## Job Description

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| **Job Title:** | Speech and Language Therapist | |
| **Band:** | NHS Band 6 £37,338-£44,962 | |
| **Reports to:** | Peterborough Virtual School – Assistant Head Teacher for Inclusion and Engagement | |
| **Organisation Chart:**  **Show immediate manager and any jobs reporting to this post.** | Service Director Education  Peterborough City Council  Head Teacher  Peterborough Virtual School  Assistant Head Teacher for Inclusion and Engagement  Peterborough Virtual School | CEO  OWN Trust  Head Teacher  Nene Valley Primary School  Special Educational Needs Co-ordinator  (SENCo)  Nene Valley Primary School |
| **Job Purpose:** | * To contribute to and further develop an integrated Speech and Language Therapy service within both schools (Nene Valley Primary School & Peterborough Virtual School). * To provide a dynamic service as part of a multi-disciplinary team, undertaking all aspects of Speech and Language Therapy clinical duties within the ethical framework provided by the rules of professional conduct. * To provide a high standard of Speech and Language Therapy assessment and intervention to children and young people, including advice, information and training to relevant parents, carers and professionals in line with proposed intervention plans. | |

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| **Main Tasks, Duties and Responsibilities:** | |
| 1. Be highly proficient in the assessment, identification, treatment and management of children and young people in care with speech, language and communication needs. This may include assessment of complex conditions and presentations such as developmental trauma, neurodiversity as well as behaviour which challenges. 2. Independently prioritise maintain and manage a caseload of young people who have speech, and language communication difficulties, within Nene Valley Primary School (0.1 FTE). 3. Independently prioritise maintain and manage a caseload of young people who have speech, and language communication difficulties, within the Peterborough Virtual School (0.5 FTE). 4. Undertake a range of assessments, both standardised and non-standardised, taking account of medical, social and educational factors, which combined with highly specialist theoretical knowledge will lead to differential diagnosis. 5. Ensure that all work is carried out in close collaboration with all those involved in children’s care so that the approach to intervention and support is co-ordinated and comprehensive. 6. To liaise and communicate effectively and sensitively with other professionals and external agencies, providing highly specialist advice as necessary. 7. To undertake administrative duties connected with the caseload including maintenance of case notes and provision of written reports, following service standards. 8. Provide specialist advice, guidance and review opportunities for children and young people with carers, teachers, teaching assistants and other professionals as appropriate. 9. Provide specialist training for carers, teachers, teaching assistants and other professionals as appropriate. 10. Write and deliver a wider training offer for carers, teachers, teaching assistants and other professionals as appropriate. | |
| **Generic Responsibilities:** | To carry out all responsibilities with regard to Peterborough City Council’s Equalities Policy and Procedures and Customer Care Policy.  To comply with all Health & Safety at work requirements as laid down by the employer.  The council is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment. |
| **Flexibility Clause:** | Other duties and responsibilities express and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organisation’s other sections or departments. |
| **Variation Clause:** | This is a description of the job as it is constituted at the date shown. It is the practice of this Authority to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate manager in consultation with the postholder.  In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Head of Service reserves the right to make changes to your job description following consultation. |

## Person Specification

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| **ATTRIBUTES** | **ESSENTIAL CRITERIA** | **DESIRABLE CRITERIA** |
| **KNOWLEDGE & SKILLS** | * Relevant national, local and regional legislation and policies, including those related to children in care and educational policy and practice * Language and emotional development of children and young people. * Relevant national, local and regional legislation and policies, including those related to SEMH, including NICE guidelines. * Underlying reasons for behaviour – including autism, learning disabilities (LD), developmental language disorder (DLD), attention deficit hyperactivity disorder (ADHD). * Implications on speech, language and communication needs (SLCN) & SEMH. * Safeguarding as it applies to SEMH. * Barriers to communication that may be in place for children and young people with SEMH. * The impact of attachment and complex trauma. * Well established knowledge of assessment tools relevant to the client group including informal assessments for pragmatics, narrative skills, in additional to other language assessments. | * Understanding and knowledge developmental trauma and of Trauma informed systems * Understanding of risk and contextual safeguarding approaches |
| **EXPERIENCE** | * Previous experience working as a Band 6 Paediatric SALT * Range of experience of working at Band 6 level * Personal experience, processed with therapeutic support. * Enthusiasm and engagement within the field of SEMH | * Experience of delivering training and presentations |
| **QUALIFICATIONS** | * Recognised Speech and Language Therapy Qualification Degree or equivalent * Registered with Health Professions Council – Licence to Practice * Registered member of Royal College of Speech and Language Therapist * Evidence of ongoing CPD | * Evidence of successful completion of specialist short courses * Member of Special Interest group |
|  | * Empathy and non-judgemental attitude. * Ability to see the children and young people in their wider family and social context. * Ability to see the positives in children and young people (unconditional positive regard). * Curiosity about the underlying reasons for behaviour. * Strong interpersonal skills to build trusting relationships with other professionals, parents and children and young people. * Attunement – being able to contain children and young people’s emotion and support them to regulate. * Ability to be attuned to his/her own emotions and seek support where necessary. * Ability to manage own caseload. * Resilience and flexibility. * Good communication and negotiation skills. * Collaborative working and ability to build relationships with schools, parents and students. * Reflective practice and openness to learn and develop including self-awareness. * Ability to use supervision and professional support to enable work in occasional/frequent distressing and/or occasional/frequent unpleasant conditions and occasional highly unpleasant conditions (eg verbal aggression, sputum, physical aggression/threatening behaviour, racism, sexism, sexual harassment). |  |
| **EQUALITY** | Candidates must demonstrate understanding of, acceptance and commitment to the principals underlying equal opportunities. (A & I) |  |
| **CUSTOMER CARE** | Knowledge and understanding of effective customer care (A & I) |  |

*[ At the end of each criteria the following codes are used to indicate how the criteria will be assessed: (AI) Application / Interview, (P) Presentation, (W) Written Test.]*