##### NHS TAYSIDE – AGENDA FOR CHANGE

**JOB DESCRIPTION**

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| **1. JOB IDENTIFICATION** | Job Title | Advanced Practice Speech and Language Therapist |
|  | Department(s)/Location | Tayside Child Health Speech and Language Therapy |
|  | Number of job holders | Two |

**2. JOB PURPOSE**

The post holder provides a consultant clinical SLT service across Tayside for children with language and communication Disorders with a particular focus on Deafness.

The post holder will be a key member of the multi-disciplinary team working with paediatricians, audiologists, Teachers of the Deaf and members of the multi-agency team in 3 localities of Tayside as required

The post holder provides highly specialist clinical support across Tayside to SLTs working with children with additional

support needs in enhanced and mainstream locations

The post holder provides clinical leadership to all SLTs working with children with deafness/hearing loss in Tayside and provides second opinions for diagnostic process.

The post holder demonstrates a high level of clinical expertise and knowledge in the field of deafness and hearing loss, including knowledge of best practice and research.

The post holder supervises the work of other SLTs, clinical support workers and students across Tayside as required,

mainly with a focus on Deaf services.

The post holder works to embed enhanced SLT skills and communication skills to all staff working with deaf children.

This will include training for health colleagues, teachers and support staff and other partners in

the school community through formal training, policy development, modelling and coaching of interventions.

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| **3. ORGANISATIONAL POSITION**   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | |  |  | | --- | --- | | **AHP Lead** |  | | | | | | **Service Manager SLT** | | | | | | SLTs Advanced practice | | | | | | **highly specialist SLT** | | | | | | SPECIALIST SLTs | | | **|** | | SLTs | | | | | | **SUPPORT WORKERS** | | |  | |

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| 1. **SCOPE AND RANGE**    1. Lead clinician of highly specialist assessment and differential diagnosis to children with deafness and hearing loss    2. Lead therapist providing an advisory and support service in area of specialism, i.e. Deafness to SLTs across Tayside.    3. Joint working with specialist multi agency team in deaf services    4. Lead role in providing teaching/training to a range of multi-agency staff on deafness.    5. Working with multi agency colleagues to deliver advice, support in basic training, through parent workshops, to parent/carers of children with deafness and hearing loss.    6. Leads team of SLTs working in educational enhanced provisions and mainstream to maintain team’s knowledge of educational development issues and advise on specific clinical issues to facilitate their problem solving skills.    7. Represents the department on multi agency strategy planning groups as required, i.e. TCHSWG    8. Provides second opinions and advice relating to clinical specialism to SLTs, AHPs, medical and education colleagues.    9. Provides clinical supervision for senior SLT colleagues within the department.    10. Provides Head of Service with information for formal reports/bids to Senior Management NHS Tayside |
| 1. **main responsibilities**   **Patient Management**  1. Assess the communication of highly complex children and young people who are deaf. 2. Support and guide parents to prevent communication impairment as a result of deafness/hearing loss. 3. Support and guide parents and carers of very young children pre and post cochlear implant. 4. Assess the child, taking cognisance of their status in the following areas, medical, audiological, neurological, cognitive, psychological, linguistic, developmental, educational, social, environmental. 5. Select and administer a range of specialist assessments including: observational, informal, formal, standardised and those specifically devised to suit the child or young person. 6. Undertake assessments in a range of settings e.g. at home, in school, in clinic. 7. Analyse the results of assessments to make a differential diagnosis between a range of complex disorders such as ASD/ADHD/SLI which may be co-morbid to Deafness 8. Determine the need for specialist therapeutic involvement and select appropriate intervention in line with current professional best practice. 9. Support the parent’s acceptance and understanding of the presenting complex condition and its ongoing impact. 10. Implement specialised interventions using direct, individual, group or advisory/consultation techniques, creating and updating packages of care for the child as required. 11. Ensure that children and their families and other professionals are involved in the planning and prioritisation of the child’s care plan wherever possible. 12. Adapt practice to meet individual child and family circumstances including cultural and linguistic issues 13. Evaluate outcomes of treatment and review intervention accordingly. 14. Make onward referrals to other professionals and services as appropriate. 15. Discharge patient at the appropriate stage in line with professional and departmental guidelines.  Caseload Management  1. Manage and prioritise own waiting list and complex caseload demonstrating skills in generating effective strategies for caseload management within departmental guidelines. 2. Use of Care Aim methodology to justify clinical decision making across the caseload. 3. Complete case documentation and reporting to the standards required by the Speech and Language Therapy Dept and regulatory body Health and Care Professions Council. 4. Maintain patient caseload and waiting list data. 5. Make changes in provision of service, adapting to local need and advise Head of Service of changes. 6. Protect the confidentiality and security of information held about patients at all times. | |
| **Reporting**   1. Provide second opinion reports for diagnostic purposes for children with deafness 2. Provide and record advice and guidelines given to parents, carers, and other professionals regarding the management and care of children and young people with deafness and hearing loss 3. Report outcomes of assessments, diagnosis and treatments both verbally and in writing to parents, carers and other professionals. 4. Provide written reports on complex children to referral agents, GPs, multi-disciplinary team members and where appropriate to education colleagues. 5. Provide formal input to Education Department documentation on children or young people with specific needs e.g. Team Around the Child, Individual Education Plan and Co-ordinated Support Plan. 6. Seek advice from Head of Service when reporting for legal purposes.  Partnership Working  1. Work collaboratively with families, health, education and social work colleagues and with voluntary agencies to facilitate co-ordinated care. 2. Exchange and share information with the health team around the child or young person e.g. GP, health visitor, consultants and other AHPs regarding the overall health and well being of the child. 3. Collaborate with Social Work colleagues in providing care for children affected by multi social deprivation, neglect, or abuse. 4. Provide training and advice for families and professionals on complex communication difficulties including those, which may require an alternative or augmentative communication system (e.g. signing, communication aid). 5. Demonstrate and model effective specialised therapeutic techniques to families and professionals to promote understanding and to ensure effective communication and to contribute to overall educational development through specially adapted communication environments. 6. Provide training to parents through workshops and to other professionals through in service training. 7. Design and development of patient and referrer information.   **Clinical Governance**   1. Lead in the identification and delivery of training within service and partner organisations for the designated patient group. 2. Ensure that clinical governance activities relevant to the designated patient group are carried out. 3. Ensure that departmental clinical practice within the designated patient group is evidence based and produces measurable clinical outcomes. 4. Work independently, accessing appraisal within a CPD framework at predetermined intervals. 5. Identify and evidence personal/professional development through maintenance of a professional portfolio   within an appraisal framework.   1. Have a lead role in uni-professional and multi-professional team building. 2. Be a lead member of local and national SLT Clinical Network appropriate to the specialty of the post. 3. Undertake clinical governance/complex audit projects within department. 4. Assist in research activities by collecting, providing and analysing research data as required. 5. Investigate and identify research opportunities within area of clinical practice.  Policies and Guidelines  1. Advise Head of Service on the development of protocols and care pathways relevant to the designated patient group. 2. Contribute to interpretation and local implementation of national policy relevant to the designated patient group. 3. Adhere to departmental and professional policies. 4. Adhere to NHS Tayside policies. 5. Adhere to Royal College of Speech and Language Therapists standards and guidelines. 6. Comply with Health and Care Professions Council code of practice.  Clinical Supervision  1. Provide second opinions and be the source of advice on specialism for the SLT service. 2. Provide clinical supervision for therapy staff. 3. Assist in the recruitment and induction of SLT staff and support staff. 4. Supervise the work of therapists, clinical support workers and volunteers. 5. Supervise speech and language therapy students on placement up to final clinical exam level, ensuring that content appropriate to specialism is covered. 6. Support of students from other professional group, medical, nursing, social work, education and other AHPs. 7. Recognise the boundaries of professional competence and seek support as appropriate from national advisory networks. 8. Be aware of personal emotional responses and stressors, accessing appropriate supervision as required. | |

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| 1. **COMMUNICATIONS AND RELATIONSHIPS** 2. Responsible for representing the service in area of specialist clinical expertise at multi-agency working groups/committees. 3. Demonstrate a high level of interpersonal communication skills at all times and in all areas of clinical practice. 4. Communicate with professional and support staff within health, education and social work, providing highly complex clinical and sensitive information. 5. Advise other colleagues on specific clinical issues and facilitate their problem solving skills. 6. Actively contribute to collaborative working with multi-disciplinary and multi-agency partners, ensuring a well co-ordinated care plan for the child or young person. 7. Deliver clear accurate oral reports and participate in multi-disciplinary discussion e.g. case conferences regarding complex cases. 8. Provide written reports for referral agent and other professionals involved with the child or young person’s care including reports for legal purposes. 9. Maintain sensitivity at all times to the emotional needs of the child and family in particular when imparting potentially distressing information regarding the nature of the child’s difficulties and implications of same. 10. Support children, families and colleagues to ensure that effective communication is established and maintained when barriers to understanding exist e.g. comprehension difficulties, hearing loss, bilingualism, cognitive ability. 11. Recognise signs of child protection issues, communicate concerns to appropriate staff and follow guidelines and policies. 12. Negotiate with parents and professionals about individual case management. 13. Motivate children and families to actively engage in the therapeutic process. 14. Recognise potential breakdown and conflict when it occurs and seek advice and support to resolve. 15. Negotiate in the management of conflict across a range of possible antagonistic situations e.g. contentious clinical and service provision issues.   Deal with initial complaints sensitively, avoiding escalation where possible and report to Head of Service. |
| 7. KNOWLEDGE, TRAINING AND EXPERIENCE REQUIRED TO DO THE JOBQualifications/Registration  1. Statutory degree qualification 2. Licence to Practise as a Speech and Language Therapist as issued by the Royal College of Speech & Language Therapists (RCSLT) 3. Registration with the Health and Care Professions Council (HCPC) 4. Maintain up to date HCPC and RCSLT registration 5. Postgraduate qualification to Masters level or equivalent in areas of deafness  Professional Knowledge  1. Extensive postgraduate knowledge and study of SLT approaches relevant to children and young people with deafness and hearing loss. 2. Knowledge of the current and long term impact of disability on children and families and the implications for education, independence, social and mental well-being. 3. Accountable for own professional actions and recognise own professional boundaries, seeking advice as appropriate. 4. Knowledge of SLT - specialist standardised assessments, therapy programmes and therapeutic techniques. 5. Reflect on auditory, visual and kinaesthetic aspects of the child or young person’s communication and to identify appropriate strategies to facilitate and enhance communicative effectiveness. 6. Use reflective practice with peers/clinical supervisor. 7. Demonstrate highly specialised knowledge of deafness –Ability to work with teachers of the deaf to adapt national curriculum to enable children’s access to learning. 8. Knowledge of IT equipment and specialist software packages to support therapeutic interventions. 9. Demonstrate specialist professional skills and techniques e.g. negotiation, problem solving, organisation, prioritisation and counselling. 10. Understanding of other professionals’ roles and how they link into the role of SLTs. 11. Understanding of the interface between therapeutic intervention and educational curricular policies. 12. Skills in appraising/critically evaluating academic research.  Training/Experience  1. Demonstrate highly developed interpersonal skills including observational, listening, reflective and analytical skills. 2. Demonstrate highly developed personal communication skills, monitoring and adapting all aspects of own communication e.g. body language, eye contact, linguistic complexity, to assess and facilitate the child’s communication. 3. Significant experience of managing deaf children's communication environment 4. Significant experience of working with children with a range of complex communication impairment in a variety of health, education, social services and community settings. 5. Take lead role in relevant courses, meetings and special interest groups and clinical networks eg Tayside Childrens Hearing Services working group, CEN Deafness, Scotland, Tayside Deafness Network, Hearing Impaired Network Team 6. Demonstrate highly developed teaching skills when presenting recognised courses in the field of childhood language disorders and deafness to other professionals.  Knowledge of Policies & Procedures  1. Work within defined department and national policies/protocols and professional code of conduct. 2. Adhere to RCSLT Professional Guidelines. 3. Have an in depth knowledge of relevant national clinical standards 4. Have an in depth knowledge of relevant legislation and policies 5. Demonstrate a working knowledge of the principles of Clinical Governance and their application to professional practice. 6. Adhere to Health and Safety procedures specific to SLT Therapeutic techniques namely,  Moving & Handling  * + Management of aggression and challenging behaviour   + Oral examinations   + Safe hygiene in feeding   + Safety policy for lone working   + Infection control |
| 8. SYSTEMS AND EQUIPMENT  1. Daily use of IT systems such as e-mail, internet and profession-specific systems. 2. Monitor stock levels in own service area and request new equipment as appropriate. 3. Identify, evaluate and advise on use of new assessments/equipment on behalf of SLT team. 4. Requisition appropriate equipment for the client group served by this post. 5. Responsible for the security, care and maintenance of equipment ensuring standards of infection control and safety are maintained. 6. Maintain up to date and accurate case notes in line with RSCLT professional standards and local policies. 7. Share information with others, observing data protection guidelines. 8. Gather activity data accurately and regularly, ensuring the provision of such information promptly within local NHS guidelines.   **Responsibility for Records Management**  All records created in the course of the business of NHS Tayside are corporate records and are public records under the terms of the Public Records (Scotland) Act 2011. This includes email messages and other electronic records. It is your responsibility to ensure that you keep appropriate records of your work in NHS Tayside and manage those records in keeping with the NHS Tayside Records Management Policy and with any guidance produced by NHS Tayside specific to your employment. |
| **9. PHYSICAL DEMANDS OF THE JOB** Mental Effort  1. Maintain intense concentration in all aspects of patient management for prolonged periods.   In particular, to monitor auditory, visual and kinaesthetic aspects of child’s communication, adapting and  facilitating according to perceived needs including cultural and linguistic differences.   1. Be flexible to the demands of the environment including unpredictable work patterns, deadlines and frequent interruptions 2. Daily requirement to work with and present information to different teams at different levels of competence and knowledge.   Emotional Effort   1. Deal with children on a daily basis who present with complex communication challenges as a result of their deafness 2. Deal sensitively with parents who are grieving/anxious and concerned about their child’s condition and future development. 3. Deal sensitively with families discovering the lifelong condition facing their child, and the impact this will have.   Physical Effort   1. Daily requirement to demonstrate high levels of manual dexterity and auditory/perceptual skills in the assessment, diagnosis and treatment of children and young people. 2. Daily requirement to travel between sites and to transport necessary therapeutic equipment. 3. Daily requirement to work with and handle children and young people with disabilities often necessitating working in unusual positions in order to gain the attention, confidence and trust of the child e.g. working on the floor or at special height furniture. 4. Daily requirement to carryout moving and handling techniques e.g. safe positioning, ensuring your own personal safety and that of the child or young person.   **Physical Conditions**   1. Work within infection control and health & safety guidelines in order to deal appropriately with unpleasant conditions related to patient contact as they arise e.g. exposure to body fluids, infectious conditions encountered on a regular basis |

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| **10. DECISIONS AND JUDGEMENTS**   1. Work jointly with multi-disciplinary team for the support of deafness in preschool and school age children 2. As described by clinical pathway be the SLT leading deaf clinics for selected cases, key role in multi-disciplinary and multi-agency decision making concerning the child or young person. 3. Delegated responsibility for the actions and competence of therapists, support staff and students working under the post holder’s direct supervision. 4. Recognise own professional boundaries and be responsible for seeking nationally recognised professional support or advice when required. 5. The post holder is required to work autonomously making all clinical decisions and judgements from a wide range of options, for a highly complex patient group at every stage of the care pathway including:   - assessment  - differential diagnosis  - formulation, implementation and evaluation of treatment  - referral on to and involvement of other agencies  - discharge of patients from the caseload   1. Use reflective practice to inform clinical decision making. 2. Manage and prioritise own complex caseload within departmental guidelines. 3. Manage and prioritise own workload, clinical and non-clinical. 4. Accountable for own professional actions. 5. Required to impart potentially distressing information regarding the nature of the child’s difficulties and implications of the same. 6. Recognise potential breakdown and will be required to negotiate in the management of conflict across a range of complex situations and to seek advice and support when necessary. |

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| 1. **MOST CHALLENGING/DIFFICULT PARTS OF THE JOB** 2. Balancing own clinical commitments with role of clinical lead 3. Working across 3 locality teams and areas of specialism with audiology and education 4. Retaining objectivity when supporting parents through diagnostic process 5. Keeping abreast of up-to-date research and development in all areas of specialism in order to inform best practice both clinically and in joint collaborative working with other professionals |