

JOB DESCRIPTION

APPENDIX 1

Post Title: Specialist Teacher/Therapist for Speech and Language (Dual Qualified)	Director/Service/Sector: Children's Services - Education and Skills - Inclusive Education Services		Office Use
Grade: Teachers Pay Scale MPS/UPS + Maximum SEN	Workplace: Central base working peripatetically into schools and settings across Northumberland		JE ref: HRMS ref:
Responsible to: High Incidence Needs Manager / Lead Practitioner for Speech and Language	Date: 21/09/2020	Manager Level:	
Job Purpose: <ul style="list-style-type: none"> ● To work with Children and Young People (CYP) and to provide support and advice to colleagues on issues related to speech, language and communication needs (SLCN) within school/ settings consistent with the main duties and responsibilities of the post. ● To work as a member of the Speech, Language and Communication Service and be responsible for planning and implementing individual/ group programmes of work to enable the development of the speech language and communication skills of the CYP. ● To enable schools and settings to develop their abilities and skills to meet the SLCN of their CYP, as identified through targeted work focused on early intervention and prevention and delivery of a comprehensive training offer. ● To plan and deliver a comprehensive training offer to a range of audiences. ● To promote the inclusion of CYP with SLCN in mainstream schools. 			
Resources	Staff	Specialist Assistants for Speech and Language	
	Finance	None	
	Physical	Responsible for assessments and resources to support everyday work across a wide range of schools and settings.	
	Clients	Pupils, parents, headteachers, SENCos, teachers, learning support assistants, lunchtime supervisors, NCC senior managers and professionals from other services.	
Duties and key result areas: Support for Schools/ Settings and Children <ul style="list-style-type: none"> ● Supporting the inclusion of pupils with SLCN. ● Supporting the development of a whole school 'Speech and Language' friendly environment. ● Raising awareness within schools and the wider community of the additional needs of pupils experiencing speech, language and communication difficulties. ● Providing advice, support and training, where appropriate, to colleagues, including those in schools and settings, to enable them to successfully include pupils with SLCN. ● Advising on the identification and assessment of children with SLCN in accordance with recognised good practice and national guidelines and directives. ● Assessing the SLCN of children referred to the Speech, Language and Communication Service and providing written advice and resources, as appropriate. ● Providing advice and reports in support of statutory processes. ● Assessing the outcomes of interventions used with individual children and young people and outcomes of training delivered to schools and settings. ● Providing support as appropriate relating to those areas of the curriculum to which access is hindered by the pupil's SLCN. 			

- Contributing to the development of intervention plans through the identification of appropriate targets, teaching strategies and resources.
- Contributing to relevant reviews or reassessments of CYP, as required.
- Providing training, where appropriate, to staff including Headteachers, SENCos, teachers and other support staff to enable them to successfully include pupils with SLCN and implement aspects of a pupil's individual programme.
- Liaising with professionals from other disciplines as appropriate.
- Attending relevant meetings regarding individual pupils and maintaining appropriate records.
- Contributing to the Early Help Assessment/ EHCP process where applicable.

Liaison with families and external agencies

- Including parents/carers in any assessment of a pupil's SLCN.
- Liaising with parents/ carers in order to keep them informed of their child's progress and to provide advice and support relating to their child's SLCN.
- Providing training/guidance where appropriate, to parents/carers, to enable them to successfully develop the speech, language and communication skills of their child.
- Contributing at review meetings, as appropriate.
- Liaising with other involved professionals as appropriate.
- Attending and contributing to multi-agency meetings, as required.

Professional Development

- Ensuring current registration with the HCPC.
- Providing and taking part in relevant training devised by or for the Northumberland Inclusive Education Services.
- Contributing to the development of any Speech, Language and Communication initiatives, as appropriate
- Participating in Performance Management and any relevant development programmes
- Attending service/team meetings, as appropriate.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements: Working patterns: Working conditions:	Current driving licence and the ability to meet the transport requirements of the job. As per teacher Pay and Conditions of Service. Peripatetic from an office base, into schools and other settings including, on occasions, family homes across Northumberland.
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PERSON SPECIFICATION

Appendix 2

Post Title: Specialist Teacher /Therapist for Speech and Language	Director/Service/Sector: Children's Services	Ref:
Essential	Desirable	Assess by
Knowledge and Qualifications		
<ul style="list-style-type: none"> • Primary or Secondary Teaching Qualification (First Degree or PGCE) • Qualified Teacher Status • Professional qualification in Speech and Language Therapy • Full registration with HCPC 	<ul style="list-style-type: none"> • Masters Degree in a directly related field 	A
Experience		
<ul style="list-style-type: none"> • Extensive and relevant experience of working with pupils who have a wide range of speech, language and communication needs in mainstream schools. • Experience of working across different ages/ school phases. • Experience of providing training to school/ settings staff and other professionals about SLCN. 	<ul style="list-style-type: none"> • Experience of working with pupils who are identified as having SLCN in a special educational setting. • Experience of multi-agency working. 	A I
Skills and competencies		
<p>The post holder should be able to:</p> <ul style="list-style-type: none"> • work as a team member in partnership with colleagues, parents and children • communicate effectively with children, colleagues, parents and other professionals, both verbally and in writing • assess a wide range of speech, language and communication difficulties • plan intervention programmes in relation to children with SLCN taking account of curriculum needs and enabling inclusion • advise and train involved professionals/colleagues and parents/carers • work alongside and support parents • write reports concisely and clearly • demonstrate effective guidance and management skills • understand and adhere to the need for confidentiality • understand the importance of promoting strategies and interventions that contribute towards the early intervention and, where possible, the prevention of SLCN. • Demonstrate an understanding of current national SEN practice/policies • Demonstrate independent working skills and use of interventions which are evidence based 		AIR

Physical, mental and emotional demands		
<ul style="list-style-type: none"> • Ability to work under pressure and respond flexibly to changing situations. • Ability to meet statutory deadlines. • Ability to remain calm in response to challenging behaviour. 		AIR
Other		
<ul style="list-style-type: none"> • A commitment to supporting pupils with SLCN in schools/ settings. • A willingness to participate in identified training. • Highly motivated and well organised. • Ability to contribute towards flexible and innovative working in the field of SLCN across Northumberland. • Ability to meet travel requirements of the post. 		AIR

Key to assessment methods; (A) application form, (I) interview, (R) references, (T) ability tests (Q) personality questionnaire (G) assessed group work, (P) presentation, (O) others e.g. case studies/visits

National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.