

BRUMMANA HIGH SCHOOL

JOB DESCRIPTION

SPEECH AND LANGUAGE THERAPIST

Brummana High School is a Quaker coeducational day and boarding school which seeks all round excellence in academics, the arts and sports and aims to promote integrity amongst its faculty and students. Each member of the school community ensures that students from diverse backgrounds are prepared to be responsible citizens and life-long learners, respecting each other and helping the community.

This job description is used as part of the Teacher's contract so that both s/he and the line manager know what is expected.

Job Overview

A school-based speech language therapist provides interventions for students with speech, language, voice, and fluency disorders. These may include stuttering, speech delays, dysarthria, aphasia, selective mutism, and hearing loss. SLPs may assess a student's cognitive function, identify the root causes of their issues, and develop a treatment plan that follows proven therapeutic techniques.

Line management

The Speech therapist reports to the Head of the Support for Learning Department and co-ordinate with the Heads of Section as needed. The psychomotor therapist also liaises closely with the Head of the Counselling Department.

Hours

Hours to be assigned in accordance with national laws.

General responsibilities

1. To support and maintain the school's ethos, aims, and values
2. To respect and help enforce the school's rules and regulations
3. To use mutual respect and courtesy as the basis for relationships with others
4. To maintain a professional attitude towards other staff, parents, and students
5. To report any health and safety concerns to the line manager or Health & Safety Officer
6. To respect and take care of school property and resources and to report any misuse of property, damage, loss, or injury, including vandalism, theft, and assault to the line manager
7. To have responsibility for the academic, physical, and emotional well-being of students in their care
8. To be engaged in on-going professional development
9. To establish and develop Learning Support provision for individual students
10. To be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures
11. To be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of all staff and students.

Specific Responsibilities

1. To conduct classroom observations to identify students who may have speech, language, or communication difficulties (SLCN).
2. To provide targeted in-class, individual, and group therapy sessions consistent with students' speech and language goals.
3. To conduct independent evaluations and interpret assessment data to inform placement, goal setting, and intervention planning for students with communication disorders.
4. To participate in the admission, review, and placement of new students.
5. To collaborate with classroom teachers, colleagues, and multidisciplinary teams to plan and implement classroom activities that support communication development.
6. To consult with students, parents and caregivers regarding therapy goals, student needs and involvement in the remedial process.
7. To provide guidance, training, and clear feedback to parents and caregivers on exercises, strategies, and progress, ensuring consistency between school and home interventions.

8. To communicate effectively with colleagues, students, parents, and external specialists (e.g., physiotherapists, occupational therapists, educational psychologists) to support student development and achieve therapy goals.
9. To create and maintain a safe, supportive learning environment appropriate to students' developmental levels, interests, and therapeutic needs.
10. To track, document, and regularly review student progress, adapting interventions as needed to meet individualized therapy goals.
11. To compile, maintain and securely store all physical and digital records, reports, assessments, therapy sessions, and progress notes while ensuring strict confidentiality of student and personnel information.
12. To contribute to planning and delivering formal and informal training for colleagues, parents, and caregivers to enhance understanding and implementing of therapy strategies.
13. To undertake other tasks as may be reasonably required by the school administration.

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