



Job Description: Speech and Language Therapist

Mission and Values

“Helping people living in extraordinary circumstances to live ordinary lives”

Values

Purposeful

We aim to achieve our vision by acting with purpose.

Reflective

We are solution-focused practitioners who continuously reflect on our practice and stay up-to-date with new developments.

Genuine

We act with authenticity, honesty and transparency. We value diversity & inclusivity and care deeply about our families & colleagues.

Aspirational

We strive for excellence and add value to people's lives. We are brave and take risks.

Joyous

We are passionate about learning and take pride in the achievements of our children, young people and staff across the Trust.

Responsible to: Head teachers in Academies

Job Purpose

The primary purpose of this role is to deliver high-quality Speech and Language therapy to pupils within the Kingsley Learning Foundation Trust, utilising a range of approaches including individual, group, and teacher-directed sessions. The post holder is responsible for conducting thorough assessments for both current and prospective pupils as required; deliver targeted training to support the development of school staff and guardians and produce high-quality written reports to track and support pupil progress.

Responsibilities:

Clinical Responsibilities

- To be responsible for the delivery of specialist speech and language therapy services at KLF academies including assessment.
- To provide specialist intervention demonstrating clinical effectiveness using evidence-based practice and outcome measures while being able to adapt practices to meet individual pupils' need.
- To provide specialist therapy services utilising a variety of service delivery models including individual, joint, multidisciplinary, group and teacher directed sessions.

- To use specialist knowledge of standardised assessment and other assessment tools in combination with advanced reasoning skills to record baseline measures and/or differential diagnoses.
- To provide advice and recommendations to educational staff, guardians and other health professionals.
- To develop and monitor speech and language therapy programmes implemented by the school team.
- To evaluate treatment outcomes and modify input accordingly.
- To independently manage a complex caseload whilst recognising own professional boundaries and access supervision, advice and support when necessary.
- To attend parent meetings and Annual Reviews as outlined in EHCPs and as requested.
- To contribute to planning and delivering of training (both formal and informal) to guardians, teachers and other school staff in speech, language and communication disorders related to children with physical and complex disabilities e.g. Hi-Tech AAC training, Signalong
- To monitor and manage appropriate communication systems to support the pupils' access to learning; e.g., AAC or visual support around the Academies.
- To adhere to local and national standards and guidelines relating to Professional Practice and to maintain registration with the Health Care Professions Council.
- To complete relevant risk assessments for activities relating to SaLT input.
- To support develop a total communication environment at the school.
- To carry out assessment, management and provision of individual children's communication aids/mounting systems/PODD books/vocabulary including determining appropriateness of new equipment/symbols and resources.

Safeguarding and Welfare

- To ensure welfare concerns are reported accurately to the DSL and logged according to Trust policy.
- To write, follow and be aware of risk assessments.
- To support behaviour plans through communicating and implementing specific therapy interventions.
- To manage and protect others' personal information professionally.
- To maintain confidentiality.

Communication and Record Keeping

- To provide written contributions for Annual Review meetings and other purposes, as requested.
- To be responsible for maintaining up to date and accurate case notes in line with the RCSLT standards of practice and Trust policies.
- To monitor evidence of pupil progress relating to therapy interventions
- To meet regularly with Class Leaders, Middle leaders and AHT's as necessary to review and inform progress and programme development.
- To communicate effectively when collaborating with the staff team.
- To contribute to Multi-Disciplinary Team (MDT) meetings to review pupil progress.

Organisational Duties

- To be flexible to the demands of the environment including unpredictable events, deadlines and frequent interruptions.
- To attend any mandatory training and induction courses as requested by the Headteachers.
- To be responsible for managing own time appropriately and prioritising tasks accordingly in order to carry out clinically related administrative duties, relevant to the caseload and operation of the Academies.
- To contribute to developing new policies for the Trust.
- To be responsible for security, care and maintenance of SLT equipment including switches, toys, IT and communication aids and reporting maintenance issues efficiently and quickly.

Person Specification: Speech and Language Therapist

CRITERIA	ESSENTIAL QUALITIES	DESIRABLE QUALITIES
Qualification/Training	<ul style="list-style-type: none"> • A degree in Speech and Language Therapy (or equivalent postgraduate diploma). • Current registration to practice with the Health and Care Professions Council (HCPC). • Registered membership with the Royal College of Speech and Language Therapists (RCSLT). 	<ul style="list-style-type: none"> • Post-qualifying CPD or certifications in dysphagia (eating, drinking, and swallowing difficulties).
Knowledge/Experience	<ul style="list-style-type: none"> • A strong, evidence-based understanding of communication disorders, developmental delays, and neurological or acquired conditions. • Ability to select, administer, and interpret a variety of specialised assessment tools and intervention programs. • Understanding of relevant national policies, frameworks, and safeguarding procedures (e.g., SEN in education) 	<ul style="list-style-type: none"> • Experience of working in a school context • At least 2 years' experience as a SALT • SEN specific training or work within a SEN environment
Skills/Abilities	<ul style="list-style-type: none"> • Exceptional verbal, non-verbal, and written communication skills. This includes the ability to explain complex clinical information clearly and sensitively to guardians. • Strong time-management skills with the ability to prioritise and manage a large, varied caseload effectively. 	<ul style="list-style-type: none"> • Skilled practitioner able to work effectively in a classroom environment

	<ul style="list-style-type: none"> • Proven capability to work seamlessly within teams collaborating with teachers, occupational therapists, and families. • The ability to adapt therapy paces, techniques, and environments to suit the unique, individualised needs of each pupil • Ability to accept professional development guidance and improve practice as a result. 	
<p>Personal qualities</p>	<ul style="list-style-type: none"> • Dynamic, optimistic and engaging personality • Good interpersonal skills and willingness to work as part of a team • Sense of humour • A caring, non-judgmental attitude with the ability to reassure anxious or distressed individuals. • The capacity to work under pressure and handle emotionally demanding clinical situations 	<ul style="list-style-type: none"> • Solution focused • Strategic thinker • Ability to stay calm in a crisis