



Job Description

Specialist Speech & Language Therapist

Reporting to: Highly Specialist Speech & Language Therapist

Responsible for: This role will have responsibility for junior Team Members as required.

Aims of the post

The post holder will be a member of the Integrated Therapies Team and will promote emotional wellbeing and mental health in the children and young adults whom we help and work with.

The post holder will independently manage a specialist caseload in the locality and the surrounding area. They will work independently with access to more senior colleagues as needed. They will provide supervision and guidance to colleagues.

The post holder will be responsible for supervising junior members of the team as required.

Main purpose of the job

- To work as part of the Integrated Therapies Team to deliver a Specialist Speech and Language Therapy Service to children, young people or young adults in primary and secondary education with complex speech, language, and communication needs (SLCN) within the context of neurodivergence, e.g., Autism, ADHD, Dyslexia, Learning Disabilities, and/or social, emotional and mental health needs (SEMH) and/or eating, drinking, and swallowing difficulties.
- To support the Highly Specialist Speech and Language Therapists by providing supervision to junior members of the team and speech and language therapy assistants or students on placement as agreed.
- To work as part of a multidisciplinary team with internal and external colleagues.
- To provide clinical support, training and education to Phoenix Learning and Care team members and parents/carers on speech and language issues.
- To develop and deliver therapy programmes to children, young people or young adults in specialist educational services with SLCN.

Competency 1: Clinical

- 1.1 To adopt and demonstrate 1) a Neurodiversity Affirming approach to working with neurodivergent children, young people or young adults 2) a trauma informed approach to working with those who have experienced early childhood trauma and have subsequent SEMH or who experience behaviours of distress/stress.
- 1.2 Independently assess, diagnose, formulate care plans, write letters and assessment reports and provide appropriate intervention for children, young people or young adults in specialist education with complex SLCN and/or their teachers and carers.
- 1.3 Work individually and as part of the multi-disciplinary Integrated Therapies Team and wider Adult Services, Childcare and Education teams to provide a service for children, young people or young adults with complex SLCN, including related to behaviours of concern or distress/stress.
- 1.4 Gather relevant information from a variety of sources to inform diagnosis and decision making about individual children, young people or young adults.
- 1.5 Provide interventions as agreed with the Speech and Language Therapy Team and/or MDT and evaluates outcomes.
- 1.6 Review and discharge children, young people or young adults with complex SLCN appropriately (within the context of an open caseload), making onwards referrals where necessary.
- 1.7 Involve children, young people or young adults and their families and teachers in planning intervention programmes and goal setting.
- 1.8 Adapt practice to meet an individual's circumstances, including due regard for cultural and linguistic differences and behaviours of concern or distress.
- 1.9 Develop clear Neurodiversity Affirming Speech and Language Therapy provision maps based on best practice and evidence-based needs.
- 1.10 Select and prepare appropriate equipment or resources required for the implementation of the Speech and Language Therapy provision map.
- 1.11 Plan, manage and prioritise own complex caseload independently within agreed Speech and Language Therapy systems and processes and with the support of the Highly Specialist Speech and Language Therapist.
- 1.12 Regularly work alongside and in collaboration with other members of the Integrated Therapies Team, including Associates and identify opportunities for joint clinical working.
- 1.13 Regularly work alongside and in collaboration with other educational professionals with the support and guidance of the Highly Specialist Speech and Language Therapist and Therapies Director to ensure open communication is maintained and an effective Speech and Language Therapy service is provided.
- 1.14 Carry out appropriate measures to monitor efficacy of management, as required, and to contribute to the overall measurement of standards.
- 1.15 Carry out lone or joint admissions assessment visits for potential new student placements as agreed with the Highly Specialist Speech and Language Therapist.
- 1.16 Refer on to other specialist services and agencies as appropriate.
- 1.17 Adhere to Phoenix Learning and Care Groups policies, procedures and guidelines relating to professional practice.

- 1.18 Escalate complaints sensitively and pass on to the Highly Specialist Speech and Language Therapist or Therapies Director at the earliest opportunity.
- 1.19 Contribute to research, as appropriate, and participate in departmental research design and implementation.
- 1.20 To participate in local clinical governance/audit/research projects by providing data as required, and may, with support, contribute to departmental audit/research design.
- 1.21 Demonstrate skills in motivating children, young people or young adults with complex SLCN, teachers, families and/or paid carers to engage with Speech and Language Therapy and the MDT as indicated.
- 1.22 Provide advice, training and support to colleagues, care teams, outside agencies, families and others as appropriate.
- 1.23 Support and mentor Speech and Language Therapy students on placement, demonstrating the power and benefit of direct therapy in addressing communication difficulties in the context of supporting and reducing SEMH.
- 1.24 Identify and act upon safeguarding concerns in accordance with Phoenix Learning and Care Group policies.
- 1.25 To provide assessment, advice and guidance to other children, young people or young adults and adults receiving education or care from Phoenix Learning and Care Group Services, across a large geographical area, as required by the organisation and agreed with the Highly Specialist Speech and Language Therapist or Therapies Director.

Competency 2: Leadership

- 2.1 To provide supervision to junior members of the team, including assistants and students on placement as required. This may include clinical or professional supervision as agreed with the Highly Specialist Speech and Language Therapist.
- 2.2 Participate in the team appraisal system and agree a plan of objectives for personal and professional development with the supervisee. Objectives set will reflect the Service and Phoenix Learning and Care Group's plans, including specific objectives relating the areas of work.
- 2.3 Where agreed with the Highly Specialist Speech and Language Therapist or Therapies Director, carry out independent auditing activities to review aspects of the Speech and Language Therapy Service or support the management of junior members of the team during such tasks.
- 2.4 To contribute to service/policy development as directed by the Highly Specialist Speech and Language Therapist or Therapies Director, including quality standards setting and clinical effectiveness, using specialist knowledge.
- 2.5 Contribute to the ongoing growth of the Speech and Language Therapy Service ensuring sustainability and the delivery of prudent healthcare.
- 2.6 Use negotiation skills in the management of conflict across a range of situations and deal with informal complaints sensitively, avoiding escalation where possible and liaising with the Highly Specialist Speech and Language Therapist.
- 2.7 Managing up any concerns raised through supervision or when supporting junior members of the team.

- 2.8 To take an active role in the organisation of student placements when required and agreed with the Highly Specialist Speech and Language Therapist.
- 2.9 Work closely with the Highly Specialist Speech and Language Therapist to maintain and foster a supportive team environment for the Integrated Therapies Team.

Competency 3: Service development, research and admin duties

- 3.1 To carry out a range of administrative duties including answering queries, booking appointments, and gathering data.
- 3.2 To be responsible and accountable for own clinical equipment.
- 3.3 To complete a range of word processing tasks.
- 3.4 To create a range of therapy resources as required.
- 3.5 To ensure all equipment/tools/materials used for therapeutic activities/interventions are maintained in a safe and proper condition and appropriately risk assessed.
- 3.6 To ensure equipment is ordered as required.
- 3.7 Maintain and provide full, accurate and comprehensive case records and reports as required by HCPC, the EHCP process and Integrated Therapies Team standards.
- 3.8 To be responsible for the security of own case notes and equipment in base and in transit.
- 3.9 To obtain informed consent to treatment and document this in accordance with service procedures.
- 3.10 Identify and highlight to the Highly Specialist Speech and Language Therapist relevant issues in relation to the speech and language therapy for children, young people or young adults and families in primary and secondary education with complex speech, language, and communication needs (SLCN) assessed using best practice evidence, in order that these are reflected in service planning, development and future provision.
- 3.11 Provide a learning environment to support students (multidisciplinary) undergoing training and assist new and junior members of the team, peers and other disciplines to develop professional competence.
- 3.12 Support with the development and delivery of specialist Speech and Language Therapy education and training to clients, carers, families', team members and other relevant organisations.
- 3.13 Support and participate with research within area of clinical expertise where possible to raise understanding and awareness of the benefits of Speech and Language Therapy and awareness of social interaction and communication difficulties.
- 3.14 To attend regular meetings with the wider multidisciplinary team.
- 3.15 To adhere to the Royal College of Speech and Language Therapists Code of Ethics and HCPC Professional Code of Conduct, and Core Standards for Speech and Language Therapists.
- 3.16 To participate in development of policy, clinical guidelines, clinical governance and service development through discussion and involvement in projects as appropriate, including innovative practice, in collaboration with senior colleagues
- 3.17 Responsibility for specific, clearly defined projects as delegated by the Highly Specialist Speech and Language Therapist and/or Therapies Director.

- 3.18 To be familiar with local and national standards and to work in line with these.
- 3.19 To ensure that parents/carers are aware of the standards they should expect from the speech and language therapy service.
- 3.20 To complete appropriate risk and other assessments and document them in a timely manner in accordance with company policy.
- 3.21 To be comfortable working through teletherapy where indicated, for example, to assess, provide therapy and attend meetings relevant to people with SLCN on the caseload or to meet the wider Integrated Therapies Team service needs.

Competency 4: Personal & Professional Development

- 4.1 Undertake mandatory training and any other training relevant to the role as required by the organisation.
- 4.2 To maintain and extend clinical knowledge by reading, case discussion or attending training and clinical excellence networks (CENs). These may be during work hours or self-directed learning outside of work time.
- 4.3 To have or be willing to organise internal or external professional support with other Speech and Language Therapists working with a similar caseload (e.g., in the form of peer supervision) and to document the learning through these channels.
- 4.4 To attend and actively participate in regular Speech and Language Therapy and Integrated Therapies Team meetings and away days to review and develop the delivery of the service.
- 4.5 To maintain a written record of continual professional development in line with guidelines set by the Royal College of Speech and Language Therapists and Speech and Language Therapy team clinical supervision contract.
- 4.6 To be continually committed to Neurodiversity Affirming Speech and Language Therapy and own development of skills and knowledge in this area.

Competency 5: Health, Safety & Wellbeing

- 5.1 Take care of your own health and safety and that of people who may be affected, including People we support, fellow colleagues and visitors by what you do (or do not do).
- 5.2 Cooperate with others on health and safety, and not interfere with, or misuse, anything provided for your health, safety or welfare.
- 5.3 Follow the Company's Policies and procedures, training and instruction you have received while at work.
- 5.4 Immediately report and Health and Safety concerns to your line manager.
- 5.5 Safeguard and protect children and adults at risk at all times and report any concerns as per the organisation's safeguarding policies.

Competency 6: Relationships

- 6.1 Establish and maintain balanced and cordial relationships with employees, leaders, customers, the local community and other parties to whom Phoenix has dealings.
- 6.2 Always represent the Company and our services in a professional way.

- 6.3 Work as an integral part of the Integrated Therapies Team promoting joint working wherever possible.
- 6.4 Work as an integral part of the operational team; supporting the operations team to provide high quality customer service.
- 6.5 Take steps to ensure confidentiality of records & information in day-to-day communication & understand when certain information may need to be passed on.
- 6.6 Develop positive and proactive relationships with Central Support 'Hub' services (e.g. Recruitment, Central HR Administration, Finance, Maintenance, IT and other central support services).

Competency 7: Personal Responsibilities

- 7.1 The post holder must adhere to the organisations risk assessment and risk management processes.
- 7.2 It is a condition of your employment that you are currently registered with HCPC and it is your responsibility to maintain your professional registration.
- 7.3 Participate in clinical supervision on a regular basis.
- 7.4 Maintain an understanding of the legal framework within which our services operate; supporting to develop policy in line with current legislation and keeping abreast of modern commercial procedures and best practice.
- 7.5 To be responsible for organising and prioritising own workload daily and strategically.
- 7.6 Understand your responsibilities for safeguarding when interacting with people we support, their personal information and when visiting any of our services.
- 7.7 This role will act as a role model for the Phoenix Values and Code of Conduct.
- 7.8 To maintain appropriate confidentiality of information relating to the Company and its employees and maintain compliance with the Data Protection Act and General Data Protections Regulations (GDPR).

Competency 8: Working Conditions

- 8.1 The post holder will be required to regularly lone work.
- 8.2 They may experience children, young people or young adults who present with distressed or stress behaviours and anxiety and who find it difficult to engage with formal means of assessment.
- 8.3 They will be expected to cope with relatives or carers experiencing, anxiety, shock and distress.
- 8.4 They are likely to be required to impart complex or sensitive information to service users or carers where understanding may be limited.
- 8.5 The post will require frequent travelling to various Phoenix Learning and Care Group settings and, on occasions, further afield, for example for their own training.
- 8.6 The post holder will be required to work with technology to deliver the service and achieve their role within the team, for example, use of online platforms such as Microsoft Teams and Zoom to attend meeting, deliver assessment, therapy or training.

8.7 This role will include working on complex caseloads or projects which will require the post holder to have the necessary focus and energy to meet service need.

Person Specification

APP – Application INT = Interview AST = Assessment

Essential Criteria	Measurement		
	APP	INT	AST
Recognised Speech and Language Therapy Degree qualification or equivalent: <ul style="list-style-type: none"> Health and Care Professions Council –Licence to Practice. Registered Member of Royal College of Speech and Language Therapists. Evidence of successful completion of specialist short courses. 	✓	✓	
Skilled with a range of therapy approaches suitable for this client group.	✓	✓	
Skilled in a range of appropriate standardised and informal assessments.	✓	✓	
Positive attitude towards CPD and be able to attend and undertake training as required.	✓	✓	
Evidence of ongoing CPD to demonstrate knowledge of latest research and good practice guidance	✓	✓	
Experience of contributing to the development and delivery of training packages.	✓	✓	
Experience of supervising, mentoring and supporting others e.g. students or assistants.	✓	✓	
Ability to plan and prioritise own and others' case loads	✓	✓	
Strong interpersonal skills to build trusting relationships with other professionals, parents and the child.	✓	✓	
Empathetic and non-judgemental attitude.	✓	✓	
Knowledge of a broad range of assessment tools relevant to the specialist client group.	✓	✓	
Knowledge of national policies and procedures and best practice (relevant to the specialist client group)	✓	✓	
Knowledge of a range of appropriate therapeutic interventions (relevant to the client group) and an ability to compare and contrast relative benefits.	✓	✓	
Ability to be attuned to own emotions and seek support where necessary.	✓	✓	
Understanding of the roles of other professionals.	✓	✓	
Knowledge of standards of record keeping.	✓	✓	
An understanding of the impact of local, cultural, linguistic and demographic factors which influence service delivery in area of specialism.	✓	✓	
To be guided by occupational policies and accountable for own professional actions and work within the codes of practice, professional guidelines and policies	✓	✓	
Effective written and verbal communication skills and able to demonstrate use of the English language to proficiency level required for this post.	✓	✓	
Ability to work flexibly, on occasion, to ensure contractual cover throughout the year	✓	✓	
Valid driving license and use of own car for work purposes	✓	✓	
Ability to travel independently across the Southwest and South Wales and on occasion, further afield.	✓	✓	

Essential Criteria	Measurement		
	APP	INT	AST
IT literate, including the use of basic range of software packages	✓	✓	
Satisfactory police check and check against barred lists	✓	✓	

Desirable Criteria	Measurement		
	APP	INT	AST
Membership of relevant Clinical Excellence Networks	✓	✓	
Relevant experience at postgraduate level	✓	✓	
Knowledge, belief in and skills working within a Neurodiversity Affirming approach.	✓	✓	
Understanding of the principles of clinical governance/audit.	✓	✓	

Competency Framework

Core	
Demonstrates fortitude in actions and personality	
Continued focus on people we support and engage with	
Communicates and interacts with colleagues positively	
Take responsibility for personal practice and development	
Strives for quality improvement	
Delivers functional competencies	As set out in your job description.

Leadership	
Shares and develops relationships	
Champions team culture and purposeful development	
Plans effectively and delivers innovatively against business objectives	

Values

Organisation Values		Measurement		
		APP	INT	AST
Nurture	To support, cherish and encourage the individual based on their own opportunities now and into the future.	✓	✓	✓
Flourish	To provide the right environment and encouragement for each individual to make their own unique achievements.	✓	✓	✓
Grow	To foster, cultivate and develop positive relationships and progression.	✓	✓	✓

Team Charter		Measurement		
		APP	INT	AST
Honesty	Mutual honesty is the cornerstone of any relationship we build with the people we work with.	✓	✓	✓
Empathy	We work to understand and empathise with all the individuals we care for – it is important we show empathy and not sympathy.	✓	✓	✓
Aspiration	We work to assist all individuals aspire to achieve their goals and outcomes.	✓	✓	✓
Respect	We treat others in the same way we wish to be treated and to build shared respect.	✓	✓	✓
Teamwork	We strive to provide consistency in our approach through effective teamwork and to bring the best out of each other.	✓	✓	✓