



## PERSON SPECIFICATION: Band 5

### Developing Specialist Speech & Language Therapist

REQUIREMENTS	ESSENTIAL CRITERIA <small>Brackets indicate how this will be verified, i.e. (F), (I), (T), (R)</small>	DESIRABLE CRITERIA <small>Brackets indicate how this will be verified, i.e. (F), (I), (T), (R)</small>
<b>Educational/Vocational/ Occupational qualifications and/or training</b>	Degree or equivalent qualification in speech and language therapy recognised by RCSLT (F) (C)  Health Professions Council Licence to Practice (F) (C)  Registered Member of the Royal College of Speech and Language Therapy (RCSLT) (F) (C)	Qualification in Dysphagia e.g. completed Manchester Post Basic Dysphagia course or similar (C)  Makaton training (C)  Attention Autism training (C)
<b>Work or other relevant experience</b>	Relevant experience at undergraduate / post graduate level (F) (I)	Experience supervising an apprentice or assistant (F) (I)
<b>Knowledge and Key Skills</b>	Excellent interpersonal skills, including observation, listening and empathy skills (I) (R)  Excellent written and verbal communication skills (I)  Good critical thinking skills, including analytical and reflection skills (I) (R)  Good negotiation and problem-solving skills (I)	Able to demonstrate skills in planning, organisation and evaluation (I) (R)  Good prioritisation skills (I)  Knowledge of AAC, including high tech AAC (I), (F)

Criteria will be verified by:      F= Form      I = Interview      T = Test(s)      R = References      C = Certificate(s)



	Well-developed concentration skills (I) Computer literacy (I) (F)	
<b>Job Related Knowledge and Skills</b>	<p>Knowledge of assessment tools relevant to the client group (I)</p> <p>Knowledge of a range of therapeutic interventions relevant to the client group (I)</p> <p>Awareness of the roles of other professionals relevant to the client group (I)</p> <p>Awareness of the standards of record keeping (I)</p>	<p>Appreciation of the principles of clinical governance / audit (I)</p> <p>Awareness of national policies and procedures relevant to the client group (I)</p>
<b>General competencies</b>	<p>Well motivated and able to motivate others (I) (R)</p> <p>Ability to be a good team member (I) (R)</p> <p>Ability to be flexible in work situations (I) (R)</p> <p>Ability to organise own caseload (I) (R)</p> <p>Ability to establish rapport with children and adults (I) (R)</p> <p>Ability to show a realistic sense of own professional limitations (I) (R)</p> <p>Awareness of own and others' cultural values, perspectives, biases, expectations and responses (I)</p>	

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<b>Equal Opportunities</b>	Understanding of and commitment to Equal Opportunities as they relate to staff and clients (I)	
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