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| Service and job specific context statement |
| **Directorate:** | Children and Young People's Service |
| **Service:** | Inclusion |
| **Post title:** | Speech, Language and Communication Specialist |
| **Grade:** | L |
| **Responsible to:** | Locality SEND Manager |
| **Staff managed:** | Manages operational frontline staff |
| **Date of issue:** | July 2019 |
| **Job family:** | **E - Education/School** |

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| 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. |

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| **Structure** |

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| Job Description |
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| Job purpose | The purpose of this role is to work alongside the existing NHS provision for children and young people with SLCN, focusing on educational support. This will include:Assessing and identifying the needs of schools, settings and parents / carers in:* Determining the nature and impact of learners’ SLCN
* Development of inclusive practices to build capacity in schools
* Oversight of specific caseloads of individual children with SLCN needs- often those needing additional input over and above the NHS offer
* Planning and modelling appropriate support and intervention
* Developing whole school provision and approaches to meeting needs, including integration with school readiness strategies and curriculum developments
* Ensuring statutory responsibilities of the LA are fulfilled, including supporting the statutory assessment process
* To support the professional lead in the development and delivery of strategic developments for children and young people (CYP) with SLCN needs, including planning and delivery of a traded offer
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| Operational management | * Direct oversight and management of allocated casework for SLCN within a locality area;
* Significant contribution to SEND area Inclusion Panels
* Professional management of SLT assistants within the team including performance management
* Undertaking and analysing audits of needs and data in schools and settings to identify those which need to build capacity in meeting the needs of children and young people with SLCN and negotiating priorities for improvement and ongoing monitoring of progress
* Coaching and modelling the delivery of specific interventions and approaches as required
* Work with schools and settings to agree SEN support plans and relevant approaches to meet the needs of children and young people and ensure rigorous review processes are in place
* Work with the C and I Lead (Inclusion Locality Manager Communication and Interaction) to ensure children and young people with SLCN are accurately identified
* Maintain a high level of CPD and awareness of trends in the field to ensure interventions remain at cutting edge and are effective in developing programmes of educational intervention and speech and language therapy (as appropriate) for children with a range of SLCN needs
* Development of innovative approaches and programmes to meet needs of children and young people in schools and settings
* Organisation of CPD programmes for schools and settings, parents/carers to build capacity in meeting the needs of children with SLCN
* Ensure principles of case work and key working are embedded across the team
* Lead on complex casework of children and young people with SLCN ensuring a co-ordinated programme of support to meet needs
* Ensure monitoring of the key performance indicators and impact of the team in meeting needs of children with SEND
* Ensure the statutory responsibilities of the local authority in terms of inclusion, safeguarding and exclusions are fully implemented in the area and monitored on an ongoing basis
* Provide data on children and young people’s progress and outcomes to inform LA data collection and analysis, service development and professional performance management;
* Support the professional C and I lead in the development of SLCN strategy both in the locality and county wide
* To take responsibility for the writing of reports and presentations on performance as required.
* 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
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| Communications | * Establish strong working relationships in the locality with schools and setting and parents/carers and health
* Ensure there is a range of accessible and up to date information for professionals and parents/carers on SLCN and awareness of the work of the team
* Ensure a highly visible presence across the locality ensuring the team is accessible
* Ensure the views of children and young people and parents/carers inform developments at individual and service level
* Ensure high quality case work recording amongst SLT assistants
* Provide update reports and presentations to the Local Steering Groups on SLCN as required
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| Partnership / corporate working | * To work as part of a multi-disciplinary team in a locality and contributing to the training and development of colleagues in the team and wider across the local authority
* Develop and sustain integrated working and effective relationships with health, in particular speech and language therapy, independent practitioners, statutory and voluntary agencies, and professionals within the broader range of services for children and families to support children and young people with SLCN
* Ensure key working principles are embedded across the casework and that professionals are maximised in meeting the needs of children and young people
* Share experience and provide professional advice and guidance to other agencies as required, working as closely as possible to ensure holistic support
* Consult / liaise with other professionals to ensure effective communication / integrated approach to children
* Work in partnership with parents / carers, other agencies, independent practitioners and voluntary organisations as appropriate.
* Ensure parents / carers and children and young people are involved in co-production and decision making at individual and service level
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| Resource management | * Ensure the specialist practitioners are deployed effectively and operate in an efficient and professional manner
* Maximise opportunities for schools and settings to work collaboratively to maximise resources available to them
* Recommend resources and equipment which may benefit the service to the Lead
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| 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;
* Analyse data in terms of exclusion, attendance, part timetables and ensure action is taken to support and challenge schools and settings as appropriate
* To ensure high quality casework management by practitioners
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| Safeguarding | * Ensure appropriate confidentiality in all interactions;
* Be responsible for promoting and safeguarding the welfare of children and young people 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)
* Use clear, accessible language when communicating;
* 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.
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| Person Specification |
| Essential upon appointment | **Desirable on appointment** |
| Knowledge* Expert and detailed understanding of how SLCN may impact on curriculum access in all areas, and how this may manifest at school and at home
* Expert and detailed knowledge of the importance of the environment and communication partners in developing S&LC skills.
* Knowledge of mainstream School curriculum in order to develop language strategies which relate directly to schools’ priorities
* Knowledge of Early Years / Pre-School initiatives in order to embed strategies within the curriculum and ethos of the EYFS
* Knowledge of Statutory Assessment procedures/Code of Practice
* Knowledge of current guidance and legislation with respect to post 16 education of young people with SEND
* Knowledge of statutory requirements of the SEND Code of Practice
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| Experience* Can demonstrate significant experience of assessment and monitoring of SLCN skills
* Can demonstrate extensive experience of working in an educational context with children and young people with SLCN
* Can demonstrate experience of working with families of children and young people with SLCN
 | * Experience of line management
* Can demonstrate significant recent successful mainstream classroom teaching or speech and language therapy
* Experience of working with Early Years (0-3)
* Specialist experience in an area of SLCN e.g. AAC, selective mutism, stammering
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| Occupational Skills* Excellent verbal and written skills
* Highly developed 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
 | * Skilled in performance management and appraisal
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| Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role* Qualified Speech and Language Therapist or Qualified School teacher with relevant post graduate experience and/or specialist qualification
* HCPC registration if a Speech and Language Therapist
 | * Additional post graduate qualifications and short courses e.g. Makaton, Talking Mats, PECS
* Membership of relevant professional bodies eg NAPLIC
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| 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
* Use flexible working procedures to maximise efficiency in working procedures
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| 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.