



Swale
ACADEMIES
TRUST

Speech and Language Therapist
INFORMATION

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WELCOME

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

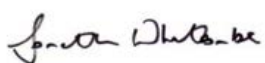
Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and The Sittingbourne School, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,



Jon Whitcombe
Chief Executive Officer

WELCOME

Welcome from Julie Prentice, Executive Headteacher, Swale Academies Trust and Ryan Laker and Helen Emmett, Heads, Aurora Academies Trust

Thank you for your interest in the role of Speech and Language Therapist. This is an exciting new role for an experienced and qualified 'in-house' therapist to work with children to enable them to communicate to the best of their ability, across a group of aspirational schools. In partnership with Aurora Academies Trust, Swale Academies Trust continues to develop new ways of working to ensure we can effectively respond to the growing number of special educational needs in our cluster of schools and ensure the highest standard of provision.

The role will be contracted with Langney Primary Academy which is part of the Swale Academies Trust family of schools based in Eastbourne, East Sussex. However, the therapist will work equally across five schools in the first instance:

- Swale Academies Trust - Langney Primary Academy, Shinewater Primary School, The Parkland Federation
- Aurora Academies Trust - Oakwood Primary Academy, Heron Park Primary Academy

Across our wards, children enter our nurseries with poor and impoverished language skills which provide a significant barrier to learning. This has been and continues to be exasperated by recent national lockdowns, as a result of the pandemic. The percentage of disadvantaged pupils is above the national average in all of our schools. In addition, the percentage of pupils having primary SLCN (speech, language and communication needs) overall is higher than the national average.

The expertise of a Speech and Language Therapist will support the children in the most deprived areas of Eastbourne, to get the specialist early support they need with :

- Attention and listening
- Understanding
- Expressive language
- Receptive language
- Speech sound production
- Social communication
- Memory

In addition to overseeing the school's existing speech and language interventions, the therapist will provide therapy intervention for pupils with the most complex Speech, Language and Communication needs (SLCN). Regular meetings with parents to discuss initial assessments and reviews, as well as support parents with understanding SLCN strategies, will also take place.

Once established, we envision the Speech and Language Therapist will work across schools to deliver training (teachers and SEND Teams), joint coaching within the classrooms as well as support SENCos with monitoring and evaluating the impact of school based interventions.

We are looking for an ambitious speech and language therapist who is interested in supporting SEND pupils from diverse communities in some of the region's most challenging contexts. If you are as excited about this as we are and want to join us on our journey, we would be delighted to receive your application.



Julie Prentice
Executive Headteacher, Swale Academies Trust

Ryan Laker and Helen Emmett
Heads, Aurora Academies Trust

JOB DESCRIPTION

Job Title: Speech and Language Therapist
Salary: SAT 9
Responsible to:

Purpose of the Job:

To provide assessment, diagnosis and intervention to children referred for speech and language therapy including information to school staff, parents, carers and other professionals as appropriate.

To line manage Speech and Language intervention support staff team over two schools.

Key Accountabilities:

- To be accountable for the impact of Speech and Language interventions across the academy and be responsible for:
 1. analysing referred children's speech and language needs and providing both intervention and training others to provide intervention
 2. monitoring outcomes of programmes and adjusting as necessary.
 3. monitoring quality of input by support staff and offering feedback and support
 4. liaison with parents / carers and other agencies as appropriate.
 5. data collection and analysis
 6. a caseload and take responsibility for maintaining own records
 7. area and equipment
 8. following all school policies
- To be accountable for outcomes relating to the impact of Speech and Language work with the caseload of pupils
- To liaise with other agencies as appropriate and take part in regular SEND Strategy Meetings
- To conduct appraisal, in conjunction with the SENCO, for all the staff in the Speech and Language team, using each school's own documentation. This includes setting professional development targets and holding KIT meetings with staff.
- To contribute to discussion on planning caseloads efficiently and effectively
- To be aware of policies, professional standards and requirements across the academy and work in line with policy
- To support planning teams in developing S&L programmes as part of the curriculum and to attend and support multi agency meetings at the school

JOB DESCRIPTION

- To work as an autonomous practitioner providing assessment, diagnosis and management to children and young people with communication disorders
- 1. To monitor outcomes for groups of pupils across the school and support Pupil Progress Meetings and Provision Mapping as appropriate.
- 2. To raise the profile of Speech and Language across the academy.
- To provide specific language / communication targets to be incorporated into a pupil's additional needs plan
- To design and implement individual specialist therapy programmes and evaluate outcomes
- To provide differential diagnosis of the nature of the speech, language and/or communication impairment; giving information on the extent and impact of the difficulty, taking account of the level of understanding and acceptance of parents and staff
- To improve outcomes for children with Speech and Language difficulties and support these children to narrow the gap in attainment. To participate in, and support Pupil Progress Meetings and contribute to Provision Mapping as appropriate.
- To work independently accessing supervision within an individual performance management framework drawn up centrally by the academy
- To demonstrate skills in dealing with issues associated with caseload management, and escalating issues where necessary
- To contribute in a timely fashion to the process of assessment and review for Education, Health and Care Plans (EHCP), providing reports and attending multi-disciplinary meetings as required
- To develop effective relationships with all stakeholders
- To contribute to supervision and training of SaLTAs
- To provide assessments and reports, attend meetings in accordance with National guidelines for children with SEN especially at transition between key stages
- To participate in regular action plan meetings with Line Managers.
- To access second opinions when needed
- To access induction and in-service training sessions as decided with Line Managers.
- To work across the academy to raise the profile of Speech and Language
- To make available reports on the impact of the role as appropriate and directed by the Principal and present reports as requested to the Governing Body
- To follow the Royal College of Speech and Language Therapists and Health Professional Council policies and professional codes of conduct

JOB DESCRIPTION

- This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. These may however be changed or added to as appropriate.
- There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

PERSON SPECIFICATION

CRITERIA		ESSENTIAL/ DESIRABLE
Qualifications & Training	<ul style="list-style-type: none"> Recognised Speech & Language Therapist degree level qualification or equivalent Registration with Health and Care Professional Council Member of Royal College of Speech & Language Therapists 	E E E
	<ul style="list-style-type: none"> A levels 	D
Experience	<ul style="list-style-type: none"> Application of the SLT assessment and intervention process Evidence of CPD Knowledge of professional standards and code of conduct and their application in practice Knowledge of a range of assessment tools and appropriate therapeutic interventions Knowledge of current evidenced based practice and application to practice Clear understanding of the role of S&L Therapy within the wider context of an individuals' health, social, emotional and community needs Working knowledge of standards of record keeping Working knowledge of safeguarding issues/policies Knowledge of relevant networks/links Able to use local prioritisation systems with own caseload. Knowledge of RCSLT, HPC and HCT clinical policies. Training and presentation experience Supervision of support staff 	E E E E E E E E E E E E E E E
	<ul style="list-style-type: none"> Experience of working in a school Experience of providing support services Experience of timetables and complex rotas 	D D D

PERSON SPECIFICATION

CRITERIA		ESSENTIAL/ DESIRABLE
Skills	• Ability to work single handedly with individual and in groups	E
	• Excellent interpersonal skills – including observation, listening and empathy skills	E
	• Highly developed non-verbal communication skills	E
	• Good group work skills	
	• Ability to be able to supervise and delegate appropriate work to S&L assistants	E
	• Ability to work as part of a team	E
	• Proven skills in prioritising and being flexible and adaptable to meeting competing priorities	E
	• Good organisational skills, both written and verbal	E
	• Negotiation and problem solving skills	E
	• Competent in use of ICT	E
Personal Qualities	• To be flexible to the demands of the workload including work patterns and deadlines	E
	• Good interpersonal skills	E
	• Good hearing and clear speech	E
	• Able to work independently and to solve problems	E
	• Able to work to pre-agreed time scales	E

OVERVIEW

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trust.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

Swale Academies Trust – Schools

Primary

- Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne

Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Eastbourne
- The Eastbourne Academy, Eastbourne
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne

Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building / Estate Management

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible. Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on the Kent-Teach website and all electronic application should be made via this route. Alternatively, completed forms can be sent by post to the following address:

Human Resources Team
Swale Academies Trust
Ashdown House
Johnson Road
Sittingbourne
Kent
ME10 1JS

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring with them the following original documents:

- Documentary evidence of right to work in the UK
- Visual identification which includes a photograph, usually a passport or driving licence.
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

All individuals working in any capacity at our Trust will be subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swale.at/page/?title=Privacy+Notice&pid=33>