



**GIG**  
CYMRU  
**NHS**  
WALES

Bwrdd Iechyd Prifysgol  
Hywel Dda  
University Health Board

***For office use only***

CAJE REFERENCE **HD2019/0050**

DATE APPROVED **04/04/2019**

Reviewed **06/12/2021**

## **JOB DESCRIPTION**

### **JOB DETAILS**

**Job Title:** Paediatric Speech and Language Therapist

**Pay Band:** 5

**Directorate:** Therapies and Health Science

**Department:** Speech and Language Therapy

### **ORGANISATIONAL ARRANGEMENTS**

**Managerial Accountable to:** Head of Speech and Language Therapy Services via Children's Service Lead

**Reports to:** Children's Service Lead

**Professionally Responsible to:** Head of Speech and Language Therapy Services

**Responsible For:** Speech & Language Therapy Assistants  
Speech & Language Therapy Students, work experience, students, volunteers

### **JOB SUMMARY / PURPOSE**

To contribute to the provision of speech and language therapy for the population of the County (and in certain circumstances, the Hywel Dda Health Board area) by providing high quality, efficient and effective speech and language therapy services, within available resources and in accordance with the Registration Codes of HCPC and RCSLT.

Function independently with a caseload of children with speech and language and communication needs (SLCN) and fulfill the core responsibilities identified by the Royal College of Speech and Language Therapists.

Demonstrate evidence-based, clinically effective practice and keep abreast of new practice development, particularly related to SLCN in children

Supervise the work of Support Workers and Volunteers when required

Provide observation placements for SLT students and others as required

Manage a defined caseload independently with support from a senior therapist, including managing own time and prioritising tasks.

## **MAIN DUTIES AND RESPONSIBILITIES**

### **Service Management**

Supported by a senior therapist, independently manage the day to day prioritisation and administration of a specific caseload of children, adhering to deadlines, and highlighting concerns, including shortfalls and service pressures.

Plan, organise and run daily clinics, school and home visits, including both individual and group work.

Assess, diagnose, develop and implement appropriate Speech & Language Therapy care packages and discharge of patients/clients on own caseload, demonstrating specialist clinical expertise, accessing clinical leads when required, and in accordance with professional and departmental standards

Access second opinions from more senior therapists in a timely and appropriate manner.

Provide basic advice to others regarding the management and care of children with Speech, Language and Communication Needs

Organise the timetables and provide programmes and direction/training for Speech & Language Therapy Assistants. Provide direction to Learning Support Assistants in schools as required.

Be aware of and adhere to all relevant Health Board, Local Authority and departmental policies and procedures, guidelines and protocols, and use specialist knowledge to contribute to the reviewing and developing of policies, protocols and guidelines.

Develop a working knowledge of the principles of Clinical Governance and their application to practice.

Develop a working knowledge of relevant policies including Safeguarding Children and Protection of Vulnerable Adults.

### **Service Improvement**

Undertake activities to improve the quality, effectiveness and safety of own service delivery, e.g. surveys, outcome measures, benchmarking, peer review, audit, reflection, journal club.

### **Communications**

Contribute to clinical teams (multi-disciplinary and multi-agency as well as uni-disciplinary/agency) by discussing own and others input around children's needs ensuring a well co-ordinated care plan.

Communicate complex condition-related information from assessment to carers, families and members of the multi-disciplinary team/other professions.

Produce accurate specialist reports regarding children's needs.

Make onward referrals to other professions/agencies, ensuring comprehensive management of individual cases.

Communicate with Support Workers, Teachers and other professionals (e.g. Educational Psychologists) for exchange of information and to advise on therapeutic interventions to ensure comprehensive management of children.

Work with families, education professionals and other health professionals to provide person centred case management.

Actively support and empower children/carers/colleagues in the planning, delivery and evaluation of services, ensuring effective clinical outcomes and holistic child- centred care.

Provide advice to non-specialists and other specialists/professionals within the clinical field.

Demonstrate empathy with children, education staff, families and colleagues, ensuring that effective communication is achieved, particularly where barriers to understanding exist.

Develop skills in motivating children and/or carers to engage in the therapeutic process.

Develop negotiation skills in the management of conflict across a range of situations.

Deal with initial complaints sensitively, avoiding escalation where possible and referring on to senior colleagues as necessary.

Form productive relationships with others who may be under stress and/or have challenging communication difficulties to support the exchange of information, the targeting of advice and provision of specific strategies.

Employ excellent communication skills during all aspects of work

### **Finance and Resources**

Observe personal duty of care, including security, care and maintenance of equipment and

resources used during the course of work, ensuring standards of Health & Safety, Infection Control and Financial Standing Instructions are maintained, including equipment loaned to patients/clients.

Complete inventory checks and take appropriate actions as per department protocols

Monitor and maintain adequate stock of equipment and resources in own service area.

Ensure equipment and resources are current, complete and safe for use.

Identify new items of equipment and resources in line with clinical guidelines.

### **Personal and People Development and People Management**

Provide appropriate support to others to improve their knowledge and understanding, and share own knowledge, skills and experience with others during induction and training sessions for SLT service and other staff (e.g. LSAs in schools).

Contribute to the identification of education/training needs within the service.

Assist in the development of SLT students and those from other professional groups as appropriate

Prepare for and take active part in the PADR process in accordance with the organisation's policy in partnership with reviewer, identify opportunities to develop own competence/own skills in order to achieve objectives. During the early months following qualification this will involve completion of the RCSLTs competency framework for newly-qualified therapists.

Participate in the development and delivery of specialist teaching/training (formal and informal) for families, education staff and other professionals, with support.

Participate in health promotion activities and contribute towards increasing public awareness of Speech & Language Therapy and communication and/or swallowing difficulties.

### **Information Processing**

Maintain up to date and accurate case notes in line with HPC standards of proficiency, RCSLT professional standards and Health Board policies/guidelines.

Whilst communicating and collaborating with others, observe the confidentiality, data protection and Caldicot guidelines.

Undertake accurate daily activity data, monthly statistical data and regular clinical information gathering activities within the required time frame.

### **Health, Safety and Security**

Act within legislation, policies and procedures relating to information governance.

Attend statutory/mandatory training.

### **Quality**

Participate in and develop innovations in areas of risk management, quality standards setting and clinical effectiveness.

### **Equality and Diversity**

To ensure that equality and diversity issues are recognised and addressed in accordance with legislation, policies and procedures.

Adapt practice to meet individual patients/client's circumstances, including due care for cultural and linguistic differences.

### **Effort and Environmental**

Carrying case notes, equipment boxes up and down stairs and in/out of cars

Kneeling, crouching when working with young children

Responsible for clinical supervision of students

Carry out clinical assessment is a routine part of the work

Assessment involves the intense observation and analysis of an individual's communicative / swallowing ability. A single assessment may last for up to 2 hours.

Objective assessment involves detailed calculations.

Participating in peer review meetings, contributing to team and service meetings, MDT/case conferences

Routinely prepare reports outlining the rationale behind the decision making for patient / client care

Monitor work of students and support workers

Travel home visits and for meetings. Role involves driving for home visits, meetings

Imparting potentially distressing information regarding the nature of the patient's/client's communication difficulties, and implications of same

Employ counseling skills with patients/clients and/or carers

Deal with initial complaints, distressed carers, and those with communication difficulties

Discussion of assessment results, diagnosis, prognosis, implications for future

Oro-motor assessment involves tactile assessment and visual observation of the oral cavity at close proximity. Encounter poor oral hygiene, thrush, bad breath, excessive saliva, drooling, sputum and phlegm

Oro-motor assessment involves the use of implements which come into contact with patients'/clients' bodily fluids (saliva, sputum, blood) which require disposal or cleaning

Dealing with patients who poor personal hygiene and self-care

Lone working in the community – exposure to aggressive verbal behaviours by patients/clients and/or carers

## PERSON SPECIFICATION

| ATTRIBUTES                          | ESSENTIAL  | DESIRABLE   | METHOD OF ASSESSMENT            |
|-------------------------------------|--|---|---------------------------------|
| <b>Qualifications and Knowledge</b> | <p>Degree in Speech &amp; Language Therapy</p> <p>HCPC registration</p> <p>RCSLT membership</p> <p>Knowledge of national and local policies and initiatives relevant to the caseload</p> <p>Knowledge of a wide range of specialist assessment tools and procedures relevant to the caseload.</p> <p>Knowledge of differential diagnosis relevant to SLCN in children</p> <p>Knowledge of selecting, setting and evaluating treatment goals.</p> <p>Knowledge of therapeutic interventions relevant to the caseload, and ability to demonstrate the evidence base for these approaches</p> <p>Knowledge of multidisciplinary team working</p> <p>Knowledge of legal and professional issues relating to confidentiality and record keeping</p> | <p>Basic counselling</p> <p>Understanding of the principles of audit/clinical governance</p> <p>Basic qualitative and quantitative research approaches</p> <p>Knowledge of relevant Health and Safety issues</p> <p>Knowledge of bilingualism and considerations necessary when delivering therapy in a bilingual environment</p> | Application form                |
| <b>Experience</b>                   | <p>Experience of working with children with Speech, Language and Communication Needs in a range of settings, and including individual and group work.</p> <p>Experience of working in schools.</p> <p>Experience of a wide range of assessment and therapy</p>   | <p>Experience of working in specialist units/classes</p> <p>Delivering training to a range of audiences</p> <p>Supervision of support workers</p> <p>Experience of</p>  | Application form and interview. |

|                               |   |   |           |
|-------------------------------|---|---|-----------|
|                               | <p>techniques and their application.</p> <p>Meeting clients' needs through collaborative working with carers and other professionals.</p>   | <p>involvement in audit and other service evaluation techniques</p>   |           |
| <b>Aptitude and Abilities</b> | <p>Ability to embrace the following personal values and behaviours on a daily basis -</p> <ul style="list-style-type: none"> <li>• Dignity, Respect and Fairness</li> <li>• Integrity, Openness and Honesty</li> <li>• Caring, Kindness and Compassion</li> </ul> <p>Ability to demonstrate a commitment to our organisational values -</p> <ul style="list-style-type: none"> <li>• Working together to be the best we can be</li> <li>• Striving to develop and deliver excellent services</li> <li>• Putting people at the heart of everything we do</li> </ul> <p>Excellent interpersonal skills, including observation, listening and empathy</p> <p>Established negotiation and problem solving skills</p> <p>Robust caseload management and time management skills</p> <p>Robust organisational and prioritisation skills</p> <p>Good verbal presentation Skills</p> <p>Excellent written presentation and report-writing skills</p> <p>Highly developed auditory discrimination skills and ability to transcribe speech phonetically.</p> | <p>Ability to feedback constructively to patient/client, carers and support workers/students</p> <p>Good reflection and analytical skills</p> <p>Demonstrable professional confidence</p> <p>Ability to critically appraise evidence and present outcomes appropriately</p> | Interview |



|                        |  |   |  |
|------------------------|--|---|--|
|                        | <p>Ability to work flexibly to adapt to unpredictable situations.</p> <p>Demonstrable ability to work as a good team member</p> <p>Emotionally resilient</p>                     |   |  |
| <b>Other</b>           | <p>Able to travel across Hywel Dda Health Board in a timely manner</p> <p>Flexible approach to the needs of the services based upon work pressures within base and elsewhere</p> |   |  |
| <b>Language Skills</b> |  | <p>Welsh Speaker (Level 1)</p> <p><i>Full details around the expectations associated with level 1 may be found at the bottom of this page</i></p> |  |

### **Level 1 Welsh**

*(Please note that for this particular post level 1 in spoken Welsh is desirable but not essential)*

**Listening/Speaking:** Pronounce Welsh words, place names, department names, etc. Greet and understand a greeting. Use basic every day words and phrases, e.g. thank you, please, excuse me, etc. Understand / pass on simple verbal requests of a routine / familiar / predictable kind using simple language, e.g. 'May I speak to...'. State simple requests and follow up with extra questions / requests in a limited way.

**Reading/Understanding:** Understand simple key words and sentences on familiar / predictable matters relating to own job area, e.g. on signs, in letters.

**Writing:** Fill in simple forms, note down simple information, e.g. date and venue of a meeting, Welsh address, etc

## **GENERIC STATEMENTS**

### **NHS CODE OF CONDUCT FOR MANAGERS**

**\*\* For Managers only:**

The post holder will be expected to adhere to the standards laid down in the NHS Code of Conduct for Managers and at all times act in a manner that reflects and promotes the values of the HB. The post holder must ensure all activity and service objectives are effectively met in compliance with HBs standing orders and SFIs, scheme of delegated authority and employment legislation.

### **REGISTERED HEALTH PROFESSIONAL**

**\*\* For Registered Health Professionals only:**

All staff who are members of a regulatory body must comply with standards of professional practice/conduct. It is the postholders responsibility to ensure they are both familiar with and adhere to these requirements.

### **HEALTHCARE SUPPORT WORKERS**

**\*\* For Healthcare Support Workers only:**

All healthcare support workers should be familiar with and must comply with the Code of Conduct for Healthcare Support Workers in Wales.

### **COMPETENCE**

The post holder is required to participate in the Hywel Dda PDR process and work towards meeting identified development needs. The postholder is required to demonstrate on-going continuous professional development. At no time should the postholder work outside their defined level of competence. If the postholder has concerns regarding this they should immediately discuss this with their Manager/Supervisor/Consultant. The postholder has the responsibility to inform those supervising their duties if they are not competent to perform a duty.

### **OUR VALUES**

Hywel Dda University Health Board is a values driven organisation. The post holder is expected to uphold our values of dignity, respect, fairness, integrity, honesty, openness and caring, kindness & compassion underpin a behaviour framework which are supported by our organisational values of

- Putting people at the heart of everything we do
- Working together to be the best we can be
- Striving to deliver & develop excellent services

### **TEAM BRIEF**

The post holder is required to actively participate in Hywel Dda Team Briefing in order to aid communication within the Health Board. Managers and supervisors will regularly deliver the Team Brief verbally to their own staff teams by means of a Core Brief and additional departmental information.

## **RISK MANAGEMENT/HEALTH & SAFETY**

The postholder has a responsibility to themselves and others in relation to managing risk, health and safety and will be required to work within the policies and procedures laid down by the Hywel Dda. All staff have a responsibility to access occupational health, other staff support services and/or any relevant others in times of need and advice. The postholder has the responsibility for monitoring the progress on action plans in relation to risk, health and safety. The postholder has the responsibility for the development of risk profiles and a risk register within their area of responsibility. The postholder has the responsibility for developing systems to monitor performance against agreed performance indicators.

## **HARRASSMENT & BULLYING**

The HB condemns all forms of harassment and bullying and is actively seeking to promote a workplace where employees are treated with dignity, respect and without bias. All staff is requested to report any form of harassment and bullying to their line manager or to any Director of the HB.

## **RECORDS MANAGEMENT**

The postholder has the responsibility for timely and accurate record keeping and where appropriate in accordance with professional guidelines. The postholder has the responsibility for the creation and maintenance of records in accordance with Hywel Dda policy and the data protection act.

## **FLEXIBILITY STATEMENT**

The developing and rapidly changing nature of the organisation will require considerable flexibility from the post holder. This job description indicates the main functions and responsibilities for the post and is not intended to be a fully inclusive list and the duties and responsibilities specified in this job description are subject to change as the needs of the HB evolve. On agreement with the post holder, this job description will be amended, as necessary, in the event of future organisational and professional changes and/or personal development.

## **CONFIDENTIALITY**

All staff may have access to confidential information about patients, staff or health service business. On no account must such information be divulged to anyone who is not authorised to receive it. Confidentiality of information must be preserved at all times whether at or away from work. Any breach of such confidentiality is considered a serious disciplinary offence, which is liable to dismissal and /or prosecution under current statutory legislation (Data Protection Act) and the HB Disciplinary Policy.

## **EQUAL OPPORTUNITIES**

Hywel Dda University Health Board is committed to ensuring that, as far as is reasonably practicable, the way we provide services to the public and the way we treat our staff, patients and others reflects their individual needs and that individuals or groups will not face discrimination, harassment or victimisation, or be treated less favourably on the basis of sex, pregnancy and maternity, gender reassignment, disability, race, age, sexual orientation, religion and belief, family circumstances including marriage and civil partnership. To this end, the UHB has an Equality and Diversity Policy and Equality

Impact Assessment Policy and Procedure and it is for each employee to contribute to enacting these policies.

### **OUTSIDE EMPLOYMENT/OUTSIDE INTERESTS**

Any other work or outside interests must not conflict with the duties and responsibilities of your attendance for work as an employee of the HB.

### **ENVIRONMENTAL**

The Hywel Dda Health Board is committed to its environmental responsibilities. The Board recognizes that its activities, including energy consumption, waste generation, transportation emissions, water use and resource consumption, have a significant impact on the environment. As an integral part of its commitment to ensure high quality patient care, all staff have a responsibility to adhere to environmental policy and procedure at both an organisational level and within their own area of work to ensure legal compliance. Staff will do their utmost to minimize the environmental impacts of Health Board activities and services, and seek to continually improve operations to minimize their environmental effects. Staff should take note of relevant communications and attend mandatory training when required.

### **SMOKE FREE POLICY**

All Health Board sites and premises and grounds are designated as smoke free areas. This policy applies to all staff, contractors/service providers, patients\*, visitors and the public.

**\*Those patients staying in residential mental health units will be exempt under the Smoke-Free Premises (etc) Wales Regulations 2007.**

### **SAFEGUARDING ADULTS AND CHILDREN**

Every employee of the Health Board, whatever their job, role, profession, status or place of work, paid or voluntary, has a responsibility for Safeguarding both adults and children. Staff must:

- Understand the nature of abuse and how children and adults might be at risk of harm and neglect.
- Understand their own safeguarding responsibilities and what actions they may need to take.
- Know where they can access local policies and procedures in relation to Safeguarding Children and Safeguarding Adults.
- Report allegations or suspicions of abuse to their line manager, including suspicions about a colleague or manager, irrespective of their status, profession or authority. This includes whistle-blowing
- Know how to make a Safeguarding referral to Social Services and/or the Police for both adults and children to report allegations or if they have concerns.
- Know what services, advice and support are available locally to vulnerable children and adults and how to access help needed.

### **INFECTION CONTROL**

"The document Commitment to Purpose: Eliminating Preventable Healthcare Associated Infection: A Framework of actions for healthcare organisations in Wales stipulates that all

staff must understand their responsibility and accountability for Infection Prevention & Control and the Health Board must be assured of this on an ongoing basis". IP&C is the personal and individual responsibility of all Health Board staff. All staff have a responsibility to protect and safeguard patients, service users, visitors and employees against the risk of acquiring healthcare associated infections. This responsibility includes being aware of the content of and consistently observing, Health Board Infection Prevention & Control Policies and procedures; and best practice guidance in order to maintain high standards of Infection Prevention & control.

#### **GENERAL**

The postholder needs to ensure they are familiar with their terms and conditions of service.