



TEACH POOLE – MULTI ACADEMY TRUST

JOB DESCRIPTION

Job Title:	Speech and Language Therapist Assistant
School:	TEACH Poole
Salary Grade:	F (Point 12 - 17)
Responsible to:	Speech and Language Therapist
Responsible for:	Devising Activities and Sessions and Implementing Therapy Targets to a caseload of pupils
Contracted Hours:	32.5 hours per week – term time only
Working Times:	8:30 am – 4 pm (1 hour lunch)

Main Job Purpose

- 1) A Therapy Assistant will have a specific area of responsibility in the school within the Therapy Department in support of the overall policy and therapeutic provision of the school, supporting Speech and Language Therapy.
- 2) Therapy Assistants will have responsibility for particular groups of pupils and will assist the therapist within the therapy department in promoting pupils' communication. Therapy Assistants support the therapist by developing and creating therapy resources, providing class team support to implement recommendations, and running 1:1 and group therapy sessions. This may include supporting pupils with specific needs during the school lunchbreak.
- 3) Make a key contribution to the provision of a consistent, caring and effective therapeutic provision and environment to enable pupils to achieve their full learning potential and facilitate their communication development.

Main Responsibilities and Duties

- 1) The post-holder will work under the guidance and supervision of the therapist in the team and will report to a qualified therapist as their line manager and will receive supervision within the therapy team.
- 2) Assist the therapist in developing, implementing and managing interventions aimed at:
 - a) supporting speech, language and communication needs for pupils on the Speech and Language caseload

- b) managing pupil behaviour through improving communicative, sensory and physical function;
 - c) establishing and maintaining relationships with individual pupils and groups;
 - d) supporting pupils in learning activities;
 - e) supporting class teams to implement therapy recommendations
 - f) contributing to the provision of a high-quality therapy support service for pupils, teachers, the curriculum and the school;
- 3) Deliver therapy, as recommended by a therapist, to pupils on a one-to-one, small group or whole class basis from an allocated caseload of pupils.
- 4) Support the therapy department's internal and external training packages offered to teachers, teaching assistants, parents and families.
- 5) Support the school by:
- a) Contributing to the process of school self-review.
 - b) Attending and contributing to school staff meetings and department meetings.
 - c) Contributing to the school improvement planning process.
 - d) Monitoring and supporting pupils/students/volunteers placed within the school on work experience programmes.
 - e) Supporting the development and effectiveness of team working, including the supervision of Teaching Assistant staff who are identified as 'links' between the classroom and the Therapy Department.
- 6) Support pupils and Therapist by:
- a) Contributing to and assisting in the development and monitoring of systems for reviewing and recording pupils' progress – both academic and social.
 - b) Overseeing the preparation, organisation and maintenance of the Therapy provision and its equipment. This includes assistance with creating more complex visuals, communication aids and therapy-specific resources.
 - c) Where appropriate accompany/supervise pupils undertaking off-site activities related to integration of Therapy Goals into 'real life learning'.

Generally:

- 7) Undertake other relevant duties as may be required in line with the level of the post. The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or the level of responsibility held.
- 8) Comply with all policies of the Trust; comply with any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.

- 9) Have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the school's agreed procedure.
- 10) Complete written therapy notes on a computer as per the guidelines of the Health and Care Professions Council and the Therapy department.
- 11) The post-holder will have a willingness to learn from others and a drive to develop their skills and knowledge through undertaking this role.
- 12) The post-holder will be required to role model best practice in their role across the school as advised by the Therapy Team.
- 13) The post-holder will be required to support others to effectively deliver therapeutic interventions, approaches and curriculums. This may involve: modelling therapeutic strategies and approaches to members of teaching staff, talking through programmes or interventions with members of staff, and seeking out
- 14) The post-holder will work confidently within the limits of their knowledge and skills, and always seek supervision and guidance from relevant specialists where required.
- 15) Show awareness of and support both the physical and emotional wellbeing of themselves, other members of the Therapy Team and wider school community.

Supervision and Management of People

- 1) There may be a requirement to lead and support one or more Teaching Assistants/Teachers under the overall line management of the Speech & Language Therapist and with support from other relevant therapists.

Knowledge and Skills

- 1) An education standard equating to GCSE grade C in English, Mathematics and Science or equivalent NVQ Level 3 is desirable.
- 2) Demonstration of knowledge, specific interest or work experience relevant to Speech and Language Therapy.
- 3) The ability to work both independently and as part of a team, alongside other Therapy Assistants, Therapists and the wider school staff.
- 4) Attendance on a specialist Speech, Language and Communication training (Such as ELKLAN) with accreditation at Level 3 is desirable, but can be provided in post.
- 5) Experience of working with children with special educational needs is essential.
- 6) The post holder will require patience, flexibility and good personal organisation skills.
- 7) An ability to undertake a variety of tasks which requires detailed knowledge and skills within the area of therapy provided.
- 8) A driving license holder with access to a personal vehicle with business insurance.
- 9) Excellent interpersonal skills.

10) Good written and oral communication skills.

11) An ability to build rapport and develop relationships with children and young people of all ages and who have a variety of special educational needs.

Creativity and Innovation

- 1) Creativity and innovation are essential to the job in order to respond flexibly and adapt interventions to the individual needs of the pupils and meet the changing needs of the school as a whole.
- 2) On a daily basis, together with the therapists and other therapy assistants, develop a range of strategies and approaches to engage individuals and groups of pupils, often with differing requirements. Use techniques to enhance their learning experience and access to therapeutic interventions (such as by developing a reward system appropriate to an individual pupil).
- 3) Use a variety of interpersonal techniques to establish supportive relationships with teachers, pupils, parents and carers.
- 4) A creative approach to delivering intervention, training and supporting staff is required.

Contacts and Relationships

- 1) Regular contact with the Speech and Language Therapist. The post-holder will be required to work jointly with qualified therapist to plan and deliver specific interventions and the wider school therapy provision. This will involve being able to feedback to therapists about pupil presentation and progress and engaging in planning discussions and meetings with the therapists.
- 2) Contact with parents/ carers to gather information and provide feedback on interventions delivered and pupil progress where required.
- 3) Regular contact with teaching staff (Teachers and TAs) will be required as part of the role. This may involve conversations to gather information about a pupil or therapy need and conversations to feedback about interventions and pupil progress.
- 4) Contact with therapists, school staff, parents and outside agencies required for the role may take place over a variety of platforms including: telephone calls, video calls, emails, and face to face discussions.

Decisions

- 1) Assist in the development and review of the Therapy Team's provision, policies, and guidelines. In consultation with the therapists, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their therapeutic education, activities, behaviour and care.
- 2) Guidance is normally readily available from the therapists and more complex or controversial decisions will be referred to the appropriate therapy lead.

- 3) There may be an occasional need to make immediate decisions, without initial referral to teachers or therapists, in relation to immediate care, control and safety of pupils with special needs.
- 4) Participate as an active member of the Therapy Team by contributing to decisions made that impact the post-holder's professional role.
- 5) Put the pupil's best interests and wellbeing at the forefront of decision making.

Resources

- 1) Therapy assistants are responsible for cleaning, organising and maintaining therapy resources.
- 2) Therapy assistants are responsible for keeping logs for when therapeutic equipment is loaned to classes or pupils.
- 3) Identify gaps in resources and raise this with the relevant person (usually SL Therapist or Base Manager) to enable appropriate resources to be sourced.

Work Environment

- 1) The post holder may be required to deal with routine issues which arise.
- 2) The post holder may be required to exert moderate physical effort, for example periods of crouching/bending to engage pupils in activities.
- 3) The post holder will support pupils if they are demonstrating challenging behaviours, as well as model expected behaviours and boundaries to pupils
- 4) There may be a requirement to attend to a pupil with soiled clothing due to sickness or toileting problems.

Prepared by: HR
Date: September 2024



PERSON SPECIFICATION

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ATTRIBUTES	CRITERIA	METHOD OF ASSESSMENT
Experience	<ul style="list-style-type: none"> • Working with a range of special educational needs and/or disabilities. • Working with therapists and/or implementing advice from a therapist. 	Application form Interview References
Qualifications & Training	<ul style="list-style-type: none"> • 5 GCSEs with a minimum grade C or above in English and Mathematics, or equivalent qualifications or relevant experience • Additional training in Speech, Language and Communication (e.g., ELKLAN) and accreditation from this training is desirable but not essential as this can be provided in post. 	Application form Certificates Interview
Aptitudes & Abilities	<ul style="list-style-type: none"> • Proficient in Microsoft Word, Excel, PowerPoint and able to learn to use a range of software's. • Ability to handle confidential information with discretion • Ability to sign at an introductory level. • Creative • Ability to build strong relationships with pupils 	Application form Interview References
Knowledge	<ul style="list-style-type: none"> • Knowledge of special educational needs, particularly learning disabilities and autism. • Basic knowledge of the roles of speech and language therapists, occupational therapists and physiotherapists. 	Application form Interview References
Attitude / Motivation	<ul style="list-style-type: none"> • Self-motivated • Solution-Focused 	Application form Interview References
Other Factors	<ul style="list-style-type: none"> • Commitment to Equal Opportunities • Enhanced DBS check • Preparedness to go above and beyond • Resilience and stamina • Enhanced DBS check 	Application form Interview References DBS process

