



Craighalbert Centre
Enabling Children to Achieve

Craighalbert Centre

The Scottish Centre for Children with Motor Impairments

"Unlock multiple rewards with a fulfilling career - it's a job that feeds both head and heart."

ROLE PROFILE

Position:	AAC Specialist Speech and Language Therapist / Teacher
Salary:	£30,229 - £46,100 (Band 5/6 DOE)
Working Hours:	35 hours
Annual Leave:	55 Days
Closing Date:	29 th January 2025

Craighalbert AAC Specialist Speech & Language Therapist/Teacher

Reporting Line: Speech and Language Therapy Team Lead
Hours of Work: 35 hours
Salary: £30,229 - £46,100
Annual leave: 55 Days
Contract Type: Permanent

Purpose of the Post

The Craighalbert Centre (The Scottish Centre for Children with Motor Impairments) purpose is to work with families and partners to deliver integrated learning, therapy and care for children in Scotland, supporting the enablement of children affected by motor impairments and complex additional support needs to achieve their potential and fulfil their ambitions.

The appointee will make a significant and sustained contribution towards the achievement of the organisation's ambition of establishing itself as the Scottish Centre of Excellence in the provision of integrated learning, care, and therapy for children/young people with motor impairments. The post has professional responsibility and accountability to the SLT Team Lead.

Our Communication Team have a vital role in supporting our learners with complex communication needs to find & develop their voice and progress towards becoming fully autonomous communicators. This work supports our learners to engage more actively in their learning and also, increases their participation within school and their wider community. This work is part of an overall vision to establish an AAC culture within the centre, driving excellence in AAC practice. Active involvement in projects and partnerships, capturing the impact of our team's work and sharing of practice as part of conferences and events would be fundamental to this role.

Maximising and developing the communication skills of the entire workforce remains a high priority within the centre and there has been significant investment in the Communication Team as part of this. Development opportunities have included travelling to the US for The Bridge School's CVI and AAC Summer Institute with Dr Christine Roman-Lantzy, as well as attendance at UK courses such as Advanced 5-day PODD training and Jane Farrall's recent 5-day Literacy Intensive. Opportunities have also included post graduate courses in the area of Educational Assistive Technology through both the ACE Centre and Dundee University. A willingness to undertake relevant training opportunities in areas such as PODD/AAC/AT and Comprehensive Literacy would be a requirement of this post.

Job Description (General Practice Responsibilities)

- Responsibility for the provision of high-quality and impactful communication support for children and young people accessing the full range of services offered at the centre.
- Work as an autonomous practitioner taking full responsibility for a complex caseload.

- Accountable for standards of care and deliver these within the context of clinical governance to ensure the highest standards of intervention.
- If Applicant is a registered SLT - Comply with the HCPC Speech and Language Therapy Standards of Proficiency and the Royal College of Speech and Language Therapy Code of Ethics and Professional Conduct and all other documents which support and maintain standards of professional practice.
- If Applicant is a registered Teacher – Comply with the GTCS Professional Standards and all other documents which support and maintain standards of professional practice.
- Collaborate with parents and professional colleagues (internally and externally) to identify overarching outcomes to meet the holistic needs of the child. Thereafter, outline the steps required to enable progress based on the GIRFEC approach.
- Contribute to and lead on the development of creative and ambitious activities that will address therapeutic, learning and holistic needs of children in the most efficient, effective, high quality and value added way possible.
- Plan effective programmes of work collaboratively taking a person-led, person-centred outcomes focused approach to support improved holistic wellbeing.
- Participate fully in the development of the Centre and associated activities to establish our status as a National Centre of Excellence.
- The appointee will be expected to work in and take a leadership role in the development and delivery of any of SCCMI's programmes ie:
 - Early Intervention Programme (children between birth and 3 years);
 - Parent-mediated Intervention Programme (children between 3 and 5 years);
 - Nursery, Primary and early Secondary classes (children between the ages 3 - 14 year); and
 - Access to Education Programme (children/young people between the ages of 3 and 19 years).
- Develop, expand and enhance professional skills to ensure the delivery of the Centre's services reflect contemporary research and current practice.
- Seek out training, development and where appropriate external mentoring supervision and learning opportunities to support development of professional practice to support Centre priorities.
- Undertake appropriate professional staff development to maintain membership and registration with professional and statutory organisations.

Responsibility to Children and Young People

- Support children to achieve the best holistic wellbeing possible.
- Encourage and enable children and young people to develop their full potential by having high ambitions for them.
- Contribute to and lead on, where appropriate, holistic Child's Plans' needs assessment, planning, delivery and review.
- Be cognisant of each child's holistic needs, home/ community environment and resources available to address needs.
- Where possible take a child and family led approach to addressing wellbeing needs.
- Support a child centred multi-disciplinary approach to addressing adversity and vulnerabilities by promoting resilience and protective factors for each child.
- Undertake initial and ongoing assessments of children/young people, using standardised and non-standardised assessments and outcome measures tools.
- Assess capacity, gain informed consent, and have the ability to work within a legal framework with children who lack capacity to consent.
- Monitor, measure and evaluate the child's progress and the effectiveness of intervention using clinical reasoning skills and modify the programme accordingly.

- Manage own caseload, using evidence based/ informed practice, person-led and person-centred principles to assess, plan, implement and evaluate interventions both within SCCMI environment and in the child's community.
- Facilitate referral of children to external agencies for appropriate assessment/investigations as required.
- Develop and nurture relationships with external agencies to ensure a robust and flexible AAC communication strategy for children/young people which reflects best contemporary practice.
- Work as a practitioner to establish high level practice quality on both an individual and integrated multi-disciplinary team level, through the use of evidence-based practice.
- Work collaboratively with other therapy and education staff and families to jointly create, deliver and review Child's Plans ensuring effective multi-professional working.
- Communicate effectively with children, young people and their family/carers to ensure an appropriate understanding of their strengths and needs. Negotiate with a variety of internal and external agencies to meet individual children's needs where there are competing demands.
- Ensure a smooth transition during the child/young person's development and progression. This includes transition to adult services when appropriate.
- Provide appropriate and relevant reports for a range of audiences, including parents, professional and external stakeholders.
- Liaise with external agencies and attend reviews as required.
- Promote inclusion, development, experiences and achievement of outcomes by developing and maintaining community partnerships with local businesses and social enterprises tailored for the needs of individual children and groups of children.
- Maintain accurate and comprehensive records in line with the professional standards.

Responsibility to Parents and Families

- Build relationships based on mutual respect.
- Welcome parents as partners in their child's school life through a variety of events and celebrations.
- Through consultation, encourage and value their contributions to enhance the school and wider Centre.
- Develop a secure profile and firm understanding of their child's needs and barriers to learning.
- Prepare reports to accurately reflect their child's progress and development needs in a comprehensive and clear manner to share with them and other stakeholders.
- Provide advice, guidance, education and specialist training on their child's development and how best to promote this at home and in the community with particular reference to any speech, language, communication or feeding/ swallowing difficulties.

Responsibility to Other Staff

- Plan collaboratively to effectively meet the wellbeing needs of children. Children will be grouped in a variety of ways. Adaptability will be necessary to plan for and meet the needs of individual children within different groupings.
- Work flexibly as part of a multidisciplinary team to plan and deliver services prioritising the holistic wellbeing needs of individual children and young people.
- Work collaboratively and cooperatively supporting compromise between disciplines, so that resources can be focused on whichever aspect of the child's needs have highest priority.

- Contribute to the professional development, support, supervise, mentor, educate, train and where appropriate lead on planning for and development of placements and/or the work of:
 - Other Centre staff
 - External professionals
 - Students
 - Visiting staff
 - Research staff
 - Volunteers
- Fully support and welcome new staff during and following induction period.

Responsibility to Organisation

- Participate fully in personal and professional development activities, both in-house and those delivered by external agencies/trainers, including out with the Centre when appropriate.
- Implement methods and systems related to monitoring and evaluation including specialist, standardised assessments tools with appropriate outcome measures.
- With other staff, undertake the ongoing evaluation of programmes; designing appropriate tools to enable measurement of quality, with input from stakeholders.
- Expand and enhance professional skills to ensure delivery of SCCMI's services comply with legislation and reflect current good-practice guidance
- Participate in SCCMI's appraisal, performance and staff development systems
- Meet the requirements of HCPC renewal or meet the requirements of GTCS professional review and development system depending on applicant's professional background.
- Be familiar with and promote SCCMI's policies and procedures, including:
 - Safeguarding
 - Risk assessment
 - Health and safety
 - Fire safety
 - Complaints
- Contribute, as appropriate, to development, implementation and updating of SCCMI's policies and procedures.
- Working collaboratively with colleagues, contribute to the Centre Development Plan, including:
 - Undertake ongoing assessment and evaluation of education, learning and child development programme delivery.
 - Undertake development work relating to identified priorities.
 - Adhere to organisational procedures, standards, protocols and policies relevant to area of work.
 - Contribute fully to an ethos that values children, parents, staff and community.
 - Carry out any other duties as reasonably required, determined by the Centre Management Team and/ or Chief Executive.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	Relevant under or post graduate degree in Speech and Language Therapy or teaching.	Relevant post graduate qualification in area related to AAC/ AT.
Professional Registration	Current HCPC registration (SLT) or full General Teaching Council for Scotland registration (Teacher).	Membership of RCSLT (SLTs only)
Experience	<p>Experience of multi-disciplinary and inter-agency team working practices and ability to work as an effective team member.</p> <p>Experience supporting children with complex needs, including complex communication needs.</p> <p>Knowledge and experience of implementing AAC within an education or early years setting.</p> <p>Involvement in education, development or training of other practitioners.</p> <p>Involvement in service development and/ or research.</p>	<p>Post graduate experience of working with children with complex feeding & swallowing difficulties (SLTs only).</p> <p>Knowledge of paediatric neurological conditions and related conditions.</p> <p>Advanced knowledge of AAC assessment and implementation.</p>
Professional Development	<p>Evidence of recent relevant professional development in area(s) of AAC and assistive technology.</p> <p>Awareness of and commitment to evidence informed practice.</p> <p>Insight into own abilities with clear view of own development needs. Reflective practitioner who knows when to ask for support.</p> <p>Evidence of working with communication partners to enhance learning, participation & overall holistic wellbeing.</p> <p>Knowledge of professional ethics/standards/codes of conduct and their application.</p>	<p>Knowledge of current policies in relation to Additional Support Needs and Complex Communication Needs/ AAC.</p> <p>Practice related education, training, knowledge or skills development specifically related to children with ASN in education settings and/or a setting that predominantly worked with children complex health care needs. Evidence of leading in the development or improvement of creative activities to improve health and/ or enhance learning, experiences or wellbeing.</p> <p>Evidence of sharing knowledge and leading/ delivering professional development activities.</p>

Communication Skills	<p>Ability and willingness to communicate clearly and effectively with the Centre community; children, parents and all staff, and other external partners who support the child or Centre.</p> <p>Evidence of communicating with children, parents, and other professionals to improve the wellbeing of children.</p> <p>Evidence of using a range of communication tools and strategies with children, parents, and other professionals.</p>	<p>Evidence of previous experience in establishing positive relationships with parents and the community.</p> <p>Evidence of working with children, young people, parents and community supports to achieve child led outcomes.</p>
Interpersonal Skills	<p>Creative and open minded. Enthusiastic Motivated Observant Resilient Flexible</p>	
Implementing Change	<p>Willing enthusiasm to be involved in practice development.</p> <p>Ability to engage in professional dialogue to develop best practice.</p> <p>Evidence of problem-solving.</p>	<p>Evidence of working as part of a team to review practice, evaluate options for change, plan change or implement change.</p> <p>Evidence of leading change to improve practice.</p> <p>Evidence of using negotiation and influencing skills to progress change.</p> <p>Evidence of using research, audit, service evaluation and/ or quality improvement tools to advance practice</p>
Relationship with Children		<p>Experience of teaching a range of subjects to learners working at Milestones or National 1-3.</p> <p>An interest in Outdoor Education, RRSA, Eco-schools, Duke of Edinburgh or similar.</p>

Ethos	<p>Child Centered, collaborative, flexible,</p> <p>Focus on holistic wellbeing and outcomes.</p>	
Relationships with Children	<p>Ability to engage and motivate children and young people.</p> <p>Strong commitment to improving the holistic wellbeing of children.</p> <p>Evidence of engaging and motivating individuals and/ or groups of children and young people to learn, achieve or improve their wellbeing.</p>	