



**SCHOOL BASED THERAPIST/S
LONDON BOROUGH OF REDBRIDGE
Required to start As Soon As Possible
£30,987 - £33,510 pro rata**

This is an exciting opportunity for an experienced Therapist to work with primary and/or secondary students in a school environment.

This is a term time only post in two different settings, each with its own specialist provision and small caseload.

Applicants are welcome to apply for the individual or combined posts – adjustments could be made.

0.6 Beal High School

Woodford Bridge Road, Ilford IG4 5LP. Tel: 020 8418 2602
email: elaine.wrampling@redbridge.gov.uk

We are seeking to recruit an innovative and dedicated Speech & Language Therapist to work within a specialist provision for 11 – 18 year olds with Autism/Aspergers Syndrome which is attached to a popular mainstream Secondary School.

You will join an enthusiastic team of SLT's, Class Teachers and LSA's who offer 35 students a differentiated curriculum with additional social skills training, supported inclusion, mentoring and language programming.

As a member of this team you will also enjoy close links with the mainstream Inclusion Centre and opportunities to maintain the high profile of SLT within the school. OFSTED have recently judged the mainstream as 'outstanding with inclusive practice'.

Opportunity for professional development links with PCT Service

0.6 Churchfields Infant School, Nursery Unit & Language Facility

Churchfields, South Woodford E18 2RB. Tel: 0208 505 0386
email: admin.churchfields-inf@redbridge.gov.uk

Supporting pupils from 3 years with specific Speech & Language needs.

Specialist speech and language therapist – Early Years Foundation Stage Specific Language delay / disorder.

To provide specialist assessment, diagnosis and intervention to children placed within an outstanding Nursery Unit. To support parents and professionals.

Opportunity for professional development links with PCT Service.

These schools are committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.
Enhanced CRB Disclosure is required for this post.

For further information, an application form or to arrange an informal visit please contact the individual schools.

Closing date for applications is midday on Thursday 21st January 2010.

The Communication and Learning Department at Beal High School

Job Description for Speech and Language Therapist

Key purposes of the job

- To be able to determine a caseload using existing prioritisation criteria.
- To initiate and implement effective and efficient therapy communication programmes using best practice for individuals with Social Communication Difficulties including Autism and Asperger Syndrome
- To work with groups and individual pupils from the Communication and Learning Department both within the unit and mainstream environments.
- A degree of flexibility is required in this post in response to the demands of the environment, including unpredictable work patterns, deadlines and frequent interruptions.

Key liaison with

Head and Deputy of the Communication and Learning Department, Communication and Learning Department teachers, other therapists, Learning Support Assistant's and parents.

Hours

Part time (0.5)
46.4 weeks

Key Corporate Accountabilities

- To actively promote the Council's Equal Opportunity Policy and Diversity Strategy and observe the standard of conduct which prevents discrimination taking place.
- To maintain awareness of and commitment to the Council's Equal Opportunity Policies in relation to both employment and service delivery.
- To fully comply with the Health and Safety at Work Act 1974 etc., the Council's Health and Safety Policy and all locally agreed safe methods of work.
- At the discretion of the Line Manager and Headteacher, such other activities as may from time to time be agreed consistent with the nature of the job described above.
- To work with colleagues to achieve service plan objectives/targets.
- To participate in Employee Development Scheme/Appraisals and contribute to the identification of your own and team development needs.

General Responsibilities

- To provide supervision, advice, support and appraisal to teaching staff, assistants and volunteers.
- To assume delegated responsibility for co-ordinating Speech and Language Therapy student placements within the setting.
- To explain the role of Speech and Language Therapists to visitors, students and volunteers.
- To co-ordinate support of students from other professional groups as appropriate within the setting.
- To identify the training needs and develop a training programme for staff in the setting, in collaboration with other therapists.
- To provide statutory advice and reports in support of the statementing process and for termly and annual reviews as required.
- To attend termly and annual reviews as requested.

Research and Development

- To collect and provide research data as required.

Freedom to Act

- To interpret and implement national and local policy relevant to specialist clinical areas.
- To provide leadership within appropriate specialist areas.
- Manage highly complex caseloads independently within a team of Speech and Language Therapists.
- To monitor and evaluate own specialist service delivery and that of others in the setting and provide progress reports.
- To be accountable for own professional action and recognise own professional boundaries through interpretation of clinical procedures/policies and professional policies.
- To work within defined departmental and national protocols/policies and professional code of conduct.
- To take responsibility for own reflective practice and development needs.
- To attend school based training sessions as required in order to develop own understanding of school policies and systems.
- To maintain membership of RCSLT and HPC and familiarity with the RCSLT's 'Communicating Quality'.
- To undertake other duties which may arise under the direction of the Headteacher.

Analytical and Judgemental Skills

- To reflect on auditory, visual and kinaesthetic aspects of pupil's communication and to identify appropriate strategies to facilitate and enhance communicative effectiveness.
- To negotiate with carers, pupils and others around individual case management.
- To recognise potential breakdown and conflict when it occurs and seek advice and support to resolve.

- To use specialist knowledge to inform sound clinical judgements/decision making for case management.
- To make differential diagnosis on the basis of evidence from assessment, seeking advice as appropriate.
- To develop a clear care plan based on best practice.
- To demonstrate the ability to reflect on practice with peers and mentors and identify own strengths and development needs.
- To reflect on and evaluate training provided.
- To adapt practice to meet individual pupil circumstances.

Physical Skills

- To demonstrate highly developed auditory and perceptual skills in the assessment diagnosis and treatment of pupils.

Effort and Environment

Physical Effort

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

Mental Effort

- To maintain intense concentration in all aspects of pupil management for prolonged periods. In particular, to monitor auditory, visual and kinaesthetic aspects of pupil communication, adapting and facilitating.

THE COMMUNICATION AND LEARNING DEPARTMENT BEAL HIGH SCHOOL

The Communication and Learning Department at Beal High School (CLD) is a provision for students with a range of Social Communication Difficulties including Autism and Asperger Syndrome. It is based at Beal High School in the London Borough of Redbridge in a purpose built building with accommodation for thirty students aged 11 – 16. This year we have also started a new post 16 provision for students needing a transition arrangement to assist the move to FE college.

Within the department the students are based in small class groups of approximately 6 to 9 students. Each class has one teacher as well as a learning support assistant (some classes have additional staffing depending upon the needs of the students) The teacher is responsible for planning and delivering the full range of the National Curriculum to the class, which is differentiated to meet their specific needs. The curriculum has a strong emphasis on literacy, numeracy, communication, social skills and life skills. In Key stage 4 a range of qualifications are introduced at levels relevant to the individual student's needs.

Within the classrooms we use a range of teaching techniques recognised as effective for students with autistic spectrum disorders, these are used as appropriate to their individual needs. The use of visual structure and structured teaching methods ensures the students' ability to access the curriculum.

We have an excellent level of support from a team of Speech and Language Therapists and regular input from an Educational Psychologist. We also collaborate with a range of professionals from Health, Social Services and Connexions. All of this input and advice is used in consultation with parents to inform our planning and intervention with the students.

One aim of the provision is to offer students inclusive opportunities within the main school and so the students, whilst receiving the majority of their education from their class teacher within the provision, do have opportunities to attend mainstream lessons where appropriate – this may include GCSE courses in Key stage 4. Each student is attached to a main school tutor group and where possible accesses some lessons alongside these peers, and they also have access to social opportunities within the main school. The inclusive opportunities for each student are planned by CLD staff in conjunction with the main school staff. Many of the students enjoy the opportunities to participate in the extra curricular activities and clubs on offer at Beal. When accessing the main school students are supported by Inclusion learning support assistants from our department, and we work towards independence from that support where appropriate.

***Woodford Bridge Road, Ilford, Essex. IG4 5LP
Tel : 020 8418 2602 Fax : 020 8418 2604***

SPEECH & LANGUAGE THERAPY SERVICE
The Communication and Learning Department
Beal High School

Overview of the SLT Service

The Communication and Learning Department (CLD) is an LEA designated provision on the site of Beal High School in the London Borough of Redbridge. It has 30 places for secondary aged students (Y 7 – 11) with Autistic Spectrum Disorders and Social Communication difficulties plus a small post 16 provision.

Speech and language therapy provision is jointly provided by Redbridge PCT and the LEA. A team of Speech and Language Therapists provide a 1.1 WTE Speech and Language Therapy Service to CLD. Presently, 5 sessions of speech and language therapy input are provided by the PCT and 6 sessions through the LEA.

The Speech and Language Therapy Service provides assessment and management of students, in key stages 3, 4 and 5, referred with speech, language and social communication difficulties.

The SLT service works closely with Class Teachers, Classroom Learning Support Assistants (LSA's) and Inclusion LSA's at CLD. There is liaison with the Inclusion Centre managed by the SENCo within Beal High School and mainstream class teachers. Multi disciplinary assessment may be carried out when necessary.

Aims and Objectives of the SLT Service

The Speech and Language Therapy Service provides a specific service for the assessment, and intervention of developmental speech, language and social communication difficulties.

The service aims and objectives are as follow:

- To identify, assess, advice, monitor and provide intervention where appropriate for children with speech, language and social communication difficulties.
- To address the needs of the child and offer an equitable and appropriate service within available resources.
- To enhance and maximise children's communication potential.

- To develop parent / carers and other professionals' understanding about the development of speech, language and social communication.
- To identify strategies for parent / carers and other professionals to support and enhance children's communication development within the school setting and liaise with parents to aid generalisation to the home setting.
- To liaise with relevant health, educational and social services and voluntary agencies to promote joint working initiatives to meet the diverse needs of children and their families within appropriate settings.
- To contribute to the Statutory legal requirements of children with SEN and children at risk.
- To adhere to the Codes of Practise of the Royal College of Speech and Language Therapists and The Health Professions Council.
- To identify children at risk from speech, language or communication of speech, language and communication development
- To provide training for professionals and carers to maximise the child's communication development and environment
- To provide intervention at the earliest opportunity for children with identified speech, language and social communication difficulties
- To make onward referral to specialist services as appropriate
- To provide advice and intervention packages as detailed in the respective Clinic Pathway protocols.
- To provide intervention as detailed in the pupil's SEN Statement

Description of the SLT Service Provision

The children seen by the SLTs may have difficulties with the following:

- Delayed/disordered receptive language
- Delayed/disorder expressive language
- Articulation and speech difficulties

- Stammering
- Voice difficulties
- Social communication difficulties/ Autistic Spectrum Disorders
- Social interaction difficulties
- Attention and active listening difficulties

The secondary school aged children are seen within the school setting and access the appropriate level of SLT intervention according to their clinical needs provided within the available SLT resources.

The service provision may include the following:

- Direct 1:1 / group intervention
- Review and update of the pupil's speech / language / communication programme
- Support for setting up language / communication groups at CLD
- Provide modelling within CLD communication groups to support LSA's from the Learning and Development Department to set up communication groups
- Advice for maximising communicative environments
- Training for CLD staff / parents
- Contribution to IEP setting
- Reports for Annual Reviews
- Attendance of Annual Reviews

Exclusion Criteria

- No direct input to secondary school aged children supported by the Learning Inclusion Centre managed by the SENCo with on-going receptive / expressive difficulties who do/do not have a SEN Statement
- children with developmental reading difficulties (dyslexia)

Referral Pathways

Access

- An open referral system operates within the department. This means students/parents can self –refer as can Educational Staff.
- A standard form must be completed in accordance to written departmental guidelines, which provide referral criteria and information.
- Referral forms for speech and language therapy intervention for individual students are accessible to students and educational staff. The ‘Avenue 1’ referral form for staff to complete indicates immediate direct intervention to resolve or investigate communication breakdown or a change in communicative ability. The referral form enables teachers/LSA’s to identify the specific reason that they feel the student requires SLT and the type of interventions available. This method further allows the SLT to determine whether direct ‘Avenue 2’ (SLT teaching communication skills through class based/ individual sessions with opportunities for generalisation) or indirect ‘Avenue 3’ (communication skills taught through provision of a modified environment, staff delivering communication programmes and good practice) intervention is appropriate.

Assessment Following Referral

Speech, Language and Communication

- a) Full case history details of child’s developmental history to date are available via child’s file on site.
- b) Informal/formal assessments are carried out as appropriate
- c) Classroom observations and liaison with teaching staff, parents and other professionals
- d) Reports must be written to all relevant parties following assessment to provide an overview of child’s communication needs and to specify what further intervention is required
- e) Referral to other agencies may be initiated as appropriate with parental consent

f) Recommendation for further SLT input may include the following as detailed in 'Care Pathways':

- Programme for home / school activities to be reviewed in an agreed time frame
- Parent workshops
- Direct one –to-one or group intervention
- Further assessment

Delivery of SLT intervention

The delivery of SLT intervention packages is often in-conjunction with other professionals. The role of the therapist is as follow:

- To identify specific aims and proposed activities / strategies to develop and support the child's speech, language / social communication development
- To offer support and/or to jointly plan activities with class teacher to deliver across the curriculum: language and social communication skills; PSHE skills; independence skills; literacy skills; numeracy skills; ICT skills.
- To jointly plan activities addressing social communication targets
- To co-run groups with educational staff and to provide modelling and to advise school staff about specific activity or strategies as identified.
- To liaise with the school staff and other professionals involved with the child.
- To suggest modification of the child's 'communication environment' as means to maximize his /her success and opportunities in communication.
- To review and monitor the child's progress within the agreed time frame
- To provide training on speech/ language and social communication interventions

At the child's next review, feedback is sought from parents and professionals involved with the child to establish the progress made and on-going areas of concerns. Plans for further SLT intervention is based on this information and from updated formal and informal assessment of the child.

Children with SEN Statement

For all pupils' with a strategies and communication management techniques are carried out by all staff involved with a child, on the advice of the SLT.

Within the school setting, the Head of Unit has the overall responsibility of monitoring that the Speech and Language / Communication Programme is being carried out. Where appropriate, the class teacher will incorporate the aims / objectives, activities and strategies into the child's work plan.

When the Speech and Language / Communication Programme is reviewed by the Unit SLT, the pupil's progress is evaluated jointly with the School staff via discussions/liaison.

In the event that the strategies/management are not being carried out, the reasons are evaluated and discussed. This information is shared with everyone involved (including parents) via the pupil's 'Summary Report'.

Discharge

The students remain on the caseload for the entirety of their time in CLD. Where there are new issues, discharge/ onward referral for support from other agencies will be decided when they leave school.

On leaving CLD, a transition report is written outlining progress, any on-going difficulties and strategies for how to support the identified areas of continued needs. This is circulated to parents, carers and all professions involved with the child. In addition, contact may be made with educational staff to discuss the recommendations made and any on-ward referrals to other agencies to support the child's on-going needs.

Asylum and Immigration Act 1996 and Immigration (Restriction on Employment) Order 2004

Under the Asylum and Immigration Act 1996 employers are required by law to see original evidence of proof of entitlement to work before taking on a new employee.

New regulations came into force on 1 May 2004 regarding what documents are required before employment can begin. The relevant documents are listed in the Immigration (Restriction on Employment) Order 2004.

If you are unable to produce one of the documents listed under Part 1* of the attached schedule **Descriptions of documents for the purposes of article 4(2)(a)**, then you must produce two documents as stated under Part 2* of the attached schedule **Descriptions of documents for the purposes of article 4(2)(b)**.

If you provide documents listed under Part 2* then these must consist of one document from 1(a) and one document from 1(b)(i) to (vii) **or** the document described in 2(a) and one document listed in 2(b)(i) to (ii). If the two documents that you produce show different names then you must also produce a document explaining the difference.

Please note that applicants who produce documents listed under Part 1* of the Schedule or Part 2* section 2(a) and (b) will still be required to provide proof of their National Insurance number; this is required by the Council's Payroll function for Benefits Agency and Inland Revenue purposes.

Under the Immigration (Restriction on Employment) Order 2004, it is a requirement that the employer must have satisfied himself that each document produced appears to relate to the employee in question. If you choose to post your documents or arrange for someone else to produce these on your behalf, we will have to make further enquiries to confirm your identity.

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SCHEDULE

Part 1

Descriptions of documents for the purposes of article 4(2)(a)

Article 4(2)(a)

1. A United Kingdom passport describing the holder as a British citizen or as a citizen of the United Kingdom and Colonies having the right of abode in the United Kingdom.
2. A passport containing a certificate of entitlement issued by or on behalf of the Government of the United Kingdom, certifying that the holder has the right of abode in the United Kingdom.
3. A passport or national identity card, issued by a State which is a party to the European Economic Area Agreement or any other agreement forming part of the Communities Treaties which confers rights of entry to or residence in the United Kingdom, which describes the holder as a national of a State which is a party to that Agreement.
4. A United Kingdom residence permit issued to a national of a State which is a party to the European Economic Area Agreement or any other agreement forming part of the Communities Treaties which confirms that the holder has rights of entry to or residence in the United Kingdom.
5. A passport or other travel document or a residence document issued by the Home Office which is endorsed to show that the holder has a current right of residence in the United Kingdom as the family member of a named national of a State which is a party to the European Economic Area Agreement or any other agreement forming part of the Communities Treaties which confers rights of entry to or residence in the United Kingdom, and who is resident in the United Kingdom.
6. A passport or other travel document endorsed to show that the holder is exempt from immigration control, has indefinite leave to enter, or remain in, the United Kingdom or has no time limit on his stay.
7. A passport or other travel document endorsed to show that the holder has current leave to enter, or remain in, the United Kingdom and is permitted to take the employment in question, provided that it does not require the issue of a work permit.
8. A registration card which indicates that the holder is entitled to take employment in the United Kingdom.

Part 2

Descriptions of documents for the purposes of article 4(2)(b)

Article 4(2)(b)

1. (a) A document issued by a previous employer, Inland Revenue, the Department for Work and Pensions' Jobcentre Plus, the Employment Service, the Training and Employment Agency (Northern Ireland) or the Northern Ireland Social Security Agency, which contains the National Insurance number of the person named in the document; and

(b) either:-
 - (i) a birth certificate issued in the United Kingdom, which specifies the names of the holder's parents; or
 - (ii) a birth certificate issued in the Channel Islands, the Isle of Man or Ireland;or
 - (iii) a certificate of registration or naturalisation as a British citizen; or
 - (iv) a letter issued by the Home Office, to the holder, which indicates that the person named in it has been granted indefinite leave to enter or remain in the United Kingdom; or
 - (v) an Immigration Status Document issued by the Home Office, to the holder, endorsed with a United Kingdom Residence Permit, which indicates that the holder has been granted indefinite leave to enter or remain in the United Kingdom; or
 - (vi) a letter issued by the Home Office, to the holder, which indicates that the person named in it has subsisting leave to enter or remain in the United Kingdom and is entitled to take the employment in question in the United Kingdom; or
 - (vii) an Immigration Status Document issued by the Home Office, to the holder, endorsed with a United Kingdom Residence Permit, which indicates that the holder has been granted limited leave to enter or remain in the United Kingdom and is entitled to take the employment in question in the United Kingdom.
2. (a) A work permit or other approval to take employment issued by Work Permits UK;
and

(b) either:-
 - (i) a passport or other travel document endorsed to show that the holder has current leave to enter, or remain in, the United Kingdom and is permitted to take the work permit employment in question, or
 - (ii) a letter issued by the Home Office to the holder, confirming the same.