

## **Job Description**

### **Therapy Assistant**

#### **CLIENT GROUP:**

Brantridge School provides;

- A specialist education day school providing education courses to primary aged pupils with a diagnosis of Autism, Social, Emotional and Mental Health difficulties and additional diagnoses.

#### **JOB PURPOSE AND SCOPE:**

- To work as the Therapy Assistant at Brantridge school
- To work in partnership with the Therapy team to meet the needs of individual students.
- To provide support to the Therapy team and assist in developing the therapy provision at Brantridge
- To assist in providing a high quality service to students that attend Brantridge school

#### **REPORTING RELATIONSHIPS**

**Responsible to:** Clinical Lead Speech and Language Therapist

**Accountable to:** Principal  
Board of Governors

#### **FUNCTIONAL LINKS:**

The SaLT Assistant will be expected to work in collaboration with allied professionals and will need to maintain links with a variety of bodies.

These will include:

1. Students and their parents/carers and advocates
2. School staff
3. Other professionals working with students.
4. Community Services

## **DUTIES AND RESPONSIBILITIES**

### **CLINICAL**

- To attend supervision meetings and access support from the Therapy team
- To develop knowledge of the development of speech, language and communication skills and areas of breakdown, for pupils with Autism and Social, Emotional Mental Health needs and additional diagnoses
- To develop knowledge of therapy care pathways and policies to support in meeting students' needs.
- To liaise with other professionals and to participate in the multidisciplinary team.
- To develop working relationships with families and carers.
- To participate in the assessment of students with speech, language and communication difficulties in conjunctions with the SaLT
- To assist in organising and running/overseeing therapy programmes (e.g. social communication interventions) designed by the SaLT and under the supervision of SaLT
- To assist in the design of activities for individual and group therapy under the supervision of SaLT
- To support with ordering and maintaining equipment under the supervision of SaLT
- To support with and participate in the training of curriculum staff around speech and language therapy.
- To design and make resources (administration and clinical).
- To undertake general administration duties including:
  - use of computers e.g. email, patient databases
  - photocopying and filing
  - dealing with telephone queries
  - sending generic letters and other required administration tasks
  - ordering, logging and issuing equipment with guidance from SaLT
  - resource making
  - bank of visual resources/advice to support students i.e.
    - Packs of social/sensory stories
    - Communication books
    - Visual timetables and task boards
  - new student assessments
  - sending out reports/transition reports
  - taking responsibility, including a lead/shared lead, in the general care of the department, therapy areas, data, equipment and stock.

- gathering information regarding students' needs under the supervision of SaLT

- To be aware of the vulnerability of pupils and their families and act in accordance with Child Protection and OHC&AT Safeguarding Policies where concerns arise.

### **PROFESSIONAL**

- To be able to identify areas for own personal/professional development evidenced by a personal development plan developed within an appraisal framework.
- To adhere to clinical guidelines as set by the Royal College of the Speech and Language Therapists (RCSLT).
- To maintain up to date and accurate case notes in line with OHC&AT policies. To record progress made within intervention programmes.
- To have regard to relevant policies and standards.
- To recognise own professional skills and to receive and seek support from SaLT
- To contribute to discussions re service delivery and policy development.
- To be accountable for own professional actions.
- To be aware of and adhere to current legislative and employer procedures relating to the post.
- To collect statistics information as/if appropriate.

### **PERSONAL DEVELOPMENT**

- To keep abreast of recent developments in the education and care of children with Autism and SEMH
- To take an active part in the school's supervision arrangements.
- To attend relevant exhibitions and courses whenever possible, after consultation with the Line Manager, and give feedback if required.
- To organise and attend all appropriate in-service training programmes as discussed with the supervisor or line manager.

### **HEALTH AND SAFETY**

*Ensure that the colleges Health & Safety policy is adhered to through:*

- Taking care of own health & safety.
- Taking care of the health and safety of others.
- Co-operating with line manager and colleagues on health and safety matters.
- Not interfering with anything that is provided to safeguard health and safety.

- Complying with the college's Health and Safety Policy and Procedures.
- Ensuring safe systems of work and procedures are in place at all times

### **DATA PROTECTION ACT 1998**

Under provision of this act it is the responsibility of each member of staff to ensure that all information, held manually or on computerised systems, related to students, staff or visitors to which he/she has access during the course of their employment is regarded as strictly confidential. Failure to observe confidentiality may result in disciplinary action

### **NOTES**

- Many of the pupils have complex social and emotional needs. These include challenging behaviour and mental health issues. The post holder is expected to respond to challenging behaviour in accordance with school policy and procedure to minimise potential risk.
- Given the nature of the client group, the post holder will be expected to undertake behaviour management training provided by the school
- The post holder should be prepared to work at the OHC&AT venues.

**This is not an exhaustive list of duties and responsibilities and the post holder may be required to undertake other duties that fall within the grade of the job, in discussion with the manager.**

**This content of the job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.**

**The post holder is expected to comply with all relevant Orchard Hill policies, procedures and guidelines, including those relating to Equal Opportunities, Health and Safety and Confidentiality of Information.**

## **HOURS OF WORK**

Hours of duty are 36 hours per week. You will work from 8.30 a.m. to 4.15p.m., Monday to Thursday, and from 8.30 am-4pm on Friday

## **PROBATION**

For new appointments, a 6 months probationary period will apply.

## **EQUAL OPPORTUNITIES**

The post holder must at all times carry out her/his job responsibilities with due regard to OHC&AT Equality and Diversity Policy.

## **NO SMOKING POLICY**

Employees will not be permitted to smoke at work.

## **CRIMINAL RECORDS BUREAU CLEARANCE**

This post is covered under the 'disclosure of criminal background of those with access to children' provisions, and it is, therefore, necessary for me to check with the Criminal Records Bureau as to the existence and content of any criminal record.

## **ELIGIBILITY TO WORK IN THE UNITED KINGDOM**

Successful candidates will be given an appointment to produce documents proving their identity and demonstrating their eligibility to work in the United Kingdom. These documents will also be used in processing the check with the Criminal Records Bureau.

## Person Specification

### Therapy Assistant

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below

	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
<b>TRAINING &amp; QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>➤ 5 GCSEs or equivalent including English and Maths.</li> <li>➤ Education or training relevant to speech, language and communication needs and Mental Health</li> </ul>	<ul style="list-style-type: none"> <li>➤ A levels, or equivalent qualification.</li> <li>➤ Qualification in working with children and/or adults.</li> </ul>	Application form Certificates Interview
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>➤ Experience of working as a therapy assistant or discipline specific assistant in an educational/health setting.</li> <li>➤ Experience of working with children and adults in health care, teaching or voluntary organisations.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Experience of working in an educational setting.</li> <li>➤ Experience in working with children with special educational needs</li> </ul>	Application form Interview
<b>KNOWLEDGE AND SKILLS</b>	<ul style="list-style-type: none"> <li>➤ Ability to use a variety of methods to support therapy interventions to students/carers and staff.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I.T Qualification.</li> <li>➤ Experience working with people with complex communication and difficulties.</li> </ul>	Application form Interview

	<ul style="list-style-type: none"> <li>➤ Basic IT skills and ability to use standard packages.</li> <li>➤ Ability to motivate client group.</li> <li>➤ Basic knowledge of adult and child development and learning</li> <li>➤ Basic teaching skills</li> <li>➤ Ability to work under pressure and manage workload</li> <li>➤ Good personal organisation skills.</li> <li>➤ Understanding of team dynamics and ability to work as part of a team.</li> <li>➤ Knowledge a range of Special Educational Needs</li> <li>➤ Effective communication skills (verbal and non-verbal), written and oral.</li> <li>➤ Awareness of basic health, safety and risk issues in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Carrying out and assisting SaLT programmes such as social skills, narrative and emotional literacy interventions</li> <li>➤ Experience in training, teaching or upskilling others.</li> </ul>	<p>Certificate</p>
<p><b>OTHER</b></p>	<ul style="list-style-type: none"> <li>➤ Commitment to client-centred, non-discriminatory practice</li> <li>➤ Commitment to life-long learning.</li> <li>➤ Willingness to learn specific SaLT approaches and therapeutic techniques.</li> <li>➤ Willingness to work flexibly.</li> <li>➤ Willingness to travel to other sites.</li> <li>➤ Able to identify own learning needs</li> </ul>		<p>Application form</p> <p>Interview</p>

	<ul style="list-style-type: none"> <li>➤ Act as a role model</li> <li>➤ To be able to promote therapy team within the school</li> <li>➤ Able to self-reflect and accept feedback</li> </ul>		
<p><b>PERSONAL QUALITIES</b></p>	<ul style="list-style-type: none"> <li>➤ Approachable</li> <li>➤ Integrity</li> <li>➤ Good listening skills</li> <li>➤ Non-judgemental</li> <li>➤ Motivational skills</li> <li>➤ Enthusiasm</li> <li>➤ Flexible</li> </ul>		<p>Application</p> <p>Interview</p>