

## SECTION 1

### **JOB IDENTIFICATION**

<b>Job Title:</b>	Paediatric Speech and Language Therapist
<b>Department(s):</b>	Speech and Language Therapy, Moray
<b>Location:</b>	Glassgreen Centre, Moray
<b>Hours:</b>	37 hours per week- part time hours would be considered
<b>Grade:</b>	Band 5
<b>Salary:</b>	£33,247 - £41,424 pro rata / per annum
<b>Contract:</b>	Permanent
<b>Job Reference:</b>	NR221158

## SECTION 2

### Job Purpose

- To identify, assess, diagnose, and provide Speech and Language Therapy treatment in accordance with NHS Grampian, national and local professional standards and guidelines, in order to meet the communication support needs of children and young people within a variety of community locations (e.g. clinic, nursery, mainstream primary and secondary schools etc.) with delayed / disordered / impaired speech, language, communication and interaction skills.
- To work as a team member (Moray) and to contribute to Grampian wide SLT audit, research and service development projects.
- To liaise with and provide advice, training, coaching and support to other professionals around communication

### Summary of Responsibilities:

#### Clinical Practice

- Responsible for managing defined caseload with access to support, meeting the required clinical guidelines for patient care
- Developing Autonomous practice - Able to manage own time and prioritise tasks with minimal support.

#### Facilitation of Learning

- Participate in development and delivery of routine training to others; Participate in S&LT student placements
- Contribute to learning audits, provide peer support to colleagues and HCSWs and actively engage in supervision. May supervise aspects of HCSW work

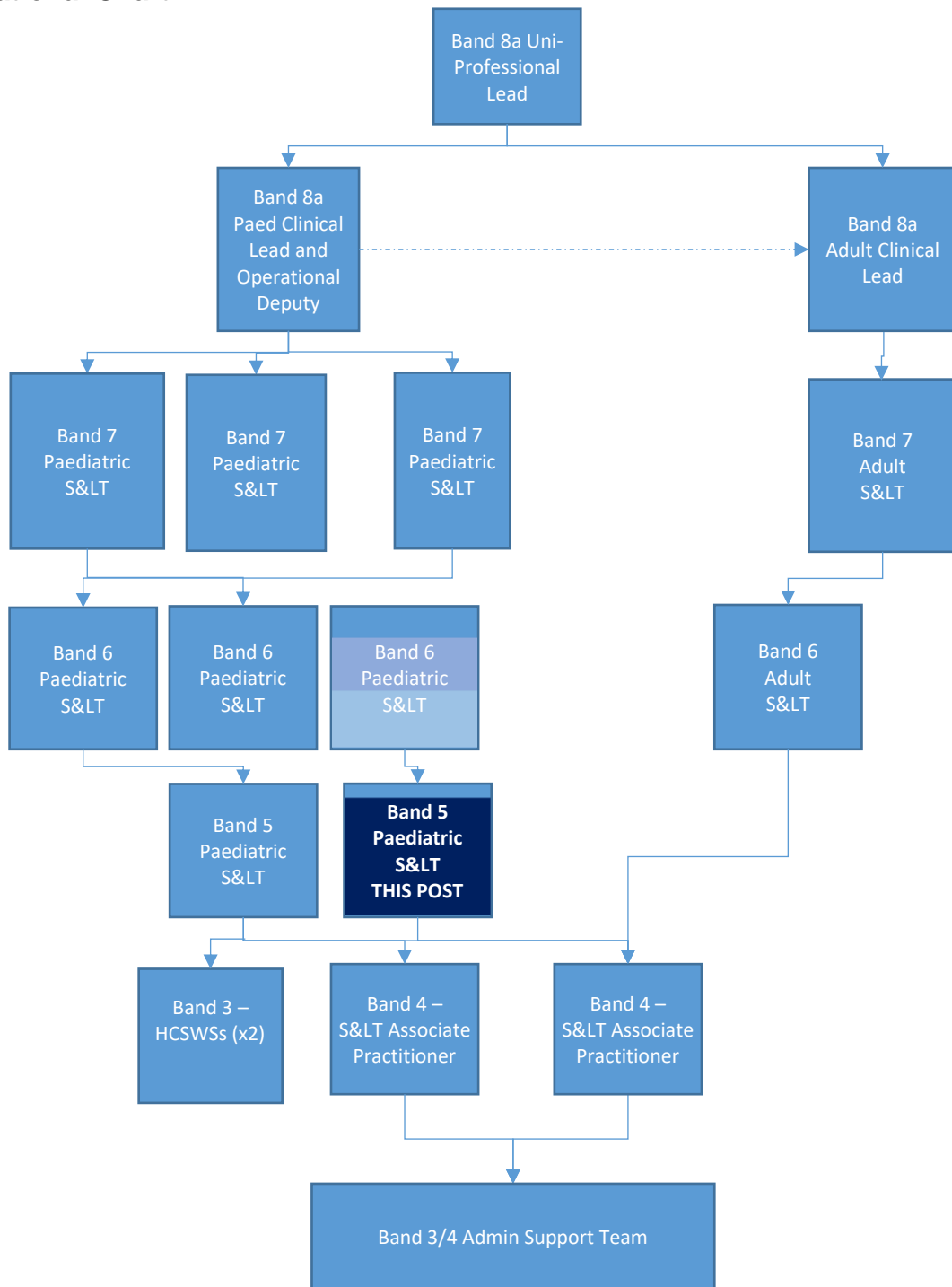
#### Leadership

- Seek advice and support from team
- Give and receive feedback in an open, honest and constructive manner
- Liaise with other agencies as part of MDT and provide communication advice to other professions
- Represents S&LT on MDT.
- Deal with minor issues and complaints – report significant events or complaints.

#### Evidence Research and Development

- Carry out self-directed learning
- Contribute ideas and data to audit/research
- Evaluate own effectiveness using clinical data

# Organisational Chart



<p><b>1</b></p>	<p><b>Communication and relationship skills</b>  <i>Provide and receive complex, sensitive information overcoming barriers to understanding</i></p> <ul style="list-style-type: none"> <li>▪ Frequent contact (face to face, home visits, telephone, video-call, written) with <ul style="list-style-type: none"> <li>▪ clients, medical staff, carers, and families as well as other professionals (e.g. social workers, teaching staff), in order to deliver care plans - requiring empathy, reassurance, motivational skills, and appropriate explanations in order to ensure understanding of communication support needs, strategies to help, and progress</li> <li>▪ colleagues within S&amp;LT Department: specialists, administrative and clerical staff, assistants, students, as well as with manager in order to share information and advice, and to give and receive work</li> <li>▪ other healthcare professionals (e.g. ENT, Clinical Psychologists, Consultants, District Nurses, GPs, AHPs, Practice Managers, Nurses, Staff Grade Physicians, S&amp;LTs from other Trusts), in order to share information, care plan, give advice, and team plan</li> </ul> </li> <li>▪ Frequent use of counselling skills in dealings with clients and relatives to communicate diagnosis, relevant information, and communication support needs including where a patient has a difficult diagnosis requiring a high level of emotional support.</li> <li>▪ Frequent use of coaching techniques to coach therapy partners in therapy techniques and programmes to ensure continuation of therapy aims in daily settings</li> <li>▪ Frequent dealing with clients, carers and other professionals with wide ranging enquiries and/or concerns requiring tact, negotiation and empathy.</li> </ul>
<p><b>2</b></p>	<p><b>Knowledge, training and experience</b></p> <p><u>TRAINING</u></p> <p>Essential Training Requirements:</p> <ul style="list-style-type: none"> <li>▪ A recognised Speech and Language Therapy degree qualification, or equivalent</li> <li>▪ Health Care Professions Council (HCPC) Licence to Practice, current and ongoing</li> <li>▪ Eligibility for, and membership of, The Royal College of Speech and Language Therapists (RCSLT), current and ongoing</li> </ul> <p><u>Evidence of commitment to Continual Professional Development including:</u></p> <ul style="list-style-type: none"> <li>▪ Attendance at Special Interest Groups and short courses</li> <li>▪ Self-directed learning e.g. review of current literature and research</li> <li>▪ Evidence of ability to identify own training needs (through established appraisal system)</li> <li>▪ To maintain knowledge of current research in order to ensure clinically effective, evidence-based practise is used to inform intervention and assessment</li> <li>▪ Attendance at meetings</li> </ul>

- Reflective practice through presentation/discussion of cases with colleagues
- Completion of annual CPD Log, in accordance with RCSLT standards as evidence of the above

#### KNOWLEDGE

- Knowledge and experience of local and national protocols, practices and procedures
- Demonstration of thorough working knowledge of:
  - Formal and informal assessment tools and approaches used to evaluate client's diagnoses and treatment needs
  - Selecting and implementing appropriate treatment options
  - Producing and adapting therapeutic resources specifically tailored to individual client's needs
- Working knowledge of augmentative and alternative communication approaches such as the development and use of high tech and low tech communication aids
- Knowledge and understanding of the roles of a wider range of other professionals and agencies including their contribution to the client's care and to the multi-disciplinary team e.g. allied health professionals, medical, social work, education and voluntary staff
- Knowledge and understanding of, and adherence to, current relevant legal frameworks and guidelines for education and children's health issues
- Knowledge and understanding of Additional Support for Learners Act and Getting it Right for Every Child to enable contribution to the Additional Support Needs process and Individual Education Plans
- Knowledge and understanding of RCSLT Clinical Guidelines, SIGN Guidelines and Vulnerable Adults legislation
- Application of knowledge of clinical governance and evidence based practice in terms of audit, care aims, outcome measures, etc.
- Knowledge and understanding of child and adult protection issues and actions to be taken

#### EXPERIENCE

- Experience as under-graduate or post-graduate of Speech and Language Therapy clinical practice either on clinical placement, as a Health Care Support Worker or Speech and Language Therapist
- Experience of gathering information through informal and formal assessment, analysing this information in a holistic framework in order to formulate treatment plans and carry out therapy independently with support and supervision from experienced colleagues.

<p><b>3</b></p>	<p><b>Analytical and judgemental skills</b></p> <ul style="list-style-type: none"> <li>▪ Post-holder is accountable for own professional actions, recognising own professional boundaries – seeking advice as appropriate from others e.g. mentor, clinical specialist colleagues, national bodies etc on a daily basis</li> <li>▪ Able to make differential diagnosis of communication disorders on a daily basis and differential diagnosis of a wider range of medical conditions in conjunction with the Multi-disciplinary Team, as and when required, taking lead/ advisory role as appropriate</li> <li>▪ Able to evaluate and reflect on auditory, visual and kinaesthetic aspects of client's communication in order to analyse communication function - using phonetic/phonemic/ linguistic transcription and analysis – in order to independently decide treatment procedures - with support when required - ensuring carryover into the client's everyday life.</li> <li>▪ Actively contribute to Moray-wide caseload/ team management issues</li> <li>▪ Contribute to complaints procedure in line with NHS Grampian procedure as and when required</li> <li>▪ Identify situations (e.g. in cases where there may be queries over protection issues) where confidential information may/ should be shared with other professionals, which may require consultation with the service/ line manager, as and when required</li> </ul> <p>Typical judgements made in the course of the job:</p> <ul style="list-style-type: none"> <li>▪ Make recommendations for onward referrals to other professionals and services as and when required</li> <li>▪ Make judgements regarding Duty of Care with regard to patients and acts accordingly. Including identifying and carrying out health promotion role as required e.g. most effective intervention.</li> <li>▪ Work to promote early identification of those requiring SLT and increased language development on a daily basis.</li> <li>▪ Design and implement appropriate therapy programmes for each individual client, making use of professionally agreed techniques</li> </ul>
<p><b>4</b></p>	<p><b>Planning and organisational skills</b></p> <ul style="list-style-type: none"> <li>▪ Independently manage and prioritise own caseload and workload in line with clearly defined professional procedures and standards on a daily basis involving a number of difficult and potentially conflicting issues.</li> <li>▪ Help to identify gaps in service provision and opportunities for quality of care initiatives with support of supervisor</li> <li>▪ Contribute to and be aware of wider team assessment and diagnostic role related to the full range of clinical conditions.</li> <li>▪ Contribute to supervision by organising own supervision and recording appropriately.</li> </ul>

<p><b>5</b></p>	<p><b>Physical Skills</b></p> <ul style="list-style-type: none"> <li>▪ Frequent periods of intense concentration during client assessment and treatment</li> <li>▪ Highly developed concentration and sensory skills, including auditory and perceptual skills for observation, assessment and treatment of communication support needs</li> <li>▪ Manoeuvring of clients with physical disabilities, including wheel-chair users</li> <li>▪ Frequent handling and behavioural management of clients who present with challenging behaviours</li> <li>▪ Driving a car, occasionally in inclement weather, in often tight schedules from location to location on a daily basis</li> <li>▪ Daily carrying and handling of resources, equipment and files to/from locations and car</li> <li>▪ Keyboard skills</li> </ul>
<p><b>6</b></p>	<p><b>Responsibilities for patient/client care</b></p> <ul style="list-style-type: none"> <li>• Overall work plan is agreed with S&amp;LT Clinical Lead, and communicated verbally and in writing. Supervision is available for regular planned support meetings and other colleagues are available for advice and/or additional supervision if required.</li> <li>• Post-holder is required to: <ul style="list-style-type: none"> <li>○ Prioritise, assess, diagnose, develop and deliver specialised, individualised and frequently complex treatment and therapy plans to own caseload as described above.</li> <li>○ Evaluate the need for assessment (including initial assessment) and where an identified need is present, select from a range of standardised and non-standardised, formal and informal assessment techniques and apply them appropriately to meet individual client need. Where no existing assessment tool exists, the post-holder is required to devise, design, prepare and implement new assessment tool to meet individual client needs.</li> <li>○ Evaluate the need for therapy input / support and, when an identified need is present, communicate the level of support required to parents, teachers, and the children themselves (depending on age and ability) and for adults to carers, nursing staff, and the patients themselves</li> <li>○ Plan and carry out therapy intervention according to resources available</li> <li>○ Select from a range of published, locally devised, formal and informal therapeutic tools and apply them appropriately to meet individual client need; or, where no existing therapeutic tool exists, devise, design, prepare and implement creative new therapeutic tools to meet individual client needs.</li> <li>○ Work to engage parents/ carers in language stimulation and/ or therapy activities in a daily context. This includes parents with difficult social circumstances (e.g. social deprivation, alcohol and drug abuse/ misuse)</li> <li>○ Work to engage patients and carers with therapy activities. This includes patients with complex circumstances and with complex disorders where barriers to understanding exist</li> <li>○ Liaise with, inform, support and make verbal and written recommendations to professionals and others involved with individual clients</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Maintain up-to-date case-notes for each client contact in accordance with departmental and professional standards</li> <li>○ Write reports conveying specialist knowledge to patients carers and professionals as/ when required including reports for legal purposes (child protection, litigation) as/ when required</li> </ul>
<b>7</b>	<p><b>Responsibilities for policy and service development implementation</b></p> <ul style="list-style-type: none"> <li>▪ Provide evidence of quality assured clinical effectiveness including participation in research and audit as required and provision of timely reports in line with Departmental, NHS Grampian and RCSLT standards.</li> <li>▪ Participate fully in the Staff Appraisal system to identify the developmental needs of both post and post-holder in accordance with policies and directives from NHS Grampian and the SLT department</li> <li>▪ To attend and participate in staff meetings, relevant in service training, Clinical Networks, courses and staff appraisal.</li> </ul>
<b>8</b>	<p><b>Responsibilities for financial and physical resources</b></p> <ul style="list-style-type: none"> <li>▪ Organise and maintain professional working environment in line with best practice and Health and Safety guidelines.</li> <li>▪ Responsible for maintenance, security and care all equipment used by themselves and their patients, following infection control procedures.</li> <li>▪ Review equipment for assessment and therapy and ensures new equipment requested when required</li> <li>▪ Use video equipment for therapy.</li> <li>▪ Select and adapt 'off the shelf' materials and computer generated equipment to create treatment resources which take into account individual patient needs where no suitable alternative exists.</li> <li>▪ Use the Internet to access information relevant to patient care and professional development.</li> <li>▪ Use Alternative Aids for Communication: non-verbal signals, symbols, signs, writing/drawing and electronic devices.</li> </ul>
<b>9</b>	<p><b>Responsibilities for human resources</b></p> <ul style="list-style-type: none"> <li>▪ Support consultative and collaborative practice in locations and with colleagues who have not worked in this way before, requiring strong facilitation and communication skills to change the management of clients in education settings.</li> <li>▪ Collaborate with colleagues within multi-disciplinary and multi-agency teams to ensure appropriate holistic provision of services for individual clients including attendance at case conference meetings as required</li> <li>▪ Provide post-graduate informal and formal training in the support of children for other professionals</li> <li>▪ Participate in department supervision, providing peer support to colleagues and clinical guidance to Health Care Support Workers as appropriate.</li> <li>▪ Provide and agree a Personal Development Plan and evidence own personal/professional development through maintaining a Continuing Professional Development log.</li> </ul>

<p><b>10</b></p>	<p><b>Responsibilities for information resources</b></p> <ul style="list-style-type: none"> <li>▪ Maintain up to date and accurate case notes in line with HCPC professional standards and local guidelines - manually and electronically.</li> <li>▪ Ensure standard for filing and retrieval of case notes is maintained.</li> <li>▪ Share relevant information with others in written and electronic format (e.g. e-mail). This involves an awareness of data protection guidelines and information governance.</li> <li>▪ Ensure the provision of statistical data as required by department policy.</li> <li>▪ Update department data base system on a regular basis to ensure relevant information is available to Managers and support staff.</li> <li>▪ Design and produce communication passports/resources/aids for patients using computer packages. (e.g. Boardmaker.)</li> <li>▪ Use all electronic systems available to aid patient care and career development e.g TRAK care and TURAS</li> </ul>
<p><b>11</b></p>	<p><b>Responsibilities for research and development</b></p> <ul style="list-style-type: none"> <li>▪ Provide evidence of quality assured clinical effectiveness including participation in research and audit as required and provision of timely reports in line with Departmental, NHS Grampian and RCSLT standards.</li> <li>▪ Participate fully in the Staff Appraisal system to identify the developmental needs of both post and post-holder in accordance with policies and directives from NHS Grampian and the SLT department</li> </ul>
<p><b>12</b></p>	<p><b>Freedom to act</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate clinical autonomy: manage the complete care process from assessment to discharge.</li> <li>▪ Be accountable for own professional actions, recognise professional scope and limits of own clinical practice, and be responsible for sharing information at a team level and “up the line” and identifies when to seek and give advice.</li> <li>▪ Represent the department in multi-disciplinary, multi-agency teams</li> <li>▪ Contribute to department action plans and training plans.</li> <li>▪ Make immediate decisions when working independently away from base.</li> <li>▪ Participate in strategic planning and redesign. Respond to, interpret and follow national and professional guidance</li> </ul>
<p><b>13</b></p>	<p><b>Physical effort</b></p> <ul style="list-style-type: none"> <li>▪ Requires skills in handling young children and patients with disabilities and works within moving and handling guidelines.</li> <li>▪ Drive car across Morayshire including winter conditions</li> </ul>

<p><b>14</b></p>	<p><b>Mental effort</b></p> <ul style="list-style-type: none"> <li>▪ Daily combination of sustained and sudden explosive effort; Frequent periods of intense concentration during client assessment and treatment</li> <li>▪ Constantly adapt practice to meet individual circumstances and events</li> </ul>
<p><b>15</b></p>	<p><b>Emotional effort</b></p> <ul style="list-style-type: none"> <li>▪ Management of clients who present with challenging behaviours</li> <li>▪ Exposure to distressing/emotional circumstances</li> </ul>
<p><b>16</b></p>	<p><b>Working conditions</b></p> <ul style="list-style-type: none"> <li>▪ To be flexible to the demands of the environment including occasional unpredictable work pattern, deadlines and frequent interruptions</li> <li>▪ Occasional challenging working conditions (e.g. verbal and physical threats, cramped noisy spaces)</li> <li>▪ Daily carrying and handling of resources, equipment and files to/from locations and car</li> <li>▪ Occasional highly unpleasant working conditions (e.g. secretions, vomit, saliva)</li> </ul>

<b>PERSON SPECIFICATION</b>		
<b>POST/GRADE:</b>	Speech and Language Therapist – Band 5 (Paediatric)	
<b>WARD/DEPARTMENT:</b>	Speech and Language Therapy	
<b>LOCATION:</b>	Glassgreen Centre, Elgin	
<b>GENERAL REQUIREMENTS</b>		
<b>Factor</b>	<u>Essential</u>	<u>Desirable</u>
Qualification & Experience	<p>Recognised Speech and Language Therapy Degree Qualification or equivalent</p> <p>Relevant clinical placement or work experience with client group.</p>	<p>Relevant work or volunteering experience</p> <p>Familiar with Outcome Measures such as TOMs and clinical management tools such as Care Aims.</p>
Circumstances & flexibility	<p>Willingness to travel and deliver services across different settings</p> <p><b>Possess clean driving licence and able to drive with access to a car</b></p>	<p>Willing to work flexibly at times to meet service requirements e.g. delivering evening training etc.</p>
Particular requirements of the post	<p>Health Care Professions Council – Licence to Practice</p> <p>Registered Member of Royal College of Speech and Language Therapist</p> <p>Excellent interpersonal, communication and presentation skills: written and verbal.</p> <p>Awareness of a range of appropriate therapeutic interventions and evidence based practice relevant to paediatrics.</p> <p>Knowledge of national policies and procedures (relevant to the specialist client group)</p>	<p>Knowledge of strategic direction of NHS Grampian.</p>
Level of Disclosure check required	PVG for Adults and Children	