

Job Description

Job Title	Speech and Language Therapist
Company	LINGO By Wendy Lee Ltd.
Location	Calderdale, West Yorkshire
Pay Band	Band 5

Main Purpose of the Job

To support the speech, language and communication skills of children in Mainstream schools through direct intervention, liaison and joint working with school staff.

To carry out the following areas of work as appropriate:

- Undertake early identification and assessment of pupils.
- Provide direct speech language therapy with children, either individually or in small groups.
- Track, monitor and report on pupil progress, as agreed.
- Work directly with identified teaching staff.
- Model programmes of support and provide plans for therapy to staff.
- Support group interventions focusing on Language, Speech or Social / interaction skills.
- Identify training / coaching needs and / or workforce development.
- Deliver a programme of training in line with identified needs, with support from senior colleagues.
- Consult with parents, offering support and guidance with understanding of communication skills.

Identification and Assessment

The Therapist will work collaboratively with school staff and local agencies to ensure the best possible service for the children. Together, the service will determine best approaches to create a bespoke provision that meets the needs of the school, including the following options:

- **Early identification** support to identify children “at risk” of having speech and language difficulties or disorders which can impact on wider academic and social development; to determine which children would benefit from early interventions to support progression.
- **Assessment and baselining** of children where there is identified concern. All relevant areas of children’s speech, language and communication will be assessed to gain an accurate picture of their strengths and areas of need. This may include standardised assessments as well as classroom observations and discussions with those who know the child well, establishing a holistic picture of current communication skills.

Therapy and Intervention

- **Working with support staff** to develop their skills, knowledge and confidence to work with pupils with SLCN and deliver interventions, enabling improved speech, language, and social skills for those pupils.
- **Group intervention** support which may include focus on:
 - **Language skills** needed for spoken and written comprehension, such as vocabulary teaching, supporting understanding and use of language to learn and interact with others, building narrative skills or more complex language skills such as inferencing or understanding idioms.
 - **Speech skills** to improve clarity of speech and support access to phonics, such as phonological awareness skills needed for decoding or speech sound difficulties.
 - **Social and interaction skills**, such as improving listening, turn taking or appropriate interaction in different social situations.
- **Plans for therapy** in liaison with teachers and support staff, to ensure any plans for speech and language therapy link well with the needs of the child, both academically and socially. Where appropriate, therapy aims will work in synergy with objectives within the classroom and beyond in order to achieve the best outcomes.
- **Direct speech and language therapy with children**, either individually or in small groups:
 - Working directly with individual children and/or small groups to support speech, language and communication needs.
 - Modelling and supporting school staff to continue work on a regular basis to ensure best outcomes for the children.
 - Working with and providing information and support to parents.
 - Attending and contributing to meetings with school staff, other professionals and parents/carers regarding the specific needs of a child.
- **Resources and strategies** provision; offering strategies and resources that support children's speech, language and communication skills, as well as supporting staff knowledge and skills.

Tracking and Monitoring Progress

- **Baseline measures** support for staff in capturing communication skills levels, for children taking part in intervention groups, prior to group intervention; this can be repeated at the end of the intervention period in order to capture progress.
- **Reporting** on the outcome of assessments as well as progress, written in an accessible way to support understanding of communication needs and strategies for each individual child. Providing more detailed reports for children who are in an assessment process or already in receipt of an Education Health and Care Plan where needed.

Working with Parents

- **Parents:** providing support to parents through direct work in school and or through feedback, information and strategies for the home setting. This can be done in collaboration with the mainstream school to ensure clear messages are shared with parents.
- **Group work** with parents, to support understanding of communication skills. Sharing information on what to expect at different ages and stages, alongside easy strategies to try at home.

Training and Professional Learning

- Providing professional learning for staff in the delivery of a specific Speech and Language Therapy programme or workforce development, as part of ongoing service provision.
- Providing whole school in service training for staff to support understanding and management of children with SLCN in the classroom, with support from senior colleagues.
- Providing intervention training around specific interventions delivered in school, following appropriate training.

Personal Specification

Job Title	Speech and Language Therapist	
Reports to	Speech and Language Consultant	
Specification	Essential	Desired
Qualifications / Professional Registration	Recognised Speech and Language Therapy Degree. Health and Care Professions Council – Licence to Practice.	Registered Member of Royal College of Speech and Language Therapists.
Experience and Knowledge	Relevant experience at undergraduate/post graduate level. Knowledge of assessment tools relevant to the client group. Understanding of mainstream school policies and practice, including SEND. Knowledge of a range of appropriate therapeutic interventions. Awareness of the roles of other professionals. Awareness of standards of record keeping and outcome measures.	Awareness of principles of clinical governance / audit.
Skills and Abilities	Excellent communication and interpersonal skills. Negotiation and problem solving skills. Analytical and reflection skills. Organisational and prioritisation skills. Ability to work collaboratively with others. Ability to recognise and seek support where needed.	Presentation skills. IT skills.
Personal Attributes	Passionate about supporting children's communication skills. Ability to be flexible and adapt to different situations. Show empathy towards both parents and professionals. Positive attitude towards professional learning and development. To work independently whilst being a member of the team.	
Other	As there is travel between schools, candidates are required to have a valid driving licence and access to their own vehicle. Successful candidates will need to meet the person specification in order to be offered this post. All candidates will be subject to an enhanced DBS check and reference checks. Understanding of current restrictions and guidelines for practice under Covid 19 restrictions.	