

<b>Job Title</b>	SaLT – Speech and Language Therapist
<b>Date</b>	April 2026
<b>Department</b>	Learning Development Centre (LDC)
<b>Reports to</b>	SENDCo

### **Purpose of the Role**

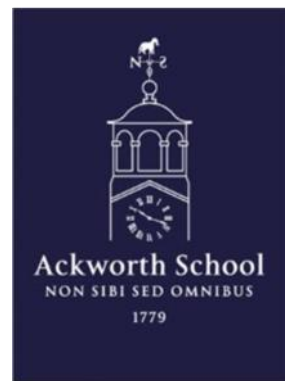
To assess, plan, deliver and evaluate high-quality speech and language therapy for pupils with SLCN and associated SEND, ensuring they can access learning, develop communication skills and make measurable progress. The role includes direct and indirect therapy, staff training, family communication, report writing and active involvement in annual reviews

### **Departmental Information**

The Learning Development Centre delivers targeted, specialist interventions for students with identified needs, including Speech and Language Therapy (SaLT), Dyslexia support, Emotional Literacy Support (ELSA), Literacy tutoring and Study Skills development.

Students are assessed and placed on a clear provision pathway, working in very small groups led by qualified, experienced staff who build strong relationships and personalised progression plans. The LDC aims to reduce stigma, build confidence, and empower students to understand and embrace their individual learning profiles, including the effective use of assistive technologies.

Working closely with the SENDCo, the LDC team closely monitors progress and ensures high-quality, inclusive support that minimises disruption to the curriculum and maximises student development.



### **Assessment & Identification**

- Conduct specialist assessments using standardised and non-standardised tools to identify pupils' communication needs and to inform intervention planning.
- Contribute to assessments for new admissions, helping determine the nature, extent and impact of pupils' communication difficulties.
- Maintain detailed, up-to-date assessment records in line with professional standards.

### **Intervention & Therapy Delivery**

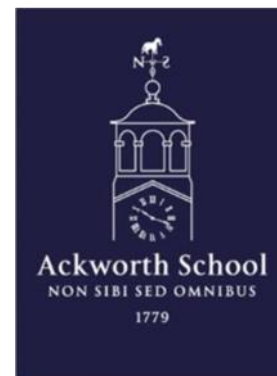
- Plan and deliver individual and small-group therapy, as well as in-class support, tailored to each pupil's changing needs.
- Use evidence-based approaches and outcome measures to ensure clinical effectiveness.
- Provide programmes for implementation by teachers and support staff, monitoring fidelity and progress.
- Support pupils with co-occurring needs such as sensory integration, emotion regulation or social communication challenges when appropriate.

### **Progress Monitoring & Reporting**

- Track progress and regularly review therapy outcomes, adjusting plans as needed.
- Produce high-quality written reports for Annual Reviews, including detailed analysis of progress and recommendations for next steps.
- Contribute to multi-disciplinary meetings and planning processes.

### **Family Liaison**

- Maintain regular communication with families to discuss progress, strategies, and home-based support.
- Provide guidance and training empowering families to support communication development beyond the school environment.



### **Staff Training & Capacity Building**

- Deliver training and workshops for teachers, support staff and wider school teams on SLCN, communication-friendly classrooms and implementing therapy strategies.
- Offer ongoing consultation and coaching to help staff embed communication-supportive practice across the curriculum.

### **Multi-Disciplinary Working**

- Work closely within the Learning Development Centre.
- Participate in collaborative planning to ensure pupils' needs are understood, accurately planned for and monitored.

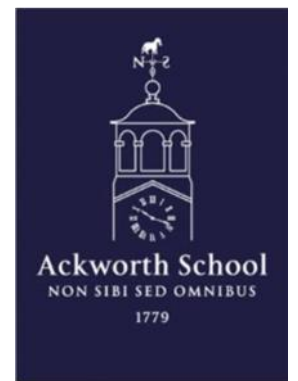
### **Professional Responsibilities**

- Maintain HCPC and RCSLT professional standards.
- Engage in continuing professional development and reflective practice.
- Contribute to the development of therapy resources, policies and service improvements within the LDC.
- Collect data for service evaluation and report to senior leaders as required.

### **Person Specification**

Demonstrates a flexible, child-centred approach, adapting provision to meet the individual needs of pupils across all key stages, including those with additional learning needs.

Ability to work collaboratively with teaching staff to embed communication strategies within the classroom and wider school environment.



## Experience, Knowledge and Skills

- Recognised degree in Speech and Language Therapy.
- HCPC registration and RCSLT membership.
- Experience supporting pupils with SLCN in educational or SEND settings.
- Ability to work autonomously but with established networks for professional advice and support.
- Excellent communication and interpersonal skills; ability to collaborate effectively with staff and families.
- Ability to manage a varied caseload and prioritise effectively.
- Experience in independent or specialist school environments.
- Training in sensory integration, AAC, or social communication approaches.
- Experience delivering staff training or workshops.

Ackworth School is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment.