



TBT Speech and Language Therapist

Job description and person specification for The Beckmead Park Academy

Employer: The Beckmead Trust

Location: Beckmead Park Academy with travel between sites as required

(Croydon - Bramley Bank, Sanderstead, Beckmead School, Monks orchard Rd and Tharreo House, Addington)

Hours and contract: Full time, Permanent, Term time only

Reports to: Headteacher

Clinical supervision: Appropriately qualified Speech and Language Therapist

Purpose of the role

.Deliver high-quality speech, language, and communication support tailored for children and young people with social, emotional, and mental health (SEMH) needs, autism, and co-occurring speech, language, and communication needs (SLCN). Drive communication success primarily through staff training, practical classroom strategies and embedded communication programs, alongside targeted intervention and assessment to enhance pupil participation, learning and emotional regulation.

Work collaboratively with pupils, families, school staff and other professionals, recognising how communication difficulties, neurodevelopmental differences and experiences of adversity can affect engagement and emotional regulation. Promote a strengths-based, trauma-informed approach that respects each pupil's identity and communication preferences.

Assessment and clinical planning

- Conduct functional assessments and observations to inform whole-class strategies, group training needs and tailored communication plans.
- Assess receptive and expressive language, speech, social communication and functional communication using appropriate formal and informal methods, observation and pupil and family views.

- Consider developmental language disorder, autism and other co-occurring needs; distinguish communication differences from difficulties requiring intervention and refer for specialist assessment where appropriate.
- Develop individual communication profiles and measurable therapy goals linked to functional participation, learning and relevant Education, Health and Care Plan (EHCP) outcomes.
- Produce clear assessment reports and advice for school planning, EHCP processes and annual reviews within agreed timescales for high needs students..

Therapy and everyday communication

- Design, implement and model evidence-based classroom programs and universal strategies that enable teaching teams to foster communication-rich learning environments.
- Develop universal, targeted and specialist provision with school staff, embedding strategies within lessons, transitions, social activities and daily routines.
- Support vocabulary, comprehension, narrative, emotional vocabulary, self-advocacy and communication repair, selecting goals relevant to each pupil.
- Recommend and support visual aids and augmentative and alternative communication (AAC) where appropriate, helping communication partners use these consistently.
- Contribute communication advice to positive behaviour support and de-escalation plans so pupils can understand expectations, express needs and access support.
- Review progress and modify, conclude or refer on from intervention using clinical evidence, pupil feedback and agreed outcomes.

Staff training, coaching and strategy implementation

- Lead robust training programs and ongoing coaching for teachers, teaching assistants and pastoral staff on adapting language, visual supports and learning environments for SEMH/SLCN needs.
- Plan and deliver practical staff training and provide accessible resources to support a communication-friendly school environment.
- Work with SENCOs, teachers, psychologists, occupational therapists, pastoral teams, health services and social care to coordinate support and avoid duplication.
- Involve parents and carers in goal setting and review, sharing realistic strategies that can be used at home.
- Support transitions between classes, schools and post-school provision through clear communication profiles and timely professional liaison.
- Where agreed, guide therapy assistants or delegated staff, checking competence, providing supervision and retaining responsibility for clinical decisions.

Clinical governance and safeguarding

- Maintain HCPC registration and practise within professional standards, competence and the agreed scope of the role; access regular clinical supervision and continuing professional development.
- Keep accurate, timely and secure clinical records; handle consent, information sharing and confidentiality in line with professional requirements and organisational policy.
- Follow The Beckmead Park safeguarding procedures and current statutory guidance; report concerns promptly to the designated safeguarding lead and support pupils to communicate concerns understandably.
- Recognise clinical risk, follow agreed escalation pathways and seek specialist advice when needs exceed the available expertise or provision.
- Undertake eating, drinking and swallowing work only where specifically commissioned and supported by appropriate competencies, supervision and clinical governance; otherwise refer to the relevant specialist service.

Service evaluation and professional responsibilities

- Monitor outcomes, provision delivered, waiting times and unmet need; provide concise reports to the designated manager to support service improvement.
- Contribute to clinical audit and evaluation of interventions, resources and staff training.
- Work respectfully and inclusively, making reasonable adjustments to assessment and intervention and recognising cultural and linguistic diversity.
- Organise travel and caseload activity efficiently across allocated schools, with protected time for assessment, records, reporting and supervision.
- Undertake other reasonable duties appropriate to the role, qualifications and professional competence.

Person specification

Essential

- Recognised qualification in Speech and Language Therapy and current HCPC registration as a Speech and Language Therapist.
- Relevant experience assessing and supporting children and young people with SLCN, with the competence to manage the allocated caseload under agreed clinical supervision.
- Understanding of SEMH, SEND and the relationship between communication, learning, relationships and emotional regulation.
- Ability to select, deliver and evaluate appropriate assessments and evidence-informed interventions, including functional outcomes.

- Ability to build trusting relationships with pupils who may experience distress, disengagement or barriers to communication.
- Effective written and verbal communication, including accessible advice, clinical reports, staff coaching and collaborative working with families.
- Understanding of safeguarding, consent, confidentiality, professional boundaries and secure clinical record keeping.
- Ability to prioritise work, recognise limits of competence and seek supervision or specialist support appropriately.
- Commitment to inclusive, trauma-informed and neurodiversity-affirming practice, ongoing learning and reflective supervision.
- Ability to travel between allocated school sites, with reasonable adjustments considered where required.

Desirable

- Experience in SEMH or specialist school settings, including work with pupils affected by trauma or adversity.
- Experience supporting developmental language disorder, autism, AAC or complex communication needs.
- Experience contributing to EHCP advice and annual reviews, staff training and whole-school communication provision.
- Membership of the Royal College of Speech and Language Therapists (RCSLT).
- Experience supervising assistants or students, undertaking clinical audit or developing therapy services.

Appointment and review

Appointment is subject to satisfactory safer recruitment checks appropriate to the role, including an enhanced DBS check with children's barred list information, references, right to work and verification of qualifications and HCPC registration. The employer will provide appropriate induction, clinical supervision and support for professional development.

Material changes to the role will be discussed through the appropriate process.