



# Speech and Language Therapist

An exciting opportunity to work as part of the SEN Team across the Ebor Academy Trust, to improve the learning experience for our children and young people.

Salary: £26,565 - £35,577 equivalent to NHS Band 6. Term time only.

Established Full Time Post, will consider job share.

**Ebor Academy Trust is a mixed multi-academy trust comprising both Community and Church Schools. As an inclusive Trust we embrace the diversity within the communities we serve.**

**We consist of small village schools, large urban schools, schools in challenging circumstances and those which have capacity to support others.**

**We celebrate the uniqueness of each individual setting and share skills and resources, where appropriate, across our group.**

**The Ebor Academy Trust is a family of schools who have a sense of responsibility for each other, building caring, strong professional relationships.**

**We are a predominately primary-led Trust, providing quality education provision for two-year-olds through to 16-year-olds. Our vision is to provide great outcomes for pupils, staff and the wider leadership team, including governance.**

**The Trust is ambitious for all its component parts, creating an environment where there is a desire to learn. Our pupils develop the ability to communicate effectively, collaborate with others and think critically and creatively.**



## Outline of role

An exciting opportunity for a qualified speech and language therapist to join Ebor Academy Trust and work as part of the SEN Team across our schools. This is a full-time role, however a job share would also be considered as there are two parts to the role.

As an academy group, we are passionate about supporting our schools to create communication-friendly environments and raising staff awareness to ensure that ALL our pupils can learn and access the curriculum.

We understand that by embedding such an ethos and supporting staff to do this, we can improve the learning experience for so many of our young people. All too often the needs of a child with communication and interaction difficulties, from mild to the severe, can go unnoticed hence being called the 'hidden disability.' We strive to raise awareness amongst all of our staff to improve outcomes and make our pupils' school life a truly inclusive and positive experience.

We would love to have a therapist to add capacity to our team who shares our vision and can support its delivery.



One element of the role would be based at Haxby Road Enhanced Resource Provision (ERP) for Communication and Interaction for approximately two days a week. The purpose of this role would be offer in-house support and expertise working alongside the staff and children in the classroom to embed strategies at universal, targeted and a specialist level.

Our children already have an NHS speech therapist who assesses their need and sets care action plans. This would continue and the role of the ERP therapist would be to support staff with the implementation of these targets and offer additional advice on strategies and intervention within the ERP on a morning and in the Home School as part of our outreach offer.

We would also like to increase our offer to parents and offer workshops on how best to support their child. This role will not be to replace the NHS therapy service that our children already receive, but to liaise with their therapist to enhance the current offer.

The role would also involve working alongside our specialist teachers to carry out communication friendly classroom audits and observations of pupils in their Home School setting to identify training and support needs for our Home Schools; and then be part of the team delivering these sessions as required. It would involve travel across the City of York as our children are all dual placed.

Knowledge of working with autism would also be desirable but is not essential.

The other element to this role is to offer a service to our schools across Ebor which would primarily be a focus on embedding universal and targeted advice within our schools. You would be part of a team that would carry out communication-friendly setting audits and offer advice and training to staff. You would support a team of Communication Leaders, one from each of our schools, by holding half-termly/termly meetings to support them in their roles within school.

Another key part of this role would be to support schools with Early Identification and spending some time in classes, offering advice to staff on strategies and when it is the right time to refer to the NHS. You would be involved in the planning of and reviewing of the strategy as it developed.

This role would include travel across our academy group. Term time only.



## Job Description

**Job title:** Speech and Language Therapist

**Salary:** £26,565 - £35,577 equivalent to NHS Band 6. Term time only.

**Reports to:** Head of Enhanced Resource Provision.

**Place of work:** Haxby Road Primary Academy, York and across Ebor Academy Trust schools in York, Selby, the East Riding and on the Yorkshire Coast.

### MAIN PURPOSE OF ROLE

To work as part of the SEN Team across schools within Ebor Academy Trust.

### KEY TASKS

Work alongside the Enhanced Resource Provision (ERP) staff to identify need and areas of training for staff in that and other settings; to plan and deliver training and support to address identified need.

Work with children in the classroom setting and support the teacher and teaching assistant to embed strategies to support their specialist programme and embed other strategies that would be useful. This would be at a universal, targeted and specialist level as required.

Carry out audits of classrooms and school settings to support schools in creating communication-friendly environments for their learners.

Plan and deliver staff training on how to meet the needs of pupils with communication and interaction difficulties.

Assist with assessment and monitoring of pupil progress in terms of their speech and language development by providing feedback to the teacher on pupil's achievements, progress and problems. Support with the development of the most appropriate assessment tools.

Deliver training to parents to enable them to understand better and support their child with identified communication and interaction needs.

Work with other adults involved in the education process and other professionals and therapists to meet the needs of children with identified SLCN.

To provide individual, child-focused assessments and intervention for children with SaLT recommendations on their Statement of Special Educational Needs (Education Healthcare Plans/EHC plans), including reviewing assessments, contributing to IEPs and target setting.

To provide a universal, targeted and specialist speech and language therapy service, based on professional knowledge acquired through a recognised training in Speech and Language therapy.

To assess, recommend and where appropriate provide a range of specialist equipment and/or aids for pupils in school to optimise their learning productivity and activity performance.

To support the screening assessment and advice on the potential Speech and Language Therapy needs of prospective pupils.

**KEY TASKS (CONTINUED)**

To provide varied modes of intervention eg. group settings, paired therapy sessions, joint therapy sessions, advice, consultation, teaching others.

Be involved in meetings and reviews with other staff, external professionals and parents regarding pupils. Contribute verbally and in written reports to documentation for children you are directly involved with.

To support with a caseload of children and add to their care action plans, or write care action plans when a school is still awaiting therapist input.

Work in a sensitive and professional manner.

Follow all school and Trust policies and procedures, in particular related to health and safety, child protection, behaviour management, inclusion, equalities, policy and data protection policy.

Participate as required in Ebor's performance management and supervision systems and take part in appropriate training and development activities.

Make appropriate use of ICT and adhere to policies relating to it, in line with the school's systems of working.

To be responsible for the management and development of own Continuing Professional Development (CPD), identifying and contributing to the evidence-based practice of Paediatric Speech and Language Therapy.

To understand and apply national guidelines and legislation relating to health educational and social care in Speech and Language Therapy practice.

Contribute to the overall ethos, work and aims of the academy group.

Have a flexible and proactive approach to ensure the needs of the children.

To consider value for money when recommending and/or sourcing equipment for children.

Work within the ERP and mainstream setting to support the needs of the pupils and effectively communicate between teachers and staff members.

To provide written guidance for staff and complete practical demonstration of equipment/specific interventions when required.

To keep up to date records of your clinical intervention within the codes of practice and professional guidelines for Speech and Language Therapy, Health & Care Professions Council (HCPC) and school policy.

To work with the SEN Team to develop systems for academy group working.

Any other duties commensurate to the level of the post.

Be prepared to travel between different settings – across York for ERP days and across the academy group.

**SUPERVISION AND MANAGEMENT OF PEOPLE**

Communication Leaders within the academy group schools.

**MAIN CONTACTS AND RELATIONSHIPS**

**Internal:** Contribute to the teachers' planning, teaching and assessment of the curriculum – daily. Enable pupils' access to the planned curriculum and meet personal and social needs – daily. Take part in departmental or whole school meetings as required. Work in collaboration with other support staff – daily.

**External:** Provide information about pupils' progress and strategies eg. EHCPs/MSPs.



## Person Specification

KNOWLEDGE AND QUALIFICATIONS	
Essential	Desirable
SLT professional qualification SLT experience.	Knowledge of autism
EXPERIENCE	
Essential	Desirable
Experience of working with children in a supportive capacity Experience of working with children, families and other professionals Experience of advising other professionals Experience of working as part of SLT.	Experience of working in specialised, enhanced educational provision or school setting  Delivery of training in SLT areas.
SKILLS AND PERSONAL QUALITIES	
Essential	
Excellent verbal communication skills for communicating with pupils, teachers, parents and relevant others Strong time management and organisational skills Resilience in the face of challenging pupil behaviour Able to take appropriate action to meet pupils' needs as they arise to avoid undue physical or mental stress. Able to contribute to the planning and review of the differentiated curriculum and individual education plans Able to participate in the design of classroom and settings.	



## To find out more

Visits to the Enhanced Resource Provision are encouraged, before 25 July or between 4-6 September.. Please contact the Head of ERP Mrs Lesley Thompson [lesley.thompson2@york.gov.uk](mailto:lesley.thompson2@york.gov.uk) to arrange a tour.

Applications can be found on [www.ebor.academy](http://www.ebor.academy), under **Careers and Vacancies**.

Deadline for applications: **Thursday 7 September at 4pm.**

[www.ebor.academy](http://www.ebor.academy)

