



Abbey Court School

# ABBEY COURT SCHOOL

‘We grow people’



## SPEECH & LANGUAGE THERAPIST



October 2019

Dear Applicant

## **SPEECH & LANGUAGE THERAPIST**

Thank you for responding to our advertisement and requesting further details of this post.

Abbey Court has been rated 'outstanding' by Ofsted at the last two successive inspections.

This information booklet provides details about both the school and the position in question. We welcome and encourage visits to the school prior to the submission of applications. Please telephone the school office on 01634 338220 to arrange this.

Please find enclosed:

- ◇ Information about the school and post (including Job Description and Person Specification)
- ◇ Application form
- ◇ Prospectus

The closing date for applications is 3.30pm on 18 October 2019. Please note that we will follow up on references in advance of interview.

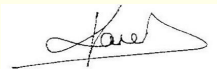
Due to the conditions and complex needs of the pupils at Abbey Court School, continuity and consistency of support is paramount and therefore candidates for all positions will need to commit to the full working hours of the post.

The school is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Any offer of appointment for post is subject to a satisfactory Disclosure and Barring Service certificate.

(To view policies pertaining to the schools Safer Recruitment procedures (including Child Protection, Safer Recruitment and Confidentiality), and additional information, please refer to the school website (<http://www.abbeycourt.medway.sch.uk/384/safeguarding>).

I look forward to receiving your completed application.

Yours sincerely



Ms Karen Joy  
Headteacher



## **WORKING AS A SPEECH & LANGUAGE THERAPIST AT ABBEY COURT SCHOOL**

Abbey Court School is a special needs school catering for pupils aged 3 to 19. All pupils have either Severe Learning Difficulties (SLD), or Profound and Multiple Learning Difficulties (PMLD), and are referred from the Local Authority through their Education Health Care Plan. The school is currently located on two sites; Nursery and Primary School in Cliffe Road, Strood, and Secondary School and Further Education Department in Rede Court Road, Strood. The Medway Towns has excellent road and rail links with London and the Kent coast.

All employees are contracted to the school, and should be prepared to work at either site, as requested.

Please see pages 8 and 9 for Leadership/Senior Management Team and school organisation structures.

The successful candidate can expect to find: staff who are supportive and willing to share ideas and good practice, pupils who are keen to learn, and outstanding facilities and resources to make learning positive.

The school offers excellent opportunities for career development. The school motto, 'We grow people' applies not only to pupils, but to staff too.

## **Days and Hours**

This is a term time only post. Daily working hours will be 15 hours per week from 8.00am to 4.00pm (3.30pm on Friday if applicable). A flexible approach to each working day is expected by all postholders.

## **Salary**

The successful candidate will be employed on Medway Scale B2 (£29,636 to £37,849).

## **Holidays**

Please note that holiday leave must be taken during school breaks to ensure minimal disruption to school life.

## **Continuous Professional Development**

In addition to a comprehensive induction programme, professional development and training will be provided to develop specialised skills associated with working with the pupils at Abbey Court School.

## **Start Date**

It is hoped that the successful candidate will be able to take up post as soon as possible after appointment, on completion of all checking requirements.





## The Governing Body

The Headteacher has responsibility for running the school supported by The Leadership and Senior Management Teams. The Governing Body is the statutory authority that has responsibility for the strategic governance and management of the school, and all Governors work on a voluntary basis. Governors, therefore, have a significant role to play in monitoring and evaluating the work and progress of the school. Full Governing Body meetings take place 6 times per year, with committee meetings being held in addition, attended by Governors holding the relevant responsibility.

## Appointment Procedure

Candidates invited for interview will be provided with an opportunity to tour the school. Appointment to post will be based on the following checks:-

- ⇒ Enhanced DBS certificate
- ⇒ Qualification/ registration to professional body
- ⇒ Medical clearance
- ⇒ 2 x references

Interviews will take place as soon as possible after the closing date, and the panel and details of interview format will be advised to invited candidates.





## School Aims

- To know each individual child/pupil as thoroughly as we can, including any circumstances which might affect their well-being, behaviour and performance at any moment in time. This includes taking a long-term view of each child, visualising the best possibilities for each, and knowing when they are ready to take the next (challenging) step.
- To maintain high but realistic expectations for each pupil, enabling the development of independence.
- To ensure we always see, first and foremost, the child not the disability and to ensure that education (and not care) remains paramount. This will include identifying what motivates each child, and use the knowledge to encourage them to “have a go”, “fail safely” and learn from their mistakes.
- To ensure that pupils feel safe, secure and comfortable to enable them to focus on learning, ensuring staff have clarity and act on policies and procedures.
- To give great emphasis to the celebration and communication of pupil achievements thus enabling a positive impact on pupils, parents and the local community.
- To have and realise a bespoke vision for each and every pupil and each and *every* member of staff.
- To do everything we can to ensure that people in the local community see our school and pupils in a positive and informed light in order to close the gap between the community’s perceptions of the school and its pupils and what they are really like.

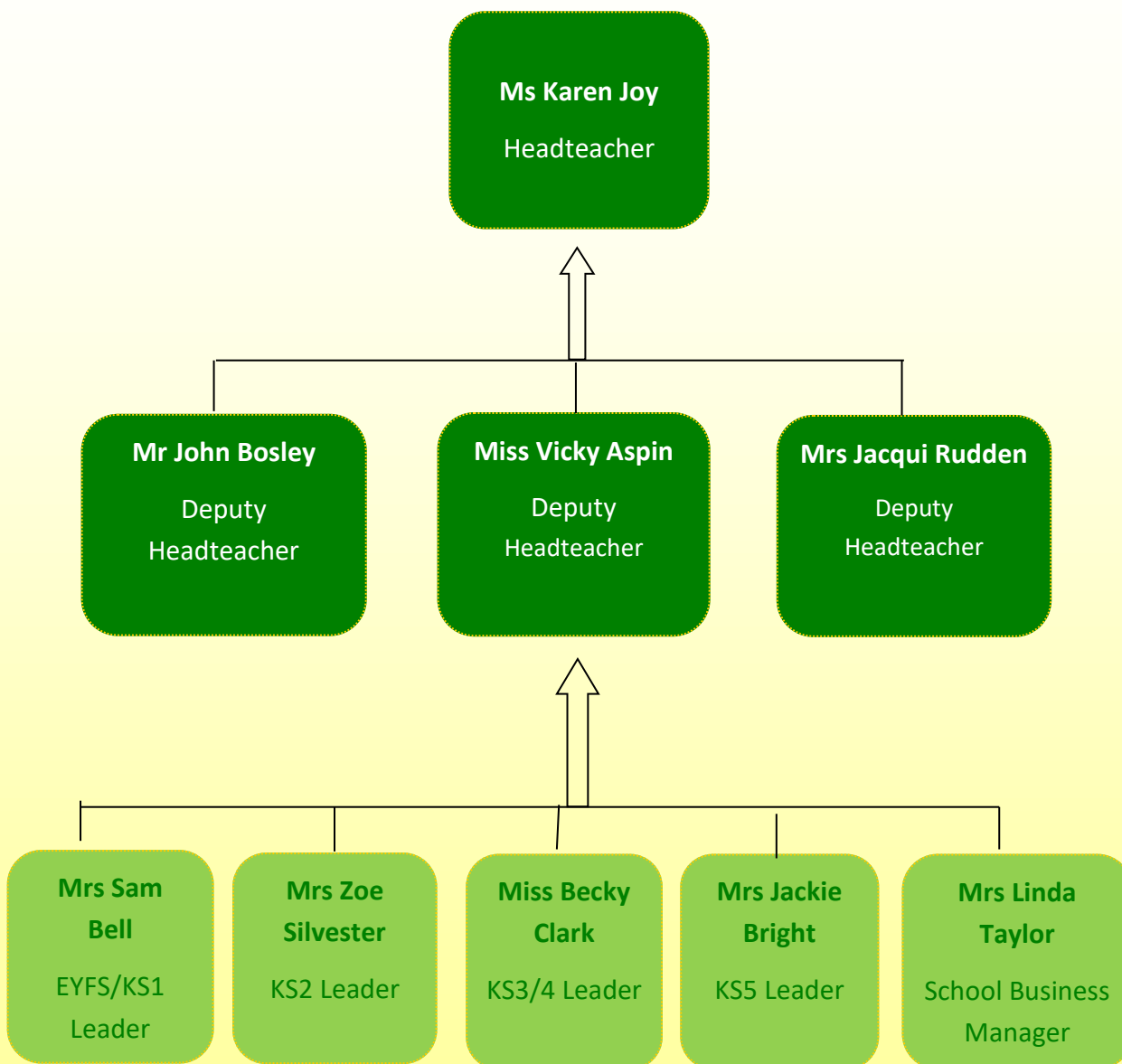
- To enable our pupils to develop into good citizens and to participate actively in their local communities finding ways to encourage those in the wider community to notice what they have in common with the pupils as much as what makes them different.
- To offer opportunities and experiences for pupils to learn in a multitude of different ways and through a rich, varied and individualised curriculum.
- To give pupils an equal voice in and ownership of their education so that they are able to express opinions, choices and preferences, promoting their independence, confidence and self-efficacy.
- To use individuals' interests, skills and experiences to enhance the education of pupils and staff.
- To ensure that leadership is in the hands of as many staff as possible; to have high expectations of all staff and enable career progression.
- To learn and share information to the benefit of our pupils through mutually supportive relationships with parents, visiting specialists and outside agencies.
- Through self evaluation methodologies, and responding to external evaluations, seek to know our school better to inform focussed school improvement, and so that others can know us better.
- To function and be recognised as an authentically exemplary school in its field, sharing our practice with others to the benefit of pupils locally, nationally and internationally.



## ADDITIONAL INFORMATION

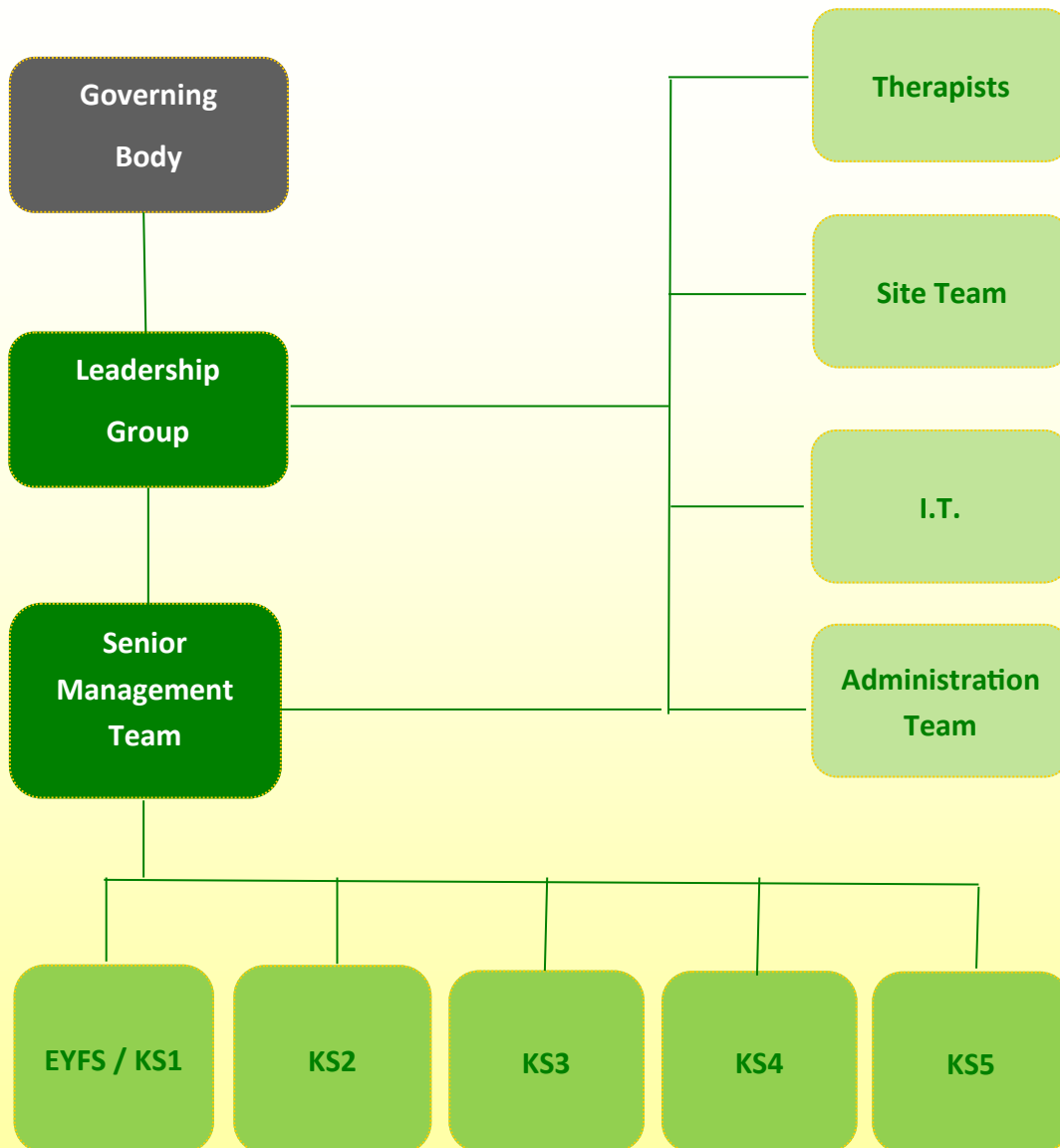
### 1. Line Management Structure

#### Leadership & Senior Management Teams





## Whole School



## **JOB DESCRIPTION**

- HOURS:** 37 hours per week, term time only
- SALARY SCALE:** Medway Scale B2, points 32 – 41
- LOCATION:** To work across both school sites (Cliffe Road, Strood and Rede Court Road, Strood)
- REPORTS TO:**
1. Deputy Headteachers for day to day supervision and instruction.
  2. The Headteacher who has overall responsibility for the school.

## **JOB PURPOSE**

1. To assess, diagnose, treat and manage own specialist caseload of pupils and maintains associated records.
2. To provide specialist intervention and evaluate outcomes.
3. To train and support the carers of pupils and participate in appropriate specialist training to other colleagues.
4. To advise and provide clinical support to other therapists/staff on Speech and Language Therapy issues, across the timetable and curriculum.
5. To supervise the work of assistants, technical instructors, students and other staff working with the postholder.

## **RESPONSIBILITIES & DUTIES:**

- To provide specialist advice to other parties
- To deliver SALT training to education staff
- To maintain records, reports and other paperwork



## **GENERAL DUTIES/RESPONSIBILITIES FOR ALL SCHOOL STAFF:**

Safeguarding and promoting the welfare of children is employee's responsibility. Everyone at Abbey Court School has a role to play in safeguarding pupils. In order to fulfil this responsibility, all staff should make sure their approach is always child centred. Staff will follow school policy with regard to all safeguarding matters at all times.

1. To carry out school policy as documented and/or as directed by the Headteacher.
2. To present the school in a positive way in the community.
3. To respect the confidential nature of all information acquired in the performance of the job either verbally or in writing.
4. To work in a responsible and safe manner, paying attention to all Health and Safety procedures operating within the school.
5. To assist in the provision of a high quality educational experience for all children.

## **KEY AREAS OF RESPONSIBILITY**

### **Professional**

1. To be accountable for own professional action and recognise and work within own professional boundaries.
2. To demonstrate specialist knowledge and practice within the specialist area and across the life of the school.
3. To demonstrate clinical effectiveness by use of evidence based practice and outcome measures.
4. To use specialist knowledge to inform school/policy developments within own specialist area.
5. To contribute to the interagency/multidisciplinary team at the school.



## **Clinical**

1. To ensure that pupils, parents/carers and teaching staff are involved in the planning and implementation of their specialist care plans.
2. To advise and liaise with school staff, carers and other agencies regarding the management and care of the pupil with communication difficulties and/or swallowing difficulties.
3. To manage and prioritise caseload in conjunction with the Deputy Headteachers.
4. To manage and prioritise own workload.
5. To respect the confidentiality of all school and pupil information.
6. To refer to other specialist services as appropriate with regard to communication and swallowing.
7. To demonstrate the ability to reflect on auditory, visual and kinaesthetic aspects of the pupils communication and to identify appropriate strategies to facilitate and enhance communicative effectiveness. Dysphagia related strategies to ensure pupil safety while eating and/or drinking at school.
8. To make appropriate clinical decisions following specialist assessment, including recognising potential breakdown.
9. To make a differential diagnosis on the basis of evidence from specialist assessment.
10. To demonstrate the ability to reflect on practice with SMT/Leadership Group.
11. To direct and supervise the work of Speech & Language Therapy Technical Instructors and Speech & Language Therapy volunteers.
12. To monitor and request equipment, and to manage the SALT budget.
13. To be responsible for the security, care and maintenance of equipment ensuring standards of infection control and safety are maintained – including equipment loans to pupils.

## **Knowledge/Training**

1. To maintain professional standards by attending appropriate training, including specialist short courses and development relating to the clinical specialism to maintain up to date HPC and RCSLT registration.
2. To demonstrate knowledge of, and adherence to, RCSLT Professional Clinical guidelines.
3. To demonstrate a working knowledge of relevant procedures including: safeguarding children, SEN procedure, vulnerable adults etc., and other legal requirements.
4. To demonstrate a working knowledge of the principals of clinical governance and their application to professional practice.
5. To participate in the development and delivery of specialist training of school staff.
6. To provide specialist advice to other parties as appropriate.



7. To explain the role of Speech & Language Therapy within the school.
8. To identify training needs within the staff group.
9. To demonstrate the ability to reflect on and evaluate training provided.
10. To advise on Speech and Language Therapy targets and strategies throughout the school day.

## **Administrative**

1. To undertake general administrative and pupil related administrative tasks in line with school requirement and school policies.
2. To maintain pupil records in accordance with RCSLT professional standards.
3. To provide accurate statistical information as required.
4. To produce reports reflecting specialist knowledge regarding pupils needs and devise care plans.

## **Communication and Working Relationships**

1. To work alongside other Speech & Language Therapy colleagues providing support and professional exchange of ideas and experience.
2. To attend appropriate meetings with the Speech & Language Therapy Service and school.
3. To contribute to specialist clinical teams by discussing own and others input around pupils needs, ensuring a well co-ordinated care plan.
4. To communicate complex condition related information from assessment to pupils, carers, families and members of the multidisciplinary team/other professions.
5. To work closely with pupils, carers and families, agreeing decision making relevant to the pupils management.
6. To demonstrate empathy with pupils carers and families and colleagues, ensuring that effective communication is achieved, particularly where barriers to understanding exist.



1. To demonstrate skills in motivating pupils and carers to engage in the therapeutic process.
2. To demonstrate negotiation skills in the management of conflict across a range of situations.
3. To employ excellent verbal and written communication skills.

## **Therapy**

1. To assess, diagnose and manage pupils needs with regard to SALT.
2. To maintain relevant S.A.L.T. records.
3. To produce S.A.L.T. reports on pupils as appropriate.
4. To attend, when appropriate Annual Review Meeting.
5. To train and support teachers, TA's and other colleagues in S.A.L.T. as appropriate.
6. To maintain links with carers/parents in regard to S & L issues.
7. To liaise and work alongside cover staff, support staff, assistants and volunteers.
8. To maintain use of equipment, eg. Communication aids.

This job description describes in general terms the normal duties which the post holder will be expected to undertake. However, specific duties relating to individual pupils or groups cannot be listed. In addition duties may be varied from time to time, at the discretion of the Headteacher and in consultation with you. All post holders will be expected to work with any age group of children at any of the 2 sites.



## PERSONAL SPECIFICATION

Education / Qualifications		
<u>Essential</u>	<u>Desirable</u>	<u>Evidence</u>
A degree or diploma in Speech and Language Therapy	Member of the Royal College of Speech and Language Therapy	Application / CV / Certificates
Registered with Health and Care Professionals Council		Certificate / website
Evidence of CPD maintained portfolio including attendance at recent post graduate courses relevant to post	Dysphagia training	Application / CV / CPD portfolio
Membership to one or more special interest group(s)	Evidence of successful completion of specialist short course in AAC	CV / CPD portfolio

Experience		
<u>Essential</u>	<u>Desirable</u>	<u>Evidence</u>
Minimum 3 years post graduate experience (preferably with experience with pupils with learning disabilities) *	Experience working with patients with complex needs	Application / CV
A broad range of experience including paediatric and community work	Experience in using AAC and visual support methods to aid communication	Application / CV
A well reasoned account of career intentions at Abbey Court School		Application / CV / Interview
Experience of audit in specialist area and demonstration of a sound understanding of quality issues	Undertaken / evaluation of practice / work based projects and initiated change	Application / CV / Interview

\*Please note this post may also be suitable for newly-qualified therapists



## Skills / Abilities

<u>Essential</u>	<u>Evidence</u>
A good practitioner, with up to date knowledge of current legislation impacting upon professional practice relevant to specialist area	Application / Interview
Understands legal responsibilities of profession	Interview
Ability to organise and prioritise	Interview
Interest in, and enthusiasm for, working with pupils with special educational needs	Interview
An understanding of the needs of pupils with SLD	Interview
Ability to communicate effectively orally, and in writing, in a clear concise and logical manner	Application / CV
Ability to plan effectively orally and in writing	Interview
Competent IT and presentation skills	Application / Interview
Ability to communicate with people with impaired communication abilities. Able to demonstrate empathy, motivate and persuade people with impaired cognitive abilities or physical senses	Interview
The ability to form excellent working relationships with pupils, parents, teaching staff and other professionals	Interview
Demonstrates clinical reasoning, applying theory to practice	Interview
Ability to carry out moderate to intense physical effort throughout the working day, often multi-tasking	Occupational Health
Ability to work in a stressful environment and with emotional or aggressive subjects	Occupational Health / Interview

## Disposition / Attributes

<u>Essential</u>	<u>Evidence</u>
From example, imparts a desire to learn in others	Application / CV / Interview
Personally and professionally responsible	Reference
Ability to self-motivate and motivate others	Interview
Flexible approach	Interview
Ability to be an effective team member	Interview
Ability to work independently	Interview
Ability to manage Speech and Language Therapy Assistant(s)	Interview





**Nursery & Primary School**  
**Cliffe Road**  
**Strood**  
**Kent ME2 3DL**

**Secondary School & Further Education**  
**Rede Court Road**  
**Strood**  
**Kent**  
**ME2 3SP**

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**Website: [www.abbeycourt.medway.sch.uk](http://www.abbeycourt.medway.sch.uk)**

**E-mail: [office@abbeycourt.medway.sch.uk](mailto:office@abbeycourt.medway.sch.uk)**



**“I am incredibly overwhelmed with the amount of training offered at Abbey Court School.”**

**“Team work, training and quality of resources are strengths.”**

**“The moment I stepped inside the school, the atmosphere was positive.”**

**Staff Survey 2015/16**

