**Job Description and Person Specification**

|  |  |
| --- | --- |
| **Job Title:**  | **Speech and Language Therapist** |
| **Responsible to:**  | **Head of SEND**  |
| **Location:**  |  |
| **Salary:**  | **£35300 (£40000 London weighting)**  |
| **Hours:**  | **37.5 (Full Time) Part time applications considered (Term Time Only)** |

**Horizon Care and Education provides a high-quality residential care and educational experiences for young people across the UK. The homes and schools meet the needs of young people with a range of needs including attachment and trauma histories, social, emotional, and mental health (SEMH) needs, speech, language and communication difficulties, and neurodiversity.**

**Working alongside other Therapists and Psychologists, the post-holder will ensure that the therapeutic needs of children and young people who attend a Horizon school are understood, and interventions are planned and delivered to support these identified needs. They will provide therapeutic understanding of the young people to the wider team around the child including Teachers and TAs through consultation and training opportunities.**

**Main Duties**

|  |
| --- |
| Core Responsibilities  |
| To deliver evidence based therapeutic and psychologically informed care which conforms to their own ethical standards and is in line with Horizon’s Values and SHINE Therapeutic Model of Care.  |
| To undertake SALT assessments of young people to identify individual needs and develop and provide the delivery of individualised and group-based intervention programmes.  |
| To provide specialist SALT advice and guidance to young people’s plans including behaviour plans, teaching plans, risk assessments and EHCPs.  |
| To develop and contribute to the development, delivery, and evaluation of therapeutic training to all staff in the organisation. |
| To use outcome and evaluation tools to measure the effectiveness of services and to report this data back to the Head of SEND |
| To manage a caseload for individual intervention, providing specialist SALT input to young people and teams in educational settings. |
| To contribute to the development of a therapeutically informed service across education teams.  |
| To provide specialist knowledge of SALT principles and techniques through consultation and guidance to other colleagues within Horizon.  |
| To liaise with external agencies e.g., Local Authorities, voluntary agencies, CAMHS to ensure that the needs of the young person are recognised and intervention(s) that are being undertaken are the most appropriate plans for the young person.  |

|  |
| --- |
| Clinical Responsibilities |
| To engage flexibly with children/young people and colleagues to promote constructive working relationships. |
| To provide consultation, support, and guidance to colleagues to develop therapeutically informed relationships with young people and to develop appropriate behaviour support and care planning strategies. |
| To carry out intervention with young people in line with ethical standards including gaining valid informed consent from young people.  |
| To continually evaluate progress against agreed goals, to review and adapt the intervention plans if needed.  |
| To utilise relevant Standardised assessments to inform intervention, ensuring that feedback is provided for young people and the wider team on the outcomes of any measures used.  |
| To provide therapeutic feedback at relevant meetings as requested for example review meetings, MDT meetings, to ensure the delivery of a co-ordinated MDT approach and integrated therapeutic service.  |
| To be responsible for maintaining own competency to practice through CPD activities and supervision. To ensure CPD records are kept up to date to evidence ongoing development.  |
| To participate in discussions in regard to referrals.  |
| To write and share appropriate reports regarding intervention that has been undertaken.  |
| To support Education colleagues through observation of young people in classrooms, explanations of behaviours and modelling therapeutic engagement to support the embedding of a wider therapeutic approach.  |
| To provide supports, training, and supervision to assistant practitioners and/or volunteer students when required.  |

|  |
| --- |
| Organisational Responsibilities |
| To attend regular team meetings and CPD days with other colleagues. |
| To positively engage with supervision. |
| To maintain open and straightforward communication with colleagues and provide information within the time and format required. |
| To provide regular feedback to the team regarding service delivery. |
| To provide a therapeutic perspective in the development of organisational policies, strategies, and decisions. |
| To adhere to Horizon Policies and Procedures  |

|  |
| --- |
| Administration Responsibilities |
| To maintain proper clinical records and provide KPI data returns as required. |
| To be involved in monitoring and evaluation of Therapy within the organisation. |
| To maintain expenses and other organisational records as required. |
| To maintain confidentiality for and with young people (individual and organisational). |

|  |
| --- |
| Research Responsibilities |
| To undertake research in areas relevant to clinical work and organisational development, this may be undertaken in collaboration with other professionals, where appropriate. All research projects to be agreed and authorised by the internal Research Ethics Committee and Horizon Leadership team (HLT) . |

**Person Specification and Assessment Framework**

Our values and behavioural expectations are embedded within all of our roles. Applicants must evidence their values and ability to meet our desired personal qualities throughout the recruitment process. Applicants will be held accountable to these throughout employment and measured against them within the probationary period prior to a full suitability decision being made and applicants being confirmed into post.

|  |  |  |
| --- | --- | --- |
| Values  | Essential or Desirable | Application or Interview |
| Compassionate- We listen, care and support with sincerity, empathy, and kindness | E | A/I |
| Inspiring – We promote a culture which is high in expectation, enabling our young people and colleagues to achieve their potential  | E | A/I |
| Dependable – We are reliable and trustworthy, creating safe environments where young people can flourish and colleagues can grow, and we always keep our word.  | E | A/I |
| Collaborative- We value our partnerships and work together to create innovative and sustainable solutions for young people.  | E | A/I |
| Personal Qualities  | Essential or Desirable | Application or Interview |
| Caring and compassionate - Able to relate honestly to young people and colleagues. Shows respect for individual differences and perspectives amongst colleagues and young people. | E | A/I |
| Efficiency- Effectively manages their time, resources, and relationships to ensure that work is completed efficiently. | E | A/I |
| Communication skills - Clearly and concisely conveys information and ideas that engage others in written and verbal formats. | E | A/I |
| Resilience - Remains calm in uncertain or challenging situations & consistently behaves in a manner that is acceptable to others. | E | A/I |
| Personal Growth - Takes responsibility for one’s own personal impact and development, focusing on increasing self-awareness as well as identifying new areas for learning and professional development and creating learning opportunities. | E | A/I |
| Ethical Practitioner - Honest, transparent and reflective, respecting confidentiality and maintenance of personal and professional integrity  | E | A/I |
| Knowledge and Skills  | Essential or Desirable | Application or Interview |
| Skills in the use of SALT assessment and intervention  | E | A/I |
| Experience of working with Children and Young People or relevant demonstrable transferable skills. | E | A/I |
| Experience of teaching or training  | D | A/I |
| Knowledge and skills of therapeutic approaches relevant to Looked after Children. | D | A/I |
| Knowledge of legislation in relation to trauma, young people, mental health, or Looked after Children. | D | A/I |
| Understanding of Ofsted regulations and Independent Schools Standards.  | D | A/I  |
| Ability to engage individuals in the therapeutic process. | E | A/I |
| Skills in the ability to communicate effectively, orally and in writing | E | A/I |
| Ability to work under supervision of others.  | E | A/I |
| Ability to role model behaviours and attitudes in line with organisational objectives. | E | A/I |
| A sound understanding of Microsoft Office components, including knowledge of Excel, Teams, and SharePoint | E | A |
| Research and audit skills  | D  | A/I  |
| Good organisational and prioritisation skills  | E | A/I  |
| Experience in the development and application of standardised assessments and outcome measures  | E | A/I |
| Ability to contain, explore and formulate an understanding of high levels of emotional and physical distress both directly with young people and through consultation with colleagues  | E | A/I  |
| Education, Training, Qualifications and Registration Evidence of essential qualification will be required at application phase | Essential or Desirable | Application or Interview |
| Professional registration as a SALT with the HCPC  | E | A |
| Degree in Speech and Language Therapy  | E | A |
| Post qualification training in sensory integration  | D | A |
| Full UK Driving Licence and use of your own vehicle. | E | A |
| Willingness to undertake any training or qualifications as deemed necessary by the organisation. | E | A/I |

|  |
| --- |
| General  |
| **Job Title: Speech and Language Therapist** **Salary/Rate:** TBC * Term time only.
* Employee Assistance Programme
* Professional support network
* Initial induction and ongoing CPD opportunities
* Field based, working within school/s as agreed during interview process
* Professional registration fees paid.
 |

**The above is not meant to be an exhaustive list but a summary of the important elements of the role.**

**Additional Information**

It is the nature of the work of Horizon Care & Education that tasks and responsibilities are, in many circumstances unpredictable and varied. All employees are therefore, expected to work in a flexible way when the occasion arises so that tasks which are not specifically covered in the job description have to be undertaken. These additional duties will normally be to cover unforeseen circumstances or changes in work. If the additional responsibility or task becomes a regular of frequent part of the member of staff’s job, it will be included in the job description in consultation with the member of staff.

**Horizon Care and Education is committed to quality, equality, and valuing diversity.**