

JOB SUMMARY

Post Title	<i>Specialist Speech and Language Therapy Assistant</i>						
Job Family	<i>Service Delivery</i>	Pay Range	8	Line Manager to others?	No	Role profile ref	<i>SD08</i>
Service Area	<i>Schools Speech and Language Support Team</i>						
Line Manager	<i>Vanessa O'Dea / Hannah Pye</i>						
Location	<i>County Hall</i>						

Job Purpose

- To support pupils with severe and complex speech, language and communication needs who access the intensive Communication and Language (CAL) team, under the guidance of a specialist teacher advisor (STA) / speech and language therapist (SLT)
- To support pupils with severe and complex needs in mainstream schools, post-16 settings and specialist settings under the guidance of a speech and language therapist or specialist teacher advisor.

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

- To improve and develop the speech, language and communication skills of a target group of identified pupils, accessing support from the intensive Communication and Language Team Provision
- To provide outreach support for pupils in their mainstream schools.
- To deliver speech and language therapy programmes for identified students.
- To complete assessments and observations with students and make appropriate recommendations for school staff
- To work with school staff to ensure pupil access to the curriculum and to develop functional communication skills.
- To work with parents to support their child's communication development.
- To participate in the training programme offered by the Schools Speech and Language Support Team, including independent delivery of training under the guidance of an SLT or STA
- To have a robust and secure knowledge and understanding of safeguarding protocols and own role and responsibilities in terms of safeguarding.

Knowledge, Skills and Experience

Role Profile requirements.	Job specific examples. (if left blank refer to left hand column)	Essential	Desirable
Relevant practical experience of working with and understanding of the relevant legislation, statutory frameworks / requirements and good practice guidance.	<i>Practical experience of working with and to the national curriculum, the SEND Code of Practice and RCSLT guidelines.</i>	X	
Practical knowledge of a range of procedures and specialist equipment to support clients.	<i>Practical experience of carrying out screening assessment, classroom observation and training and modelling for school staff.</i> <i>Practical experience of delivering specialist and targeted interventions under the guidance of a speech and language therapist (SLT) for children and young people with a range of speech, language and communication needs, including speech sound disorder, developmental language disorder (DLD) social communication needs, autism, learning difficulties and</i>	X	

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	<i>social, emotional and mental health needs.</i>		
Working knowledge of IWC professional groups and external agencies as relevant to the role.	<i>Working knowledge of children's social care, adult social care, the inclusion team, youth offending team, CAMHS and the Educational Psychology service (HIEP)</i>		X
Sensitivity and empathy to build trusting and supportive relationships.	<i>Proven ability to build supporting and trusting relationships with children and young people, school staff, families and colleagues.</i>	X	
Proven ability to interpret situations, analyse behaviours to make judgements and deliver interventions to achieve outcomes.	<i>Proven ability to review the information available for a child/YP (referral information, previous SLT involvement, staff feedback, parent feedback, observation, assessment info to make appropriate judgement about children and young people's presenting SEN and appropriate intervention through discussion with SLT/STA where appropriate.</i> <i>Proven ability to deliver required interventions in order to secure intended outcomes.</i>	X	
Proven ability to build and maintain constructive working relationships with a range of people.	<i>Proven ability to work in a multi-agency and collaborative manner to meet the needs of children and young people. This will include working proactively with families, staff in education, social care, CAMHS, NHS services and the SEN review and assessment team.</i>	X	
Proven ability to research, analyse and present complex information.	<i>Proven ability to collect and review evidence for applications for support from the CAL team against a set criteria and present this information along with recommended outcomes to the CAL panel.</i>	X	
Proven ability to prioritise own workload and achieve deadlines.	<i>Able to work independently and autonomously to achieve outcomes set by service manager. Proven ability to meet deadlines set according to statutory timescales and identified review/transition dates.</i>	X	
Literate and numerate. Ability to maintain required records.	<i>Ability to score screening assessments and review documents accurately.</i> <i>Ability to review data and present statistics as required by CAL lead and service Manager.</i> <i>Clear and concise communication skills in both written and spoken format. Records will be completed contemporaneously, accurately and according to documentation protocols</i>	X	

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	<i>outlines for The Schools Speech and Language Support Team.</i>		
ICT skills including use of Microsoft applications.	<i>Experienced in using Microsoft Word, Excel, Publisher, Teams. Experience of using text to symbol systems such as Widget and Board maker. Experience in using alternative and augmentative communication systems and assistive technology would be desirable.</i>	X	
Proven ability to communicate one to one and in small groups.	<i>Proven ability to effectively communicate intended outcomes, plans for support, activities, advice and feedback in one to one and in small groups – according to the communication needs of the participants. This must be evidenced to lead to demonstrate impact of the support in one to one and small group settings. Proven ability to manage meetings with families and wider professionals in involved in the support for children and young people positively and successfully.</i>	X	
Proven ability to manage challenging behaviour in clients.	<i>Proven ability to manage challenging behaviour positively and successfully according to agreed protocols. This will include pro-active input into the planning, delivery and review of behaviour support plans for children and young people, compiled collaboratively with the child or YP, the family and the education setting.</i>	X	
Qualifications			
Role Profile requirements.	Job specific examples. (if left blank refer to left hand column)	Essential	Desirable
May require relevant certifications including evidence of fluency in English language.		X	
GCSE level qualifications or equivalent.		X	
Relevant vocational / professional qualification.		X	
European Computer Driving Licence or equivalent.	<i>Full UK driving license and use of own vehicle for work purposes</i>	X	
Other Requirements			
Full DBS check for children and young people and adults		X	
Elklan 5-11's, 11-16, Verbal ASC, SLD training accredited to level 3		X	

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Organisation Structure (optional)