



Introduction

As a school team member, a therapist must be able to demonstrate the following:

- Impact of their work
- Positive influence on the practice of others
- Accountability for agreed areas of leadership and development

The post holder will be expected to work across the school to deliver key speech and language therapy and communication interventions and training.

They will demonstrate good to outstanding practice as a role model to school teams.

Regular clinical supervision will be provided.

This is a part-time post: 36 hours a week, term time (39 weeks) plus 2 weeks.

Post	Speech and Language Therapist for Primary Pupils with SEN including ASD
Team	Therapy Team
Reports to	Head teacher and Assistant Head for Communication
Scale	Band 6

Main purpose and scope of post

The speech and language therapist is responsible for leading and developing the communication strategy across the school in collaboration with the Assistant Head for Communication and the NHS Speech and Language Therapist in the execution of their statutory duties. The post holder will support curriculum design to develop the communication skills of all pupils as well as providing tailored, individual programmes and support for students whose speech and language needs are a barrier to progress.

Under the direction of the Head Teacher play a role:

- In formulating the aims and objectives of the school and establishing the policies through which they may be achieved
- Be responsible for the development of communication skills of pupils including the monitoring of progress
- Proactively support staff and manage resources
- Carrying out the professional duties of a Speech and Language Therapist as required
- Taking responsibility for promoting and safeguarding the welfare of children and young people within the school, following school safeguarding policies and procedures.
- To contribute to a whole school improvement programme for a communication friendly environment in all areas of school life with the Assistant Head for Communication.

To support staff to develop, embed and monitor an effective and accessible curriculum in line with the needs of pupils.



To work alongside teachers and teaching assistants and NHS staff to devise and implement relevant interventions to improve the communication of students

Plan, execute, monitor and evaluate communication therapy programmes for individuals and small groups of students with special educational needs These activities and programmes will be delivered to individuals and groups in accordance with local and national learning strategies and the school curriculum and policies, both in school.

To ensure a rigorous evidence base of pupil progress and robust assessment practices.

To work as an effective member of a wider multidisciplinary team, to contribute to effective systems and processes and to help develop classroom standards for supporting students with learning difficulties.

To attend and contribute to EHCP meetings as required, preparing written reports in advance

To promote a positive working environment.

To develop, embed and monitor and report on good practice across school.

Aspects of this role

Work with lead for communication to develop an action plan and monitoring protocol for communication across school to support the School Development Plan.

To work with the staff to ensure high quality low- and high-tech learning resources across the school to improve communication outcomes for students.

To contribute to the CPD offer to parents, teaching and support staff focused on understanding and developing speech and communication needs

Lead meetings and advise on training for communication leaders within the school

To keep up to date with research to inform advice and support

To provide on occasion support for SLT trainees on clinical placement

To support teaching staff to ensure the quality of the learning environment reflects the needs and abilities of pupils.

To support the school in raising and monitoring standards of Teaching, Learning and Assessment, Pupil Outcomes and Personal Wellbeing, Behaviour and Development. For example: through positive participation in Performance Management processes, participation in related processes.



To support the school team in delivering effective support for families; both on a day to day basis and through high quality, meaningful reports and meetings.

To participate in whole school by contributing to:

- Safeguarding
- Health and Safety
- Supporting performance management
- School Events
- Monitoring of age appropriate activities across the school
- Overseeing recording and reporting of progress in engagement
- Participating in Annual Reviews
- Governing Board meetings

To work with Communication lead to develop a whole school Speech and Language approach through:

- Therapy policy and protocols
- Therapy across school including playground
- Resourcing Speech and Language interventions and training
- Liaising with other professionals
- Monitor training needs
- Monitor impact of Speech and Language therapy
- Offer in class support for teaching staff
- Develop, up to date and share information to support families.

To support the school's work with the community including Family Workshops.

To carry out additional duties in line with purpose of role, as requested by the SLT.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation.

This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

After review:

Signature	Date
Head teacher's signature	Date