



**PAPILLON HOUSE SCHOOL**  
*“Making a difference for children with autism”*

## **Job Description**

Post Title: **Speech and Language Therapist**

Band / Grade: **Band 5** equivalent

Hours: **Full time / Part time** with paid school holidays

Location: Papillon House School

Responsible to: Head of Therapy Department

Supervised by: Band 7/6 Speech and Language Therapist

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## **Job Summary**

To be responsible for the assessment, diagnosis, treatment of the children attending Papillon House School with support from the Senior Speech and Language Therapist. Interventions will be child centred and evidence-based and aim to reduce barriers to communication and learning to enable pupils to participate in daily life as successfully as possible.

To promote effective communication and support for the child, their families and carers

To communicate and work as part of the integrated multi-disciplinary team at Papillon House School ensuring a holistic approach is utilised to support the children's communication needs.

## **Key Tasks and Responsibilities**

### **Clinical Responsibility**

1. To assess and diagnose the speech, language and communication needs of pupils with ASD and to make appropriate clinical decisions about the provision of therapy to achieve identified outcomes.
2. To develop and implement Speech and Language Therapy treatment plans that meet the identified outcomes for children.
3. To provide advice to others regarding the management and support of children with communication difficulties.
4. To demonstrate clinical effectiveness by showing awareness and the use of evidence based practice and outcome measures.

5. To develop the ability to reflect on all aspects of children's communication and to identify appropriate strategies to facilitate and enhance communicative effectiveness.
6. To develop clear treatment plans, targets and strategies based on best practice
7. To manage and prioritise a defined caseload independently
8. To manage and prioritise own workload
9. To write reports reflecting the level of knowledge required for the post, and which meet departmental and RCSLT standards
10. To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate
11. To work within defined departmental and national protocols/policies and professional code of conduct

### **Education and Development Responsibility – own as well as the development of others**

1. To participate in training/education for families and school staff to ensure understanding and the need for the treatment advised.
2. To be aware of changing trends in treatment and Evidence Based Practice in relation to the specialist area of ASD
3. To assist with the organisation and delivery of courses and in-service training programmes where appropriate.
5. To carry out continual professional development as identified through supervision, including in-service training and courses as agreed. To participate in own supervision on a regular basis and work towards objectives set.
6. To take responsibility for identifying suitable courses and training programmes to enhance your own professional development, keeping abreast of new developments within relevant clinical fields.
8. To be actively involved in own supervision, peer support and relevant specialist section support groups.

### **Management and Leadership Responsibility – including human resources, financial and other resources**

1. To be aware and support where appropriate with planning and providing appropriate Speech and Language Therapy to pupils at Papillon House School. Including attendance at appropriate meetings, developing guidelines and protocols and reviewing service provision.
2. To keep the Head of Therapy up-to-date with any service provision issues and report any untoward incidences clinical or non-clinical, promptly, co-operating with any investigation undertaken.
4. To keep up-to-date with the Department standards and policies.

5. To develop good working relationships with multi disciplinary teams, outside agencies and voluntary agencies to ensure that professionalism and service delivery are maintained.

6. To provide support and supervision to unqualified SLT staff and students where appropriate, monitoring the standard of treatment and giving training and instruction as appropriate.

### **Clinical Governance**

1. To ensure that statistics and notes are kept in accordance with school and national policies.

2. To work in accordance with the Standards and Policies issued by the RCSLT, HCPC, the Therapy Department at Papillon House School and to meet legal requirements.

3. To keep up to date with clinical developments and changing trends in practice, including National Service Frameworks and Special Interest Groups.

4. To be responsible for the safe use of equipment

### **Responsibility for Research and Development**

1. To contribute towards the setting, monitoring and evaluation of standards and policies.

2. To be involved in SALT and departmental clinical audits as required.

### **Freedom to Act**

1. To be professionally and legally responsible and accountable for all aspects of your professional activities working within the codes of practice and professional guidelines.

2. To close periods of treatment appropriately, agreeing a point of closure with the carers and other professionals involved.

### **Confidentiality**

To maintain client confidentiality and obtain informed consent.

This is not intended to be a comprehensive description of the duties of this post. The post holder may be required to undertake other related duties in the line with the nature and duties of this post which are not specifically mentioned above.



Specialist Speech and Language Therapist Band 5

**Person Specification**

<b>Requirements</b>	<b>Essential</b>	<b>Desirable</b>
Qualifications and Education	Recognised Speech and Language Therapy Degree qualification or equivalent	Evidence of successful completion of relevant courses
Professional Registration	Health and Care Professionals Council (HCPC) registration  Royal College of Speech and Language Therapists (RCSLT) registration	Membership of relevant Special Interest Groups
Experience	Knowledge of relevant ASD assessments and treatment approaches and practices, including the use of standardized assessments.  Evidence of effective multi-disciplinary and multi-agency work post graduate or under graduate	Experience of working in a school environment  Experience of working with children with ASD  Experience of relevant ASD assessment and treatment approaches and practices.
Skills, knowledge and abilities	Knowledge and understanding of ASD and associated difficulties  Knowledge and experience of a range of therapeutic interventions relevant to ASD underpinned by evidence based practice  Knowledge and understanding of normal child development  An ability to reflect on all aspects of the client’s communication and identify appropriate strategies to facilitate and enhance communicative effectiveness  Ability to prioritise workload effectively	Training in Makaton  Experience of teaching and delivering training  Previous experience / training of working with people with challenging behaviours  Knowledge of specialist approaches for ASD including TEACCH and Intensive Interaction

	<p>Ability to transcribe speech and language at a grammatical and phonetic level</p> <p>Evidence of own self development through appraisal, CPD and portfolio – under graduate or post graduate</p> <p>The ability to work autonomously, seeking support as appropriate</p> <p>Knowledge of Makaton</p> <p>Knowledge and awareness of relevant procedures and legal frameworks e.g. safeguarding children</p> <p>Excellent report writing</p> <p>Excellent record keeping</p> <p>Problem Solving skills</p> <p>To be flexible in approach and be responsive to changing demands</p>	
<p>Personal attributes</p>	<p>Excellent interpersonal skills</p> <p>Able to work effectively as part of a multidisciplinary team</p> <p>Excellent communication skills both written and verbal</p> <p>Excellent organisational Skills</p> <p>Excellent time management skills</p> <p>Enthusiastic and committed to eliciting the best possible outcomes for pupils. Good sickness record</p> <p>Physically fit</p>	