

## **Reflections from a senior SLT who manages a team of support workers (SLT) working in schools**

I think you do have to trust that the person that you are delegating to is able to complete the task to benefit the client/family/school staff etc. This trust goes both ways and the individual needs to know that they can say 'I haven't done this before' or 'can you rephrase this area' and know that they will be supported.

This takes time from the SLT (or other lead) to upskill the individual which needs to be factored into the service development model.

The lead practitioner also needs to not be precious about the method for how this therapy is delivered i.e., if you have asked the practitioner to work on /b/ vs. /f/ minimal pairs, do not be prescriptive in the resources that they have to use. Offer ideas and even specific resources that they COULD use but allow the support worker to be creative, use resources that they have and are familiar with or allow them to personalise this to the child.

This reduces the amount of time to make resources, familiarise themselves with the one you have set, does not require further training from the SLT and is better for the child as the support worker is confident.

It is important to introduce flexibility and wider scope for more experienced/higher banding support workers. There is a need for careful, sensitive management where an experienced support worker is working with NQPs.

The skillset is different and in competencies around introducing resources, motivation in learning and working with schools the support worker will have wide ranging experience in comparison with a newly graduated SLT.