

## Job Description

<b>Job Title</b>	Speech and Language Therapist – Behaviour Intervention Team
<b>Directorate</b>	Education
<b>Service Area</b>	SEND & Inclusion
<b>Grade</b>	Grade 7
<b>Competency Level</b>	Level 1
<b>Salary</b>	£39,513 to £44,711
<b>Job Type</b>	Hybrid
<b>Location</b>	Parklands Customer Focus Centre
<b>Disclosure and Barring Service (DBS)</b>	Enhanced DBS Child Barred List (Child Workforce)
<b>Job Evaluation Ref No.</b>	A9874

## Job Purpose

To play an integral part of the Behaviour Intervention Team (BIT) by providing advice and support on how speech and language development relates to pupil behaviour and communication skills.

To give specific speech and language recommendations and strategies at both whole school and pupil specific level that will support emotional regulation and

positive engagement, helping to reduce incidents of challenging behaviour and the number of suspensions and exclusions.

To promote communication supportive environments in schools and inclusive, trauma-informed approaches to behaviour.

### **Directly Responsible For:**

Not applicable

### **Directly Responsible To:**

Operational Lead for Behaviour Intervention Team

### **Main Areas of Responsibility:**

- To work across primary and secondary maintained schools, academies and free schools, by providing timely advice over the telephone, email and in person
- To offer specialised training and workshops aimed at equipping school staff with speech & language strategies and interventions that relate to pupil behaviour through a trauma-informed approach to optimise communication skills
- To offer consultation and advice on speech & language difficulties, how these relate to behaviour and how speech & language strategies can support pupils with their emotional regulation, engagement, achievement, attendance and functional communication
- To advise education colleagues around incorporating speech & language strategies, where appropriate, into Behaviour Support Plans and related Risk Assessments
- To support and challenge schools and other professionals to effectively meet the speech & language needs of pupils who are struggling to regulate in

school and demonstrate challenging behaviours that put them at risk of exclusion

- To actively participate in weekly triage meetings with the Behaviour Intervention Team and identify where speech & language input would be appropriate at both whole school and pupil specific support
- To carry out joint visits with Behaviour Intervention Team specialist teachers and outreach workers into schools
- To liaise with pastoral teams, SENDCos, senior leaders, headteachers, external agencies/voluntary organisations, and parents/carers in meetings as appropriate and when guided by the Operational Lead for Behaviour Intervention Team
- To actively participate in regular review meetings with the Behaviour Intervention Team to identify where cases can be closed and where there needs to be signposting to other services
- To liaise closely with Alder Hey's Community Speech and Language service, participating, when appropriate, in CPD opportunities, and keeping up to date with any new approaches or changes within the community service
- Where a pupil is known to Alder Hey's Community Speech and Language service, work collaboratively with the community therapist to ensure consistency of recommendations, in relation to behaviour, across services
- To take responsibility and engage with professional development and keep up to date with current evidence-based practice on speech & language, behaviour, SEMH, attachment and trauma-based approaches
- To fully engage in the Performance Appraisal process in line with the LCC
- To continuously update knowledge and understanding of new strategies, resources, and publications, in order to implement and review effective practices
- To work collaboratively with other professionals such as SEND caseworkers, specialist teachers, educational psychologists, occupational therapists, virtual

schools, social workers and health professionals to ensure a multi-disciplinary approach to meeting the needs of the schools and the pupils

- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken
- In accordance with the provisions of the Data Protection Act 1998, take reasonable care to ensure that personal sensitive data is managed in accordance with the principles outlined in the corporate Data Protection Policy and Procedures
- To comply with the Royal College of Speech & Language Therapists and Health and Care Professions Council Code of Ethics and professional conduct
- To respect the individuality, values, cultural and religious diversity of the child/young person, parents/carers and contribute to the provision of a service sensitive to these needs
- To comply with current legislation including SEND Code of Practice 2014, The Children Act and Families Act 2014, The Equality Act 2010, and The Chronically Sick and Disabled Persons Act 1970

## **Supervision and Management Responsibility:**

- Not applicable

## **Budget and Financial Responsibility:**

- Being fully accountable for managing the council's resources well and complying with statutory requirements. This includes managing time, avoiding unnecessary waste, reuse and recycle resources to reduce personal impact

## **Social Value Responsibility:**

- Drive for social value through all activities, ensuring wider social, economic and environmental benefits for the council, residents and communities

## **Physical Demands of the Job:**

- There may be a requirement of peripatetic working that will include travel between schools/settings throughout the day. It will include the carrying of resources and laptop at varying points. A large part of the job is recording, communicating electronically and using case management systems at an agile laptop computer which may require sitting and typing

## **Corporate Responsibility:**

- Contribute to the delivery of the Council Plan
- Delivering and promoting excellent customer service, externally and internally.
- Commitment to customer excellence by dealing with customer feedback, including complaints, and learning from feedback in the drive for continuous improvement
- Making the council a great place to work, living the council's values, actively engaging in regular communications including team meetings, undertaking training as required and being responsible for managing own performance
- Develop the City Council's commitment to equal opportunities and to promote non-discriminatory practices in all aspects of work undertaken
- To ensure that all work functions are undertaken in accordance with health and safety legislation, codes of practice and the City Council's safety plan

## Competency Framework:

We operate a competency framework, a set of core behaviours which define how we are expected to approach our work, how we perform in certain situations and how we treat each other. Each competency details the standards of behaviours and skills required by all staff and this in turn supports delivery of our aim and our council plans linking them together with our values.

The post holder will be required to demonstrate the ability to perform at the following competency level: **Level 1**.

[The competency framework can be found here.](#)

This job description is not intended to be either prescriptive or exhaustive. It is issued as a framework to outline the main areas of responsibility. You will be expected to carry out any other duties that may reasonably be required in line with your main duties and changing priorities of the organisation.

# Person Specification

Assessment methods used: I = Interview, P = Presentation, A = Application, E = Exercise, T = Test, AC = Assessment Centre

## Qualification and training

### Essential

- Recognised qualification degree/equivalent in Speech & Language Therapy (A)
- Registration with Health and Care Professions Council (A)

### Desirable

- Member of the Royal College of Speech & Language Therapists
- Additional relevant qualification or extensive training in the area of SEMH, attachment or trauma informed approaches

## Experience

### Essential

- Experience of practising as a speech and language therapist with children/young people (A/I)
- Experience of planning and implementing research-based specialist support strategies (A/I)

### Desirable

- Experience of working with children or young people with SEMH, attachment or trauma

- Experience of working in an advisory capacity within school or other relevant setting
- Experience of supporting the transition from early years to primary, primary to secondary or secondary to post-16
- Experience of working within a multi-disciplinary team

## Skills/Abilities

### Essential

- Skills in communicating with children and young people particularly those that have additional needs (A/I)
- Ability to deliver high quality training, modelling or coaching on speech and language strategies (A/I)
- Ability to work collaboratively and confidently with a wide range of other professionals (A/I)
- Ability to produce documentation/resources of the highest professional standards (A/I)
- Ability to use initiative and work autonomously without direct supervision (A/I)

### Desirable

- Skills in communicating effectively with a wide range of stakeholders including children, young people, their families, and professionals
- Skills in effective time management, and the ability to analyse, plan and prioritise work to meet strict deadlines
- IT skills and willingness to develop them
- Creativity and flexibility in providing a therapeutic service
- Able to work as part of a team



## Commitment

### Desirable

- An understanding of and a personal commitment to the Vision and Values of Liverpool City Council

## Other

### Essential

- This post is subject to a Disclosure and Barring Service (DBS) check at the appropriate level