

School Therapist (Speech and Language, OT, Physiotherapist)

Job Description & Person Specification

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 is also in the process of building two, 120 place, free schools with the DfE: Strawberry Fields for pupils with learning difficulties and Rooks Nest for pupils with SEMH difficulties.

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 UTS 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 the Head of Therapy Hub.

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
- Assessment of individual pupils when directed by line manager
- 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 Therapy Hub lead

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	<p>Degree level professional qualification in OT/SaLT/Physio (degree, MSc)</p> <p>Evidence of relevant and up to date post graduate courses/CPD and reflective practice portfolio</p> <p>Relevant experience working with complex needs caseload e.g. AAC, Sensory Integration training, postural management</p>	<p>Membership of relevant special interest group</p>
Professional Registration	<p>Registered Health Professional – HCPC</p>	<p>Member of relevant professional body</p>
Knowledge, training and experience	<p>Demonstrable evidence of working in a Paediatric service</p> <p>Experience working with children and young people with complex needs</p> <p>UTS model knowledge & experience</p> <p>Profession specific assessment and intervention experience</p> <p>Experience supervising and upskilling juniors and assistants</p> <p>Experiencing delivering training e.g. sensory/communication/postural management</p> <p>Understanding and applying clinical governance</p> <p>Record keeping</p>	<p>Clinical audit</p> <p>Experience and knowledge of relevant Health/Education/social issues/legislation</p>
Skills and abilities	<p>Strong clinical and clinical reasoning skills, and able to embody reflective practice.</p> <p>Strong communication skills and able to work in collaboration with educators to support/coach/model.</p> <p>Work as autonomous practitioner</p> <p>Aware of skills and areas of learning, seek support as needed.</p>	<p>Coaching qualification/training</p>

	<p>Able to supervise/upskill non clinically trained staff such as assistants.</p> <p>Ability to work within an evolving and unpredictable environment.</p> <p>Ability to influence others to implement therapeutic recommendations and monitor progress.</p> <p>Able to work to deadlines and under pressure and manage own time effectively.</p> <p>Good working knowledge of office software and their applications.</p>	
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Personal Characteristics
<p>Commitment to:</p> <ul style="list-style-type: none"> • 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