***NHS GREATER GLASGOW AND CLYDE***

# JOB DESCRIPTION

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| 1. JOB IDENTIFICATION | |
| **Job Title:** | Speech and Language Therapist – Advanced Specialist & Team Lead |
| **Responsible to:** | Service Managers Tier 4 |
| **Department(s):** | Child and Adolescent Mental Health (CAMHS) |
| **Job Reference number:** | SCO21/2021AHP013 |
| **2. JOB PURPOSE** | |
| * Takes a lead role in providing a highly specialist Speech and Language Therapy service within Tier 4 CAMHS Team/s. These teams include under 12 and adolescent inpatient units, learning difficulties, complex trauma and forensics teams. * The post holder will assess, diagnose and deliver specialist interventions for children and young people with severe and/or complex mental health needs who also have communication and eating, drinking and swallowing difficulties - maintaining associated records, providing highly specialist speech and language therapy as an autonomous practitioner within the CAMHS team. * Provides line management for the SLTs at Tier 4 * Plan and delivers the specialist CAMHS practice development network across CAMHS Tier 3 and 4 * Responsible for a team of SLTs and clinical support staff or Tier 4 CAMHS, providing support, development and supervision to ensure effective caseload management across the team in order to meet identified patient and service needs * Work with service manager and SLT Professional lead to develop, deliver and report on service KPIs and QPIs and service developments through analysis of data, outcomes, patient and colleague experience * 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. ROLE OF DEPARTMENT/SERVICE** | |
| The remit of Tier 4 CAMHS SLT service is to provide a comprehensive, evidence based and high quality service for children and young people in inpatient care and the pathways of forensic, learning disability and trauma. In addition infant mental health services fall under this remit.  Working with health professionals, Social Work, Education and other care/partner organisations is integral to improving clinical outcomes and support seamless patient care. The service is delivered by therapists working in an inter 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.  These children and young people present with a degree of severity, clinical diversity, intensity and complexity that their needs may not be managed in a Tier 3 CAMHS setting. Often these young people are presenting with severe psychiatric disorders which may be complicated by neurodevelopmental disorders, physical health problems and complex psychosocial factors requiring highly specialist SLT assessment and intervention skills.  The focus is to deliver a consistent service so that there is:   * Integrated SLT and mental health assessment, formulation and care planning as part of the multi-disciplinary CAMHS team. * Highly specialised assessment, formulation and programmes of care within the specialist field of communication impairment and mental health supported by evidence base and Clinical Supervision * Coherent arrangements for practice development (through practice development networks) * Case management of CAMHS cases where the key element of the child or young person’s mental health difficulty is communication where appropriate * CAMHS core work in terms of referral management, duty clinician rota, shaping of team priorities and audit. * 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 SLCNs to improve access to therapeutic intervention. * Improve access to the service via agreed processes in Tier 4 delivering triage, specific partnership, and providing care coordination, where appropriate | |
| **4. ORGANISATIONAL POSITION** | |
| Head of Specialist Children’s Services  Service Manager – Hosted Services  SCS SLT Professional Lead  Band 7 SLT  1.0 WTE SCA  This post -Team Lead SLT  – Tier 4 Hosted  Band 7 SLT  Infant Mental Health  Band 6 SLT  Tier 4 hub x 0.4 wte  Band 6 SLT  Skye House x 1.0 wte  Band 6 SLT  Ward 4 x 0.6 wte | |
| **5. SCOPE AND RANGE** | |
| 1. The post holder is responsible for managing their own workload and highly specialist clinical caseload providing differential diagnosis between speech, language and communication disorders and/ or eating, drinking and swallowing difficulties, working with other agencies. 2. The post holder will work with the service manager being responsible for the provision of effective clinical support, supervision and staff development within the Tier 4 SLT team. 3. The post holder will work in a variety of settings, e.g. clinics, education, *inpatient units,* secure units and residential units and in the home environment 4. Continuing registration with Health and Care Professions Council (HCPC) and membership of the Royal College of Speech and Language Therapists. 5. The post holder will have operational management and clinical responsibility for the effective function of a of the Tier 4 SLT team which may include Clinical support workers 6. The post holder will have an Ordinary/Honours degree in Speech and Language Pathology and Therapeutics and demonstrate a significant level of post-graduate knowledge and expertise in children and young people’s mental health via significant period working with this client group and/or a relevant master’s level equivalent qualification. 7. The post holder will utilise their advanced knowledge in speech, language and communication to support the young person and the team around that young person regarding the impact of SLCN in justice and legal processes 8. The post holder will utilise their advanced knowledge in speech, language and communication to aid understanding in formulation and risk management. 9. Working Knowledge of wider service issues, connections, priorities, Mental Health services and legislation. | |
| **6. MAIN DUTIES/RESPONSIBILITIES** | |
| **CLINICAL**   1. Assessment, care planning for young people presenting with multiple and complex issues within advanced specialist role and practice and delivery of highly specialised therapy programmes tailored to suit the needs of individuals with identification and reporting on specific measurable therapy outcomes. 2. Manage and prioritise own highly specialist caseload as an autonomous practitioner, analysing client risk and need; Evaluating programmes of therapy and progressing patient care using evidence based practice through the service towards discharge 3. To participate in differential diagnostic and/or process of joint formulation with CAMHS professional colleagues to ensure timely and accurate intervention 4. Engage effectively in own clinical supervision, appraisal, CPD, Personal Development Planning, case reflection and job planning 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 and families to jointly devise and implement care 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 undertake differential diagnosis. Provide advanced specialist guidance in regard to SLCNs to multi-disciplinary team to support differential diagnoses and where opinions differ. 9. Provide a range of activity data and statistical information as required by the CAMHS and SLT service. 10. 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. 11. Contribute to Quality Improvement. 12. Provide *SLT* student placements and provide learning experience for students allocated to other members of the Multi-disciplinary CAMHS team 13. Participate in and contribute to SLT Practice Development Networks 14. Raise awareness and promote understanding in the CAMHS network of the impact of communication impairment on children and young people accessing mental health services. 15. Using highly specialist knowledge to 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. 16. Work within codes of practice and professional guidelines and responsible interpreting professional policies for own specialist area | |
| **LEAD RESPONSIBILITIES**   1. Provide Leadership for the team of Speech and Language Therapists and Clinical Support Workers within CAMHS, managing the case load allocation and management processes of more complex cases and being fully cognisant of waiting list issues, trends and challenges across Tier 4. 2. Keep service manager appraised of positives and challenges within team, being solution focussed and proactive where issues arise 3. Provide highly specialist clinical advice and reflective practice support to SLT and colleagues through peer review, reflective practice and continuing professional development 4. Provide day to day supervision for agreed staff within teams, dealing with issues as the first point of contact. 5. Responsible for day to day management of staff within the team. This will include staff management and development, KSF reviews, attendance management reviews, all aspects of recruitment and interview and first line disciplinary proceedings as delegated by the Service Manager. 6. Ensure, provide support and report on governance to include record keeping, registration, fitness to practice, learning and complaints 7. To gather data, statistical info and experience to report on service performance. 8. Hold authorised signatory status on behalf of line manager i.e. travel expenses, SSTS and leave, and maintain staff records including sickness absence recording. 9. Take responsibility as the first point of contact for the Team in relation to complaints/enquiries. 10. Support, advise and make suggestions to service management in the implementation of any agreed service change/ quality improvement. 11. Appraise service and identify SLT service improvements, areas of audit and activity across Tier 4 12. Lead tests of change and quality improvements agreed between post holder, team leads group, other professional groups and service manager 13. Ensure that all staff undertake their duties and responsibilities within the scope and standards of practice as agreed by the SLT service, locally and nationally agreed policies and procedures, clinical guidelines and the Health Care Professions Council guidance including the Code of Conduct - identifying and escalating gaps in practice where these exist. 14. Support the Service Manager in ensuring compliance with health and safety policies and procedures and statutory requirements, and that risk assessments are carried out as appropriate. 15. Support team performance/ reporting in line with agreed KPIs and QPIs and address performance and quality issues 16. Develop and monitor specialised in-service training to SLT staff, Health Care Professionals and students from other professional groups to enhance patient care, and to staff of outside agencies, e.g., Education Departments, targeted appropriately to the needs of the participants. 17. Participate in and contribute to SLT networks and professional GGC meetings and build and promote links with other agencies and professionals. 18. Promote multi-disciplinary, inter-agency and collaborative practice. 19. Be responsible for the development and delivery of induction training for new members of staff and NQTs, in line with local and national protocols. 20. Take an overview of colleagues statutory/ mandatory training and the reporting of this 21. Support, supervise and develop individuals’ clinical decision making and care 22. Coordinate and take a shared responsibility for leading and setting direction of the Practice Development Network and ensure it has a coherent approach to meetings, agenda setting, promoting best practice and informing service and staff training and development. 23. Ensure team is informed by appropriate and up to date evidence, guidelines and practice knowledge. 24. Contribute to appropriate audit and research where relevant and agreed and take a lead role where appropriate. 25. Work effectively with wider SLT community and leadership team to ensure consistency of approach to SLT issues and service provision - staff working consistent with guidelines, evidence, and best practice across NHS Greater Glasgow and Clyde, and addressing staff development/education needs where appropriate. | |
| **7. SYSTEMS AND EQUIPMENT** | |
| **Assessment Analysis**  The post holder will use and analyse the available range of standardised and  Non-standardised assessments and tests appropriate to client.  Assessments are used to obtain baseline measurements to assist in care planning,  target setting and achieving measurable outcomes.  The post holder will have a working knowledge of available therapeutic software packages and  resources.    **Alternative Augmentative Communication**  The post holder will utilise the available range of high and low tech Alternative and  Augmentative communication methods appropriate to the client group.  **IT and Paper-based Systems**   1. The post holder will maintain client records in accordance with RCSLT guidelines and HCPC standards, local policies and legal frameworks including use of available IT systems. 2. The post holder will use documentation systems in accordance with departmental policies and legal frameworks. 3. The post holder will use Inter- and Intranet to assist in research, client management, eKSF, CPD and to be aware of current literature and practice. 4. In addition the post holder may be required to use digital cameras, video cameras, lap top computers/computers, mobile phones etc. The post holder will be responsible for the security, care and maintenance of any equipment, assessments etc in their care. | |
| **8. DECISIONS AND JUDGEMENTS** | |
| **The post holder will:**     1. Be accountable for own caseload, professional actions and conduct, recognising   professional boundaries   1. Assess clients presenting with multiple issues and complex co-morbidities within highly specialist area, select appropriate intervention and provide expert interpretation re SLCN where opinions differ 2. 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. 3. 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.  1. Delegate appropriate aspects of the treatment plan to Clinical Support Workers/ wider workforce and provide appropriate supervision. 2. Decide when referral to another discipline / agency is appropriate. 3. Contribute to risk management. 4. Make decisions regarding supervisee’s competency, practice and professional development. 5. Make judgements and advise the Clinical Co-ordinator/ Service Manager/ Professional lead about service demands and needs. 6. Assume care coordinator role and responsibilities as appropriate 7. Be responsible for the prioritisation of the workload across SLT team, involving service managers in all communications, possible solutions and implementation 8. Managing and monitoring the demand and capacity to ensure maximum use of SLT resource across Tier 4 9. Responsible for planning and delivering specialist teaching to other professionals across Tier 4 CAMHS 10. Responsibility for developing and implementing local policies and protocol relating to the delivery of speech and language therapy across Tier 4 CAMHS 11. To lead on agreed areas of work in relation to audit and quality improvement | |
| **9. COMMUNICATIONS AND RELATIONSHIPS** | |
| **The post holder will:**   1. Contribute touni- and multi-professional clinical teams by discussing own and others input to client’s risk and need ensuring a well-coordinated care plan. 2. Communicate, complex clinical information related to diagnosis, treatment and prognosis effectively with sensitivity and empathy. The post holder will communicate this information to the client, their parent(s)/carer(s) and other agencies involved with tact using a range of verbal, non-verbal, written or any other appropriate presentation modality. 3. Elicits and manages highly sensitive information from young people with communication needs using a range of communication approaches to inform care planning 4. Facilitate communication with clients who have speech, language and/or communication impairment and advise others in using strategies to facilitate interaction on an ongoing basis. 5. Motivate clients, parent(s)/carer(s), other professionals to engage in the therapeutic process, especially where there is resistance to intervention, conflicts of interest or priorities, or challenges working together. 6. Apply negotiation skills across a range of situations e.g., with client, parent/carer or with another professional. 7. Build productive relationships with others who may be under stress and/or have challenging behaviour and/or speech, language and communication difficulties and barriers to understanding. 8. Use appropriate augmentative means of communication, e.g., Makaton signing, symbol books, Picture Exchange Communications System (PECS). 9. Ensure effective communication is adapted and achieved, particularly where barriers to understanding exist e.g., children and parents with Learning Difficulties, Receptive/Expressive Language Impairment; recognising and resolving potential breakdown and conflict 10. Communicate highly complex condition related information to young people who may disagree and have difficulties grading their responses 11. Communicate verbally and in written form with clients, parent(s)/carer(s), health professionals, education staff, social work and voluntary sector for the purposes of gathering and exchanging information, informing, adapting, decision making where more than one profession is involved with a client, support, raising awareness, persuading and negotiating. 12. Disseminate information from Service Manager and others to Team, ensuring appropriate interpretation and effective communication support and develop team members communication for maximum benefit of individual, team and organisation | |
| **10. PHYSICAL, EMOTIONAL AND MENTAL DEMANDS OF THE JOB** | |
| **Physical Skills**   1. Highly developed auditory and perceptual skills in the assessment, diagnosis and treatment of speech, language and communication disorders. 2. Effective administration of assessments and their subsequent analysis. 3. Use of High and Low Technological communication aids. 4. Use of PC, keyboard and VDU.   **Physical Demands**   1. Work in restricted positions in the course of delivering therapy. 2. Travelling between working locations consistent with agreed caseload and work pattern 3. Moving/handling clients with disabilities. 4. Transporting equipment, case notes, assessments etc between working locations. 5. Exposure, which may be frequent depending on client group, to body fluids and to challenging behaviour.   **Mental Demands**   1. Frequently maintain intense concentration in all aspects of client management e.g. when administering assessments. 2. Evaluation of clients’ responses, reflection and adaptation of communication / intervention. 3. Work in an organised way to manage workload and be flexible to the demands of the environment, including varying work patterns and deadlines. Workload is varied and not predictable.   **Emotional Demands**   1. Involved frequently in situations where there is exposure to distressing or emotional circumstances given the implications of the clients’ conditions e.g., children with Autism Spectrum Disorder, Learning Difficulties, speech and/or language impairment, discussion around alternative feeding, degenerative diseases, terminal conditions. 2. Involved occasionally in traumatic situations such as imparting news of child abuse/social work involvement to families. 3. Supporting young people with SLCN to communicate very distressing thoughts including self/harm, suicidality and past events which may be traumatic   **Working in acute and secure mental health settings which at times means exposure to unpredictable verbal and physical responses.** | |
| **11. MOST CHALLENGING/DIFFICULT PARTS OF THE JOB** | |
| 1. Time management and workload resolving the frequently competing demands of managing a complex clinical caseload with team lead duties and responsibilities 2. Communicate effectively and manage situations with SLT Tier 4 staff team, parents/carers, education staff, health professionals etc. where there are conflicts of understanding about priorities and service expectation. 3. Ensure effective case management skills for a wide range of complex cases supported by evidence based practice. 4. Contribute to clinical risk management within the integrated CAMHs team. 5. Assessing a child who has severe and/or complex mental health needs. 6. Contribute to differential diagnosis and formulation, where co morbid conditions exist and there are differences in opinion 7. Reflecting on and advising MDT on the impact of SLCN in risk assessment, management and treatment of YP 8. Responding at short notice for specialist support in assessing mental health state | |
| **12. KNOWLEDGE, TRAINING AND EXPERIENCE REQUIRED TO DO THE JOB** | |
| **The post holder will require:**   1. Appropriate Ordinary/Honours degree in Speech and Language Pathology and Therapeutics with a willingness for further education and development in advanced practice. The post holder will demonstrate a significant level of post-graduate knowledge and expertise in children and young people’s mental health via significant period working with this client group and/or a relevant master’s level equivalent qualification. 2. Certificate to Practice as a Speech and Language Therapist as awarded by the RCSLT. 3. Continuing registration with Health and Care Professions Council (HCPC). 4. Knowledge across the domains of SLT and child mental health. A combination of clinical expertise and practice in both Paediatric SLT and in children’s mental health is required. 5. Knowledge of the comparative merits of a range of developmental and psychological theories in order to mediate and adapt joint approaches to care planning for children and young people with mental health conditions. 6. Understanding of wider service issues, connections, priorities, Mental Health services and legislation. 7. Proven ability to work effectively both independently and in partnership with others. 8. Excellent presentation skills, both written and verbal. 9. Excellent organisational and leadership skills with the ability to facilitate these in others. 10. Prioritisation skills – ability to prioritise resources within service area in consultation with line manager. 11. Understanding and awareness of national and local policies and procedures relevant to health, social services and education. 12. Understanding and awareness of a range of appropriate therapeutic tools (relevant to the service area) and an ability to compare and contrast relative benefits. 13. Proven experience in supervising and developing less experienced SLTs. 14. Excellent interpersonal and communication skills. 15. High level of reflective practice skills. | |