>			