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| 1. JOB IDENTIFICATION |
| Job Title: Speech and Language TherapistResponsible to: Team Lead SLTDepartment(s): Tayside Child Health Speech and Language TherapyDirectorate: Women, Children and FamiliesOperating Division: AcuteJob Reference: **SC06-255(REV24)**No of Job Holders: 9 |
| 2. JOB PURPOSE |
| To provide a clinical service to children with a full range of speech, language and communication disorders working from NHS bases, community bases, mainstream schools, and other educational settings. This will require the post holder to develop an autonomous clinical role delivering speech & language therapy support to children, their families and professionals involved with them such as teachers. |
| **3. DIMENSIONS** |
| The post holder will have a designated base but could work children aged 0-18years in any of the following service areas outpatients, inpatients, and community. The post holder will work within a variety of designated NHS and non-NHS sites including hospitals, schools and nurseries, health centres and community buildings.  |
| 4. ORGANISATIONAL POSITION |
| Head of SLT ServicesHighly Specialist SLTDeputy Head of SLTSpecialist SLTSpeech & Language Therapist**THIS POST** |
| 5. ROLE OF DEPARTMENT |
| Tayside Child Health Speech and Language Therapy sits within Women Children and Families Division. Key responsibilities of the service are:* Provision of speech and language assessment and intervention to a wide range of children and young people aged 0-18, with a wide range of speech language and communication difficulties and or eating and drinking difficulties.
* Provision of universal support to enable early intervention, preventative assistance, and self-management to the wider population.
* Provision of targeted support for those individuals, and the people who support them. who have longer term communication and or eating and drinking difficulties but who do not require individualised intervention.
* To manage the resources of the department to allow the service to be able to provide the most effective help to the greatest number of children and young people in the least intrusive way.
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| 6. KEY RESULT AREAS |
| To support NHS Tayside values of quality, teamwork, care and compassion, dignity and respect, and openness, honesty, and responsibility through the application of appropriate behaviors and attitudes.**Patient management*** To assess the client’s communication and eating and drinking skills to ascertain the nature and extent of the communication delay/disorder/breakdown or feeding difficulty.
* Assess the client taking cognisance of the individual’s status in the following areas: - medical, neurological, cognitive, psychological, linguistic, developmental, educational, social, environmental.
* Select and administer a range of assessments including: - observational, informal, formal, standardised and those specifically devised to suit the client.
* Undertake assessments in a range of settings e.g. in classroom and nursery settings.
* Analyse the results of assessments to make a basic differential diagnosis between a range of disorders.
* Determine the need for therapeutic involvement and select appropriate interventions in line with current professional best practice.
* Promote carer and client’s acceptance and understanding of the presenting condition.
* Implement standard interventions using direct, individual, group or advisory/consultative techniques, creating and updating packages of care for the client as required.
* Ensure that clients are involved in the planning and prioritisation of their care plan wherever possible, working closely with staff, parents, and families to ensure that goal setting is relevant to client management.
* Have due regard for individual client circumstances including cultural and linguistic issues.
* Evaluate outcomes of treatment and review intervention accordingly.
* Make onward referrals to other professionals and services with minimal support as appropriate.
* Discharge clients at the appropriate stage in line with professional and departmental guidelines.
* The preferred means of communication, emotional and mental wellbeing of the client will be taken into account throughout the process.

**Caseload Management*** Manage and prioritise own waiting list and caseload with minimal support.
* Develop use of Care Aims or other specific methodology to justify basic clinical decision making across the caseload.
* Complete case documentation and reporting to the standards required by the SLT Dept and regulatory body (HPC)
* Maintain client, caseload and waiting list data.
* Advise senior SLT staff of changes in demands to the service.
* Protect the confidentiality and security of information held about clients at all times.

**Reporting*** Provide and record advice & guidelines given to other professionals, parents, carers, and volunteers re. management & care of clients with communication difficulties.
* Report outcome to clients, relatives, and other professionals about results of assessments, diagnosis, and treatment, both verbally and in writing.
* Provide written reports on clients to referral agents, multi-disciplinary team members and others involved in client care. Advice should be sought from senior colleagues when reporting for legal purposes.
* Develop the ability to participate in formal assessment processes such as those outlined by the Additional Support for Learning Act or Child Protection procedures.

**Partnership Working** * Work closely with Educational staff to ensure that effective communication support is provided in the nursery/classroom setting.
* Develop the ability to provide specialist speech & language therapy input to curriculum planning and Individual Educational Plans.
* Participate in joint work with other Health, Educational and Social Services staff to promote optimal development of children on the caseload. This will include attendance at annual reviews, case conferences, parents’ evenings and other meetings that are central to client care.
* Develop the ability to demonstrate and model therapeutic techniques for other individuals and team involved in the client’s care and education.
* Develop an awareness of relevant voluntary sector groups such as parent support organisations and national charities involved with children with communication difficulties.

**Clinical Governance*** Work independently, accessing supervision and appraisal within a CPD Framework at pre-determined intervals.
* To identify and evidence personal/professional development through maintenance of a Professional Portfolio within an appraisal framework.
* Develop knowledge of clinical effectiveness and use of evidence-based practice and outcome measures.
* Play an active role in uni-professional and multi-disciplinary team building.
* Attend an SLT Clinical Network appropriate to the post.
* Assist senior staff in the targeting, development, delivery, and evaluation of training – (formal & informal) with support.
* To undertake clinical governance /audit projects within department with minimal support.
* To assist in research activities by collecting and providing research data as required.

 **Policies and Guidelines*** Adhere to departmental and professional policies.
* Adhere to NHS Tayside policies.
* Adhere to RCSLT standards and guidelines.
* Comply with HPC code of practice.
* Comment on proposed service and policy development.

**Clinical Supervision*** Assist in the induction of SLT assistants.
* Supervise the work of assistants and volunteers.
* Assist with Speech &Language Therapy students on placement.
* Assist in the support of students from other professional groups.
* Seek second opinions and recognise the boundaries of professional competence.
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| 7a. EQUIPMENT AND MACHINERY |
| Take responsibility for the security, care and maintenance of equipment ensuring standards of infection control and safety are maintained – including equipment loaned to clients: e.g. specialist computer-based equipment AAC loaned to patients and carers. |
| **7b. SYSTEMS** |
| * Manage own diary and appointments using supervision and support to ensure efficient use of time and accommodation.
* Daily use of IT systems such as e-mail, Internet, and profession specific systems.
* Monitor stock levels in own service area and request new equipment as appropriate.
* Identify and request appropriate equipment for the client group served by this post.
* Maintain up to date and accurate case notes in line with RCSLT professional standards and local policies.
* Share information with others, observing confidentiality and data protection guidelines.
* Contribute to Education Authority assessment procedures in line with the requirements of the Additional Support for Learning Act, seeking advice from senior staff as necessary.
* Gather activity data accurately and regularly, ensuring the provision of such information promptly within local Trust 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. |
| 8. ASSIGNMENT AND REVIEW OF WORK |
| * The post holder will work with children aged from 2 to 18 years in Health, Educational and other settings. Presenting difficulties will range from mild speech/language delay to complex, multi-factorial conditions such as Down’s Syndrome. The post holder will be supported in their clinical development by an assigned supervisor but will be required to supervise SLT Assistants and other support staff. Advice and instruction will be given to both professional and support staff in Educational settings.
* The post holder is required to work flexibly across a designated number of schools in the Perth Academy cluster, within Glebe special school, Coupar Angus Resource base and pre-school settings in the Blairgowrie area (up to six sites).
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| **9. DECISIONS AND JUDGEMENTS** |
| * The postholder is required to make all clinical decisions and judgements from a wide range of options, for every client and 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
	+ the discharge of clients from their caseload
* The postholder will develop reflective practice to inform clinical decision- making.
* The postholder will manage and prioritise own caseload within departmental guidelines and with support from clinical supervisor.
* The postholder will manage and prioritise own clinical and non-clinical workload with support from clinical supervisor.
* The postholder will be accountable for their own professional actions with access to regular clinical supervision.
* The postholder will recognise own professional boundaries and limits to competence. They will utilise clinical supervision to support clinical decision making about difficult or contentious individual cases.
* The postholder is required to impart potentially distressing information regarding the nature of the clients’ difficulties and implications of the same.
* The postholder will recognise potential breakdown and will be required to negotiate in the management of conflict across a range of situations, seeking advice and support when necessary.
* The postholder will influence multi-disciplinary and multi-agency decision-making concerning the client.
* The postholder will make judgements re the competence of Speech & Language Therapy Assistants.
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| 10. MOST CHALLENGING/DIFFICULT PARTS OF THE JOB |
| * Constant complex negotiation to deliver an SLT service within other agency environments and to promote the importance of supporting communication development in these settings.
* Delivering a service under contract to the Education Authority with the requirement to meet Local Authority as well as NHS standards and expectations of service delivery.
* High levels of flexibility required to respond to changing client needs and circumstances and other agency’s changing priorities.
* Dealing with the grief and anger shown by parents of children with disability.
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| **11. COMMUNICATIONS AND RELATIONSHIPS** |
| * Develop a high level of interpersonal and communication skills at all times and in all areas of clinical practice.
* Communicate daily with professional and support staff within Health, Local Authority, private care, and voluntary agencies, providing clinical and sensitive information.
* Deliver clear accurate oral reports and participate in multi-disciplinary discussion, e.g. case conferences.
* Actively contribute to collaborative working with multi-disciplinary and multi-agency partners, ensuring a well-co-ordinated care plan for the client.
* Provide written reports about clients to referral agents, multi-disciplinary team members, colleagues involved with changing client circumstances, and for legal purposes.
* Maintain sensitivity at all times to the emotional needs of the client and their carers.
* Support clients, carers and families and colleagues, ensuring that effective communication is achieved, particularly where barriers to understanding exist, e.g. comprehension difficulties, hearing loss, bilingualism, cognitive ability, challenging behaviours, and mental illness.
* Form and maintain productive relationships with others who may be under stress and/or have challenging communication difficulties.
* Negotiate with carers, clients, and others around individual case management.
* Recognise potential breakdown and conflict when it occurs and seek advice and support to resolve.
* Negotiate in the management of conflict across a range of possibly antagonistic situations e.g. contentious clinical and service provision issues.
* Deal with initial complaints sensitively, avoiding escalation where possible., and report to senior staff.
* Recognise signs of possible child abuse and follow appropriate guidelines and policies.
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| **12. PHYSICAL, MENTAL, EMOTIONAL AND ENVIRONMENTAL DEMANDS OF THE JOB** |
| * Daily requirement to maintain intense concentration in all aspects of patient management for prolonged periods. In particular to monitor auditory, visual, and kinaesthetic aspects of client’s communication, adapting and facilitating according to perceived client needs, including cultural and linguistic differences.
* Daily requirement to demonstrate high levels of manual dexterity and auditory/perceptual skills in the assessment, diagnosis, and treatment of clients.
* Daily requirement to travel between sites and to transport necessary therapeutic equipment and files.
* Daily requirement to work in isolation.
* Daily requirement to work with and handle clients with disabilities often necessitating work in unusual positions in order to gain the attention, confidence and trust of the client e.g. working on the floor or at special height furniture.
* Daily requirement to carry out moving & handling activities ensuring your own personal safety and that of clients and carers.
* Daily requirement to be flexible to the demands of the service including unpredictable work patterns, deadlines, and frequent interruptions.
* Dealing with clients on a daily basis, who present very emotionally distressing, physical and environmental conditions e.g. Children with disabilities and learning difficulties.
* To work within infection control and health & safety guidelines in order to deal appropriately with unpleasant conditions related to client contact as they arise e.g. exposure to body fluids, infectious conditions, encountered on a regular basis.
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| 13. KNOWLEDGE, TRAINING AND EXPERIENCE REQUIRED TO DO THE JOB |
| **Qualification/Registration*** Statutory degree qualification.
* License to Practice as a Speech & Language Therapist as issued by the Royal College of Speech & Language Therapists.
* Registration with the Health Professions Council
* Maintain up to date HPC and RCSLT registration.

Professional KnowledgeKnowledge of the short- and long-term impact of disability on children and families and the implications for education, independence, social and emotional wellbeing.Ability to be accountable for own professional actions and recognise own professional boundaries, seeking advice and supervision as necessary.Knowledge of SLT -specific standardised assessment, therapy programmes and therapeutic techniques.Ability to reflect on auditory, visual, and kinaesthetic aspects of the client’s communication and to identify appropriate strategies to facilitate and enhance communicative effectiveness. Developing ability to reflect on practice with clinical supervisor and peers.Developing knowledge of Alternative and Augmentative Communication systems (AAC) for use with clients. Knowledge of IT equipment and specialist software packages to support therapeutic interventions.Developing knowledge of professional skills and techniques, e.g.: - negotiation, problem solving, organisation, prioritisation, and counselling Developing understanding of other professionals’ roles.**Training/Experience*** Demonstrate effective interpersonal skills including observational, listening, reflective and analytical skills.
* Develop personal communication skills in monitoring and adapting all aspects of own communication, e.g.: - body language, eye contact, linguistic complexity, to assess and facilitate the client’s communication.
* Develop the ability to manage challenging behaviours including the application of agreed strategies.
* Some experience of working with clients with a range of communication impairments in a variety of health, social service, and community settings.
* Willingness to attend post-qualification training and development in order to develop and maintain skills and knowledge e.g. PCI (Parent-Child Interaction).
* Willingness to attend relevant courses, meetings and special interest groups and clinical networks.

**Knowledge of Policies & Procedures*** To work within defined departmental and national policies/protocols and professional code of conduct.
* To demonstrate knowledge of, and adhere to RCSLT Professional Guidelines
* Developing knowledge of relevant national clinical standards e.g. SIGN, QIS.
* Developing knowledge of relevant legislation and policies pertaining to childcare, education, and child protection.
* Developing knowledge of the principles of Clinical Governance and their application to professional practice.
* Knowledge of Health & Safety procedures specific to SLT Therapeutic techniques namely:
* Moving & Handling
* Physical disability
* Management of aggression and challenging behaviour
* Oral examinations
* Safe hygiene in feeding
* Safety policy for lone working
* Infection control
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| **14. JOB DESCRIPTION AGREEMENT** |
| A separate job description will need to be signed off by each job holder to whom the job description applies.Job Holder’s Signature:Head of Department Signature: **(I confirm that the Job Description accurately reflects the duties and** **responsibilities of the postholder and does not impact upon any other.** **postholders role)**  | Date:Date: |