



Role Profile

Job Title: Specialist Paediatric Speech and Language Therapist	Role Profile Number: SBC_10796
Salary:	Date Prepared: 15/2/2021
Directorate/Group: Children Families and Health	Reporting to: Specialist Community Health Services Manager

Job Purpose

To provide speech and language therapy to a caseload of children and young people with language and communication difficulties in preschool, school, clinic and home settings as part of wider packages of care to support children and young people to participate fully in their family, school and community.

To provide assessment as part of a multi-disciplinary team. Work as a part of the speech and language therapy team providing supervision and support to less experienced colleagues and supporting the development of the service.

This role will involve managing a caseload within specialist areas of practice within the post holder's scope of practice.

Key Accountabilities

- To manage own caseloads in identified settings independently.
- To work effectively as part of the service team, multi-disciplinary and multi-agency team.
- To manage own time effectively and prioritise tasks appropriately.
- In partnership with children/young people and carers to assess, evaluate, develop and implement individualised treatment plans for children/young people using advanced clinical reasoning skills, evidence-based practice and utilising a wide range of therapeutic approaches.
- To develop and implement specialist care packages identifying appropriate treatment from a range of options.
- To explain complex condition related information to others and the consequent impact on the

child's development and ability to learn. Some of this information may be distressing and this will require empathy.

- To work closely with carers / parents / other professionals / children where appropriate, in the planning and prioritisation of therapy plans and programmes. This includes motivating others to participate in therapy intervention.
- To complete reports and maintain clinical records in line with professional and organisational standards.
- To attend relevant meetings and case conferences as required.
- To be fully aware at all times of individual responsibility for safeguarding children/young people and to work effectively to meet national and local standards and procedures.
- To demonstrate a working knowledge of CQC standards and Organisational policies and how they apply to everyday clinical practice.
- To be responsible for a varied caseload of children and young people aged 0-18 years of age within the post holder's agreed scope of practice, for example, voice work, fluency work, dysphagia work, work with children and young people with learning difficulties, Autistic Spectrum Disorder (ASD) work, Specific Language Impairment (SLI) work, Hearing Impairment work and/or Augmentative Alternative Communication (AAC) work.
- To help to lead on teamwork, learning and development within the paediatric speech and language therapy team and to participate in that of the multidisciplinary team of which the service is part.
- To communicate with a network of Education, Health and Social Care professionals and the voluntary sector.

Supplementary Accountabilities

- To supervise, train, advise and support less experienced speech and language therapy staff, assistants, student speech and language therapists.
- As an experienced practitioner to identify the needs of, plan, develop, co-ordinate and deliver training to the wider multidisciplinary team across Health, Education, Social Care services and the Voluntary sector.
- To participate in the SBC staff appraisal scheme as an appraisee and be responsible for complying with agreed personal development plans.
- To participate in and lead on elements of the measurement and evaluation of your work and current practices through the use of evidence-based practice projects, audit and outcome measures, both individually and with the team and organisation.
- To identify, recommend and work with the service manager and other team members on implementing improvements to service delivery and clinical practice, linking with the formulation and implementation of CQC and OFSTED service improvement plans and wider SBC standards for service provision and development.
- Maintain and develop current knowledge of evidence-based practice in the areas of Paediatrics, developing specialist knowledge of particular conditions and groups of children and young people.
- To ensure that a high standard of clinical practice and patient care is maintained and to ensure that other speech and language therapists in the team do likewise, through ongoing competency

assessment and evaluation of treatment outcomes.

- To be responsible for maintaining a professional development portfolio showing evidence of own competency to practice through all CPD activities.
- To work closely with the therapists in preschool settings to prepare children and their parents for the transition of care from the community to the school setting as required.
- To work with partner agencies on developing the transition of care primary to secondary school and into adult services.
- To participate in safeguarding activities, training and support as required.
- To participate in the assessment and provision of SEN support to children and young people as required.

Knowledge & Experience

Candidates must have substantial knowledge and experience in the following areas of business and will be required to provide evidence of this:

- To have a recognised qualification in Speech and Language Therapy
- Experience of working as part of a multidisciplinary team
- Experience of caseload management
- Experience of communicating effectively in sensitive and challenging situations
- Either considerable experience at band 5 or previous experience at band 6

Qualifications

- Qualified Speech and Language Therapist – current registration with the HCPC
- Membership of the Royal College of Speech and Language Therapists

Decision Making

- Makes decisions about packages of specialist speech and language therapy care required by a child or young person
- Makes decisions about when a referral to specialist care and or for safeguarding assessment is required
- Make decision about the statutory level of support required for a child to meet SEN needs

Creativity and Innovation

- Actively identify bespoke packages of speech and language therapy care to meet a child or young person's needs
- Presentation of a variety of approaches to problem solving
- Flexibility to meet the varying demands of the role

<p><u>Job Scope</u></p> <ul style="list-style-type: none"> • Role can involve supervision of less experienced speech and language therapists and/or therapy assistants <p>Typical tasks supervised/allocated to others</p> <ul style="list-style-type: none"> • Delivery of care packages and programmes designed by the speech and language therapist and delivered by parents, carers, therapy and or teaching assistants and education staff. 	<p>Budget Holder</p> <p>Responsibility</p> <p>Asset Responsibility:</p>	<p>No</p> <p>.</p> <p>Management of equipment and assessments for children</p>
--	--	--

Contacts and Relationships (how the role relates to the work of others i.e. officers, groups, committees, general public, members, partner organisations, internal and external contacts of the council)

- Working closely together with other members of the paediatric speech and language therapy team to provide seamless co-ordinated care to families.
- Working closely with education, health and social care colleagues to ensure effective communication and connectivity in order to make better use of the resources, facilities, relationships and partnerships.

Other Key Features of the role (working environment / emotional / conditions i.e. regular outside work, unpleasant or hazardous conditions, practical demands such as standing, carrying or working in constrained positions, potential verbal abuse and aggression from people, or risk of injury)

- Carry out assessments and treatments of paediatric conditions with moderate physical effort on a daily basis, including floor-based activities and equipment.
- Work alone in the environment – patient homes, schools, nurseries and voluntary organizations’, assessing and managing risk
- To deal sensitively with children and families who have high levels of anxiety and aggression caused by the complexities of caring for a child with profound long term physical and or learning disabilities. These cases may be few in number but are very time consuming and emotionally demanding