**FURZE DOWN SCHOOL**

**A Specialist School for Communication and Interaction**

**PRIMARY| JUNIOR | SENIOR | SIXTH FORM**

**PERSON SPECIFICATION: SPEECH AND LANGUAGE THERAPIST**

**TO WORK WITH PUPILS AGED 4-19**

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| **Qualifications and Experience** | Essential | Desirable |
| Professional Speech and Language Therapy Degree or equivalent |  |  |
| HCPC Registration |  |  |
| Registered member of the Royal College of Speech and Language Therapists |  |  |
| Relevant CPD portfolio |  |  |
| Minimum of 2 years experience in working with a paediatric caseload, ideally with severe and complex speech, language and communication needs aged 4-19 |  |  |
| Experience of working within a school setting |  |  |
| Experience of working in a multidisciplinary team |  |  |
| Experience in offering a holistic approach to meeting children’s special needs and specifically understanding of a range of approaches to teaching pupils with Communication and Interaction difficulties |  |  |
| Experience of specialist practice, such as dysphagia, AAC |  |  |
| Recent, relevant in-service training in current safeguarding practices |  |  |
| Experience of training others |  |  |
| Experience of working with families or carers to deliver training |  |  |
| Further qualifications in the field of SEN |  |  |
| **Knowledge Skills & Abilities** | Essential | Desirable |
| In depth knowledge of severe communication and Interaction difficulties and the range of speech and language interventions used to support pupils |  |  |
| Knowledge of SEN Code of Practice, including the Annual Review process |  |  |
| Knowledge of current safeguarding practices |  |  |
| Good organisational and time management skills and able to prioritise |  |  |
| Good IT skills for office use, clinical database recording and visual presentation |  |  |
| Ability to work autonomously within the clinical guidelines set out by the Royal College of Speech and Language Therapists |  |  |
| Ability to keep accurate and timely records |  |  |
| Ability to interpret a range of communication strategies employed by people who have complex communication and learning disabilities. |  |  |
| Ability to communicate confidently, professionally and sensitively with parents and carers; working in partnership to enable children’s successful learning |  |  |
| Knowledge of Makaton, Attention Autism, Shape Coding, Interoception |  |  |
| Knowledge of current educational practices, and the National Curriculum |  |  |
| A good record of attendance and punctuality |  |  |