



## JOB DESCRIPTION

### 1. General information

JOB TITLE: Highly Specialist Speech and Language Therapist. Clinical specialism of DLD.

GRADE: Band 7

DIRECTORATE: Bexley Children and Young Peoples Directorate

HOURS OF WORK: 37.5 hours

ACCOUNTABLE TO: Manager of Specialist Children's Services

At Oxleas NHS Foundation Trust, we offer a wide range of NHS healthcare services to people living in South-East London and to people in prison across England. Our wide array of services includes community health care, such as district nursing and speech and language therapy, care for people with learning disabilities and mental health such as psychiatry, nursing and therapies.

Oxleas is a great place to work. It has been recognised as one of the Top 10 Best Places to Work 2023 by the Sunday Times amongst very big employers. Our staff survey results show that we are in the Top 5 in England and the highest in London for staff experience amongst similar trusts.

*"We are always delighted to welcome new colleagues to the Oxleas family. We care about making Oxleas a great place to work - it's a big priority in our strategy. Come and join us - it's a place where our values, teamwork, equity, and wellbeing matter and where you can really help to improve people's lives."*

A handwritten signature in black ink, appearing to read 'Ify Okocha'.

Ify Okocha  
Chief Executive

We have distinctive values at Oxleas - We're Kind, We're Fair, We Listen, We Care. Our values are very important to us. They help Oxleas to be a great place to work.

## **2. Overview of the Post**

The post holder will support the development and delivery of a comprehensive and specialist service to children and young people of school age with a strategic overview of awareness and support for DLD. The post holder will also take on some operational duties to support/ deputize in the absence of Team Leads in the day to day running of the Joint Communication team and Resource Provision Team.

The post holder is supported by senior team managers, who hold clinical and strategic lead responsibility for the SLT service.

They will be part of the multidisciplinary team (London Borough of Bexley SEND team) contributing to the co-ordination and delivery of SEND services across Bexley.

They will assess the need for, develop and implement evidence-based speech and language therapy interventions to children with a wide range of speech, language and communication difficulties, including their areas of specialisms.

They will provide highly specialist second opinions to other speech and language therapists /external professionals and support in the training and development of colleagues within the team.

They will be responsible for developing existing care pathways for areas of clinical specialisms, developing a wider network to provide holistic support to all the child's network particularly parents.

They will understand and meet professional and legal SEND responsibilities outlined in the Children and Families Act 2014 including contributing to statutory assessments of special educational needs and delivery of Speech and Language Therapy provision as specified in children's Education Health and Care Plans (EHCPs).

They will contribute to Trust, service, and professional wide initiatives.

They will be responsible for supporting, educators, parents, and other professionals in order to best support children and young people to access relevant educational and community environments This may involve training and modelling strategies to others working with the young person.

## **3. Key Task and Responsibilities**

To demonstrate highly specialist knowledge in clinical specialism – DLD, underpinned by current evidence-based practice.

To manage complex and highly specialist caseload independently and plan the workload of others where required.

To make highly specialist clinical decisions in assessment of complex cases.

To work as part of the MDT (London Borough of Bexley SEND Team) eg. regular attendance at SEND EHCP Panel, SEND Tribunal meetings.

To coordinate service delivery with education and/or social care colleagues within integrated teams.

To demonstrate excellent organisational skills

To provide a high quality specialist speech and language therapy service to children and young people in schools and alternative settings.

To advise the wider SLT and related teams on all aspects of communication pertaining to pupils with DLD. To provide advice to non-specialists and other specialists/professionals within the clinical field

To manage a specialist caseload independently and improve the quality of transitions for young people across settings

To demonstrate Highly Specialist knowledge underpinned by current evidence based practice

To manage a highly complex caseload independently

To lead on service development projects and initiatives.

To attend relevant training and development in order to maintain and develop skills and knowledge required of a highly specialist therapist and maintain up to date HCPC and RCSLT registration.

To demonstrate knowledge of, and adhere to RCSLT Professional, National and Local Clinical Guidelines with particular reference to SLCN and DLD

To develop and deliver specialist training to parents, young people and professionals in specialist area.

To keep up to date with new techniques and developments for the promotion and maintenance of good practice in specialist area.

To provide second opinions/advice to non-specialists and other specialists within clinical field.

To demonstrate a sound working knowledge of the principles of Clinical Governance and their application to professional practice.

To undertake team members' Supervision and Personal Development Reviews.

To be flexible to the demands of the environment including unpredictable work patterns, deadlines and frequent interruptions.

To work within infection control and health and safety guidelines in order to deal appropriately with conditions related to client contact as they arise: for example exposure to body fluids, infectious conditions.

To deputise for service leads as required.

To work with school staff and other professionals to jointly implement and develop good communication practice for learning and social development of children and young people.

To develop and deliver training demonstrating highly specialist knowledge, to develop and deliver joint training together with professionals from other disciplines.

To identify personal/professional development evidenced by Personal Development Plan/ Professional Portfolio developed within an appraisal framework.

To attend relevant courses, meetings, and special interest groups

To have a working knowledge of relevant procedures including Safeguarding Children, SEN procedures, and other relevant legal frameworks

To develop a working knowledge of the principles of Clinical Governance and their application to professional practice

To be accountable for own professional action and recognise own professional boundaries through interpretation of clinical/professional policies

To work within defined school, service and national protocols/policies and professional code of conduct

To maintain intense concentration in all aspects of child and young people's 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.

To be flexible to the demands of the environment including unpredictable work patterns, deadlines, and interruptions

To maintain sensitivity at all times to the emotional needs of clients and their carers, in particular when imparting potentially distressing information regarding the nature of their child's difficulties and implications of the same.

### **Management responsibilities**

To oversee the delivery of the Speech and Language Therapy service to the children, young people and staff with a primary need of DLD.

To demonstrate excellent organisation and co-ordination skills to support the development and quality of the school aged team.

To plan and implement training programmes.

To continue and maintain the service development of working with specialist communication and DLD settings/mainstream schools.

To contribute to the development and evaluation of care pathways/protocols within the SLT service.

To act as a resource to include development of protocols, updating of information for parents, collection and maintenance of data systems ensuring that these reflect good practice.

To be a link between the Speech and Language Therapy Service and relevant external services and other professionals specialising in working within the area, to include meetings with the Managers of external services with the agreement of the Service Lead Speech and Language Therapist.

To advise the SLT line manager on issues of service delivery including shortfall, service pressures etc. within the team

To contribute to interagency/multi-disciplinary team meetings

To adhere to and ensure that plans and policies are implemented within the team.

To contribute to the development and evaluation of care pathways/protocols within the team.

To be responsible for the security, care and maintenance of equipment ensuring standards of infection control and safety are maintained – including equipment loaned to clients.

To assist in the recruitment of new staff as appropriate

To explain the role of Speech and Language Therapists to visitors, students and volunteers

To be accountable for own professional action and recognise own professional boundaries, seeking advice when appropriate.

To access appraisal within a PDR framework and clinical supervision at pre-determined intervals.

### **Leadership**

To provide day to day clinical supervision, advice and support to other Speech and Language Therapists and Assistants working within the JCT team and contribute to the identification of their future training/development needs.

To carry out appraisals of identified team members, ensuring objectives set reflect priorities of service development

To provide formal clinical supervision at pre-determined intervals to designated Speech and Language Therapists and Assistants within the Speech and Language Therapy Service.

To assume delegated tasks as requested by line manager, including participation in working groups, policy development groups.

To develop care protocols/packages relating to specialist area in liaison with Team Managers to improve care, transitions, and outcomes.

To contribute to interagency/multi-disciplinary team building and policy development

To demonstrate advanced skills in dealing with complex issues to generate appropriate strategies for caseload and workload management of self and others.

To be responsible for the induction of new staff within the team

To promote reflective practice within the team.

To facilitate the development of others in problem solving/negotiation skills, for example within peer review/supervision within the team

To provide student placements in agreement with the Service Lead, including assessment of the placements as appropriate

To advise and support colleagues on a range of issues and facilitate their own problem-solving skills.

### **Clinical**

To provide highly specialist communication assessment

To develop and implement highly specialist programmes of care and treatment to meet the needs of children and young people.

To write reports reflecting highly specialist knowledge

To provide appropriate highly specialist intervention and evaluate outcomes.

To provide highly specialist advice / second opinions to others regarding the management and care of children and young people of secondary aged and/or with DLD.

To ensure that children, young people, teachers, and caseworkers are involved in the planning and prioritisation of their care plans wherever possible.

To attend specialist short courses and advanced training in working with school-aged children and related to service areas.

To adapt practice to meet individual clients' circumstances, including due regard for cultural and linguistic differences.

To demonstrate high level of clinical effectiveness by use of evidence-based practice and outcome measures

To demonstrate the ability to reflect on practice with peers and mentors and identify own strengths and development needs.

To develop and target training (formal and informal) appropriately to the needs of participants. To reflect on and evaluate training provided.

To demonstrate highly developed auditory and perceptual skills in the assessment diagnosis and treatment of children.

To maintain up to date and accurate case notes in line with RCSLT professional standards and local policies

To have basic computer skills to include the ability to use the internet/intranet effectively to include managing emails and accessing information as appropriate.

To use the computer to write memos, letters and reports and use software to make resources as appropriate.

To share information with others, observing data protection guidelines

To be responsible for the development of local clinical guidelines informed by evidence related to service delivery and dissemination of this information across the service.

### **Research**

To collect and provide research data as required.

To participate in and develop innovations in areas of quality standards, clinical and education effectiveness.

To participate in action research and clinical governance/audit projects

To gather and update activity data accurately and regularly.



**Communication**

To contribute to service delivery and care by discussing own and others input around the client's needs, ensuring a well-co-ordinated action plan.

To communicate complex condition related information from assessment to clients, carers, families, and members of the multi-disciplinary team/other professions

To negotiate with others around service issues, caseload management within the team

To work closely with the multi-disciplinary team, school staff, children, carers and families, agreeing decisions relevant to the child's education, health and social development.

To demonstrate empathy with clients, carers and families and colleagues, ensuring that effective communication is achieved, particularly where barriers to understanding exist.

To demonstrate excellent negotiation skills across a range of issues

To demonstrate skills in motivating clients and /or carers to engage in the therapeutic process.

To demonstrate established negotiation skills in the management of conflict across a range of situations

To form productive relationships with others who may be under stress and/or have challenging communication difficulties.

To employ excellent communication skills

To deal with initial verbal complaints sensitively, avoiding escalation and attempting to resolve where possible following the Trust's complaints process.

***The following statements are mandatory for all job descriptions:***

### **Terms and Conditions**

The post holder is subject to the terms and conditions of OXLEAS NHS FOUNDATION TRUST. This Job description gives an outline of the post and is subject to review in consultation with the post holder.

### **Confidentiality**

The Post holder must maintain the confidentiality of information about patients, staff, and other health service business in accordance with Trust Policy.

### **Risk Management**

The Post holder will ensure compliance with the Trust's risk management policies and procedures. These describe the Trust's commitment to risk management, the recognition that our aim is to protect patients, staff and visitors from harm and stress and that all staff have a responsibility to minimise risk.

### **Infection Control**

All staff are required to be familiar with the Trusts infection control policies, and national guidance in relation to infection control. All staff whose normal duties are directly or indirectly concerned with patient care must ensure that they complete mandatory infection control training and are compliant with all measures known to be effective in reducing Healthcare Associated Infections.

### **Equality, Diversity and Human Rights**

Oxleas is an organisation which values difference and promotes equality, diversity, and inclusion. Our Equality and Human Rights Policy and Strategy are designed to ensure that all our staff (including agency, bank, students, volunteers, and contractors) as well our service users, carers and members of the public are treated with dignity and respect. The Trust policies, procedures and practices are reviewed regularly to ensure that everyone who falls under the list of Equality Act 2010 protected characteristics does not suffer discrimination, either directly or indirectly. The current list of protected characteristics includes Age; Disability; Gender Re-Assignment; Marriage and Civil Partnership; Pregnancy & Maternity; Race; Religion and Belief; Sex and Sexual Orientation.

### **Health & Safety**

All staff must be aware of the responsibility placed on them by the Health & Safety at Work Act (1974) to ensure that the agreed safety procedures are carried out to maintain a safe condition for employees, patients, and visitors.

### **Professional and NHS Codes of Conduct**

You are required to act at all times in accordance with the relevant professional Codes of Conduct and Accountability (including, where applicable, those for Board Members). In addition, all management staff must comply with the 'Code of Conduct for NHS Managers' and 'Standards of Business Conduct for NHS Staff'.

**Safeguarding**

It is the responsibility of all staff to safeguard and protect children and adults at risk at all times and staff must report any concerns as per Safeguarding Children and Safeguarding Adults policies, which are available on the Trust's intranet. Every member of staff must undertake regular mandatory safeguarding training at a level relevant to the role.

**Financial Management and Control of Resources**

All staff are responsible for the security and the property of the Trust, avoiding loss or damage and being economical and efficient in the use of resources. Staff are required to act in accordance with the rules and regulations as described in the Trust's Policy relating to the Financial Management and Control of Resources'.

**Customer Care**

It is the aim of the Trust to provide patients and clients with the best possible care. All staff are required to put the patient/client first and do their utmost to meet requests and needs courteously and efficiently.

**Personal/Professional Development Planning/Mandatory Training**

All staff should have a personal development plan and in conjunction with their manager, should actively determine and pursue agreed training and development needs and opportunities. All staff are required to attend mandatory training as designated by the Trust.

**Sustainability**

Demonstrate social and environmental responsibility and help establish Oxleas NHS Foundation Trust as a sustainability leader. Collaborate to contribute to or lead change management towards Oxleas NHS Foundation Trust goal of reaching Net Zero by 2040 as stated in the Green Plan.

**No Smoking**

Oxleas NHS Foundation Trust has a no smoking policy. Staff are not permitted to smoke within or on Trust premises.

### 3. Our Values

We have distinctive values at Oxleas - We're Kind, We're Fair, We Listen, We Care.

Our values are very important to us. They help Oxleas to be a great place to work. We want everyone who works at Oxleas to live our values and we will expect this of all our new joiners.

Our Values and Behaviours framework describes what it means for every one of us in the Trust to put our values into action. The framework can be found on our Trust Website: [Our values - Oxleas NHS Foundation Trust](#)



Signed by Line Manager

Signed by post holder

Date

Date

Print Name

Print Name

**Note:**

**Please attach an organisational chart alongside, a person specification, and Job Description.**



## PERSON SPECIFICATION

JOB TITLE: Highly Specialist Speech and Language Therapist

DEPARTMENT: Speech and Language Therapy

GRADE: Band 7

Education/Qualifications	How measured
<p>Recognised Speech &amp; Language Therapy degree qualification or equivalent.</p> <p>Health Professions Council – Licence to Practice</p> <p>Registered member of Royal College of Speech &amp; Language Therapist</p> <p>Evidence of successful completion of a range of short courses at post graduate level in particular on DLD.</p> <p>Membership of relevant Special Interest Groups (within relevant area) (Desirable)</p>	Application Form/Interview
Experience	
<p>Clinical experience of children with specific speech and language difficulties in educational settings <b>at least 5 years.</b></p> <p>Experience of working with education staff to jointly plan provision for children.</p> <p>Experience in training education staff and providing parent workshops.</p> <p>Supervision of Speech and Language Therapists</p>	Application Form/Interview
Skills/Abilities/Knowledge	
<p>Excellent interpersonal skills – including observation, listening and empathy skills e.g., breaking bad news or explaining upsetting</p>	Application Form/Interview

conditions to patients / families.

Demonstrates excellent analytical and reflection skills at clinical levels.

Excellent presentation skills, both verbal and written, of complex information to professionals and carers.

Demonstrates high level of computer literacy to enable effective data collection, report and document writing.

Excellent organisational and prioritisation skills  
Demonstrates ability to be a good team member.

Understanding of the principles of clinical governance.

Understanding of the roles of other professionals and the principles of partnership working with key stake holders in the service area.

Ability to work with the diverse needs of clients with complex communication difficulties.

Good auditory discrimination skills and ability to transcribe speech phonetically.

Knowledgeable of alternative communication systems.

Well established knowledge of a broad range of assessment tools relevant to the client group.

Knowledge of national health and educational policies and procedures (relevant to the client group)

Knowledge of a range of appropriate therapeutic interventions and an ability to compare and contrast relative benefits and outcomes.

<p>Knowledge and application of professional standards and code of conduct.</p> <p>Knowledge of standards of record keeping.</p> <p>Demonstrates ability to work at high level of autonomy with regular timetabled supervision.</p>	
<p><b>Effort and Environment</b></p> <p>Ability to move and transfer equipment to various locations and understanding of moving and handling Trust policies.</p> <p>Ability to be physically agile for daily prolonged periods of time e.g., working therapeutically with young children at floor / small table levels.</p> <p>Working in unpleasant working conditions e.g., incontinent children, children drooling, head lice, completing oral assessments</p>	Application Form/Interview
<p><b>Other Requirements</b></p> <p>Car driver to enable travel to locations in the Bexley area</p>	Application Form/Interview

*NB These are not definitive lists if there are any others specific to a post, please add to the form which should then be signed by the line manager and post holder alongside the Job description.*

Signed by Line Manager

Signed by post holder

Date

Date

Print Name

Print Name