

LINDEN LODGE SCHOOL

Job Description

Job Title:	Therapy Lead
Accountable to:	Headteacher
Professionally:	Appropriate external supervision will be provided to support the post holder to maintain their professional standards of practice
Grade:	Equivalent to AfC Band 8a
Relationships:	Pupils, families, school staff, school leadership team, allied schools/services

About the school

Linden Lodge School provides a high-quality educational experience for visually impaired pupils, including those who are multi-disabled visually impaired and deaf-blindness. We are recognised as a specialist Regional Centre for children aged between two and nineteen. The school also supports pupils with profound and multiple learning difficulties. Pupils attend the school on a day or residential basis.

Therapy provision at Linden Lodge

Therapists will work as part of a newly formed multi-disciplinary therapy team, which will be well-integrated with the school to provide specialist therapeutic input and support to the children at Linden Lodge. The school is set up by way of distinct learning units or departments, and each therapist's caseload will be formed as much as possible in line with these departments, with additional responsibilities depending on experience and professional development priorities. Therapy sessions will primarily take place at the school, although there may be occasions where it would be appropriate for them to take place at the child's home or in a clinic environment. Therapists will benefit from clinical professional leadership, peer support and trans-interdisciplinary working, and the many opportunities for professional development and training the school has to offer.

As this is a new role and set-up for the school, its efficacy will be regularly reviewed and as such, the role may evolve and change over time. You will have the opportunity to work as part of the collaborative team to shape, develop and deliver this service.

Job Purpose

Working alongside other members of the clinical leadership team, the post-holder will be responsible for developing and maintaining a fully integrated, high quality multi-disciplinary therapy team. They will provide clinical leadership, supervision and management of therapy staff. They will promote a culture of continuing professional development responsive to the specialist needs of the children, families and staff of Linden Lodge school.

The post-holder will be a source of expert therapeutic advice and skilled support for all members of the school community.

In addition, the post holder's clinical expertise will be drawn upon in delivering hands-on therapy relevant to the needs of the students, and in developing the skills of the junior therapists in their team, thereby ensuring the provision of a high standard of assessment, treatment and advice to children, young people

and their families accessing the school.

Job Summary

- To be responsible for the oversight and delivery of a holistic service to children with vision impairment, multi-sensory impairment and complex learning and communication disorders, integrating working practice with education staff and the wider multi-disciplinary team.
- To liaise with families and carers of children to clarify roles and responsibilities of therapies.
- To be accountable to the Headteacher at Linden Lodge School for the direct service delivery and on-going quality improvement of the therapy service within school.
- To develop a strategic and integrated clinical plan to deliver high quality therapy services for the pupils at Linden Lodge School as part of the School Development Plan.
- To provide support and professional advice to the Headteacher, school leadership, Governors, Head of Children's Therapies including specific advice on clinical, speciality and related professional issues.
- To work in partnership to provide continually improving service as part of the school's overall commitment to a safeguarding culture.
- To ensure the delivery of a high quality evidence based therapy service through the development and promotion of professional and clinical governance frameworks. These will reflect national and local best practice including reference to NICE guidelines, statutory safeguarding guidance, relevant professional body advice, SEND Reforms.
- To be responsible for ensuring the implementation of these frameworks within the therapy service, and to seek opportunities for the joint auditing of outcomes for pupils, their families and professionals with the school.
- To lead the development of core protocols covering the range of pertinent clinical issues associated with sensory, learning and physical disabilities.
- To identify and set development and workload priorities in discussion with Headteacher.
- To ensure oversight of clinical training for therapy students.
- To ensure the development of a high quality, evidence based therapy service through the promotion of professional and clinical guidance frameworks, in line with national initiatives such as Children's National Service Frameworks, NICE, the Children's Act, RCSLT and other child related areas and will be responsible for ensuring the implementation with the integrated therapy team.

Main Duties and Responsibilities

SUPERVISION AND MANAGEMENT

- To provide strong and effective leadership of the therapy provision at Linden Lodge School, including line management of therapists and support staff. The Therapy Lead will set the team's direction and monitor the team's performance to ensure the highest quality of service is delivered to pupils in partnership with the Headteacher.

- To be an active member of the school's 'senior leadership team' and represent a broad health perspective in decision making and planning for the school.
- To work closely with all stakeholders to ensure the delivery of key health targets.
- To be responsible for proposing or implementing departmental, Trust and school policies, guidelines or protocols to enable the delivery of safe, quality evidence-based practice as part of the School Development Plan.
- To be accountable for ensuring that robust Clinical Governance arrangements are in place to support audit, research and service quality promotion within the service.
- To contribute towards the School Development Plan and overall strategic plan for therapy provision in the School, and taking ownership of those areas.
- To be accountable for the direct service delivery and on-going quality improvements of the therapy provision within the School, contributing to the business cases needed for further investment and redesigning pathways and workforce to meet changing health and economic changes in conjunction with school leadership team.
- To act as an advocate for the young person and their families in decision making and care plans and reviews.
- To manage the therapy team, workforce planning and development in association with the Headteacher, school leadership team and Governors, and being proactive and flexible about how the services are delivered. By continually analysing the services, reviewing skill mix and using forward planning the postholder will ensure that the available resources are used optimally.
- To keep up to date with AHP developments locally and nationally to ensure that the service is continually updated and improved.
- To provide excellent leadership and day to day line management to therapy staff within school.
- To ensure that sufficient staff cover within both education and health teams is considered when signing off annual leave requests.
- To be responsible for Clinical Governance arrangements within the therapy team, ensuring appropriate feedback mechanism are in place.
- To ensure that evidence to support monitoring of relevant Key Performance Indicators is produced, collated and communicated in a timely manner for all therapies.

TRAINING AND DEVELOPMENT

- To identify personal and or professional development evidenced by Professional Development Plan/ Professional Portfolio developed within an appraisal framework, including objectives relating to clinical specialism.
- To participate in Individual Performance Review ensuring that the objectives set reflect the integrated therapy team and organisational improvement plans, including specific objectives relating the clinical specialism.

- To attend relevant training and development in order to maintain and develop skills and knowledge required of an advanced specialist therapist working in the field of special schools, speech, language and communication and maintain up to date HPC and RCSLT registration.
- To attend any mandatory training and induction courses, as requested by management
- To annually assess the development needs of the staff group in order to provide the quality and breadth of services commissioned and to ensure the service is able to lead best practice in the field.
- To be influential in the on-going development of placements and under-graduate education of therapists. To support the band 7 therapist in linking with relevant universities and ensuring regular provision of practice placements.
- To ensure that appropriate levels and types of training are offered, implemented and evaluated for therapy provision for all levels including non-qualified staff within the school ensuring that a learning culture and environment is provided to ensure competency for staff and parents in delivering therapy programmes.
- To plan, deliver and coordinate therapy training for school staff to support pupils.
- To ensure specialist skills and knowledge in order to maintain professional competence and fitness to practise, and to commit to on-going personal and professional development through reflective practice, membership of professional body and participation in postgraduate training, attendance at relevant workshops and conferences.
- To lead the therapy team in developing an external training offer which will promote the reputation of the school and contribute to increasing the skills of staff and families working with young people in less specialist settings.
- To apply the principles of Clinical Governance and their application to professional practice

CLINICAL

- To provide advanced specialist advice and support to others regarding the management and care of patients/clients within own area of clinical expertise.
- To co-ordinate a range of both discipline specific and multi-disciplinary teaching programmes.
- To maintain an oversight of requests from Education Authorities to contribute a professional perspective to a child's Education, Health and Care plan, following departmental guidelines and the SEN code of practice, ensuring contributions are provided in a timely manner by the department.
- To act as a second opinion in cases of contention and support negotiations between the organisation, parents and Education Authorities and when required, participation in SEN Tribunals.
- To manage and prioritise own workload of both direct and indirect contacts and time allocated working towards personal, integrated therapy service and organisation objectives.
- To have due regard for own personal safety and that of children/carers, in particular to have regard to moving and handling regulations, restraining policies and ensure the safe positioning of self and others
- To oversee and supervise the delivery of therapy to children within both the School and residential unit.
- To take continued responsibility for the assessment, management and evaluation of skilled and

therapy in negotiation with the child and family.

- To ensure risk assessments of community environments are performed prior to the delivery of care and that the teams respond to the outcomes of the assessment
- To oversee the development of evidence based protocols and policies for the delivery of high quality therapeutic provision to enable care to be safely managed within the School and residential unit.
- To monitor documentation of clinical care within the residential unit and school environment, ensuring appropriate therapy guidelines are adhered to.
- To enable parents and carers to care for their child safely within the school and residential unit environment by offering education and support.
- To follow safeguarding statutory guidance within the service, and to act when required to.
- To link with MDT and other agencies and attend appropriate meetings to ensure a seamless delivery of therapy across the School.
- To work as an autonomous and specialist practitioner.
- To maintain accurate, systematic and timely clinical records including service data

RESEARCH AND DEVELOPMENT

- To initiate and undertake Research/ Clinical Governance/audit projects within area of expertise. To represent the team within multi-disciplinary systems of clinical governance within the Integrated Therapy service where necessary and to participate in organisational research and clinical governance/audit projects and collect and provide research data as required. To develop innovations in areas of risk management, quality standards setting and clinical effectiveness.
- To develop and promote audit, research and service quality within therapy including identifying opportunities to collaborate in or contribute to larger research projects
- To pro-actively promote a culture of learning, development and clinical excellence within therapy service, linking this to school objectives and seeking collaboration with academic institutions as appropriate.

MANAGEMENT OF RESOURCES

- To be responsible for the line management of staff with the therapy team including recruitment and selection, induction, monitoring, sickness, appraisal, disciplinary and grievance procedures as necessary.
- To take responsibility for the appraisal of therapy staff ensuring that each has a personal development plan and appropriate objectives commensurate with service and school strategic plans
- To ensure there is a clear supervision structure in place and that all staff receive an annual appraisal.
- To ensure the implementation of all local, school and national policies and procedures relating to personnel management as might be contained in e.g. recruitment and retention, managing attendance, conduct and performance standards.
- To be responsible for equitable standards in the recruitment of staff to the service ensuring that the

school's policies are followed.

- To be responsible for improving recruitment and retention of staff by being creative and flexible in the appointment process
- To maintain appropriate records for the purposes of audit and financial monitoring.

COMMUNICATION SKILLS

- To be able to resolve conflicts or communicate often complex or contentious information relating to staff, patients, carers or service delivery sensitively and fairly.
- To influence, at a strategic level, senior managers within the School and external organisations in relation to professional or service delivery issues utilising diplomacy, persuasiveness and negotiating skills.
- To be responsible for the maintenance of appropriate documentation and data collection within the team, ensuring these and other written protocols are implemented and regularly reviewed, so that they are current.
- To represent the therapy team within the school at management board and governing body level.

PHYSICAL RESOURCES

- To provide the school Head teacher with an ongoing review of facilities within the services to ensure optimum use of resources.
- To work with School services to achieve best value from suppliers and maintenance contracts ensuring best value.
- To ensure the safe use of equipment used in carrying out therapeutic duties.
- To develop and adhere to departmental policies, ensuring safe use of equipment by others including but not limited to clients, carers & other professionals.
- To have the overall responsibility for the monitoring and ordering of resources and specialist equipment required to deliver service within the school team

HEALTH AND SAFETY

- The post-holder is required to take reasonable care for his / her own health and safety and that of other persons who may be affected by their acts or omissions.
- The post-holder is required to conform to statutory regulations, and schools policies on health and safety, fire procedures and confidentiality and to attend any training sessions as required.

FREEDOM TO ACT

- The post-holder will have significant autonomy in the delivery of the above and be responsible for his / her professional actions when managing the services.
- The post-holder will hold sole responsibility for a wide range of duties.

CONTEXT, EFFORT AND ENVIRONMENT

- The post-holder will deal with significant volumes of work requiring extensive periods of concentration within a work pattern, which may be unpredictable and dealing with several projects at any one time.
- The post-holder will be regularly exposed to sensitive, emotional and distressing issues, both staff and patient related.
- The post is mainly based at Linden Lodge School but the post holder may be required to travel within and outside the borough.

Safeguarding

Be fully aware of and understand the duties and responsibilities arising from the Children's Act and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation.

Be fully aware of the principles of safeguarding as they apply to vulnerable adults to the workers role.

Ensure that the worker's line manager is made aware and kept fully informed of any concerns which the worker may have in relation to safeguarding and/or child protection.

REVIEW

This job description does NOT define all the duties and responsibilities commensurate with the post. As such, it will be reviewed at the end of the academic year or earlier if necessary and may be amended at any time after consultation with you.

Linden Lodge School

Clinical Lead – Therapy

Education and Training			
Essential Criteria		Desirable Criteria	
UK or equivalent qualification to practice as Occupational Therapist or Physiotherapist or Speech and Language therapist.		Post graduate training and advanced practitioner competencies.	
Registered member of Health Care Professions Council – Licence to Practice.		Post registration Master’s degree.	
Registered Member of relevant professional body.		Leadership training.	
Evidence of successful completion of significant post qualifying training in relevant clinical areas.		Training in clinical research and audit.	
Substantial supervision / line management experience within own discipline.			
Achievements and Experience			
Essential Criteria		Desirable Criteria	
Significant postgraduate experience working as a therapist. Including experience of assessing, diagnosing and implementing appropriate management plans for children including deaf-blindness and vision impairment, profound and multiple learning difficulty, complex health needs.		Experience in a variety of relevant settings.	
Evidence of continuing professional development and advanced training to achieve highly specialist clinical skills in relation to the client group.			
Experience of using SEND code of practice to resolve and support young people and parents in accessing therapy and educational provision, including contribution to mediation and SEND Tribunal proceedings.			
Experience of providing second opinions on assessment and management of children with cognitive, sensory, motor and physical difficulties.		Evidence of participation or contribution to publications.	

Extensive experience of autonomously delivering therapy to children within a specialist school setting, and developing associated policy, procedure and clinical guidelines to deliver a whole school approach to supporting them.		Evidence of involvement in research in clinical field.	
Good understanding of the roles of each therapy and their contribution to a multi-disciplinary provision.		A track record of presentations at significant conferences.	
Demonstrates a well-established knowledge of legal requirements, national policies and procedures which may affect practice related to the client group.		Active member of relevant external organisations.	
Ability to work with parents to negotiate agreement about therapy provision and maintain conflict at local levels.			
Experience of the clinical supervision of others and ability to facilitate therapist, assistant, student and multi-disciplinary development through effective supervision.			
Knowledge of the principles of clinical governance/ audit, experience of supporting/participation in research projects.			
Skills & Abilities			
Essential Criteria		Desirable Criteria	
Demonstrate the ability to be a good team leader, active team member and related line management experience.			
Excellent interpersonal skills – including observation, listening and empathy skills, and ability consider cultural diversity.			
Proven ability to teach and pass on skills to junior members of staff.			
Highly developed negotiation and problem-solving skills.			
Excellent presentation skills, both written and verbal, proven ability to teach others on courses/conferences.			
Excellent organisational, prioritisation, analytical and reflection skills and the ability to			

support the development of these skills in others.			
Significant experience of leadership within a multi- disciplinary team and ability to work collaboratively within a variety of teams and organisations relevant to the client group.			
Excellent ability to communicate complicated/ emotive information with an awareness of the need to take into account highly sensitive/ distressing situations both verbally and in writing where there may be barriers to understanding.			

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