



**LONDON BOROUGH OF MERTON**

**Children, Schools and Families DEPARTMENT**

**JOB DESCRIPTION**

**POST TITLE: Speech and Language Therapist Band 7 Highly Specialist (ASD specialism)**

**Grade: M14 full time (NHS band 7 equivalent)**

**DIVISION/SECTION: CSF, Education**

**Location: Chaucer Centre and other locations as necessary/appropriate.**

**Responsible to: Language and Learning Support Team Manager and LBM ASD advisor**

**Post number:**

**Date: May 2022**

## **1. MAIN PURPOSE**

- To assess children and develop/implement evidence-based speech and language therapy to ensure that the Council achieves its strategic aims for all pupils, including those with special educational needs and disabilities.
- To contribute to the LB Merton policy and approach to raising achievement and establishing provision for all pupils, including those with special educational needs and disabilities.
- To work as a member of the Language and Learning Support Team and the Education Service and so contribute to building the capacity of Merton Schools to include pupils with SEN and disabilities.
- To take a leadership role within the Language and Learning team speech and language therapy service including supporting and supervising colleagues, and developing the service for pupils with ASD to increase both efficiency and effectiveness

## 2 MAIN DUTIES AND RESPONSIBILITIES

- To take a lead in the development of new and expanding provisions for pupils with ASD in Mainstream Primary schools in Merton in collaboration with senior therapists and leaders in the language and learning support team and other ASD specialists in Merton Council
- To monitor service delivery in ASD ARPs to ensure equity of provision at universal, targeted and specialist levels
- To flexibly deliver statutory work including assessments and interventions in Mainstream Primary Schools, Special Schools and Additionally Resourced Provisions as required.
- To take part in the interview process for band 6 therapists applying to work within the specialism
- To contribute to the induction of new staff alongside the managers team leaders and other senior therapists.
- To ensure the team has access to a range of up-to-date resources including assessments to support effective and efficient working with pupils with ASD
- To resolve (in association with Manager/Team lead) any queries and complaints relating to the team's work with pupils with ASD
- Supporting ASD specialists in service delivery and raising awareness of ASD in Merton Council, and Merton Schools
- Identifying new training opportunities and ensuring relevant team members attend and feedback to colleagues
- Working with colleagues to deliver departmental CPD
- To attend ASD ARP panels making informed decisions about suitability of placements for pupils on the panel
- To ensure Band 6 ASD specialist therapists are trained to make judgements about the suitability of placements for pupils on panel and experience panel meetings
- To liaise with colleagues in relevant departments, provide specialist information and arrange MDT working where appropriate especially when delivering communication training.
- To monitor own service delivery, and actively initiate discussion within the team about improving service delivery in terms of efficiency and effectiveness with pupils with ASD taking the lead in implementing changes

- To line manage, supervise and support up to 5 speech and language therapy colleagues from the LL Support Team in their work with pupils with ASD and other social communication disorders (at band 6, experienced band 5 and Speech and Language therapy assistant level)
- To mentor team members in the LL support team to ensure a quality service is provided and the expected standards of professional and clinical accountability are upheld.
- To support specialist therapists contributing to educational tribunals and contribute and attend to SEN tribunals as required by SEN legal
- To work directly with schools through a range of intervention, including where appropriate:
  - class/pupil observation
  - assessment/reports/intervention
  - advice in relation to individual pupils
  - modelling good practice
  - training to enable school staff to implement programmes
  - providing support to SENCOs
  - work with parents
- To contribute to the monitoring of school performance within the LB Merton Monitoring Framework.
- To maintain accurate and appropriately detailed file notes on all aspects of support work in a secure electronic format.
- To liaise with relevant Children Schools & Families Teams and statutory/voluntary sector partners to enable the SEND vision for Merton pupils with ASD to be realised.
- To contribute to continuous professional development for relevant CSF Teams in relation to their understanding of the nature of ASD and how to support pupils to overcome communication barriers
- To maintain direct or indirect contact with parents and carers of pupils for whom a duty of care is held and provide explicit explanations to parents about therapy recommendations, rationale and provision.
- To contribute to the implementation of aspects of the SEN & Inclusion Strategy relating to SLCN and ASD
- To offer advice and support to colleagues in developing inclusive provision, either formally or through consultation and training or through direct work in schools.
- To be accountable for own professional action, recognise own professional boundaries and seek advice as appropriate.
- To work within defined departmental and national protocols/policies and professional code of conduct

- To work independently accessing appraisal within Merton's individual performance framework
- To have meetings with the manager team leaders and clinical leads for the purposes of service development and monitoring service delivery
- To actively work with team leaders on development of written protocols and management guidelines to provide the Local Authority with formal documentation of the way the LL Salt service operates
- **GENERAL**
- To support specific service development priorities in line with the SEN & Inclusion Strategy.
- To deliver speech and language services within the parameters and desired outcomes for the Council.
- To work in partnership with the Language and Learning Support Team Manager and team leaders for the purpose of service development and to be part of a workforce committed to raising attainment for pupils in Merton schools through inclusive education.
- To undertake all duties and interactions with colleagues, partner providers and customers fairly, without unlawful discrimination and with due regard to the Council's Diversity and Equality in Employment and Service Delivery policies.
- To carry out duties and responsibilities in accordance with the Council's Core Values, Equal Opportunities Policy, Health and Safety Policy and all other borough and departmental policies and procedures, in particular the non-smoking policy and confidentiality in line with the Data Protection Act.
- To maintain a working environment in which diversity is respected and responded to and equality of opportunity is promoted.
- To ensure complaints are responded to in accordance with the Customer Complaints Procedure.
- To use computers and other ICT in the normal performance of the duties of the post. To report robust information relating to the relevant performance indicators and any other relevant targets in accordance with the Council's Data Quality Strategy.
- To be a full member of the team and work in collaboration with all other agencies to ensure co-ordination of services and best use of resources.
- To brief the Language and Learning Support Team Manager on all matters which are likely to be subject to publicity whether positive or negative.

- To contribute to the development of effective teamwork participating in established communication systems, team training and regular team meetings.
- To maintain professional memberships: Royal College of Speech and Language Therapists Registration and Certification by Health Care Professionals Council (HPC)
- To keep up to date with new developments in appropriate fields, attend training and supervision sessions and contribute to workshops, seminars and conferences.
- To work flexibly and to undertake any other duties commensurate with the post as required by the Language and Learning Support Team Manager, Inclusion Manager and SEN Manager.

### **FUNCTIONAL LINKS**

- Mainstream school staff/
- Children's Centres, Schools & Settings
- Parents/Carers
- CSF Teams
- Voluntary Sector
- Statutory Agencies
- Health Services

### ***OTHER RELEVANT MATTERS***

The Officer appointed may be asked to work during some evenings for which time off in lieu will be negotiated.!!!

**LONDON BOROUGH OF MERTON**

**Children, Schools and Families DEPARTMENT**

**PERSON SPECIFICATION**

**POST TITLE: Highly Specialist and Language Therapist - ASD specialism (Mainstream Primary)**

**Grade: M14 (band 7)**

**DIVISION/SECTION: CSF, Education**

**Location: Chaucer Centre and other locations as necessary/appropriate.**

**Responsible to: Language and Learning Support Team Manager**

**Post number:**

**Date: May 2022**

**Experience / Qualifications / Skills / Knowledge:**

1. Qualified Speech & Language Therapist status. HCPC registration. Member of RCSLT
2. Experience of working in a range of mainstream settings
3. Evidence of leadership and supervision skills
4. Experience of training other professionals and parents to increase understanding and effective working with pupils with ASD
5. Experience of teaching through modelling and coaching school staff in relation to children with communication and interaction difficulties.
6. Experience of collaborative working with teaching staff in Specialist ASD settings including shared planning and co-teaching
7. Experience of working in a range of multi-professional contexts.
8. Experience of working with pupils with a range of special educational needs (SEN) in education.
9. Detailed knowledge of strategies, interventions and management of pupils with ASD at different stages of development and how to manage dysregulation and risk.
10. Evidence of supporting others to develop skills as above

11. Understanding of current legislation and guidance in relation to SEN and educational inclusion.
12. Understanding of the educational context, the priorities for senior leaders in schools, the academic and social curriculum and where speech and language therapists can provide universal and targeted support in schools for a range of pupils
13. Understanding of and commitment to Equal Opportunities policies, social inclusion and anti-discriminatory practice.
14. A clear understanding of safeguarding issues for staff working supportively in schools.
15. Ability to work collaboratively, creatively and strategically and with a positive attitude to sharing skills, knowledge and expertise widely
16. Excellent communication, interpersonal, organisational and written language skills.
17. Ability to work sympathetically and effectively with parents of pupils with SLCN and support others to develop these skills
18. Good time management skills.
19. Ability to work under pressure and meet tight deadlines.
20. Good level of IT skills.
21. Ability to deal with difficult and challenging situations with tact and sensitivity.
22. Ability to travel around the borough.