



GIG  
CYMRU  
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WALES

Bwrdd Iechyd Prifysgol  
Cwm Taf Morgannwg  
University Health Board

## Job Description

### SECTION 1

#### JOB DETAILS

<b>Job Title:</b>	Speech and Language Therapist – Children's Service
<b>Contract Type</b>	Fixed Term 2 years
<b>Contract Hours</b>	37.5
<b>Directorate:</b>	Therapies
<b>Department/Ward:</b>	Speech and Language Therapy – Children's Service
<b>Responsible to:</b>	Professional Speech and Language Therapy Manager - Children's Service
<b>Accountable to:</b>	Head of Speech and Language Therapy
<b>Base:</b>	TBC
<b>Band:</b>	Band 5

#### Main Purpose of the Job:

To contribute to the provision of health care to the children and young people of Cwm Taf Morgannwg University Health Board by providing high quality, efficient and effective speech and language therapy services, within available resources and in accordance with the Registration Code of HCPC. To work under the direction of senior clinicians to ensure the provision of high quality services. To provide assessment, diagnosis, treatment and advice for children and young people referred to the Service. The post involves giving support and advice to clients, their carers, teachers and other members of the multidisciplinary team, including Social Services and Education Authority.

### **Principle Duties:**

To ensure the provision of high quality Speech and Language services to children and young people with a range of communication difficulties referred to the service with regular support from senior clinicians.

To provide assessment, diagnosis, treatment and advice for children with a range of communication difficulties.

To actively support client/relative/carer/colleague involvement in the planning, delivery and evaluation of therapy, ensuring effective clinical outcomes and holistic client centered care.

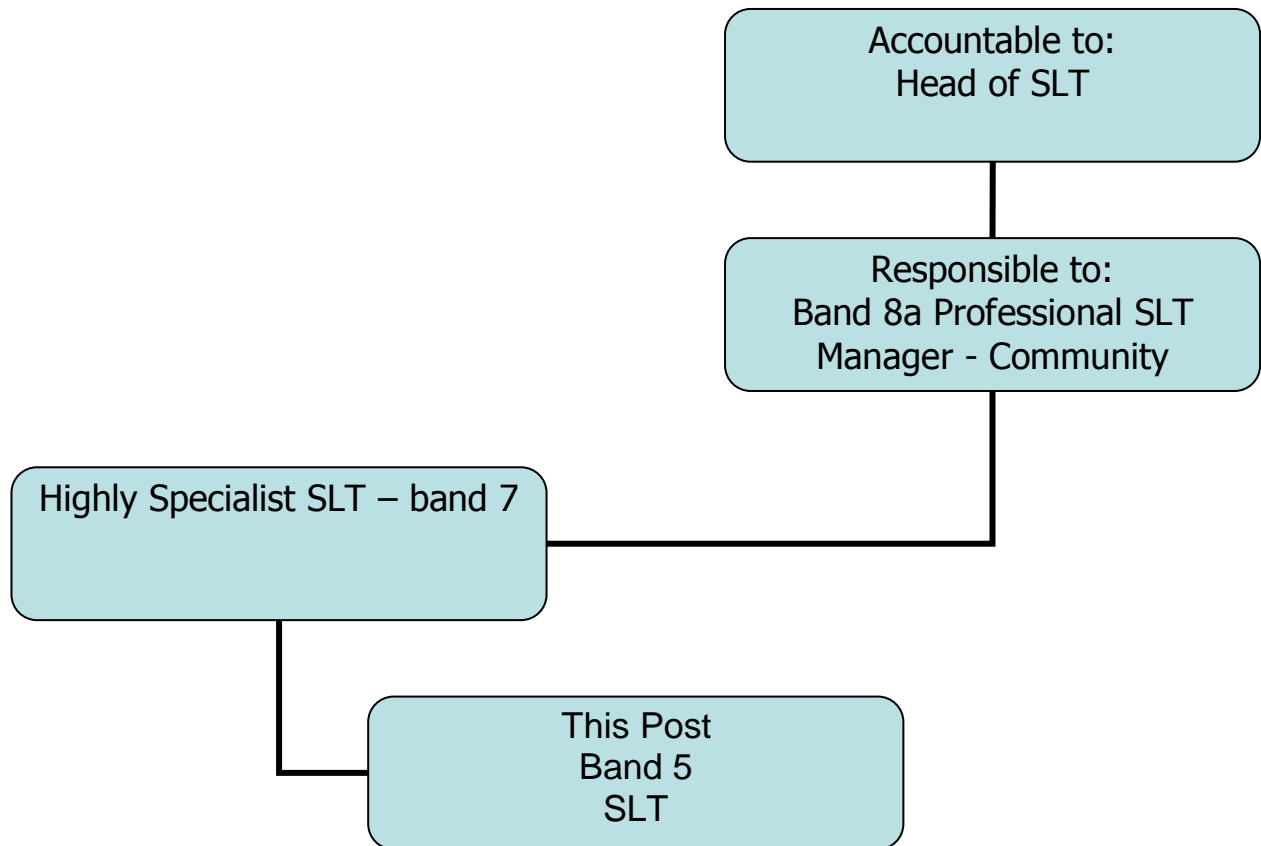
To contribute to the Speech and Language Therapy Service by offering teaching/training.

To contribute to the development of speech and language therapy assistants, students and volunteers.

To manage the day to day administration of a specific caseload.

### Organisation Chart

The Organisational Chart must highlight the post to which this job description applies showing relationship to positions on the same level and two levels above and below. Complete, add or delete as appropriate the text boxes below showing the organisational relationships.



## **SECTION 2**

### **1. Communications and Relationships skills**

To have a degree or equivalent qualification and a license to practice as a Speech and Language Therapist.

To employ excellent verbal and written communication skills.

To communicate complex condition related, or distressing diagnostic/prognostic information to clients, carers and families.

To work closely and with empathy for clients, carers and families in agreeing decisions relating to client management.

To utilise skills to encourage and motivate clients, carers and families.

To effectively employ negotiation skills to manage conflict across a range of situations with sensitivity.

To form productive relationships with others who may be under pressure/or have challenging disabilities / behaviours.

There are frequent occasions when complex and emotionally distressing information regarding the nature of the clients' difficulties and the implications of such needs to be imparted.

To develop counselling skills for use with patients, carers/clients with highly complex needs.

To work collaboratively with all appropriate agencies and colleagues for exchange of information by discussing own and others input around the clients needs ensuring a well coordinated care plan

To provide appropriate information, training, advice and support to clients and their carers/ families and multidisciplinary team members/ other professionals.

To report to the line manager for supervision and mentoring.

To support the Team Leaders in the children's service in the provision of a

high quality Speech and Language Therapy Service to children with a wide range of complex communication disorders provided across community bases and educational settings.

To accept clinical support and advice from senior clinicians.

To identify the need, seek advice or request a second opinion from senior clinicians.

### **3. Analytical and Judgmental Skills**

To demonstrate the ability to reflect on auditory, visual and kinesthetic aspects of the child's communication difficulties and identify appropriate strategies to facilitate and enhance communicative effectiveness.

To use knowledge to inform sound clinical judgments/clinical decision making for case management.

To make a differential diagnosis on the basis of evidence from assessment materials.

To develop a clear plan based on best practice.

To demonstrate highly developed auditory and perceptual skills in the assessment, diagnosis and treatment of clients, and to consider cultural and linguistic differences.

To identify when to refer to senior SLT for advice.

To reflect on own practice with peers and mentors and, identify own strengths and developmental needs as part of the individual performance review framework.

### **4. Planning and Organisational Skills**

To actively support client/relative/carer/colleague involvement in the planning, delivery and evaluation of therapy ensuring effective clinical outcomes and holistic client centred care.

To manage own caseload independently being accountable for own actions and decisions.

To manage own time and prioritise tasks independently.

To supervise work delegated to speech and language therapy assistants, technical instructors, students and volunteers.

To undertake administrative, statistical and clinical information gathering activities expected of the Team within the required time frame.

To ensure that excellent records are maintained at all times, in accordance with the Service Standards.

To attend and take active part in all relevant meetings.

## **5. Physical Skills**

To demonstrate highly developed auditory and perceptual skills in the assessment, diagnosis and treatment of clients, and to consider cultural and linguistic differences.

To use highly developed auditory discrimination skills to interpret unintelligible and severe speech disorders including regular use of complex phonetic transcription skills.

To be flexible to the demands of the environment including unpredictable work patterns, deadlines and frequent interruptions.

To demonstrate skills in handling clients with disabilities.

To demonstrate abilities in handling clients with challenging behaviours.

## **6. Patient/Client Care Responsibilities**

To provide speech and language therapy assessment, diagnosis and management to children in community clinics with speech and/or language impairments.

To actively support client/carer and professional involvement in the planning, delivery and evaluation of therapy, ensuring effective clinical outcomes and holistic client centred care.

To refer patients to specialist centres and tertiary services as appropriate to the needs of the client.

To contribute to training of teachers, learning support assistants and others to carry out programmes of work both within the department (speech and language therapy assistants) and those outside the department (family, other professionals and school staff)

To contribute to the ALNET Act statutory process and in line with service policy. To provide information as requested, and attend PCP / IDP development meetings as appropriate under the ALNET Act.

To ensure the seamless transfer of clients between various service locations.

To discharge clients on a caseload in accordance with professional standards and departmental policies.

To demonstrate evidence based, clinically effective practice and keep abreast of new practice development.

## **7. Policy and Service Development/Implementation**

To participate in activities designed to improve the effectiveness of service provision.

To participate in activities for proposed service/policy developments by commenting in discussions.

To comply with Health Board departmental policies and procedures.

To comply with professional standards and clinical guidelines.

To work within defined departmental and national protocols/policies and professionals codes of conduct.

To adhere to professional standards/local Health Board policies relating to management of information records and data.

## **8. Financial and Physical Resources:**

To advise senior clinicians on stock levels.

To be responsible for care and maintenance of any equipment used ensuring standards of infection control and safety are maintained.

## **9. Human Resources:**

To participate in observation days for people considering Speech and Language Therapy as a career.

To supervise observation placements for first year Speech and Language Therapy students with guidance from more senior clinicians.

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

## **10. Information Resources:**

To undertake administrative, statistical and clinical information gathering activities required by the department and within the required time frame.

To ensure that excellent records are maintained at all times in accordance with the standards laid out by the department and professional guidelines.

To share and receive information electronically with fellow professionals e.g. by using e-mail, by using Internet and intranet as a means to research and develop knowledge base in line with data protection guidelines.

To maintain up to date knowledge of information technology resources and how to use these appropriately e.g. using IT facilities to write letters, reports and programmes, making resources using IT software programmes and using virtual platforms such as Attend Anywhere to deliver assessment and therapy.

To record client activity daily on the software identified by the department. Recording a weekly itinerary onto the UHB intranet site.

To maintain up to date knowledge of appropriate technology resources.

## **11. Research and Development:**

To participate, collect data and contribute ideas in Clinical governance/ Audit/ research projects within local service as required.

## **12. Freedom to Act :**



To be independently responsible for the assessment, differential diagnosis, intervention strategies, treatment and discharge of own caseload in accordance with the guidelines of the Speech and Language Therapy Service and RCSLT.

To be accountable for own professional action and recognize own professional boundaries, seeking advice and support as appropriate from senior clinicians.

To work within the policies and guidelines devised by the HCPC, RCSLT, WG, Cwm Taf Morgannwg University Health Board and the Speech and Language Therapy Department.

To accept advice and support, in developing clinical skills and knowledge, from more senior clinicians on a regular basis, to promote professional development.

To participate in regular supervision and review of personal performance, including setting objectives with line manager.

To reflect on clinical practice with peers.

### **Effort & Environment Factors:**

The information requested below is for supplementary purposes, to support an accurate job matching outcome, by clearly identifying the post holder's exposure to certain conditions whilst undertaking the job role.

### **13. Physical Effort**

To utilise excellent auditory, visual, perceptual and kinaesthetic skills in the assessment and treatment of clients.

The post involves a combination of sitting, standing and walking, frequently sitting in cramped positions on child sized chairs, crawling and kneeling on the floor. There will also be a requirement to exert light physical effort for short periods, e.g. carrying case notes and/or therapeutic materials for short distances, up and down stairs, working within manual handling guidelines.

There is an occasional requirement to exert moderate physical effort for several short periods i.e. moving tables and chairs.

## **14. Mental Effort**

To maintain intense concentration in all aspects of patient management regularly and for long periods of time. There is particular need to monitor auditory, visual and kinaesthetic aspects of clients' communication then adapting and facilitating according to perceived.

To regularly be flexible to the demands of the environment including unpredictable work patterns, deadlines and frequent interruptions.

To demonstrate skills in handling clients with disabilities.

To have a working knowledge of relevant procedures including; Working with Vulnerable People and other legal frameworks.

To have due regard for your own personal safety and that of clients/carers, in particular to have regard to moving and handling regulations, restraining policies and ensure the safe positioning of self and others.

## **15. Emotional effort**

To occasionally employ strategies to manage aggressive behaviour for example when imparting sensitive information and assessment results to patients and carers who have differing views of management of the patient or where there is a lack of understanding of the role of the SLT.

To be frequently exposed to the emotional consequences of working with children and their carers with potentially distressing disorders or working in distressing situations.

## **16. Working Conditions**

To frequently manage children with challenging behaviour including hitting, kicking and biting, and very active children.

There are frequent and prolonged encounters with highly unpleasant working conditions such as clients with halitosis, body fluids and matter, head lice, skin conditions and infectious and contagious diseases.

To demonstrate abilities in handling clients with challenging behaviours.

### **SECTION 3**

#### **KSF Post Outline**

Dimension Type	Dimension Number	Dimension Name	Foundation Gateway (Subset Outline)		Second Gateway (Full Outline)	
			Level	Indicator(s)	Level	Indicator(s)
Core	C1	Communication	3	ABCDEF	3	ABCDEF
Core	C2	Personal and People Development	3	ABCEDFG	3	ABCDG
Core	C3	Health, Safety and Security	3	ABCDE	3	ABCDE
Core	C4	Service Improvement	2	ABCDEFGF	3	ABCDEF
Core	C5	Quality	2	ABCDEF	2	ABCDEF
Core	C6	Equality and Diversity	2	ABCD	2	ABCD
Specific	HWB7	Interventions and Treatments	3	ABCDEFGHI	3	ABCDEFGHI

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## **SECTION 4**

### **Normal Hours**

37.5 hrs per week

### **Performance Appraisal**

You will be expected to participate in the Performance Development Programme, a part of which is Performance Appraisal.

### **Registered Health Professional**

All employees of Cwm Taf Morgannwg University Health Board who are required to register with a professional body, to enable them to practice within their profession, are required to comply with their code of conduct and requirements of their professional registration.

### **Lease Car**

The post will be assessed as to whether or not it is viable for a lease car, and may qualify.

### **Job Limitation**

At no time should you work at a level outside your level of competence. If you have concern regarding this please discuss immediately with your Line Manager/Supervisor. All staff therefore have a responsibility to inform those supervising their duties if they do not feel competent to perform a duty/task.

You must be aware of your Terms and Conditions of Service (read your Statement of Main Terms and Conditions)

If relevant to your role access advice and support from appropriately qualified persons in respect of on-site, on-call and call in arrangements.

Staff have a responsibility to access Occupational Health and other support for advice in times of need.

### **Risk Management/Health & Safety**

The Cwm Taf Morgannwg University Health Board is committed to protect its staff, patients, assets and reputation through an effective risk management process. The post holder will be required to comply with the relevant Risk/Occupational Health & Safety Policies, actively participate in this process and have responsibility for managing risks and reporting exceptions.

### **Records Management**

As an employee of Cwm Taf Morgannwg University Health Board, you are legally responsible for all records that you gather, create or use as part of your work within the Organisation (including patient health, staff health or injury, financial, personal and administrative), whether paper based or on computer. All such records are considered public records, and you have a legal duty of confidence to service users. You should consult your manager if you have any doubt as to the correct management of records with which you work.

### **Confidentiality of Information**

Any matters of a confidential nature must not be divulged or passed on to an unauthorised person(s) or third party under any circumstances either during or after employment except in the proper course of your employment or as required by law, by Cwm Taf Morgannwg University Health Board or both. Any such breach of confidentiality may be regarded as gross misconduct and may lead to disciplinary action.

### **Training & Development**

All staff must undertake induction/orientation programmes at Corporate and Departmental level and must ensure any statutory/mandatory training requirements are current and up to date. Where considered appropriate, staff are required to demonstrate evidence of continuing professional development.

### **Review**

The duties of this post are not inflexible and will be reviewed periodically and may be changed to be consistent with the grading of the post as the organisation develops following consultation with the post holder.

## Equality

The Cwm Taf Morgannwg University Health Board will take all practicable steps to ensure that staff are recruited, managed, developed, promoted and rewarded on merit and that equal opportunities are given to all staff. Each employee is responsible for his or her own professional and personal behaviour and there is a requirement of all staff to conduct themselves in a manner, which does not cause offence to another person. The Cwm Taf Morgannwg University Health Board is also committed to providing a safe, healthy and fair working environment and will take all practicable steps to avoid and eliminate harassment of any kind of its employees at work.

Signed: (Post Holder)

Date:

Signed: (Directorate  
Manager/Budget Holder)

Date:

Date Job Description compiled:

Date for review:

## Person Specification

Job Title: Speech and Language Therapist		Band: 5	
Department: Speech and Language Therapy    Responsible to: Principal SLT - Community and School			
Area	Essential at recruitment	Desirable	Assessed by
1.Education/Qualifications / Training	Speech and Language Therapy Degree  Member of HCPC  To have a current Disclosure and Barring Service (DBS) certificate indicating an eligibility to work with children.	Able to travel to undertake the duties of the post at various locations.	Application Form  Interview  Production of evidence (certificates etc)
2. Experience	Understanding of working in a variety of clinical settings in a	Experience of working with speech and language therapy	Application Form  Interview

	collaborative way with other professionals.	assistants	References
<b>3. Skills</b>	<p>Good and sensitive interpersonal skills including observation, listening and empathy skills with people from wide and diverse backgrounds, for example professional, ethnic, cultural, social, educational and intellectual backgrounds.</p> <p>Excellent verbal and written communication skills</p> <p>Good communication skills with people with specific communication difficulties.</p> <p>Highly developed auditory discrimination skills for discriminating speech sounds.</p>	<p>Presentation skills</p> <p>Literature search skills</p> <p>Critical appraisal skills</p> <p>Team working skills</p> <p>IT skills</p> <p>Welsh speaker</p>	<p>Application Form</p> <p>Interview</p> <p>References</p>



	<p>Good clinical report writing skills.</p> <p>Analytical skills.</p> <p>Good insight into professional boundaries and when to refer on/ seek further advice</p>		
<b>4. Knowledge</b>	<p>Knowledge of a wide range of paediatric speech and language therapy assessments</p> <p>Understanding of a range of assessments used by other professionals and their implications for clients</p> <p>Up to date knowledge of developments in the SLT profession</p> <p>Understanding of a range of paediatric communication delays and disorders and appropriate</p>	<p>Understanding of clinical governance e.g. quality assurance, risk management, audit, research.</p>	<p>Application Form</p> <p>Interview</p> <p>References</p>

	intervention		
<b>5. Personal Attributes</b>	Self motivated Encouraging personality Manage own time and ability to prioritise Team player Initiative Adaptable Flexible Excellent ability to maintain intense concentration especially with clients who have communication problems that makes them difficult to understand Emotional resilience for working with those with distressing conditions	Open information sharing Innovator Commitment to the profession Motivated, Enthusiastic	Interview References
<b>6. Circumstances e.g. Mobility/Availability-special attendance requirements</b>	Ability to be mobile around geographical area of Health Board		Application Form Interview
<b>7. Physical Requirements and attributes</b>	Highly developed auditory and perceptual skills in the assessment,		Application Form Interview Occupational

	diagnosis and treatment of clients, and to consider cultural and linguistic differences.		Health Questionnaire
<b>8. Any other special requirements not covered by 1-7 above</b>			Interview References

**Essential:** Attributes under this heading are essential for adequate job performance upon appointment: - the job cannot be performed unless these factors are present.

**Desirable:** - Attributes under this heading are not explicitly needed for the post, but which may be used for short listing for interview

Signed: (Post Holder)

Date:

Signed:(Directorate  
Manager/Budget Holder)

Date:

Date Person Spec. compiled:

Date for review: