School Therapist (Speech and Language, OT, Physiotherapist)

Job Description & Person Specification
NHS Band 6 equivalent

Introduction:

Ascendancy Partnership Trust (APT) is a newly formed multi-academy trust (MAT) with deep community roots across the Berkshire area, composed of three all-through SEND schools specialising in learning difficulties. The Trust has ambitious growth plans.

Our mission is to provide the best possible education for children and young people (CYP) with additional and complex needs in both special and mainstream schools. We look to offer an integrated therapy approach in the classroom that complements our bespoke curriculum and will do this through the provision of a Therapy Hub.

Purpose:

The post holder will be part of a team of therapists in the APT Therapy Hub, working collaboratively to support the delivery of integrated therapeutic support in Trust schools. They will use their clinical expertise to deliver support to teaching staff and will be responsible for clinically supervising school-based therapy assistants.

Schools within the Ascendancy Partnership Trust are also served by local NHS services, and it will be the responsibility of the therapist to work collaboratively within the scope of a tiered system of integrated therapy provision. The Therapy Hub works to a model similar to a balanced system model. The post holder will be responsible for delivering a robust programme of integrated approaches to the school(s) they serve.

Therapists will report to their Clinical Lead.

Summary of the main duties and responsibilities

Clinical:

- Work collaboratively with SaLT/OT/Physio where possible to deliver joined up services in Trust Schools.

- Work collaboratively with the Senior Leaders in Trust schools to help establish an integrated therapeutic approach
  Be responsible for delivering support that will include but is not limited to:
  - Whole class review with written and/or face to face feedback and support
  - Whole class training
  - Workshops/Q&A's
  - In class modelling and coaching
  - Teacher coaching or mentoring
  - Signposting
  - Regular triage of therapy requests with a school therapy coordinator (and NHS where appropriate)
  - School advice clinics (individually or collaboratively with another therapist)

    - Groups – support the running of therapy informed groups including baselines and outcome measures
    - Programmes: build, appropriately prescribe and supervise the delivery of therapy programmes
    - Individual observation to inform assessment of individual pupils

- Maintain up to date and accurate clinical records, in line with professional standards and therapy hub policy.

- Use advanced clinical reasoning skills to drive service delivery and embody evidence-based and reflective practice.

- Contribute to clinical discussion as required and effectively communicate with relevant parties.

- Supervise school-based therapy assistants; oversee development of clinical competencies, support effective service delivery, facilitate boundaries regarding scope of practice and provide inspirational leadership.

Policy and Service Development.

- Demonstrate an awareness of and adherence to Therapy Hub and Trust policies and guidelines, as well as professional standards.

- Continually evaluate, contribute to and support the clinical effectiveness of service delivery.

- Actively support the work towards achieving the Therapy Hub objectives and any associated projects in liaison with the Therapy Hub team.

- Use clinical audit tools to evaluate Trust schools' application of therapy-informed strategies at a whole-class level, and support integration of effective therapy practices.

- Provide support gathering data to ensure the ongoing quality and effectiveness of Therapy Hub input.

Professional:

- To be accountable for own professional actions and recognise own professional boundaries, seeking advice as appropriate.

- Maintain up to date HCPC registration and actively participate in profession specific CPD activities.

- Be responsible for maintaining own professional portfolio.

- Attend regular in-service training as directed by the Ascendancy Partnership Trust such as child protection, sexual harassment and fire safety.

- Participate in annual individual performance review where the job profile will be reviewed, objectives agreed, performance monitored, and personal development needs discussed.

- Attend clinical supervision with lead clinician

Responsibility for Research and Development

- To participate in specific projects as agreed and contribute to discussions of research articles in the therapy team.

- To demonstrate the ability to critically appraise current research and present findings to colleagues.

- To actively search for and critically appraise research evidence to inform own practice and to maintain an up-to-date knowledge of research, new initiatives and professional practice.

To participate in and lead where directed in the collection of data using outcome measures for departmental audits or service development projects.

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	Essential	Desirable
Qualifications	Degree level professional qualification in OT/SaLT/Physio (degree, MSc) Evidence of relevant and up to date post graduate courses/CPD and reflective practice portfolio Relevant experience working with complex needs caseload e.g. AAC, Sensory Integration training, postural management	Membership of relevant special interest group
Professional Registration	Registered Health Professional – HCPC	Member of relevant professional body
Knowledge, training and experience	Demonstrable evidence of working in a paediatric service Experience working with children and young people with complex needs Profession specific assessment and intervention experience Experience supervising and upskilling clinical colleagues and assistants Experience in delivering training e.g. sensory/communication/postural management Understanding and applying clinical governance Professional standards in record keeping	Experience in initiating and running clinical audits Experience and knowledge of relevant Health/Education/social issues/legislation Balanced system model knowledge & experience
Skills and abilities	Strong clinical and clinical reasoning skills, and able to embody reflective practice. Strong communication skills and able to work in collaboration with educators to support/coach/model. Work as autonomous practitioner Aware of skills and areas of learning, seek support as needed. Able to supervise/upskill non clinically trained staff such as assistants.	Coaching qualification/training

	Ability to work within an evolving and unpredictable environment. Ability to influence others to implement therapy recommendations and monitor progress. Able to work to deadlines and under pressure and manage own time effectively. Good working knowledge of office software and their applications.	

Personal Characteristics

Commitment to:

- Nolan Principles of Public Life
- Achieving the best possible outcomes for children and young people
- Keeping children and young people safe
- Being dynamic, technically strong, articulate, insightful, commercially astute
- Being a positively influential leader
- Integrity, openness, vigour and perseverance
- Building resilience
- Demonstrating empathy and sensitivity in difficult situations
- Confidentiality
- Maintaining student dignity at all times
- Safeguarding