



Speech and Language Therapy Department

JOB DESCRIPTION

JOB TITLE:	Speech and Language Therapist
SPECIALIST AREA:	Paediatric Rotation
DEPARTMENT:	Speech and Language Therapy
DELIVERY UNIT:	Primary and Community Services

PAY BAND:	5
LOCATION:	Community Clinics / Schools / Local Authority
HOURS OF WORK:	37.5
REPORTS TO:	Appropriate Lead Therapist
PROFESSIONALLY ACCOUNTABLE TO:	Head of Paediatric Speech and Language Therapy
SAFEGUARDING CHILDREN TRAINING:	Level 3

JOB SUMMARY

1. Organisation, Planning and Service Development:

- To be responsible for the organisation and planning of own caseload. This will utilise policy and professional knowledge to prioritise patients and plan their management, evaluating patient needs in relation to demands on the service with support from a Senior Therapist.
- There is opportunity for rotation between different service areas within the paediatric team.

2. Research, Development and Evidence-Based Practice:

- To contribute to departmental research and demonstrate evidence-based practice; ensuring own practice complies with current clinical effectiveness standards and treatment models.

3. Clinical Performance:

- To act as an independent practitioner in the systematic autonomous provision of Speech and Language Therapy services for children and young people with speech, language and communication needs.
- To be responsible for the assessment, differential diagnosis, treatment and discharge of own caseload within scope of practice; with support to identify and manage risk within own caseload.
- To contribute professional expertise to the multi-disciplinary team in health and education; managing children and young people with speech, language and communication needs, ensuring that information is understood by all.

4. Training and Advisory Role:

- To participate in formal and informal training to relevant staff, carers and other professionals as appropriate or requested by line manager.
- To provide relevant work based learning for Speech and Language Therapy Assistants.

5. Continuing Professional Development and Governance:

- To maintain all associated records related to the management of own caseload; ensuring compliance with local and professional standards.
- To provide clinical support to peers and less experienced Therapists working in the same clinical setting and student placements as appropriate in discussion with the Team Leader.

OUR VALUES

In this Health Board we aspire to be driven by our values; where every person that works for us, regardless of their role,



is expected to demonstrate the values of “caring for each other”, “working together” and “always improving”.

KEY TASKS

1. ORGANISATION, PLANNING AND SERVICE DEVELOPMENT:

1.1	To be responsible for the organisation and planning of own caseload ensuring timely and effective management.
1.2	To work within an open referral system; receiving referrals from parents, carers and professionals, and providing reports back to referring agents and other professionals concerned with any children and young people on the caseload, in line with Royal College of Speech and Language Therapists guidelines.
1.3	To utilise departmental policy and professional knowledge to prioritise patients referred to the service and to make plans for caseload management; balancing the clinical needs of all children and young people referred in consultation with a Senior Therapist.
1.4	To communicate complex condition-related information in written and verbal report form on individual cases to clients, carers and multi-disciplinary team members, in a timely and effective manner.
1.5	To ensure that accurate and contemporaneous Speech and Language Therapy records are maintained for children and young people referred to the service, in line with professional standards set locally and as defined by Royal College of Speech and Language Therapists.
1.6	To ensure that onward referrals are undertaken in a timely and appropriate manner.
1.7	To attend all relevant professional, team and departmental meetings; to receive and share information relevant to maintaining consistent professional standards, ensuring own contribution to positive service development and commenting on proposals.
1.8	To contribute to the development of the multi-disciplinary team, department and service through discussion of relevant issues, policies, procedures etc., and implementing policies / service changes relevant to own caseload development.
1.9	To establish, maintain and review minimum standards of care for children and young people on own caseload, evaluating patient needs in relation to demands on the service in consultation with the senior Therapist.
1.10	To continually monitor and evaluate own role and the appropriateness of clinical input; providing verbal and written feedback to senior colleagues as required and contributing to service specifications and service development.
1.11	To follow all departmental administrative procedures and provide accurate statistical information to the Head of Department or her designates as instructed, assisting in analysis as requested.
1.12	To take responsibility for the care and maintenance of equipment, ensuring standards of infection control and safety are maintained including loaned equipment.
1.13	To take responsibility for monitoring stock levels and ordering specialist equipment and resources as required.

2. RESEARCH, DEVELOPMENT AND EVIDENCE-BASED PRACTICE:

2.1	To comply with audits to improve standards of care for children and young people and provide written reports of outcomes and recommendations as requested.
2.2	To take part in and learn from relevant research and use this knowledge to improve clinical practice.
2.3	To contribute this knowledge to development of evidence-based practice within the department and multi-disciplinary team to ensure that best practice methods and evidence-based therapeutic interventions are integrated into patient care.
2.4	To constantly measure therapy outcomes and evaluate efficacy using formal review assessments, individual perceptual rating scales, own professional judgment and all agreed departmental protocols, to both maintain and improve quality of care.

3. CLINICAL PERFORMANCE:

3.1	To be fully accountable for own professional actions and to work within scope of practice and a clinical framework without direct supervision.
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3.2	To provide autonomous assessment and diagnostic services to the children referred with a wide range of speech, language and communication needs; using knowledge and skills to obtain the most accurate and holistic assessment profile of children and young people on own caseload.
3.3	To use knowledge and experience, under-pinned by evidence-based practice; to define a differential diagnosis based on the evidence from a range of formal and informal assessment tools.
3.4	To make clinical decisions following the assessment of complex cases and identify factors which may influence the child or young person's communication development including vision, hearing, medication and socio-economic and cultural factors, in order to structure clear care plans based on best practice.
3.5	To have a knowledge of a range of therapeutic techniques; to develop complex programmes of care, specific to individual child and family needs, for own caseload.
3.6	To have a knowledge of a full range of intervention strategies, information sources and support groups appropriate to the client group, to empower the client/family/carers to make informed choices and plan for the future.
3.7	To work closely with families and specialist staff from Health and Education to set agreed, realistic long term objectives and functional goals for each individual patient, monitoring and assessing progress. Within this process demonstrating excellent inter-personal skills, established negotiation skills and the ability to manage conflict.
3.8	To provide advice, modelling, training and support to professional colleagues/parents/carers developing their active and purposeful involvement with the child; enabling them to carry out specific therapeutic activities/interventions where appropriate, to facilitate the client's speech and language development and maximise communication potential.
3.9	To be responsible for identification and the onward referral to the wider multiprofessional team for additional specialist assessment and input, incorporating these results into the management of the patient.
3.10	To ensure that the emotional and physical demands of working with patients who are experiencing or presenting with distressing symptoms are managed in an effective, and professional manner, so that each patient receives sympathetic management and the best possible individual care regardless of overall caseload demands.
3.11	To disclose results of differential diagnosis and provide / share complex and often distressing information regarding communication and therapeutic options to children, young people and families and other professionals in a sensitive manner, appropriate to the level of knowledge in order to overcome any barriers to understanding.
3.12	To ensure regular attendance at all relevant client focused service planning meetings and case conferences across disciplines and agencies; where appropriate to contribute professional expertise and ensure maximum input into the holistic care of each patient and family within own caseload.
3.13	To accurately and objectively inform the multi-disciplinary team decision-making process regarding diagnosis and/ or treatment; substantiate information and argue the case should differences of opinion arise with support from Clinical Specialists as appropriate.
3.14	To establish skills and knowledge to contribute to the development of policies and procedures as part of the multi-disciplinary team within own clinical area.
3.15	To utilise clinically focused training and therapy programmes with relatives/parents/carers and other professionals in order to enhance communicative ability of children and young people on the caseload and improve clinical outcomes.

4. TRAINING AND ADVISORY ROLE:

4.1	To contribute to new staff inductions within the Speech and Language Therapy department as required by the Team Leader.
4.2	To participate in appropriate training for relatives/parents/carers in topics related to own service area and wider Speech and Language Therapy agenda.
4.3	To participate in the annual careers day for prospective applicants to Speech and Language Therapy courses.
4.4	To participate in appropriately focused health promotion activities and contribute towards increasing public awareness of communication disorders and other relevant and related difficulties.
4.5	To participate in the development of resources, handouts and training packages as required.



4.6	To disseminate information from Clinical Excellence Networks, Courses and Journals to the Speech and Language Therapy team and to other professional colleagues as appropriate.
4.7	To contribute to the identification of training needs of service users.
4.8	To contribute to the maintenance of a central library of resources/activities that can be accessed by other Speech and Language Therapists and Assistants.
4.9	To participate in the delivery of training for departmental Speech & Language Therapy Assistants as required.
4.10	To delegate tasks to a Speech & Language Therapy Assistant in line with the All Wales Guidelines for Delegation.
4.11	To undertake work based learning and supervision of a Speech & Language Therapy Assistant in the delivery of delegated client specific treatment programmes.
4.12	To provide placements for student Speech & Language Therapists.
4.13	To provide feedback to Team Leaders/Head of Department, regarding student therapists who are on / will be embarking on a student placement and providing regular feedback and reports as requested.
4.14	To act as an information resource on language/communication and other related difficulties/disorders to relatives/parents/carers and partner agencies.

5. CONTINUING PROFESSIONAL DEVELOPMENT AND GOVERNANCE:	
5.1	To be responsible for individual professional development, developing knowledge and skills in order to maintain and develop a high level clinical competency.
5.2	To participate in an annual performance review, including setting objectives, review performance, training needs analysis and have a Personal Development Plan.
5.3	To complete relevant training and CPD requirements as required for registration by Royal College of Speech Language Therapists and Health and Care Professions Council.
5.4	To be a member of a relevant Clinical Excellence Networks (CEN's) to share and acquire appropriate clinical knowledge and learn from other colleagues in a professional network.
5.5	To adhere to quality standards set by RCSLT and to be a registered member of HCPC.
5.6	To understand and adhere to all relevant Health Board Policies and Procedures.
5.7	To attend mandatory training courses as required by the Health Board.
5.8	To be responsible for advising Line Manager and Head of Department when re-training and/or refresher courses are needed in order to maintain personal and professional competence and compliance with Health Board/departmental requirements and minimise risk by acting in a clinically and professionally safe and responsible way.
5.9	To attend and take an active part in all relevant team meetings to contribute to team development.
5.10	To attend and take an active role in relevant clinical supervision in order to ensure quality, governance and professional development.
5.11	To work within own scope of practice; recognising limitations and seeking appropriate advice to ensure compliance with standards set out by RCSLT and HCPC.
5.12	To seek support and practical help in order to ensure that the emotional and physical demands of working with patients who experience or present with distressing symptoms is managed in an effective, and professional manner.
5.13	To participate in the development of clinical standards, maintain these to a high level, identifying risk factors and be responsible for risk management within own caseload.



5.14	To constantly measure therapy outcomes and evaluate efficacy using both formal review assessments, individual perceptual rating scales, own professional judgment and all agreed departmental protocols in order to both maintain and improve quality of care.
5.15	To follow Health Board and Departments policies and procedures in managing compliments, complaints and incidents.
5.16	Where appropriate and in discussion with the Speech and Language Therapy Manager/Head of Paediatrics, the post holder may request/require additional skills and expertise, likely to lead to professional development and advancement where these are deemed advantageous of the service. Such skills and expertise, once acquired will not form the basis of new duties requiring a review of grading unless this has been specified in writing, after an agreed period of experience.

GENERAL CONSIDERATIONS

- **Performance Reviews/Performance Obligation:** The post holder will be expected to participate in the Health Boards individual performance review process to ensure continued professional development.
- **Job Limitations:** At no time should the post holder work outside their defined level of competence. If the post holder has concerns regarding this, they should immediately discuss them with their Manager / Supervisor / Consultant. All staff have a responsibility to inform those supervising their duties if they are not competent to perform a duty.
- **Confidentiality:** In line with the Data Protection Act 1998, the post holder will be expected to maintain confidentiality in relation to personal and patient information, as outlined in the contract of employment. The post holder may access information only on a need to know basis in the direct discharge of duties and divulge information only in the proper course of duties.
- **Health & Safety:** The post holder is required to co-operate with the health Boards Health and Safety Policy to ensure health and safety duties and requirements are complied with. It is the post holder's personal responsibility to conform to procedures, rules and codes of practice; and to use properly and conscientiously all safety equipment, devices, protective clothing and equipment which is fitted or made available, and to attend training courses as required. All staff have a responsibility to access Occupational Health and other support in times of need and advice.
- **Quality Improvement:** The Health Board is keen to promote an understanding of the principles of continuous quality Improvement and encourages all staff to undertake IQT ("Improving Quality Together") training.
- **Corporate Governance:** The post holder is required to ensure the highest standards of corporate governance and probity are maintained by ensuring all staff work within the provision of Standards of Business Conduct, Standing orders and Standing Financial Instructions.
- **Risk Management:** The Health Board is committed to protecting its staff, patients, assets and reputation through an effective risk management process.
- **Safeguarding Children:** The Health Board is committed to safeguarding children therefore all staff must attend the required level of safeguarding children training. This post requires minimum level 2.
- **Cognitive Dysfunction:** Some degree of cognitive impairment is now common in the communities that we serve. We encourage all our staff to undertake online training for dementia awareness, so as to understand and be responsive to the particular needs of people with cognitive dysfunction.



- **Infection Control:** The Health Board is committed to meet its obligations to minimise infection. The post holder is required to comply with current procedures for the control of infection, not to tolerate non-compliance by colleagues, and to attend training in infection control provided by the Health Board.
- **Records Management:** The post holder has a legal responsibility to treat all records created, maintained, used or handled as part of their work within the Health Board in confidence (even after an employee has left the Health Board). This includes all records relating to patient health, financial, personal and administrative, whether paper based or on computer. All staff have a responsibility to consult their manager if they have any doubts about the correct management of records with which they work.
- **Job Description:** This job description is not exhaustive but is an outline and account of the main duties. Any changes will be discussed fully with the post holder in advance. The job description will be reviewed periodically to take into account changes and developments in service requirements.
- **For Clinical Staff Only:** All clinical staff are required to comply, at all times, with the relevant codes of practice and other requirements of the appropriate professional organisations NMC, GMC, GDC, HCPC etc. It is the post holder's responsibility to ensure that they are both familiar with and adhere to these requirements.
- **No Smoking:** To give all patients, visitors and staff the best chance to be healthy, all Health Board sites including buildings and grounds are smoke-free.