|  |
| --- |
| Service and job specific context statement |
| **Directorate:** | Children and Young People's Service |
| **Service:** | Inclusion |
| **Post title:** | Speech and Language Therapist |
| **Grade:** | K |
| **Responsible to:** | SLCN Specialist  |
| **Staff managed:** | None |
| **Date of issue:** | June 2019 |
| **Job family:** | **E - Education/School** |

|  |
| --- |
| Job context |

|  |
| --- |
| The Inclusion Service works in partnership with all schools and settings within North Yorkshire to promote the inclusion, participation and achievement of children and young people with SEND. These services are allocated into SEND hubs, coordinating provision at a locality level across CYPS as a whole, to ensure needs are met holistically.This role involves a specialist level of spoken communications so a confident use of English language is required. |
| **Structure** |

|  |
| --- |
| Job Description |
|  |  |

|  |  |
| --- | --- |
| Job purpose | To carry out the professional responsibilities of a Speech and Language Therapist. To improve the communication skills of the learners by direct intervention, and developing the skills and resources of the staff. |
| Operational management | * Support and advise the education staff, children and young people and parents on a wide range of organisational and curriculum issues relating to Speech Language and Communication Needs
* Delivery of training to professionals, schools and settings relating to Speech, Language and Communication Needs
* Model and coach interventions with education settings and families
* To contribute to reports, reviews and re-assessments as required by the SEND team as part of the statutory process, within their professional role.
* To manage a caseload as specified by the line manager and in accordance with service policies and professional role, delivering a range of specific evidence based speech and language therapy interventions.
* Prioritise and manage own workload within the boundaries of the role, and as advised by professional lead.
* Ensure that all work is planned for maximum efficiency and minimal travel.
 |
| Communications | * Develop a range of appropriate information / supporting materials (including web-based) to support schools and families.
* Use clear, accessible language when communicating.
* Ensure clarity and specificity in describing the service offer in order to manage expectations of the teachers and the service users’ families.
* Effectively communicate needs, outcomes and provision required in written reports to contribute to statutory SEND process.
 |
| Partnership / corporate working | * To work as part of a co-operative locality hub team based on a flexible approach to support.
* Develop and sustain integrated working and effective relationships with health, statutory and voluntary agencies, and professionals within the broader range of services for children and families to support children and young people, specifically the SEND locality hub.
* Share experience and provide professional advice and guidance to other agencies as required, working as closely as possible to ensure holistic support.
 |
| Resource management | * To effectively advise schools, settings and parents / carers on appropriate resources to support speech, language and communication development.
 |
| Systems and information  | * Provide data on children and young people’s progress and outcomes to inform LA data collection and analysis, service development and professional performance management.
* To keep appropriate and timely records and casenotes.
 |
| Strategic management  | * Work within the boundaries and ethos of school/service policies and procedures
 |
| Safeguarding | * Ensure appropriate confidentiality in all interactions.
* Be responsible for promoting and safeguarding the welfare of young people and vulnerable adults that you are responsible for and come into contact with;
* Involve learners when taking actions that concern them.
* Communicate, record and report actions and outcomes using the most appropriate format e.g. service recording forms (ROSI).
* Ensure that information sharing protocols for children and young people, and their families, as set out in the General Framework for Information Sharing in North Yorkshire (2005) are adhered to.
 |

|  |
| --- |
| Person Specification |
| Essential upon appointment | **Desirable on appointment** |
| Knowledge* Detailed understanding of the impact of speech, language and communication skills on access to the curriculum, impact on learning and impact on social and emotional development
* Knowledge of the importance of the environment and communication partners in developing S&LC skills.
* In depth knowledge of current guidance and legislation with respect to Early Years, statutory education and national curriculum delivery
* Knowledge of statutory requirements of the SEND Code of Practice
 |  |
| Experience* Can demonstrate significant experience of assessment and monitoring of SLCN skills
* Can demonstrate experience of working with families of children and young people with SLCN
 | * Can demonstrate extensive experience of working in a multi-disciplinary context with young people with SLCN
 |
| Occupational Skills* Excellent verbal and written skills
* Excellent interpersonal and communication skills
* Excellent personal and time management skills
* Skilled in delivering in service training
* Excellent ICT skills
* Ability to work collaboratively with others
* Excellent recording and report writing skills
* Excellent assessment skills and target setting
* Ability to devise appropriate teaching materials
 |  |
| Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role* Qualified Speech and Language Therapist
* HCPC registration
 | * Additional post graduate qualifications e.g. Makaton, Derbyshire Language Scheme, PECS
 |
| Other Requirements* Positive can do attitude, solution focused approach.
* Able to work alone and as part of a team
* Able to manage time effectively
* Excellent, proven organisational skills
* Ability to travel for work purposes- the post is county wide.
* Use flexible working procedures to maximise efficiency in working procedures
 |  |
| Behaviours  | [Link](http://www.northyorks.gov.uk/article/23524/What-you-should-know-before-applying-for-a-job) |

NB – Assessment criteria for recruitment will be notified separately.
Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.