

Newham Community Learning - Job Description

Job title:	Speech and Language Assistant
Grade and work pattern:	Scale 3, points 3-4
Location:	Portway and Selwyn Primary Schools
Job description reviewed by:	Scott Chudley
Is a person specification included?	Yes, as part of this JD
Date reviewed:	May 2023



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JOB DESCRIPTION AND PURPOSE – Speech and Language Assistant

Grade: Scale 3, points 3-4

Based at: Portway and Selwyn Primary Schools, and other Trust schools

Reports to: Speech and Language Therapist/EYFS AHT/SENCO

Manages: N/A

Liaison with: Teachers and school leadership team as required

Responsible for: High quality speech and language services provision support

Budget: n/a

Other requirements: This post is subject to an enhanced DBS check, and is exempt from the Rehabilitation of Offenders Act (1974)

PROTECTING OUR CHILDREN - SAFEGUARDING

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

PROTECTING OUR STAFF AND OUR RESOURCES – HEALTH AND SAFETY

Adherence to health and safety requirements, which includes proper risk management processes, is required from all staff at school in so far as this is relevant to their roles. All staff are expected to understand their responsibilities for protecting and promoting the health and safety of all children and colleagues.

EQUAL OPPORTUNITIES

Newham Community Learning has a strong commitment to achieving equality of opportunity in both its services to the community and in its employment of people, and expects all staff to understand and to promote its policies in their work.

DATA PROTECTION

UK GDPR and the Data Protection Act 2018 control how personal information is used by our Trust. Everyone responsible for handling and using personal data has to follow strict rules called 'data protection principles', which apply to any and all data concerning a living individual. An introduction

to data protection is provided in our induction systems; refresher training is also provided. Staff are required to seek advice from the leadership team should they have any queries regarding the processing of personal data of fellow members of staff, children or parents.

PURPOSE OF THE JOB

The Speech and Language Assistant would be responsible for administering Early Years speech and language assessments and screeners, tracking and monitoring data and progress and delivering specific and targeted speech and language interventions in EYFS but also across the school. As part of this role you will need a flexible approach to working with children and be willing to cover Support Staff duties when necessary.

KEY RESPONSIBILITIES

Communication and Relationship Skills

- Working with others, including colleagues, families, teaching staff and other professionals.
- Acting as an advocate to facilitate the views and choices expressed by individuals, families, groups and communities, where appropriate.
- Communicating effectively with the whole team around the child/young person, involving key decision makers at every stage of the therapy process.
- Maintaining sensitivity to the wider needs and context of the child/young person.
- Working effectively with teams and contributing to whole team projects and discussions.

Clinical Skills

- Carrying out informal assessment of children and young people aged 2-11 under the supervision of the Inclusion Team
- Discussing aims and objectives regarding speech, language and communication with the supervising SLT and Inclusion Team.
- Developing and delivering therapy packages focussing on the specific needs of the client.
- Carrying out direct and indirect therapy interventions.
- Providing advice to support children with speech, language and communication needs.
- Monitoring outcomes and recommending change depending on influencing variables with support from the supervising SLT and Inclusion Team.



Planning and Organisational Skills

- Prioritising and managing school caseloads with support.
- Diary planning, time management and prioritisation of workload with support as needed.
- Carrying out required client related administrative duties according to school and Trust policy.
- Working under the supervision of a qualified SLT and the SENCo.
- Policy and Service Development.
- Contributing to training alongside colleagues.
- Maintaining a working knowledge of local policies and procedures and legal frameworks.
- Accessing safeguarding training and support on a regular basis.
- Contributing to development of the practice, including marketing and promoting services.
- Participating in service research and audit.

Training and Clinical Professional Development

- To undertake relevant mandatory training and updates as required.
- To participate in regular professional supervision.
- Any other duties as discussed with the line manager.

This post is subject to the requirements of a three month probationary period.

This job description is intended to be a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder and employees will be expected to carry out such other reasonable duties which may be required from time to time. This job description is an outline of activities and will be updated in line with the changing needs of the service.



Personal Specification

Requirements	Essential	Desirable	Assessment Methodology
Education and qualifications	<p>Educated to GCSE level in English Language/Literacy and Maths</p> <p>Experience of working with children from different key stages.</p> <p>Evidence of comprehensive professional development.</p>	<p>Educated to Degree Level</p> <p>Awareness of good practice for effective interventions.</p> <p>Knowledge of current legislation and guidance (e.g. EYFS)</p> <p>Experience working with children with speech and language delay.</p> <p>Experience using screening tools or speech and language assessment tools.</p>	<p>Application Form/Interview</p> <p>Application Form/Interview</p>
Skills and abilities	<p>Ability to communicate with children of all ages and abilities</p> <p>Well developed problem solving and negotiation skills</p> <p>Excellent organisational skills</p> <p>Ability to produce high quality reports</p> <p>Ability to work to tight deadlines</p> <p>Confident using Google suite apps like sheets, doc and forms.</p>	<p>Ability to work diagnostically and to use this information to inform practice and monitor progress.</p>	<p>Application Form/Interview</p> <p>Application Form/Interview</p>
Experience	<p>Working with school aged children and their families</p> <p>Experience of delivering specific interventions like Lego Therapy, Attention Autism, Colourful Semantic sessions etc.</p> <p>Experience of working with students with barriers to</p>	<p>Experience of planning and developing therapy in both a 1:1 setting and in groups</p> <p>Experience of working with children with complex needs.</p> <p>Experience of carrying out assessments and differential diagnosis.</p>	<p>Application Form/Interview</p> <p>Application Form/Interview</p>

Requirements	Essential	Desirable	Assessment Methodology
	learning and knowledge of how the barriers impact children's learning.		
Knowledge	<p>A clear understanding of troubleshooting</p> <p>Knowledge of current legislation and guidance</p>	<p>Knowledge of speech and assessment interventions like Lego Therapy and Attention Autism.</p> <p>Knowledge and understanding of the importance of Early intervention.</p> <p>Evidence of a clear understanding of neurodiversity for example ASD Awareness Training.</p>	<p>Application Form/Interview</p> <p>Application Form/Interview</p>
Key behaviours	<p>Able to work cooperatively and as part of a team, including developing and sharing good practice</p> <p>Flexible approach to working.</p> <p>Passionate about working with children with SEND and committed to making a difference for those students and their families.</p>		<p>Application Form/Interview</p> <p>Application Form/Interview</p>
OTHER SPECIAL REQUIREMENTS:	<p>This post is subject to a DBS check. This post is exempt from The Rehabilitation of Offenders Act (1974).</p> <p>Satisfactory clearance at conditional offer stage.</p>		<p>Application Form/Interview</p> <p>Application Form/Interview</p>





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