

TRELOAR TRUST**JOB DESCRIPTION**

Post:	Speech and Language Therapist - Developing Specialist
Accountable / Responsible to:	Head of Speech & Language Therapy
Location:	Treloar School & College
Hours:	42 hours/week
Salary:	TPS 52-60: £32,507 –£37,271 (Salary dependent on experience)

JOB PURPOSE:

A registered Speech and Language Therapist, responsible for providing speech and language therapy assessment and intervention to support the communication and, where appropriate, dysphagia needs of a caseload of disabled children/ young people with complex needs attending Treloar School and College.

The post holder will work as part of the on-site SLT team at Treloar's, with support from more experienced colleagues where required to develop specialist knowledge, skills, confidence and autonomy.

KEY TASKS: –

1. Take responsibility for managing an allocated caseload, including providing assessment, diagnosis, treatment and advice, seeking support appropriately for complex assessment, diagnosis and intervention decisions.
2. Complete administrative, organisational and planning tasks as required for all aspects of caseload responsibility, including clinical record-keeping, setting targets, reviewing progress, writing treatment / care plans and reports.
3. Work as a member of the multidisciplinary team to deliver speech and language therapy, including attending multidisciplinary meetings relevant to

allocated caseload, and support the holistic needs of caseload students as appropriate to own scope of practice.

4. Develop and maintain a high level of clinical expertise, demonstrate and use sound, broad professional knowledge across relevant areas to inform clinical decisions, seeking advice when needed.

5. Develop specialist skills relevant to the needs of students with neurodevelopment physical, communication and eating, drinking and swallowing needs.

- This will include supporting students using AAC (augmentative and alternative communication), developing own AAC knowledge and skills with appropriate training, coaching and mentoring.
- This will also include an expectation to develop dysphagia knowledge and may involve undertaking assessment and intervention as appropriate to experience, training and competencies.

6. Maintain active professional development including CPD log, record of developing competencies and supervision records as required.

Clinical

1. Plan and carry out intervention, evaluation and reflection, as appropriate to individual student needs and as part of the ongoing therapy activity cycle for allocated caseload, including setting and monitoring progress against measurable targets and objectives.
2. Work with students in a range of environments, including classrooms, residential houses, 1:1 settings and off-site in the community. Take responsibility for planning and delivering appropriate group interventions, independently or in conjunction with other MDT members as relevant to student needs and planned activities.
3. Carry out assessment, diagnosis and intervention for more complex cases in consultation with more senior / supervising SLTs as required. Work jointly with other members of the MDT for complex interventions and as part of own professional development.
4. Work independently with students as part of ongoing practice, within a clear supervision framework and demonstrating well-developed understanding of own scope of experience and practice. Be able to identify need for additional support and guidance and seek this where required.

5. Develop confidence in clinical reasoning and application of evidence-based practice for caseload, seeking advice and support where required and escalating risk and uncertainty appropriately.
6. Work within relevant RCSLT Professional Development frameworks to identify, develop and evidence own competencies. Demonstrate, implement and develop effective evaluation and reflection skills as supported by clinical supervisor.
7. Make accurate and timely records of all work undertaken and of information relevant to individual students, in line with Treloar procedures, RCSLT and HCPC standards.
8. Set appropriate medium and short-term therapy targets and objectives for caseload students and record evidence of progress including baseline and end scores.
9. Write individual care needs for allocated students, monitor and review as part of agreed review cycle and raise any changes or issues promptly, as part of clinical supervision.
10. Write professional reports and/or external service referrals as required, e.g. as part of EHCP Annual Review cycle, for AAC assessment referrals and as determined by student need.
11. Develop AAC skills and knowledge with training and support from line manager, clinical supervisor and the wider SLT team, in order to meet needs of students on own caseload and in line with departmental needs, standards and expectations.
12. Develop dysphagia knowledge and competencies with support from Dysphagia Lead and relevant members of the SLT team, completing appropriate training as discussed and agreed with Head of SLT and Dysphagia Lead.
13. Proactively seek and utilise the skills, knowledge and technical support available from experienced SLT Support Worker roles within the team.

Organisational, Collaborative Working and Developing Leadership

1. Organise own timetable to meet the needs of allocated caseload, with support as required by line manager/ clinical supervisor.

2. Plan and use non-contact time effectively to ensure timely completion of administrative and organisational tasks related to caseload and other allocated departmental work.
3. Understand and implement organisational and departmental policies, protocols and procedures.
4. Participate in audit, quality and service improvement initiatives, development of training programmes, provide feedback regarding operational issues and implement identified changes, as requested by Head of Department or other senior managers.
5. Represent Speech and Language Therapy at meetings relating to own caseload and area/s of developing specialism.
6. Contribute to departmental and MDT discussions and decision-making: contribute to the development of student care by attending relevant departmental and team meetings, commenting on clinical care, service provision or policy changes.
7. Assist in maintaining a safe and effective working environment.

Communication

1. Be able to adapt own communication style effectively to interact with and provide appropriate support for students with a range of speech, language, learning and communication needs, including highly complex needs.
2. Demonstrate or develop excellent interpersonal and negotiation skills with students, Treloar staff, parents and carers, including with regard to complex issues.
3. Encourage students in an active approach to gaining and maintaining personal independence and self-advocacy. Model and promote development of these skills with other staff, within the SLT department and staff teams across the organisation as required.
4. Be able to provide clear feedback, and raise issues appropriately as required, in relation to any concerns or difficulties with regards to student care, skill development, expected progress or any safeguarding concerns.

5. Attend and actively contribute to MDT meetings for students on own caseload, making SLT-relevant decisions in conjunction with the MDT, discussing complex issues or decisions with clinical supervisor as needed.
6. Contact parents/ carers and families of students on own caseload regarding a range of issues relevant to SLT, including providing feedback on progress, discussing and resolving identified difficulties. Seek support from supervisor or line manager for complex or unexpected issues or areas of potential risk.

Supervision, Development and Education

1. Work within the department supervision and training framework to develop own skills and to contribute to peer support and supervision, as directed by Head of Department.
2. Participate actively in a regular programme of clinical and managerial supervision and peer review, to maintain and develop clinical skills, taking responsibility for ensuring own supervision needs are met.
3. Provide day-to-day support to SLT Support Workers (including SLT Assistants, Technicians, Associate Practitioners) and act as allocated supervisor for staff in these roles when required.
4. Contribute to support and supervision required as part of clinical placements for external SLT students.
5. Demonstrate or model therapeutic interventions to other staff and parents/ carers as relevant to own caseload. Assume responsibility for providing informal training to support individual students' therapy programmes and communication needs, providing feedback and seeking additional advice from clinical supervisor as needed.
6. Support the agreed training priorities of the SLT team as directed by the Head/ Deputy Head of SLT, contributing to planning the SLT department training programme and resource development.
7. As appropriate to experience and scope of practice, plan, prepare and deliver agreed formal and informal training sessions within the organisation, independently and/or in conjunction with other members of the SLT team.
8. Take responsibility for developing resources to support identified training priorities, as requested by the Head /Deputy Head of SLT.

9. Participate actively in own continuing professional development in order to identify personal development plans, attending internal and external training as agreed with line manager, including all mandatory training.
10. Develop and maintain own areas of general and specialist knowledge and expertise, in line with SLT department priorities and own skill set, as agreed with Head of Department / line manager.
11. Demonstrate clear understanding of own scope of practice and seek learning opportunities through a range of supervision and CPD activities.
12. Maintain an ongoing, up to date portfolio of own CPD, supervision and developing competencies, in line with departmental / organisational expectations and relevant RCSLT Professional Development frameworks.
13. Prioritise participation in department supervision framework, including:
 - regular clinical supervision with allocated clinical supervising SLT (initially a minimum of half-termly; may increase or reduce in line with development and support needs)
 - regular managerial supervision including initial meetings to set and monitor Probation objectives, annual Performance and Development Review (PDR) and 6-monthly PDR objectives review;
 - additional participation in peer/ group supervision as relevant to caseload cohort, department priorities and own developmental needs;
 - providing supervision and/or informal support for SLT Support Workers and, if appropriate, external SLT students on clinical placements.

GENERAL

1. To work within a Speech and Language Therapy role anywhere across the Trust as deemed necessary following consultation with a senior member of staff.

OTHER DUTIES

1. To support the Trust in safeguarding and protecting the welfare of all students.
2. To comply with policies and procedures relating to safeguarding, health and safety, equality and diversity, confidentiality and data protection, reporting concerns to an appropriate person.
3. To maintain and develop own professional knowledge and awareness.

4. To undertake any other such duties or general tasks and hours of work as may reasonably be required and any other responsibilities, which may from time to time, be delegated by your manager.
5. A job description is not a rigid or inflexible document but acts to provide guidelines to the duties expected while in the post.

This job description will be reviewed and amended in the light of changing professional demands.

Treloar Trust
HR Department
August 2026

Person Specification – Speech and Language Therapist – Developing Specialist

MINIMUM	DESIRABLE
Education & Qualifications - Degree/Diploma in Speech & Language Therapy - Registered member of RCLST - Registered with HCPC	- Additional relevant training or qualifications. - Member of relevant clinical interest group/s.
Experience - Broad clinical knowledge relevant to caseload for this role. - Demonstrable willingness to undertake post-registration dysphagia RCSLT accredited training, with support as required. - Some experience working as part of a Speech and Language Therapy team and/or of supporting children and young people with physical / neurological disabilities and associated complex communication and learning needs. - CPD diary evidencing clinical experience and reflective skills development, relevant training attended and methods of remaining up to date with professional practice and new research.	- Knowledge and experience of working with people with physical disabilities and/or learning difficulties. - Knowledge and experience of working with Augmentative and Alternative communication methods/systems. - Supervision of SLT Support Worker roles and/or SLT students. - Experience of liaison and working with other professionals within a multi-disciplinary framework.
Skills & Knowledge - Good verbal / written presentation skills. - Competent IT skills. - Developing ability to present complex written/ verbal information in a clear and logical manner, taking into account the needs of the listener. - Evidence of developing ability to organize, prioritise and, where appropriate, delegate. - Evidence of developing ability to work within multi/interdisciplinary team and set goals.	- Experience of running or supporting training courses, both external and internal. - Knowledge and experience of relevant assistive technology. - Knowledge and experience relevant to speech, language and communication difficulties in at least one area relevant to this population – e.g. AAC, PMLD, sensory impairment, DLD, dysarthria, dysphagia, neurodivergence, SEMH. - Some knowledge of best practice and practical application of relevant visual support systems, e.g. Makaton, pictorial symbols etc.

Personal Qualities • Professional demeanour and excellent communication skills. • A commitment to promoting and safeguarding the welfare of students. • Ability to work within the Trust's policies. • Ability to build good working relationships with staff and students. • Ability to work effectively in an unpredictable and potentially stressful environment. • Ability to recognise and work within own scope of practice, seeking support where needed. • Evidence of developing ability to deal with difficult and sensitive situations in a professional manner, seeking support as required. • Reliable and punctual.	
Physical Requirements • Ability to carry out physical requirements of this role, following requirements within Manual Handling guidelines. • Developed auditory and perceptual skills required for supporting the assessment, diagnosis and treatment of clients.	• Requirement for physical effort, e.g. pushing wheelchairs and trolleys. • Ability to adapt own body posture to assist students' functional communication, e.g. sit on the floor, bend to adjust position of AAC equipment on student's wheelchair.
Personal Circumstances	• Willingness to be involved with outside activities and School / College trips.

TRELOAR TRUST IS COMMITTED

TO SAFEGUARDING CHILDREN, YOUNG PEOPLE AND VULNERABLE ADULTS

All successful candidates will be subject to a DBS Check along with other relevant employment checks

BOTH THE JOB DESCRIPTION AND THE PERSON SPECIFICATION ARE SUBJECT TO THE TRUST'S EQUAL OPPORTUNITIES POLICY