Job Description

Job Title:	Speech and Language Therapist (Band 6)
Reports to:	Therapy Manager
Location:	The Carr Fenton Foundation and external educational settings across South Yorkshire
Salary:	Equivalent to NHS Agenda for Change Band 6, dependent on experience, pro rata for term-time working
Contract:	Permanent
Working Hours:	Full-time, term-time only
Clinical Supervision:	Senior Speech and Language Therapist / Therapy Manager

Role

To provide a high-quality, evidence-informed Speech and Language Therapy service to children and young people across The Carr Fenton Foundation and external educational settings.

The postholder will work with children and young people with a broad range of speech, language, communication and associated needs, delivering assessment, intervention, consultation, training and advice to promote communication, participation, independence and access to education.

The role incorporates both Foundation-based and outreach provision. The postholder will divide their time between Doncaster School for Deaf Children, other areas of The Carr Fenton Foundation, and mainstream further education colleges across South Yorkshire. This varied role offers opportunities to support children and young people across a range of educational settings, communication needs and clinical presentations.

The balance of responsibilities and working locations may evolve according to service priorities and the needs of children and young people.

The postholder will manage an allocated clinical caseload independently, exercising appropriate professional judgement while working collaboratively with education staff, families, other professionals and the wider multidisciplinary therapy team.

The postholder will demonstrate a friendly, approachable and professional manner, contributing positively to the ethos and collaborative culture of The Carr Fenton Foundation.

Key Responsibilities

1. Clinical Assessment and Intervention

- Independently manage an allocated caseload of children and young people presenting with a broad range of speech, language and communication needs.
- Undertake comprehensive formal and informal assessments, selecting appropriate assessment methods according to individual needs and clinical presentation.
- Interpret assessment findings and formulate appropriate clinical recommendations and intervention plans.
- Plan, deliver and evaluate individual and group Speech and Language Therapy interventions.
- Establish, monitor and review meaningful, person-centred therapy outcomes.
- Adapt therapeutic approaches to meet the needs, preferences, strengths and communication profiles of individual children and young people.
- Develop and adapt visual, accessible and communication-supportive resources, including social narratives, visual supports, communication passports and other personalised materials, to facilitate understanding, participation, independence and self-advocacy.
- Provide specialist clinical advice and recommendations to education staff, families, carers and other professionals.
- Promote functional communication, participation, independence and self-advocacy across educational and community contexts.
- Recognise when additional specialist advice or multidisciplinary input is required and seek appropriate support.

2. Universal, Targeted and Specialist Provision

The postholder will contribute to a graduated model of Speech and Language Therapy provision encompassing universal, targeted and specialist support.

Universal Provision

- Promote communication-accessible learning environments across educational settings.
- Advise staff on inclusive communication strategies, reasonable adjustments and environmental adaptations.
- Contribute to staff training and the development of communication-supportive approaches.
- Support education staff to recognise and respond to speech, language and communication needs.

Targeted Provision

- Identify children and young people who would benefit from targeted communication support.
- Plan and deliver group-based or other targeted interventions.
- Collaborate with education staff to implement and evaluate communication strategies within everyday learning environments.
- Develop practical resources and guidance to support targeted intervention.

Specialist Provision

- Undertake individualised specialist assessments and interventions.
- Develop and review personalised therapy programmes and recommendations.
- Provide specialist consultation and advice in relation to complex communication needs.
- Contribute to statutory assessment and review processes, including Education, Health and Care Plans (EHCPs).

3. Foundation-Based Provision

- Provide Speech and Language Therapy services within the Foundation's educational settings.
- Work collaboratively with teachers, support staff and the multidisciplinary team.
- Support children and young people with a range of communication needs, including deaf learners, autistic learners, those with developmental language disorder, learning disabilities and other communication differences.

- Promote communication-accessible environments and support implementation of therapy recommendations within everyday educational practice.
- Contribute to multidisciplinary assessment, planning and review processes.

4. Outreach Provision

- Deliver Speech and Language Therapy services within mainstream further education colleges and other external educational settings.
- Independently organise and manage outreach assessments, interventions and reviews.
- Establish effective relationships with education staff and partner agencies.
- Provide consultation, training and recommendations that support participation and communication accessibility.
- Advocate for the communication needs and inclusion of young people.
- Adapt working practices in response to service and setting requirements.

5. EHCPs, Reports and Clinical Documentation

- Produce clear, accurate and timely clinical assessment reports and professional recommendations.
- Contribute to the development, implementation and review of communication-related EHCP outcomes and provision.
- Provide professional advice and reports for annual reviews and other relevant statutory processes.
- Maintain accurate, contemporaneous clinical records in accordance with professional standards and Foundation procedures.
- Monitor and evaluate intervention outcomes, adapting provision as appropriate.
- Ensure appropriate information sharing, confidentiality and data protection.

6. Multidisciplinary and Collaborative Working

- Work effectively as a member of the Foundation's multidisciplinary therapy team.
- Develop positive working relationships with colleagues, education staff, families, carers and external professionals.

- Participate in relevant team meetings, clinical discussions, reviews and collaborative planning.
- Communicate clinical information clearly and sensitively to a range of audiences.
- Demonstrate a friendly, approachable, respectful and supportive manner in professional interactions.
- Contribute to a positive team culture through cooperation, flexibility and mutual support.

7. Training, Professional Development and Service Improvement

- Maintain professional competence through continuing professional development, reflective practice, clinical supervision and engagement with current research and evidence-informed practice.
- Participate in relevant internal and external training, including BSL development where appropriate.
- Share specialist knowledge through consultation, training and collaborative working with colleagues, education staff and other professionals.
- Demonstrate clinical leadership within areas of expertise and act as a source of specialist advice regarding speech, language and communication needs.
- Contribute to the development of clinical resources, guidance, educational materials and communication-supportive practice across educational settings.
- Participate in clinical audit, outcome measurement, service evaluation, quality improvement and the collection and analysis of service performance data.
- Seek and respond to feedback from children and young people to inform ongoing service development.
- Support the education and supervision of SLT students or less experienced colleagues where appropriate.
- Contribute to agreed clinical projects and service developments within the scope of the role.

8. Professional Standards, Safeguarding and Governance

- Maintain current HCPC registration and RCSLT membership.

- Practise in accordance with HCPC standards, RCSLT guidance and relevant professional and ethical frameworks.
- Comply with the Foundation's safeguarding, health and safety, confidentiality, equality and data protection policies.
- Recognise, respond to and report safeguarding concerns in accordance with established procedures.
- Recognise potential eating, drinking and swallowing (EDS) concerns and follow appropriate referral pathways in accordance with professional competencies, organisational procedures and relevant clinical guidance.
- Maintain appropriate professional boundaries and uphold the dignity, rights and autonomy of children and young people.
- Work within the limits of professional competence and seek clinical advice or supervision when required.
- Participate in mandatory training, professional supervision and relevant appraisal processes.

9. Travel and Flexibility

- Travel between the Foundation and external educational settings as required.
- Maintain access to suitable transport and appropriate business-use motor insurance for work-related travel.
- Plan and organise travel efficiently to meet clinical and service commitments.
- Work flexibly across educational settings and adapt to changing service requirements, within the scope and grading of the role.

Eligible work-related mileage expenses will be reimbursed in accordance with Foundation policy.

Values and Professional Ethos

The postholder will demonstrate a commitment to The Carr Fenton Foundation's values:

- Proud and Passionate
- Knowledgeable and Specialised
- Encouraging and Empowering
- Growing and Persevering

- United and Connected

They will uphold these values through inclusive, person-centred and neuroaffirmative practice, positive professional relationships, collaborative working and a commitment to continuous improvement.

The postholder will actively promote equality, diversity and inclusion, including awareness and respect for Deaf culture, communication differences, linguistic diversity and individual communication preferences. They will advocate for equitable access, participation and meaningful involvement for all children and young people.

This job description outlines the principal responsibilities of the role and is not intended to be exhaustive. Duties may be reviewed and reasonably adapted in response to changing service requirements, following appropriate consultation and remaining consistent with the responsibilities and grading of the post.

PERSON SPECIFICATION

Speech and Language Therapist (Band 6 Equivalent)

The following criteria will be used to assess applicants through application, interview and, where appropriate, practical assessment.

Qualifications and Professional Registration

Essential

- Recognised degree or postgraduate qualification in Speech and Language Therapy.
- Current registration with the HCPC.
- Current membership of the RCSLT.
- Commitment to maintaining professional registration and ongoing CPD.

Desirable

- Additional relevant postgraduate training or specialist CPD.
- Experience, training or qualifications in British Sign Language (BSL).
- Relevant training in AAC, autism, DLD, deaf education or other specialist areas.

Experience

Essential

- Experience as a Speech and Language Therapist, including independently managing a caseload and delivering assessment, intervention, consultation and advice.
- Experience assessing and supporting a range of speech, language and communication needs.
- Experience independently planning, delivering and evaluating therapy interventions.
- Experience managing and prioritising a clinical caseload.
- Experience collaborating with other professionals.

- Experience producing clinical reports and maintaining accurate records.

Desirable

- Experience working in schools, colleges or specialist educational settings.
- Experience supporting deaf children and young people.
- Experience working with young people aged 16–19.
- Experience contributing to EHCP processes.
- Experience delivering staff training or consultation.
- Experience supporting SLT students.
- Experience contributing to service development or quality improvement initiatives.
- Experience collecting and using outcome measures to evaluate intervention effectiveness.
- Experience developing communication-supportive resources and materials.

Knowledge and Clinical Skills

Essential

- Broad knowledge of speech, language and communication development, differences and disorders.
- Understanding of neurodivergence, including autism and ADHD, and implications for communication and participation.
- Knowledge of current legislation, guidance and professional frameworks relevant to Speech and Language Therapy practice, including SEND legislation and the SEND Code of Practice.
- Ability to select and undertake appropriate formal and informal assessments.
- Ability to interpret findings and develop evidence-informed recommendations and intervention plans.
- Understanding of person-centred, inclusive and neuroaffirmative practice.
- Ability to adapt interventions and communication approaches to individual needs.

- Understanding of safeguarding, confidentiality and professional responsibilities.
- Excellent report-writing, record-keeping and clinical documentation skills.
- Ability to communicate clinical information effectively in written and verbal formats.
- Ability to prioritise and manage a complex caseload effectively.
- Ability to provide consultation, advice and training to education staff and other professionals.
- Ability to analyse information, exercise clinical judgement and work autonomously within professional scope of practice.

Desirable

- Knowledge of communication-accessible educational environments and reasonable adjustments.
- Understanding of EHCP processes.
- Knowledge of AAC approaches and systems.
- Knowledge of Deaf culture, deaf education and communication approaches used with deaf children and young people.
- Experience of universal, targeted and specialist models of therapy provision.
- Experience of creating communication supports, visual resources and accessible materials that facilitate participation and independence.
- Understanding of outcome measurement, audit and quality improvement methodology.

Personal and Professional Attributes

Essential

- Friendly, approachable and able to build positive professional relationships.
- A supportive and collaborative team member who contributes positively to team culture.

- Confident working independently and taking appropriate professional initiative.
- Self-motivated, organised and able to manage competing demands.
- Excellent time-management, prioritisation and organisational skills.
- Adaptable and comfortable working across different settings and with varied caseloads.
- Able to establish effective relationships with unfamiliar staff and professionals.
- Confident advocating for the communication needs and rights of children and young people.
- Able to communicate sensitively, respectfully and effectively with children, young people, families and colleagues.
- Demonstrates empathy, sensitivity, self-awareness and reflective practice.
- Able to remain calm, professional and solution-focused in challenging situations.
- Demonstrates a commitment to non-discriminatory, inclusive and equitable practice.
- Willing to reflect on practice, receive feedback and seek appropriate supervision.
- Committed to equality, inclusion, professional development and the Foundation's values.

Additional Requirements

Essential

- Ability to travel regularly between educational settings, with a full driving licence and access to a vehicle for work purposes.
- Appropriate business-use motor insurance.
- Willingness to undertake relevant training, including BSL training where required.
- Commitment to safeguarding and promoting the welfare of children and young people.
- Satisfactory pre-employment checks, including an Enhanced DBS check.