



**Kennel
Lane
School**

Valuing Achievement
Encouraging Independence



**HIGHLY SPECIALIST PAEDIATRIC SPEECH AND
LANGUAGE THERAPIST**

KENNEL LANE SCHOOL



The Corvus Learning Trust is incorporated in England and Wales

Company number 11045796

Registered Office: Edgbarrow School, Grant Road, Crowthorne, Berkshire RG45 7HZ

Job Description/Specification

Kennel Lane School: 2024

Job Title	Highly Specialist Speech and Language Therapist
Grade/salary FTE	BG F points 31-36, £41,771-£47,181 plus £729 fringe allowance and £1539 SEN allowance
Work pattern/Hours	Term Time, plus inset days, 37 hours per week. Flexible working can be considered
Responsible to	Headteacher and Deputy Headteacher

Job Description

Kennel Lane School is a 'Total Communication' school, supporting young peoples' speech, language and communication as part of their individual need identified in their Education, Health and Care Plan and as part of the TALENTS Curriculum. The post holder is an autonomous clinician, responsible for organising and managing a caseload of young people across the whole school site, with any additional outreach within the borough/trust as required, as directed by the headteacher. The post holder is responsible for devising, running and delivering a comprehensive and highly specialist service to young people with special and complex needs (including but not limited to Autism Spectrum Condition, Down Syndrome, Rett Syndrome, Cerebral Visual Impairment, Hearing Impairment, Cerebral Palsy, and complex learning difficulties).

The post holder will run all levels of provision, including universal, targeted and specialist support, and they will upskill/train educational colleagues through both formal and informal training, so that they too can deliver the school's universal and targeted offer.

The post holder will also support clinically with aspects of the School Development Plan and identified whole school priorities e.g., by delivering training, supporting with collating information, and writing reports for all young peoples' 'Learner Voice', in contribution for Section A of their EHCPs.

The post holder will liaise with educational colleagues in order to undertake joint planning of targets, production of progress reports and EHCP reviews (e.g., by recommending new outcomes/provision) and training. The post holder will also support with assessment/ evidence gathering and monitoring of progress over time with educational colleagues and the Senior Leadership team as appropriate

The post holder will have knowledge of the school's TALENTS curriculum and the Preparation for Adulthood framework, in order to ensure that young peoples' communication skills are supported effectively throughout their duration at Kennel Lane School and into their transition to adulthood, and for when they transition out of Kennel Lane School.

The post holder will develop, plan and run the speech and language therapy service across the school, including both assessment and therapy for individual and groups of young people. This means that the post holder will be able to work autonomously at pace, as well as being effective at managing their time, workload and priorities. The post holder will also work with the internal and external Multidisciplinary Team and be skilled in working in and liaising within a multi-disciplinary and multi-agency environment, to provide training and support e.g. Internally with educational colleagues, the Support and Intervention Team, Family Support Workers, and with parents and carers; e.g. Externally with the NHS CYPIT Speech and Language Therapy team, and Berkshire Sensory Consortium; e.g. Places where outreach is required (respite services such as Larchwood and KIDS; and other local education settings in the trust/borough). The post holder will have the ability to and be willing to work in a flexible way, including working at sites outside of Kennel Lane School and offering support remotely, to provide outreach and to also support young people at other sites/trusts, as required.

The post holder will regularly liaise with this Multidisciplinary Team, with the young person at the centre of all discussions and decisions, to enable joint working. The post holder will also be responsible for suggesting and implementing new and effective ways of working, and for engaging and fostering good professional relationships with other professionals in the

wider service, in particular with other Speech and Language Therapists supporting the same young people, whom may be employed by other agencies.

The post holder will also be responsible for the setting up and for the smooth running of a record keeping database for all young people at Kennel Lane School with speech, language and communication needs. The post holder will ensure that these records are GDPR compliant and stored in a manner that is consensual and confidential, but accessible by those within the internal Multidisciplinary Team, to enable joint working. This includes session notes, assessment write-ups, communication passports and 'Learner Voice'.

The post holder will bring highly specialist knowledge and employ highly specialist communication strategies, unique to each young person as appropriate. The post holder will have significantly detailed knowledge of the range of low- mid- and high-tech Alternative and Augmentative Communication (AAC) systems available, and be responsible for assessing, selecting, seeking/applying for specialist funding, and implementing these systems, as well as supporting with the development of programmes and training within this highly specialist area.

The post holder will have an awareness of Physiotherapy/Occupational Therapy needs, such as the positioning and handling of young people with a range of physical needs, and the impact that their seating and posture may have on their communication skills. The post holder will also have a specialist interest and passion for neurodiversity, and have the ability to manage difficult situations, including those where there might be complex physical or mental health conditions, and/or challenging behaviours.

The post holder will provide clinical supervision, day-to-day line management and support to other colleagues both within the speech and language therapy team (namely, Speech and Language Therapy Assistant(s)) and signpost them to opportunities for CPD and training to continue developing their own skillset, and also to wider educational colleagues (for example, class-based LSA's who require specialist support as part of their qualification to become a Lead LSA).

The post holder will have excellent communication skills and the ability to empathise in order to support and work with carers and parents around their young person's special needs. They will be able to communicate and convey complex information effectively to carers, parents and professionals around them, effectively considering barriers to communication (e.g., culturally, with language, with their own additional needs, etc.). The post holder's high level of expertise in the field of complex needs will ensure that they can reassure and provide confidence in young people, their parents and carers and other professionals. The post holder will also demonstrate good negotiation skills in working with other professionals in the team (for example, when in discussions with the NHS CYPIT Speech and Language Therapy team, teachers of the Hearing Impaired, and also Occupational Therapy) to ensure that the best package of support can be offered to the young people at Kennel Lane School.



Job Specification

Applicants should pay particular attention to the requirements in the Person Specification when completing their application.

Key

E = Essential

D = Desirable

A	Qualifications, Knowledge and Experience	E/D
A1	Recognised qualification - degree in Speech and Language Therapy	E
A2	Registration with HCPC and membership of RCSLT	E
A3	At least 2 years relevant post-NQP experience	E
A4	Post-graduate training within specialism	E
A5	Experience of working with young people with complex needs and their families	E
A6	Training in research methodology, teaching, assessing and mentoring of students	E
A7	To demonstrate highly specialist clinical expertise in the assessment, treatment and management of speech, language and communication difficulties, providing appropriate specialist intervention and evaluating progress and outcomes.	E
A8	To demonstrate highly specialist clinical expertise in the use of low- mid- and high-tech Alternative and Augmentative Communication (AAC) Systems in young people with complex needs and/or learning disabilities. This includes assessing, selecting, seeking/applying for specialist funding, and implementing these systems, as well as supporting with the development of programmes and training within this highly specialist area.	E
A9	The demonstrate highly specialist clinical expertise in supporting young people with a diagnosis of Autism Spectrum Condition and/or social communication difficulties.	E
A10	To demonstrate highly specialist expertise in managing young people with complex special needs who present with one or more of the following: Autism Spectrum Condition, Down Syndrome, Rett Syndrome, Cerebral Visual Impairment, Hearing Impairment, Cerebral Palsy, sensory impairments, complex learning difficulties, and physical disabilities (requiring an advanced knowledge of AAC and how physical positioning, seating and posture may affect this), and those presenting with social emotional needs.	E
A11	To manage and prioritise a whole-school complex and specialist caseload independently, delegating to other professionals and a Speech and Language Therapy Assistant where required. The individual should be aware of issues of service delivery and any pressures, in order to feed back to the Senior Leadership Team as needed.	E
A12	To provide advice to others regarding the management and care of young people with speech, language and communication needs.	E
A13	To contribute to multi-agency assessment, liaison and official meetings, as required, including statutory educational assessment or contributions that are required for a young person's EHCP or Annual Review.	E
A14	To demonstrate knowledge of current policies and practice in education and incorporate these into the model of working as appropriate.	E
A15	To support clinically with aspects of the school development plan and identified whole school priorities e.g., by delivering training, supporting with information gathering, and writing reports for all young peoples' 'Learner Voice', in contribution for Section A of their EHCPs.	E
A16	Plan and implement individual and group interventions, in collaboration with the young person, parent/carer and educational colleagues to achieve goals, and measure progress to ensure effectiveness of intervention.	E

A17	To provide universal, targeted and specialist levels of support to the young people at Kennel Lane School.	E
A18	To work closely with the wider Speech and Language therapy (including those who are employed by other agencies e.g. NHS CYPIT Speech and Language Therapy team) to develop universal support and training offers. The individual will need to suggest and implement new and effective ways of working with other Speech and Language Therapists, and engage and foster good professional relationships with professionals in the wider service.	E
A19	To provide clinical supervision, day-to-day line management and support to other colleagues both within the speech and language therapy team (namely, Speech and Language Therapy Assistant(s)) and signpost them to opportunities for CPD and training to continue developing their own skillset, and to wider educational colleagues (for example, class-based LSA's who require specialist support as part of their qualification to become a Lead LSA).	E
A20	To be willing to work in a flexible way, including working at sites outside of Kennel Lane School, to provide outreach and support young people at other sites/trusts or respite facilities or family homes, as required. This also includes providing remote support, such as the provision of a monthly communication video (namely 'Buzzword' on Kennel Lane School's YouTube account, and in the school monthly newsletter) and parent/ carer/ educational colleague training videos on the Kennel Lane School YouTube account.	E
A21	To maintain up-to-date and accurate record keeping and write reports reflecting highly specialist knowledge, ensuring that they meet professional standards and are in line with RCSLT and HCPC professional standards.	E
A22	To demonstrate good negotiation skills across a range of issues and situations, recognising and resolving potential breakdown and conflict when it occurs.	E
A23	To monitor and evaluate highly specialist service delivery and provide progress updates as required.	E
A24	To be accountable for professional action and recognising professional boundaries, and working within defined departmental and national protocols/policies and professional code of conduct.	E
A25	To deal with initial complaints and issues raised by educational colleagues or parents/carers sensitively, avoiding escalation where possible and contributing to complaints responses where required.	E
A26	To liaise and share information with other professionals as appropriate, observing data protection guidelines and ensuring referrals are made to other services as appropriate, with the support of the educational team at Kennel Lane School.	E
A27	To contribute to school meetings, annual reviews, case conferences and multi-agency team meetings, as appropriate.	E
A28	To develop and deliver specialist training (formal and informal) to others in areas of clinical expertise, developing the ability to target training appropriately to the needs of participants and to reflect on and evaluate training provided. The individual should have skills in making adaptations to presentation/training styles, so it can be accessed by a range of audiences.	E
A29	Knowledge of a highly specialist range of assessment tools and procedures to evaluate communication, speech and language skills in young people with complex needs, and awareness of how to adapt these to the individual informally, as needed.	E
A30	Knowledge of selecting, setting & evaluating highly specialist treatment targets.	E

A31	Knowledge of a highly specialist range of therapeutic interventions relevant to developing communication, speech and language of young people with complex needs, and demonstrating the evidence base for these approaches.	E
A32	Knowledge of local cultural, linguistic and demographic factors which could influence caseload management and how to support carers and parents.	E
A33	Knowledge of approaches to mentoring, advising, supporting and clinically supervising support staff e.g., Speech and Language Therapy Assistant, Learning Support Assistants	E
A34	Previous experience working at a highly specialist level with young people with a wide range of language and communication needs with complex needs, in special schools and in the community.	E
A35	Experience designing and delivering highly specialist training to a range of audiences (both internally and externally e.g., to local respite facilities).	E
A36	Experience writing complex statutory assessment/ EHCP advice for recommendations, provisions and long-term outcomes.	E
B	Supervision/Management Experience	
B1	Evidence of continuing professional development e.g., keeping a CPD diary with the RCSLT	E
B2	Ability to be self-reflective and use supervision effectively	E
C	Professional Development and Research	
C1	To be responsible for maintaining their own competency via attending/accessing clinical supervision sessions and Speech and Language Therapist professional groups.	E
C2	To be responsible for keeping their knowledge base up-to-date and engage with regular CPD to find out about and subsequently implement new evidence-based interventions e.g., 'smiLE Therapy' and supporting 'Gestalt Language Processors' using 'Natural Language Acquisition' (Marge Blanc, M.A CCC-SLP).	E
C3	Experience carrying out evidence-based/ research projects e.g., research into the 'Learner Voice' project, and writing this up as a project afterwards.	E
D	Personal Qualities	O
D1	To have a passion for neurodiversity and motivation to deliver the highest quality intervention and support.	E
D2	To work autonomously at pace as well as being effective in managing time, workload, and priorities.	E