# BO_2colSPEECH &LANGUAGE THERAPY SERVICE

# JOB DESCRIPTION & PERSONAL SPECIFICATION

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| 1. **JOB IDENTIFICATION**     **Job Title:** Specialist Speech & Language Therapist within Child and Adolescent Mental Health Service    Responsible to: CAMHS Team Lead and Speech and Language Therapy Service Lead  **Department & Base:** Child and Adolescent Mental Health Team, Andrew Lang Unit, Selkirk    **Date this JD written/updated**: 18/01/22 | |
| **2. JOB PURPOSE**   * Providing Speech and Language Therapy within an integrated CAMHs Team. The post holder will assess, diagnose and manage a specialist group of children and young people with severe and/or complex mental health needs who also have communication and/or eating, drinking and swallowing difficulties. * Responsible for assessment, diagnosis and management of own caseload, maintaining associated records, providing specialist speech and language therapy as an autonomous practitioner within the CAMHS team. * Delivery of training and up skilling for family, carers, colleagues and multi-agency as appropriate. * To participate in differential diagnostic and/or process of joint formulation with CAMHs professional colleagues to ensure timely and accurate intervention. * Adapt and extend typical CAMHS interventions for children and young people with additional SLCN with the aim of improving access to and efficacy of these therapeutic interventions. * Raise awareness and promote understanding in the wider CAMHs and health network, of the impact of communication impairment on children and young people accessing mental health services. | |
| **3. ORGANISATIONAL POSITION**  See Separate Sheet | |
| 4. **ROLE OF DEPT / SERVICE**  The aim of CAMHS SLT service will be to provide a comprehensive, evidence based and high quality service for children and young people accessing a community mental health service. Joint working with health professionals, social work, education and other care/partner organisations is integral to improving clinical outcomes and support seamless patient care. The therapist in this role will be working in a trans-disciplinary model, taking on the specialist SLT role and at the same time working beyond traditional SLT boundaries to function as integral members of the multi-disciplinary CAMHS team. The CAMHs SLT will offer an integrated care approach which is unique within the wider Community Paediatric Service.   * Integrated SLT and mental health assessment, formulation and care planning as part of the multi-disciplinary CAMHS team. * Specialised assessment, formulation and programmes of care within the field of communication impairment and mental health. * Delivery of consultancy and training in the specialist clinical field of communication and mental health to multi-disciplinary colleagues within health and with our partner agencies. * Planning, implementing and evaluation of innovative practice within this newly developing clinical field. * Raise awareness and promote understanding and in the wider CAMHs network of the impact of communication impairment on children and young people accessing mental health services. * Adapt and extend typical CAMHS interventions for children and young people with additional SLCN to improve access to therapeutic intervention. * Improve access to the SLT assessment and support within the CAMHS Team | |
| **5. SCOPE AND RANGE**   * The post holder is responsible for managing their own workload and clinical caseload providing differential diagnosis between speech, language and communication disorders and/ or eating, drinking and swallowing difficulties, working with other agencies. This work will be allocated within the CAMHS team. * The post holder will work within their scope of practice within children’s SLT and access the senior SLT staff and the CAMHS Team Lead for development, guidance and case supervision. * The post holder will work in a variety of settings, e.g., clinics, mainstream schools and nurseries, schools and nurseries for children with Additional Support Needs, and in the home environment. * The post holder will have an Ordinary/Honours degree in Speech and Language Pathology and Therapeutics. * Continuing registration with Health and Care Professions Council (HCPC) and membership of the Royal College of Speech and Language Therapists. * The post holder will evidence considerable paediatric SLT experience with a range of conditions. * The post holder will be aware of wider service issues, connections, priorities, Mental Health services and legislation. * The post holder will demonstrate effective time management balancing clinical and managerial demands. * The post holder must adhere to the RCSLT code of ethics and professional conduct and comply with HCPC standards of proficiency and facilitate and monitor compliance of SLT staff with local and national standards of practice. * The post holder must adhere and ensure SLT Children & Young People Service staff adhere to SLT and NHS Borders Policies and Procedures e.g. Complaints Procedure and Health & Safety Policy. | |
| **5. MAIN DUTIES/RESPONSIBILITIES**   1. Assessment, care planning and delivery of specialised therapy programmes tailored to suit the needs of individuals with identification of specific measurable therapy outcomes. 2. Manage own specialist caseload as an autonomous practitioner, analysing client risk and need. 3. Engage effectively in clinical supervision. 4. Evaluate individual programmes of therapy and progress patient care using evidence based practice through the service towards discharge. 5. Maintain accurate client records and contemporaneous notes, ensuring client confidentiality and adherence to the Data Protection Act, and provide accurate and timely written and verbal reports. 6. Work collaboratively with the team around the child to jointly devise and implement plans to ensure effective outcomes. 7. Attend and contribute to uni- and multi-professional meetings and case conferences regarding specific clients. 8. Jointly assess and provide differential diagnoses as part of a multi-disciplinary team. 9. Provide a range of activity data and statistical information as required by the SLT service. 10. Access CPD opportunities in line with Departmental appraisal and training strategies and guidelines as part of an agreed Personal Development Plan. 11. Comply with local eKSF processes. 12. Work within defined departmental and national protocols/policies and professional guidelines/standards, and comply with health and safety policies and procedures and statutory requirements, including risk assessments. 13. Contribute to Quality Improvement. 14. Deliver and evaluate in-service training to others to enhance patient care and management. 15. Provide practice education for SLT students on placement from University. 16. Participate in the placement of students allocated to other members of the team and provide clinical support and supervision in specialist area. 17. Participate in and contribute to SLT Practice Development Networks. 18. Raise awareness and promote understanding in the CAMHs network of the impact of communication impairment on children and young people accessing mental health services. | |
| **6. SYSTEMS AND EQUIPMENT**  On a daily basis:-   * To maintain written /electronic records after each clinical contact. * To use standardised assessment tools and therapeutic equipment. * To be highly competent in using high and low tech systems – personalised communication/symbol books or passports and specialist systems (e.g. computerised speech output machines) with Children & Young People who may use these as well as, or instead of speech. * To access EMIS for input of client data. * To use MS Teams to communicate with a variety of colleagues * To use NHS Scotland Near Me system when required to provide virtual assessment and therapy for patients * To access e-mails, intranet, internet; IT packages; to create power point presentations for training purposes. | |
| **7. DECISIONS AND JUDGEMENTS**     * Be accountable for own caseload, professional actions and conduct, recognising professional boundaries. * Analyse individual assessments, autonomously leading to diagnosis and decisions about client management including complex cases. * Reflect on all aspects of a client’s speech, language and communication and/ or eating, drinking and swallowing difficulties (with relevant qualification) and identify appropriate strategies to facilitate and enhance communicative effectiveness and/ or access to nutrition. * Ensure involvement of young people, carers and other professionals in care options and decisions.  Develop clear care plans based on evidence based practice and demonstrate the ability to reflect on practice with supervisor/peers/relevant staff in the team.  * Decide when referral to another discipline / agency is appropriate. * Seek Professional support and advice when required. * Contribute to risk management. | |
| **8. COMMUNICATIONS AND RELATIONSHIPS**     * To establish and maintain robust communication networks with patients, carers, colleagues within SBC Education, and voluntarily and statutory agencies, in order to facilitate best practice. * To provide advice and recommendations to other services and organisations as requested. * To work effectively within a multi-disciplinary and multi-agency team. * To report in detail, verbally and/or in writing all clinical observations and outcomes. * To communicate sensitive or emotionally upsetting information to patient/ carers and SLT staff eg. poor prognosis * To ensure effective communication is achieved, where barriers to understanding often exist (e.g. learning difficulties, communication impairment and challenging behaviour). Sometimes it may be necessary to use alternative or augmentative forms or communication such as signing or symbols to enable the client to understand and process the information * To participate in national SLT forums. * To maintain communication with RCSLT as the professional body. * To ensure SLT representation in decision making and raise awareness of the contribution of SLT within designated areas. * To promote awareness of the role of SLT within the organisation, negotiating priorities where appropriate. * To develop and maintain effective professional and management communication structures. * To liaise regularly with Lead SLT, and/ or service managers on professional and service issues. | |
| **9. PHYSICAL DEMANDS OF THE JOB**  On a daily basis:-   * Frequent periods of intense concentration during assessment and treatment sessions lasting up to 1.5 hours. * Treating within community & education settings. * Keyboard skills up to 3 hours daily. * To drive alone for clinical purposes (or meetings) in variable, sometimes hazardous weather conditions to parts of the Borders, including remote areas without mobile phone reception * The post holder may work alone and can be away from base for much of the day * Ability to use therapeutic equipment. * Effective identification and management of stress in the post holder themselves * Mental demand of working to deadlines. | |
| **10. MOST CHALLENGING/DIFFICULT PARTS OF THE JOB**     * To work single-handedly in allocated Children & Young People Services setting and locality, the main SLT working within the CAMHS team. * To provide service to patients living in a rural and dispersed geographical area. * To travel considerable distance in varying weather conditions to meet service and staff demands and attend in-service training potentially daily. * The potential to be subjected to both verbal and physical aggression in the place of work. * Regular exposure to unpleasant working conditions, including bodily fluids and with occasional exposure to unsanitary conditions, cramped or overcrowded conditions. * To deal with emotional and/or disturbing situations, both from patients, carers and staff. * Mental demands of an unpredictable work pattern and pressure of clinical versus staff pressures. * Mental demands of working to deadlines and of balancing and delivering staff and board expectations. * Occasional exposure to unrestrained domestic animals. * Work out with normal designated hours as required. | |
| **11. KNOWLEDGE, TRAINING AND EXPERIENCE REQUIRED TO DO THE JOB**     * Appropriate Ordinary/Honours degree in Speech and Language Pathology and Therapeutics. * Certificate to Practice as a Speech and Language Therapist as awarded by the RCSLT. * Continuing registration with Health and Care Professions Council (HCPC). * Knowledge and clinical experience with a range of paediatric SLT cases, eg Autism, Learning Disability, Attachment issues. * A Knowledge of mental health issues and conditions in children and young people. * Understanding of wider service issues, connections, priorities, Mental Health services and legislation. * Proven ability to work effectively both independently and in partnership with others. * Excellent presentation skills, both written and verbal. * Prioritisation skills – ability to prioritise resources within service area in consultation with line manager. * Understanding and awareness of national and local policies and procedures relevant to health, social services and education. * Understanding and awareness of a range of appropriate therapeutic tools (relevant to the service area) and an ability to compare and contrast relative benefits. * Excellent interpersonal and communication skills. * High level of reflective practice skills. | |
| **12. JOB DESCRIPTION AGREEMENT**    A separate job description will need to be signed off by each jobholder to whom the job description applies.    **Job Holder’s Signature:**    **Head of Department Signature:** | **Date:**    **Date:** |

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| PERSON SPECIFICATION |

##### SPECIALIST SLT

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| **COMPETENCY** | **ESSENTIAL** | **DESIRABLE** |
| 1. QUALIFICATIONS | •Degree in Speech &Language Therapy   •HCPC Registration | • Membership of RCSLT  •Leadership Training  •Further post-graduate education/self study related to SLT within Children & Young People Services |
| 2. EXPERIENCE | •Evidence of broad based experience within SLT at aBand 6 level and a clinical specialism in Children & Young People Services | •Evidence of specific experience within Children & Young People SLT Services  • Experience of working with communication in Neuro-developmental conditions.  •Experience of working with CAMHS |
| 3. SKILLS | •Ability to work in partnership to meet the unique needs of individuals.  •An understanding of current health policy and practice and implications for the SLT service.  •Effective leadership skills  •Planning and decision making skills.  •Presentation and training skills.  •Advanced clinical skills and ability to demonstrate appropriate use of models of practice.  •Ability to creatively develop the SLT role within this service. | •IT skills  •An understanding of current national policy developments and frameworks related to Neuro-developmental and mental health conditions  •Knowledge of recruitment and selection procedures  •Team Worker |
| 4. PERSONAL  QUALITIES AND  DISPOSITION | • Ability to empathise with service users and respect their rights as individuals  •Motivated, demonstrating a positive attitude and enthusiasm.  •Good communicator  •Good team worker  •Able to work under pressure.  •Manage time efficiently  •Ability to use supervision and support constructively. | •Evidence of playing a key role in extending the knowledge to others |
| 5. RESEARCH &  TRAINING | •Evidence of ongoing CPD  •Knowledge of clinical governance, quality assurance, standard settings and clinical settings, clinical audit and legal issues. | •Evidence of post-graduate research.  •To have attended training related to SLT Children & Young People Services and in relation to CAMHS  •Evidence of reflective practice |
| 6. OTHER | •Ability to reflect on and critically appraise own performance.  •Ability to travel to meet requirements of the post.  •Car driver |  |
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CAMHS Operational Manager

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CAMHS Team Manager

Advanced Nurse Practitioner

8x Nurses

Speech & Language Therapist