

# PROGRESS *your* CAREER



## Highly Specialist Speech & Language Therapist

### Band 7

#### Job Description and Person Specification

# Job Description

**JOB TITLE:** Highly Specialist Speech and Language Therapist

**BAND:** 7

**RESPONSIBLE TO:** Clinical Lead Speech and Language Therapist

**KEY RELATIONSHIPS:**

Internal	External
Own Team Line Manager Operational Lead for Targeted Services Safeguarding Paediatricians CAMHS Other therapies	GP SEN Department Schools Social Services Tertiary Services Voluntary Groups Parent Forums Local Authority SLT provision team Nurseries Advisory teachers

The purpose of this job description is to outline the level of responsibility and accountability of this post. This will ensure that all work undertaken by our staff is clearly identified and carried out under clear lines of accountability.

### Aim of the role:

The expectation of this post holder will be to support their team, department and organisation to achieve the Trust's Values in their day to day work. These are:

- We are kind
- We are respectful
- We work together with our communities

### The post holder will achieve this by:

The post holder will work autonomously as a Highly Specialist Speech and Language Therapist within the Integrated Children's Services team across a range of settings, providing and developing specialist assessment and intervention services for children and young people aged 0–18 with selective mutism, reactive mutism and/or autism within the Borough of Redbridge.

The postholder will be responsible for making highly specialist clinical decisions following the assessment of complex cases, as well as devising and implementing tailored packages of

support and intervention. In addition, the post holder will provide clinical support and supervision to Speech and Language Therapists, Speech and Language Therapy Assistants, and students, and work closely within a multi-disciplinary team to ensure coordinated and effective care.

### Key Responsibilities:

- To be responsible for organising and prioritising own and others workload in the day-to-day allocation of work.
- To deputise when required in the team managers absence and delegate appropriately to junior speech and language therapy colleagues.
- To lead on the selective mutism clinical pathway in Redbridge for children with communication difficulties, selective mutism, reactive mutism and/or autism, in a range of settings and environments.
- To be responsible for providing accurate records of information required by the Trust for audit purposes.
- To ensure effective risk management at team level by accident/incident reporting, assessing and controlling risk and ensuring residual risks are added to the Trust register.
- To supervise pre-registration students, speech and language therapy assistants, Band 5 and Band 6 Speech and Language Therapists.
- To employ professional curiosity in your day-to-day role and act upon any findings appropriately.

### Clinical Skills

- To contribute to the provision of assessment and the development of intervention packages of care to meet the needs of children with communication difficulties, selective mutism, reactive mutism and/or autism.
- To make differential diagnosis on the basis of assessment and provide highly specialist intervention and advice.
- To evaluate outcomes of assessments and to provide advice and disseminate information accordingly to parents and other professionals as appropriate.
- To provide specialist training for other professionals within the area of selective mutism, communication development and difficulties. To assist in the development of skills relating to this area to colleagues including speech and language therapists, speech and language therapy assistants, speech & language therapy students, teachers, teaching assistants, SENCos and early years staff.
- To be responsible for establishing innovative practices in speech & language development through clinical leadership whilst ensuring optimum use of human and material resources.
- To maintain a high level of concentration in all aspects of patient care at all times. In particular, to monitor auditory, visual and kinaesthetic aspects of communication adapting and facilitating treatment programmes and the use of augmentative communication

systems communication aids according to perceived clients' needs including cultural and linguistic differences.

- To provide clinical support and supervision to therapists and speech and language therapy assistants.
- To induct new staff members on the SLT service policies and clinical care pathways.
- To provide specialist advice and second opinions to Speech and Language Therapy colleagues within Redbridge in the area of assessment and intervention for school-aged and pre-school aged children.
- To provide assessments and write reports on patients, including the requirements of contributing to Education, Health and Care Plans under the Children and Families Act (2014) and the Special Educational Needs and Disability (SEND) Reforms.
- To work closely with clients, carers and families, agreeing decision making relevant to the patient/client management.
- To represent SLT service at any relevant meetings/forums/projects as identified by SLT Clinical Lead.
- To have working knowledge of relevant government legislation and be able to interpret and forward plan implications on the future delivery of SLT services.
- To be accountable for own professional actions and recognize own professional boundaries, seeking advice as appropriate.
- To maintain high professional standards of practice as designated by the Royal College of Speech and Language Therapists and the Clinical Lead Speech and Language Therapist, including maintaining continual professional development and registration with the Health and Care Professions Council (HCPC).

## Leadership

- To work within the Redbridge SLT service guidelines for children's services.
- To participate in the development of an effective team and the development of productive working relationships throughout the Trust.
- To actively promote integrated health professional working internally and externally.
- To contribute to the provision and service development of packages of care and clinical care pathways.
- To facilitate the development of a positive and supportive team culture.
- To take an active interest in working parties and groups within the Trust to develop and improve on service delivery, protocols and guidelines.
- To participate in the audit process, linking in with the clinical governance agenda.
- To advise, encourage and share knowledge utilising the latest research and practice development, through literature and peer reviews.

## Administration

- To maintain up to date, accurate and timely case notes in line with RCSLT professional standards and local trust policies.
- To share information with others, observing data protection guidelines.
- To undertake duties in compliance with the administrative systems at Trust and departmental level.
- To comply with the principles outlined in all IT system policy documentation and Trust computer security policies.

## Communication

- To contribute to the uni-disciplinary teams to ensure co-ordinated service provision.
- To employ excellent communication skills, both written and verbal.
- To contribute to multi-disciplinary teams by discussing own and others' input around client needs ensuring a well co-ordinated care plan. This entails maintaining lines of communication with a range of other professionals such as administration staff; general practitioners; therapists; parents/carers, education staff, CAMHS and social services.
- To communicate complex condition related information from assessment to children, carers, families and members of the multi-disciplinary team/other professions.
- To demonstrate empathy with clients, carers and families and colleagues, ensuring that effective communication is achieved, particularly where barriers to understanding exist.
- To have enhanced skills in motivating children and /or carers to engage in the therapeutic process.
- To demonstrate negotiation skills in the management of conflict across a range of situations.
- To resolve informal complaints sensitively and to support SLT coordinator with formal complaints via information gathering and drafting initial response.
- To form productive relationships with others who may be under stress and/or have challenging communication difficulties.
- To write reports reflecting highly specialist knowledge, providing advice to parents/carers and to inform other professionals as to appropriate provision and support for children with communication difficulties including professional advice contributing to Education, Health and Care Plans.

## Training

- To demonstrate professional knowledge as evidenced by 1<sup>st</sup> degree level or qualification or equivalent.
- To demonstrate the ability to reflect on practice with peers/clinical supervision.
- To act as mentor to junior colleagues, providing effective education, facilitating their development and promoting high standards of care.

- To work independently accessing clinical supervision and appraisal within an Individual Performance Framework at pre-determined intervals to promote and develop clinical skills, whilst ensuring that the objectives set reflect the Service and Trust plans.
- To identify personal/professional development evidenced by Personal Development Plan/ Professional Portfolio developed within an appraisal framework.
- To maintain an up-to-date portfolio of continuing professional development.
- To attend relevant training and development in order to maintain skills and knowledge required of a therapist working in the field of paediatrics and maintain up to date HCPC and RCSLT registration.
- To attend relevant course, meetings and special interest groups.
- To develop a working knowledge of relevant procedures including Safeguarding Children and child protection procedures, SEN procedures, and other legal frameworks.
- To develop a working knowledge of the principles of Clinical Governance and their application to professional practice.
- To develop the ability to reflect on and evaluate training provided.

## **Additional Information**

Additional information about protocols and guidelines while working at NELFT are outlined in [this document](#).

## **Key Performance Indicators (KPI) and Objectives**

Each individual and service will be set KPIs and achievement against these will be regularly reviewed. Performance against individual and service KPI's will be routinely monitored by your manager.

## **Review of this Job Description**

This job description is intended as an outline of the general areas of activity and will be amended in the light of the changing needs of the organisation. To be reviewed in conjunction with the post holder.

## **Other Duties**

There may be a requirement to undertake other duties as may reasonably be required to support the Trust. These may be based at other Trust managed locations.

**Date last reviewed:**

**Date to be reviewed:**

**Job evaluation reference number:**

## Person Specification

Please note if you do not meet all the criteria listed in the person specification, we encourage you to still apply and development needs can be discussed at the interview.

Demonstration of Trust Values	Essential	Desirable	Measurement
<ul style="list-style-type: none"> <li>We are kind</li> <li>We are respectful</li> <li>We work together with our communities</li> </ul>	✓		Application Form Interview

Qualifications	Essential	Desirable	Measurement
Recognised Speech and Language Therapy Degree Qualification or equivalent and HCPC registration	✓		Application Form Interview
Member of Royal College of Speech and Language Therapy		✓	Application Form Interview

Experience	Essential	Desirable	Measurement
Minimum of 4 years post-registration experience working as a qualified Speech and Language Therapist	✓		Application Form Interview

Experience working as a Speech and Language Therapist with selective mutism, Autism, speech, language and communication needs.	✓		Application Form Interview
Ability to critically analyse the validity of assessments and interventions and clearly communicates the results to parents/ carers/ colleagues.	✓		Application Form Interview
Experience delivering training to parents and professionals	✓		Application Form Interview
Experience of supervising therapists, undergraduate students and assistants.	✓		Application Form Interview
Ability to manage a high number of referrals and an ongoing complex caseload.	✓		Application Form Interview
Experience of service development		✓	Application Form Interview
Working with different professionals across different organisations e.g. education, social services, health.	✓		Application Form Interview
Supporting inspection processes including	✓		Application Form Interview

Ofsted and CQC.			
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<b>Knowledge</b>	<b>Essential</b>	<b>Desirable</b>	<b>Measurement</b>
Child development and its application to Speech and Language Therapy	✓		Application Form Interview
Knowledge of assessment tools and therapeutic interventions	✓		Application Form Interview
Understanding of safeguarding	✓		Application Form Interview
An awareness of NHS priorities	✓		Application Form Interview
Government policy and legislation and how this may affect service delivery	✓		Application Form Interview
Awareness of the principles of clinical governance/audit		✓	Application Form Interview

<b>Skills</b>	<b>Essential</b>	<b>Desirable</b>	<b>Measurement</b>
Demonstrate clear, advanced, clinical reasoning based on evidence-based practice	✓		Application Form Interview
Effectively organise and independently manage own caseload	✓		Application Form Interview

Allocate duties and supervise junior colleagues	✓		Application Form Interview
Excellent interpersonal skills including observation, listening and empathy	✓		Application Form Interview
Negotiation, problem-solving concentration, analytical and reflection skills	✓		Application Form Interview

Other	Essential	Desirable	Measurement
To be able to travel efficiently throughout the area	✓		Application Form Interview