

Shaftesbury Education Job Description

Job Title:	Band 7 Speech & Language Therapist/Therapy & Wellbeing Team Lead (Education)
Unit/Directorate:	Shaftesbury Education
Reports To:	Head of Clinical Services
Location:	Shaftesbury Millie College-Dorset
Grade:	NHS Band 7 AfC Term time, 35 hours a week (full time) equivalent

Purpose of the job

Based at Nash College, the Speech and Language Therapist will be responsible for assessment and intervention for young people with Special Educational Needs and Disabilities and leading our multidisciplinary team of therapists, nurses and assistants.

The postholder support communication, interaction, independence in the college setting, preparing students for their adult lives beyond education. You will work collaboratively with students, families, education and other members of the multidisciplinary team to support communication. This will involve creating individualised goals for students to support communication development, emotional regulation, social interaction, and functional participation using evidence-based and student-centred approaches.

The postholder will typically spend approximately 70% of their time undertaking clinical duties and 30% of their time supporting the team, delivering supervisions and contributing to Nash College as part of the local Senior Leadership Team.

Main duties

Clinical duties

- Deliver Speech and Language Therapy assessments and interventions for students with a range of communication, learning and developmental needs.
- Deliver evidence-based individual and group interventions that promote communication, participation, independence and wellbeing.
- Create innovative activities to support students to reach their EHCP outcomes and identified goals.
- Use evidence-based approaches and adapt interventions according to the student's cognitive ability, sensory needs, behavioural presentation, and

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communication style.

- Provide advice, strategies and training to education staff and students' families to support consistency across environments
- Support the use of AAC, visual support, and all appropriate communication strategies to engage students.
- Maintain accurate and professional documentation in line with HCPC standards and organisational policy.
- Manage and prioritise caseload effectively balancing targeted therapy with indirect or global support activities.
- Contribute to risk assessments, positive behaviour support approaches and multidisciplinary planning for students with complex needs.
- Monitor, report and evaluate therapeutic outcomes with support from the Clinical Lead.

Leadership and Team Management

- Provide operational leadership and coordination of the local team, overseeing nurses, therapists and assistants.
- Support the induction, supervision, development and performance management of team members.
- Promote an inclusive and positive team culture that supports collaboration and high-quality student outcomes.
- Contribute to workforce planning, recruitment, retention and succession planning activities.
- Appropriately escalate risks, service pressures and operational issues to the Clinical Lead and local leadership team.
- Contribute to the development and implementation of service improvements that improve quality, efficiency and student experience.

Clinical Governance, Quality & Compliance

- Support the delivery of safe, effective and evidence-informed clinical services.
- Contribute to clinical audits, quality assurance activities and service evaluations.
- Ensure compliance with HCPC, organisational policies, all relevant professional bodies and relevant statutory requirements.
- Support effective safeguarding practices and act in accordance with safeguarding policies and procedures.
- Participate in timely incident reporting, investigations, reflective learning and quality improvement activities.
- Promote a culture of continuous learning, professional development and accountability.
- Support the implementation of clinical policies and best practice guidelines.
- Maintain awareness of relevant legislation, professional standards within Speech & Language Therapy, and education settings.

Collaborative Working

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- Work in collaboration with other therapists and education staff to embed communication strategies and therapeutic approaches throughout the learning environment.
- Build effective partnerships with students, carers, parents and community health partners to support student-centred support and decision-making.
- Provide coaching, training to colleagues to support communication practices across the setting.
- Contribute to multidisciplinary meetings, yearly and EHCP reviews and support planning as required.
- Actively contribute to the local leadership team, supporting shared decision-making and organizational development.
- Undertake other duties appropriate with the grade and responsibilities of the post as reasonably required as the service develops.

WORKING RELATIONSHIPS AND CONTACTS

Internal: Multi-Disciplinary Teams

External: Parents/Carers/External Teams

Shaftesbury Education Person Specification

JOB TITLE: Band 7 Occupational Therapist (Education)

	Essential	Desirable	Assessment Method
Qualifications	<ul style="list-style-type: none"> • Degree/Diploma in Speech & Language Therapy • HCPC registration • Evidence of CPD • Member of RCSLT 	<ul style="list-style-type: none"> • Relevant postgraduate training in any of the following: SEND/LD, dysphagia, AAC or complex communication needs • Additional specialist certifications relevant to SEND 	A/I
Knowledge	<ul style="list-style-type: none"> • Knowledge of communication development and disorders and evidence-based practice • Understanding of Autism and learning disabilities • Understanding of safeguarding responsibilities, risk management and clinical governance • Understanding of student-centred and outcome-focused practice 	<ul style="list-style-type: none"> • Knowledge of sensory regulation, positive behaviour support or trauma-informed approaches • Knowledge of AAC systems and approaches • Understanding of Ofsted/CQC frameworks 	A/I

Assessment Method Key: **A** = Application Form **I** = Interview **T** = Test **D** = Documentary Evidence

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	Essential	Desirable	Assessment Method
Experience	<ul style="list-style-type: none"> • Experience working with young people with SEND • Experience managing complex communication, sensory and behavioural needs • Experience of multidisciplinary working • Experience delivering individual and group interventions • Experience using AAC and visual supports 	<ul style="list-style-type: none"> • Experience within educational settings • Experience managing or coordinating a multidisciplinary team • Experience line managing staff members (including from different professional registrations) • Experience participating in audits, quality assurance or regulatory activities 	A/I
Technical/ Work-based Skills	<ul style="list-style-type: none"> • Excellent communication skills and interpersonal skills • Ability to adapt communication approaches • Strong clinical reasoning, organisational and problem-solving skills • Ability to work autonomously and as part of MDT • Ability to provide guidance, support and 	<ul style="list-style-type: none"> • Service development skills • Audit and evaluation experience • Experience delivering training and presentations to groups and individuals 	A/I

Assessment Method Key: **A** = Application Form **I** = Interview **T** = Test **D** = Documentary Evidence

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	Essential	Desirable	Assessment Method
	leadership to others		
General Skills/ Attributes	<ul style="list-style-type: none"> • Commitment to inclusion • Commitment to shared responsibility for the education and care of students • Effective team member • Full driving licence 		A/I/T

Assessment Method Key: **A** = Application Form **I** = Interview **T** = Test **D** = Documentary Evidence

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General Information

SAFEGUARDING

Shaftesbury Education is committed to safeguarding and promoting the welfare of adults, young people and children and expects all employees to share this commitment and follow our safeguarding policies and procedures.

EQUALITY AND DIVERSITY

Shaftesbury Education is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status or pregnancy and maternity.

Shaftesbury Education aims to create and sustain an inclusive work environment, which provides equality or opportunity for everyone and reflects the diversity of the communities we serve. The post holder is required to uphold the Equality and Diversity Policy and comply with the Code of Conduct which sets out our standards of behaviour towards those who use our services or work within them.

CHRISTIAN ETHOS AND VALUES

The post holder must carry out all duties in a manner which is consistent with Shaftesbury Education values, based on a Christian ethos.

CONFIDENTIALITY

The post holder must ensure that any information relating to employees, service users and volunteers (future, current and past) is treated in strictest confidence and discussed only within the confines of the work setting with the appropriate members of the team or managers.

HEALTH AND SAFETY

The post holder must be familiar with Shaftesbury Education Health and Safety policies and guidelines. All work undertaken is to be consistent with these. Ensure own health, safety, and that of others affected by their work.

This job description and person specification is not exhaustive and amendments and additions may be required in line with future changes in the post holder duties.