Job Description

PRIORY

Job Title	Speech & Language Therapist (Rehab)	Job Family	Therapy
Reporting to		**Job Code**	TPY/006a
Location		**Evaluation Date**	17/01/06

Roles within the Therapy job family are dedicated to promoting the psychological, social and physical well being of patients, children and young people/adults, families and carers by assessing, planning, delivering and reviewing therapeutic interventions.

Main Purpose

To manage patients using evidence based and patient centred principles to assess, plan, implement and evaluate interventions, which enable patients to overcome communication and/or swallowing difficulties.

Key Accountabilities

1. Manages and co-ordinates the implementation of individual treatment plans for speech and language therapy services ensuring treatments, activities and interventions are delivered through effective application and communication.

2. Receives and responds promptly to referrals undertaking assessments to identify and prioritise patient needs before planning and delivering the appropriate and relevant interventions on and individual or group basis. Maintains accurate and timely records detailing each patient's rehabilitation / progress.

3. Ensures the effective and efficient management of more junior staff.

4. Maintains and develops close working relationships with professional and clinical colleagues within the multi-disciplinary team, ensuring clinical practice is in line with Priory policies and procedures and complies with statutory regulations and quality standards.

5. Contributes to business growth by actively promoting priory therapy services in line with the local units' business plan.

6. Maintains effective communication links with patients, relatives, carers, and purchasers throughout the patients rehabilitation.

Knowledge & Skills

A relevant degree and HPC registration; post graduate qualification awarded by the RCSLT.

Experience

The role holder will require at least 2-3 years experience including some experience within the specialised area.

Autonomy & Impact

Working to short-term objectives, the role holder generally operates within existing processes and procedures. The role holder has autonomy and authority for day-to-day clinical decisions.

Intelligent Problem Solving

The role holder needs to keep up-to-date with the latest research and developments in speech and language therapy and contribute to the development and implementation of new techniques, methods and interventions that improve and enhance the speech and language therapy service offered within the Priory Group. The majority of problem solving is thus based on acquired knowledge and experience, although some adaptive thinking will be required in translating best practice and research into practical operational solutions.

Responsibility

Staff
Assists less experienced colleagues and occasionally provides professional supervision to students and trainees.

Budgets & equipment
Shared responsibility for the care and operation of assigned equipment.

Informatics
Shared responsibility for the confidentiality, security and accuracy of assigned patient records, data and information.

Communication & Interaction

Highly sophisticated personal communication and interpersonal skills are integral to this role where the role holder is responsible for enhancing the communication and interactive skills of clients as well as using their own personal skills to gain the trust and build the confidence with patients.

Working environment

The problems faced by patients may present challenging situations, which may increase the physical, sensory and emotional demands of the role.

Special Features

Must participate in appropriate clinical supervision.

Job type :	Speech & Language Therapist (Rehab)	**Ways we Work**
Job Code:	TPY/006a	**Job family :** Therapy

Upholding Company Values

Competency	Req'd Level	Descriptors
Collaboration & Teamwork	3	√ Responds positively to requests from others √ Is always prepared to help others √ Participates in team discussions and activities √ Shares information with team members and colleagues √ Understands how own role contributes to the success of the team √ Values the input and expertise of colleagues √ Encourages others to express their views and ideas √ Invests time in others to build bridges and understanding √ Promotes and builds the reputation of his/her team to the rest of the business √ Builds team spirit and a friendly working environment √ Acts as a role model of co-operation and willingness to others
Personal integrity	3	√ Provides honest and direct answers to questions √ Recognizes and acknowledges own strengths and weaknesses √ Respects the views, customs and values of others √ Provides impartial and objective advice √ Is open and direct when subjected to scrutiny √ Understands how own actions affect others √ Has the courage to voice legitimate concerns even in the face of strong opposition √ Accepts the consequences of their actions √ Is open and honest regarding intentions, convictions and expectations
Improving quality standards	2	√ Checks quality of own work √ Follows procedures √ Corrects errors and mistakes √ Keeps own workspace tidy and organized √ Complies with relevant regulatory and statutory requirements √ Double checks accuracy of own and other's work √ Carefully monitors and checks the accuracy and quality of others' work √ Keeps clear, detailed records and files

Responsiveness

Competency	Req'd Level	Descriptors
Patient/pupil Interaction	3	√ Acknowledges and responds to requests, enquires and concerns √ Is always approachable and welcoming making patients, residents, students and their families and carers feel safe & secure √ Recognizes and understands non-verbal cues and atypical behaviour √ Follows through to ensure requests are fulfilled and problems are resolved √ Adapts own approach in response to the given situation √ Recognizes and understands non-verbal cues and atypical behaviour √ Is compassionate and sensitive when dealing with intimate personal needs √ Investigates unusual behaviour and identifies underlying causes √ Adopts a style, which best suits, the individual situation and personality of the patient, resident, student or pupil √ Recognizes and prevents the escalation of potentially dangerous, volatile or distressing situations

Emotional Intelligence

Competency	Req'd Level	Descriptors
Confidence	**2**	√ Interacts with confidence in the team √ Is confident in taking decisions within own area or responsibility √ Does not wait to be told what to do √ Has a 'can do' approach
		√ States own case clearly in meetings and discussions √ Offers opinions √ Believes in own ideas but knows own limitations √ Does not get defensive when facing criticism √ Deals assertively with others when appropriate

Leadership

Competency	Req'd Level	Descriptors
Mentoring	**2**	√ Makes positive use of training resources √ Releases individuals for training courses √ Ensures new starters are properly inducted into their roles
		√ Spends time helping staff to develop skills √ Identifies and addresses staff development needs √ Gives timely and constructive feedback to staff
Decisiveness	**3**	√ Makes effective routine decisions within own span of influence √ Makes effective decisions within standard parameters and procedures
		√ Makes effective decisions even when all the necessary information is unavailable √ Uses criteria to evaluate which decision is most appropriate √ Makes decisions in the face of uncertainty
		√ Takes calculated risks knowing all the potential pitfalls and benefits involved √ Stands by decisions made

Information management

Competency	Req'd Level	Descriptors
Information handling	**3**	√ Makes full use of all readily available information sources √ Collects relevant information when solving problems and making decisions
		√ Uses effective, open ended questions to get to the facts √ Clarifies what people say to ensure message has been correctly received √ Uses 'how, what, who, when, why' questions
		√ Keeps asking 'why' to get to the bottom of the issue √ Goes beyond the obvious to uncover more information √ Uses a wide variety of sources
Planning & Organizing	**2**	√ Uses simple planning tools appropriately (e.g. 'to do' lists and diaries) √ Recognizes the importance of a planned approach to work √ Develops clear plans to tackle a specific, well-defined task
		√ Prioritizes simple workload issues for the day in hand √ Plans how to deal with peaks and troughs in workload √ Uses plans to manage workload on an on-going basis