

Job Description



Job Title: Lead specialist speech and language therapist (developmental language disorder/speech sound disorder)	Service Area: Language, Communication and Interaction Service, 0- 25 SEND	
Directorate: CYPS	Post Number: FROM TRENT	Evaluation Number: FROM HRMI SYSTEM
Grade: A P T & C PO5	Date last updated:	

EQUALITY AND DIVERSITY

We are committed to and champion equality and diversity in all aspects of employment with the London Borough of Newham. All employees are expected to understand and promote our Equality and Diversity Policy in the course of their work.

PROTECTING OUR STAFF AND SERVICES

Adherence to Health and Safety requirements and proper risk management is required from all employees in so far as is relevant to their role. All employees are expected to understand and promote good Health and Safety practices and manage risks appropriately.

Overall Purpose of Job

To ensure that children, young people and families in Newham receive a first class service that fulfils their potential, and when they need additional support, provide services that are local and easily accessible.

To support managers in the development delivery and review of planning, performance, commissioning services for children, young people, their families and carers so that overall costs are reduced but the life chances of children and young people are maximised.

To act independently within the service as a specialist resource and advisor on the support and management of the communication and learning need of pupils with developmental language disorder/speech sound disorder

To provide a specialist service of assessment, support and intervention and delivery of programmes of speech and language therapy intervention for children with developmental language disorder/speech sound disorder and to take full responsibility for all decisions made

To have secure knowledge of effective approaches to teaching and learning for children with developmental language disorder/speech sound disorder and to work with schools to model and deliver programmes of intervention to ensure maximum curricular access and progression for pupils

To work proactively with headteachers and other staff to promote the achievement of children

and young people with developmental language disorder/speech sound disorder and to do this in a way which fosters partnership working and successful transition between settings.

To work proactively, and in partnership with professionals across the children and young people's service, the local authority, outside agencies (including the voluntary sector) to ensure cohesive service delivery to families, schools and settings

To take responsibility for co-ordinating specialist training sessions for teachers, TAs parents/carers and other professionals across the range of children and young people's services.

To co-ordinate objectives and lead on developments for specific projects and areas of work within the work of the team, as required by managers and senior SLT

To oversee the management of this service area ensuring appropriate referral procedures and service protocols are followed and integrated within the whole service

To ensure that the day to day management and professional speech and language therapy support and supervision and appraisal arrangements for designated staff are carried out in line with RCSLT and HPC regulations, and Local Authority guidelines.

Job Context

The post holder reports to the Senior Speech and Language Therapist in the team

1. The post holder has responsibility for day to day management and the support, supervision and appraisal of designated speech and language therapists at PO4
2. The post holder will deputise for the senior speech and language therapist if required
3. The post holder may be required to work occasional evenings, weekends and public holidays in order to meet service requirements
4. Day to day management may be devolved to a school setting

Key Tasks and Accountabilities:

Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be expected to carry out such other reasonable duties which may be required from time to time.

To undertake all responsibilities listed below:

1. To liaise with senior managers in schools and settings to ensure maximum curricular access and progression for pupils with developmental language disorder/speech sound disorder, with particular focus on use of relevant national and local data to inform target setting and outcomes for identified groups of children with SEN

2. To assess, develop and deliver programmes of support for pupils with developmental language disorder/speech sound disorder maintaining a high level of independent decision making, expertise and professional competence.
3. To be responsible for co-ordinating and providing specialist advice and information on the assessment and management of the needs of pupils with developmental language disorder/speech sound disorder
4. To be responsible for demonstrating , modelling and supporting schools and settings in the assessment of children and young people with developmental language disorder/speech sound disorder
5. To be responsible for the development of demonstrating, modelling and supporting schools and settings, in the delivery of specialised programmes for children and young people
6. To advise on the effectiveness of, and when necessary justify the use of, specialised techniques and materials
7. To provide support to schools and setting in the planning of learning and so that pupils access knowledge and skills identified an appropriate curriculum
8. To provide advice, support and modelling for parents, carers and family members in the management of developmental language disorder/speech sound disorder in the home and community setting
9. To influence the management of pupils with developmental language disorder/speech sound disorder in schools, and other settings, to ensure that pupils access the curriculum and make effective progress
10. To make independent decisions about the timing and model of support appropriate to pupil needs in the school setting
11. To provide a second opinion when required, and advise ELFT and CYPS speech and language therapists concerning appropriate intervention, management and recommendations for provision
12. To support schools to co-ordinate the advice and targets from other external agencies into individual learning programmes / support plans
13. To work with senior managers to co-ordinate the planning and delivery of training, including training in the use of specialised programmes
14. To work with senior managers to further the development of significant project(s) which are related to pupil achievement or the wider integrated children and young people's services agenda
15. To work with senior managers to analyse strengths and weaknesses in areas of responsibility, including data analysis, and set plans for improvement

16. To advise and support schools with preparation for, and support with transitions
17. To support schools in ensuring the views and voices of children and young people with SEN are heard in the teaching context as well as the wider context of the educational setting
18. To work with other personnel across all teams and schools to promote pupil achievement
19. To work with senior managers to ensure that good practice is shared and disseminated in schools and within the range of children and young people's services
20. To attend meetings including multi-disciplinary assessments, case conferences and reviews and actively contribute to the partnership work that arises to ensure approaches within the team support effective multi- agency working
21. To assist in recruitment, selection and induction of new speech and language therapy staff
22. To work with senior managers to target and deploy resources to ensure effective service delivery
23. To assess and influence the development and direction of work undertaken by other SLTs, teachers and support staff
24. To work with senior managers to audit and co-ordinate CPD requirements for SLT staff in line with new approaches and developments in the field
25. To maintain a high professional standard of practice as designated by Royal College of Speech and Language Therapists and the Health Care Professions Council.
26. To attend support and supervision meetings, training days and other in-service activities
27. To actively maintain and develop up to date knowledge and skill in the field
28. To participate in research and maintain awareness of changing patterns of therapy and education which benefit the pupils and the service.
29. To maintain a high level of ICT and the effective use of ICT across the curriculum
30. To liaise with other specialist speech and language therapists working with children in Newham and nationally, through Special Interest Groups
31. To act as a clinical tutor in the training of speech and language therapy students.

32. To co-ordinate the training placements for speech and language therapy students from the London universities.
33. To maintain speech and language therapy records and reports for children referred to the service and to ensure that policies are adhered to in relation to report writing and record keeping.

Personal Specification



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IMPORTANT INFORMATION FOR APPLICANTS

The criteria listed in this Person Specification are all essential to the job. Where the Method of Assessment is stated to be the Application Form, your application needs to demonstrate clearly and concisely how you meet each of the criteria, even if other methods of assessment are also shown. If you do not address these criteria fully, or if we do not consider that you meet them, you will not be shortlisted. Please give specific examples wherever possible.

CRITERIA	METHOD OF ASSESSMENT
EQUALITY AND DIVERSITY We are committed to and are champions of equality and diversity in all aspects of employment with the London Borough of Newham. All employees are expected to understand and promote equality and diversity in the course of their work.	

CRITERIA	METHOD OF ASSESSMENT
KNOWLEDGE: A clear understanding of equal opportunities. Specialist knowledge and understanding of the relevant issues (including national and local initiatives) in both education generally and SEN Specialist knowledge of a range of assessment and intervention	Application Form/Interview Application Form/Interview Application Form/Interview

techniques specific to the management and support of children with developmental language disorder/speech sound disorder	
<p>QUALIFICATIONS/ EXPERIENCE: Recognised Speech and Language Therapy Degree qualification. Registered member of Health Care Professions Council</p> <p>Evidence of comprehensive professional development, including specialist training courses in the field of developmental language disorder/speech sound disorder</p> <p>Significant experience of working with children and young people, with developmental language disorder/speech sound disorder in inclusive settings/schools</p> <p>Evidence of planning and delivering training to a range of audiences.</p> <p>Experience of support and supervision of staff</p>	<p>Certificates</p> <p>Application Form</p> <p>Application Form/Interview</p> <p>Application Form/Interview</p> <p>Application Form/Interview</p>
<p>SKILLS AND ABILITIES:</p> <p>Well developed problem solving and negotiation skills.</p> <p>Excellent organisational skills.</p> <p>Ability to develop and sustain partnerships.</p> <p>Excellent interpersonal /communication skills.</p> <p>Ability to produce high quality reports</p> <p>Ability to meet deadlines</p> <p>High level of competence in ICT and good awareness of the use of ICT</p>	<p>Application Form/Interview/Test</p> <p>Application Form/Interview/</p> <p>Application Form/Interview/</p> <p>Application Form/Interview/</p> <p>Application Form/Interview/ Test</p> <p>Application Form/Interview</p> <p>Application Form/Interview / Test</p>

across the curriculum	
PERSONAL STYLE AND BEHAVIOUR: Able to work co-operatively as part of a team. Able to demonstrate a strong commitment to public service. Has a high degree of integrity. Able to demonstrate fairness and openness. Strong commitment to team working. Ability to work under pressure.	Application Form/Interview Application Form/Interview Application Form/Interview Application Form/Interview
OTHER SPECIAL REQUIREMENTS: This post is subject to an enhanced CRB check. This post is exempt from The Rehabilitation of Offenders Act (1974). Able to travel between schools	Application Form/Interview Satisfactory clearance at conditional offer stage Application Form