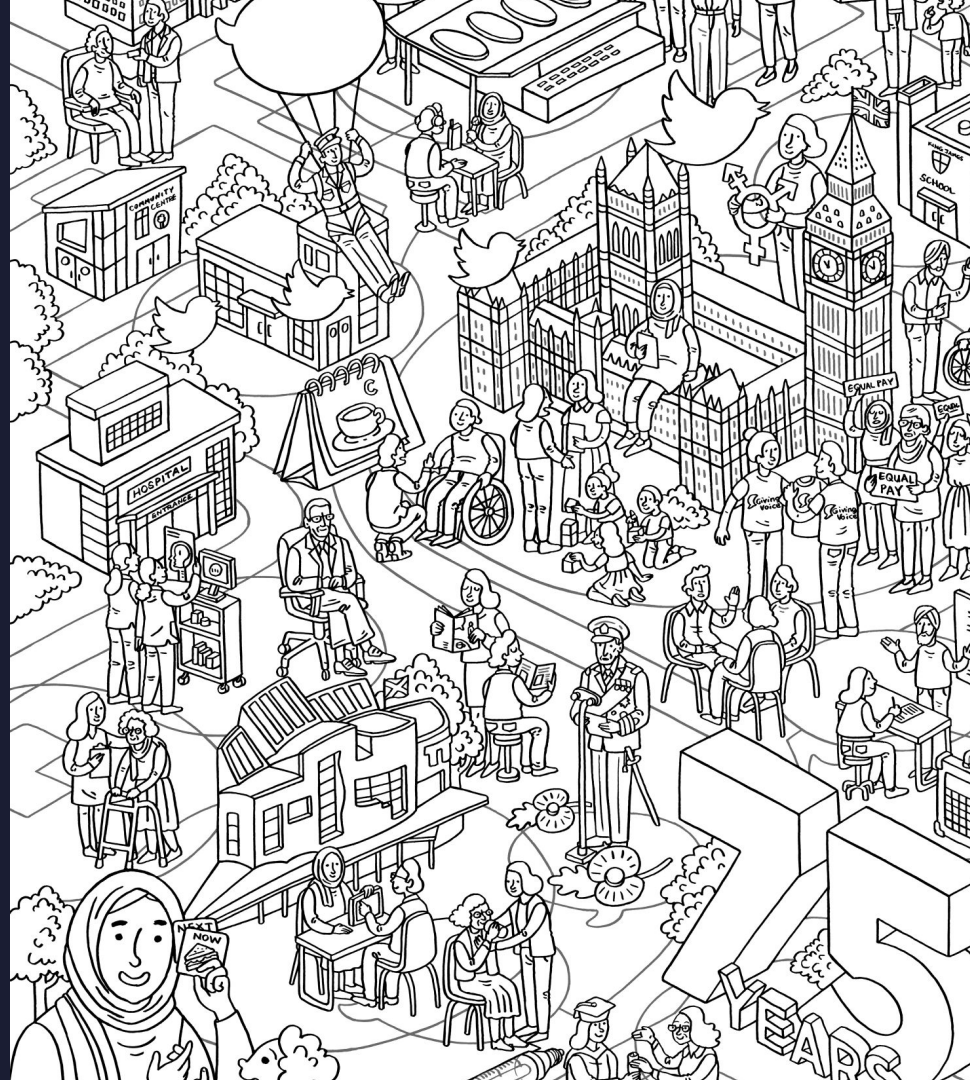




RCSLT National Student Study Day 2023

Date: 6 December 2023

9:45 - 14:00



This event is sponsored by



Housekeeping

- Virtual delegate badge
- Cameras
- Re-joining
- Additional needs
- Use the chat to get help with technical issues
- Evaluation

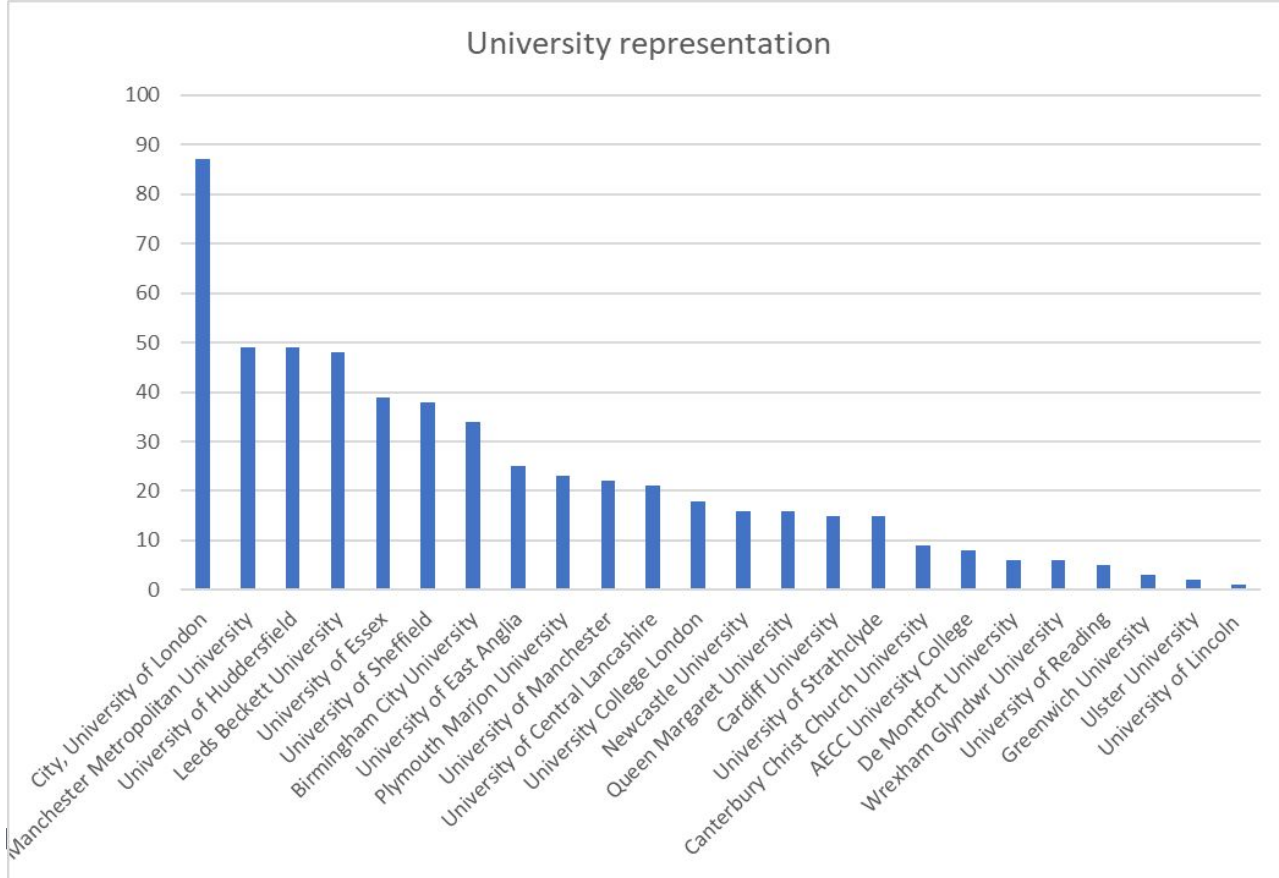
Questions

Use your smartphone to post questions to our presenters throughout the day



Aims and Objectives

- Understand which essential skills and knowledge will be in demand in the future
- Hear from managers recruiting newly qualified practitioners about what they are looking for in NQPs
- Get practical tips from NQPs on finding your first role, and adapting to life as an SLT
- Hear experiences from colleagues working as part of a multi-disciplinary team
- Take advantage of a unique networking opportunity to help you begin your journey in the profession



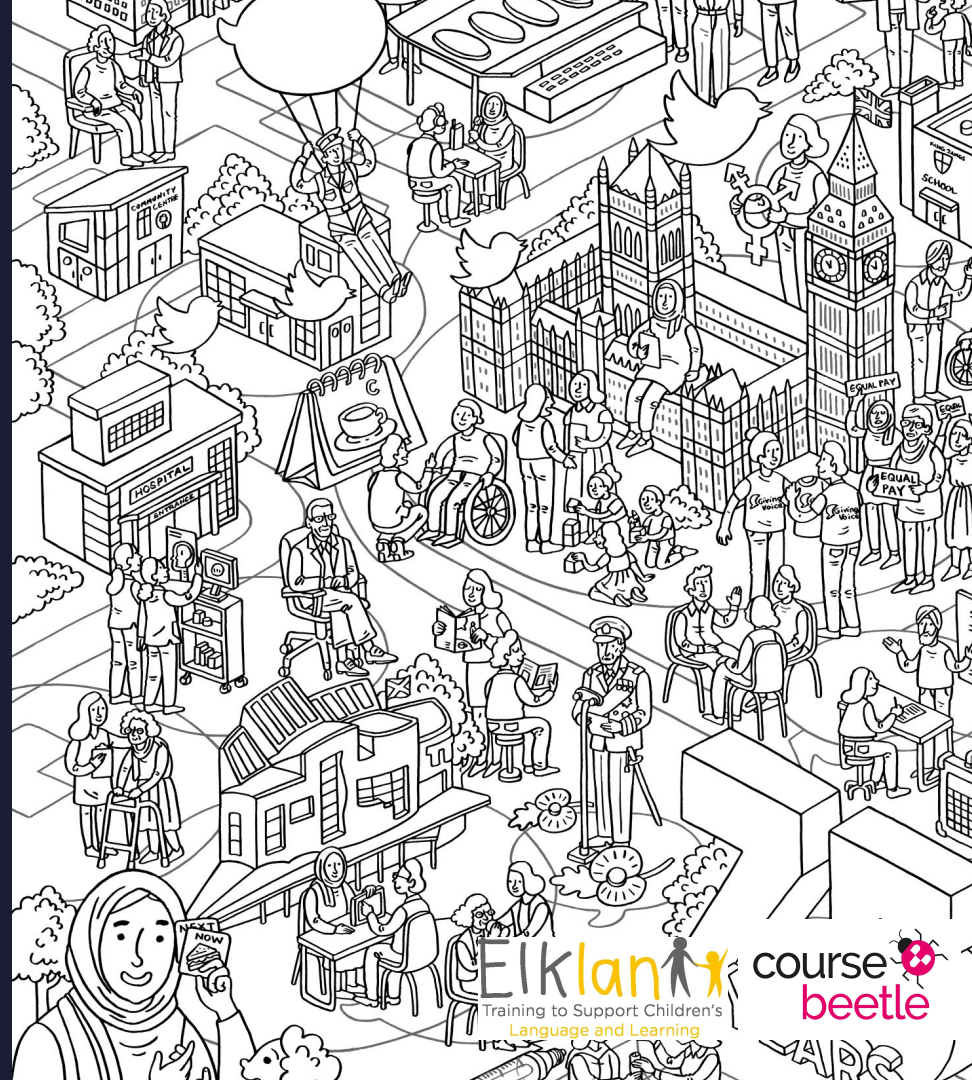
NQP panel

- Kate Snape, SLT, Barts Health NHS Trust, Community Children's Therapies
- Becca Shiel, SLT, The Hesley Group
- Kirstie Macmillan, SLT, NHS Scotland-Borders
- Ella Hay, SLT, Powys Teaching Health Board NHS



Kate Snape

Ask questions here



Eiklan
Training to Support Children's
Language and Learning

course
beetle

YAPB

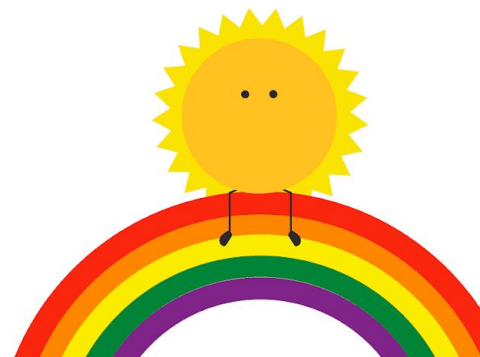
Kate Snape

Children and Young
People in Mainstream
Primary and Secondary
Schools

Newcastle
University,
Bsc Speech and
Language Sciences-
last cohort of the 4
year degree

NQP Band 5 Speech
and Language
Therapist

Borough of Tower
Hamlets



A word cloud on a light blue background. The largest words are 'Talking', 'Schools', and 'Mats'. Other prominent words include 'Reviews', 'Hearing Baseline', 'Occupational', 'Annual', 'D/deaf', 'Assessments', 'Teacher', 'Therapists', 'SENCOs', 'Audiology', 'Training', 'Autism', 'DCD', 'Primary', 'AAC', 'CAMHS', 'Parents', 'Teaching', 'DLD', 'Physios', 'EHCPNA's', 'Specialists', 'Coreboards', 'Secondary', 'Impairment', 'Goals', 'the Assistants of SCERTS', 'Diagnosis', 'Phoenix', and 'Outreach'. A horizontal orange brushstroke is on the left side, partially overlapping the word 'eaf'.

Reviews Hearing Baseline
Occupational Annual
D/deaf Assessments Teacher
Therapists SENCOs Audiology
Training Autism
eaf DCD Primary AAC CAMHS
Parents Teaching DLD
ma Physios EHCPNA's
Specialists
Coreboards Secondary Impairment
Goals the Assistants of SCERTS
Diagnosis Phoenix
Outreach



- NHS Jobs
Essential or (very)
Desirable: Car Driver





Barts Health
NHS Trust

Person Specification

Qualification / Experience

Essential

- Qualified Speech & Language Therapist
- Car driver with access to own vehicle

Essential

- IT skills, able to competently use Microsoft Office including Word, Excel and Powerpoint
- Ability to meet the travel requirements of the post.
- Support the ethos of the College and be fit to work with vulnerable adults and children

Desirable

- Full driving licence

Other requirements

Essential

- Full UK drivers license and access to a car

EXPERIENCE

Essential

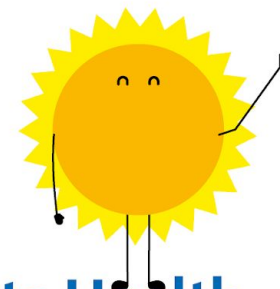
- Newly or recently qualified Therapist

OTHER

Essential

- Car/owner driver

Live Band 5 Speech and Language Therapist posts
on 27th October 2023, NHS Jobs



Young Barts Health

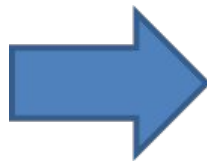
Interviews

- 7 job applications overall.
- Three were based in Birmingham, and had a criteria that I would have had to drive.
- Successful applications to 3 interviews.
 - **Interview 1:** Feedback said that I didn't particularly answer the questions because I was so nervous.
 - **Interview 2:** Asked to complete a 10 minute presentation on social communication difficulties and I wasn't very confident on this.
 - *Practiced interview techniques with a friend or family member*
 - **Interview 3** (for my current role):
 - Questions were written down, and I was given thinking time.
 - Clarified what the interviewers wanted for some questions, and I think this really helped.

Working Week

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Primary School A</p> <ul style="list-style-type: none">• ½ day 'Contact Time'• Direct therapy• Phoning parents• Meetings- Annual Reviews, parent meetings, SENCO meetings, ect.• ½ day 'Non Contact time'• Documenting above• Planning what I'm doing next, writing SMART goals• Making resources		<p>Primary School B</p>	<p>Secondary School A</p>	<p>Admin Day</p> <ul style="list-style-type: none">• Staff Training• CPD• Staff meetings• Line management• Competencies!

NQP Competencies



Dear Katie,

Change of membership category: Newly Qualified Practitioner to Certified

I am pleased to confirm that, having completed the RCSLT competency framework for Newly Qualified Practitioners, you are now registered as a Certified member of the Royal College of Speech and Language Therapists. [Congratulations!](#)

Certified membership allows you to use the letters 'CertMRCSLT' after your name.

For a reminder of all the membership benefits that are available, please visit our website:

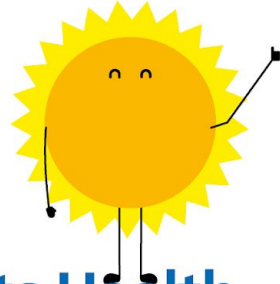
Evidence for your Competencies



Barts Health
NHS Trust



- Communication
- Partnership
- Leadership and Lifelong Learning
- Research and EBP
- Professional Autonomy and Accountability

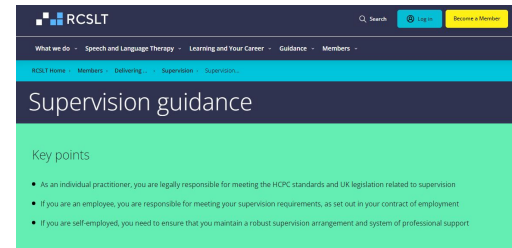


Young Barts Health

Line Management and Clinical Group Supervision



- Why?
- **Clinical Group Supervision:** group of other SLTs within the same banding as us, with a supervisor that's more experienced to facilitate.
 - Share and reflect on interesting cases
 - Reflect and share the struggles of the role and give advice to each other, within a supportive environment.
 - Share resources that help with clinical practice.
 - **Reflections can be good and bad things!**
- **Line Management:**
 - 'First point of contact within the chain of command'
 - Annual leave, sickness, caseload management.



Safeguarding

- Compulsory safeguarding supervision every 6 months within my Trust
- Safe space to discuss a safeguarding case.
- Template where we fill out a Danger Scale and decide how concerned we are about the CYP
- Decide action points, which are then implemented by the clinician
- Request a Safeguarding Supervision at any point
- MASH Referrals (Multi Agency Safeguarding Hubs)
 - Immediate danger: 999
 - Out of Hours Emergency Advice lines.

Working with the MDT

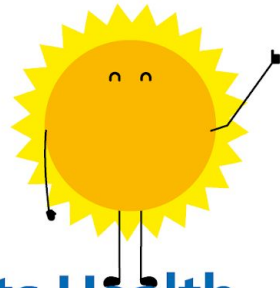
- SENCo's, parents, teachers, TA's, physio's, OT's, Teachers of the Deaf, Teachers for the Visually Impaired, AAC Specialists.
- Good things:
 - Holistic view of the child
 - Achieve bigger goals when you're working with an MDT, and more quickly
 - Often have a wealth of information about a CYP
- Bad things:
 - Trying to co-ordinate diaries or meetings can be nearly impossible sometimes
 - Differing views of priorities

Final points:



Barts Health
NHS Trust

- Talk to your colleagues
- Ask questions, all the time. No question is stupid!
- Enjoy it!



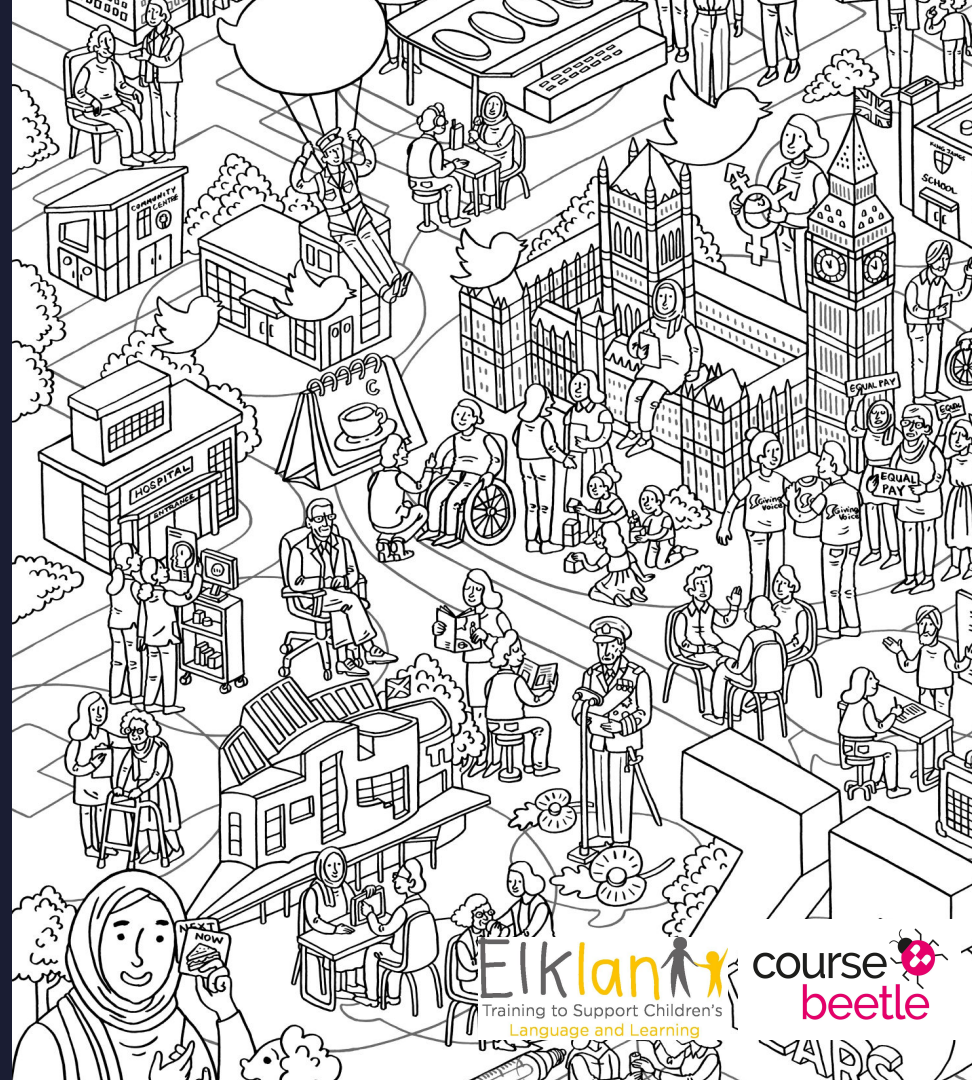
Young Barts Health



Becca Shiel

@BeccaShiel

Ask questions here



Becca Shiel - Speech and Language Therapist

- The Hesley Group: autism, learning disabilities, and complex needs.
- Residential site in Wombwell, Barnsley.
- Caseload of 35 individuals.



Becca Shiel - Speech and Language Therapist

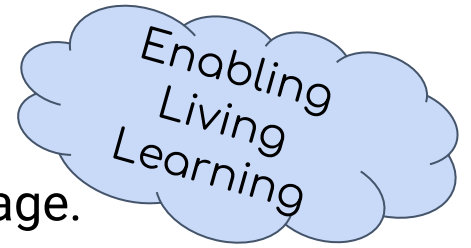
Down's-Syndrome
Polycystic-Ovary-Syndrome
Developmental-Delay
Anxiety
Selective-Mutism
Psychosis
Charcot-Marie-tooth
22q11 PICA Autism
Dysphagia ADHD Epilepsy
Catatonia
Severe-LD Cerebral-Palsy
Tourette's
Extreme-conduct-disorder
Potocki-lupski-syndrome
Mosaic-chromosome-disorder

Finding a job

- Found the job via: [HealthJobsUK | trac.jobs](#)
- Made my own criteria:

<u>Essential</u>	<u>Desirable</u>
South Yorkshire/ Derbyshire	Developmental role (B5 - B6)
Adult population	Taking on multiple NQPs
NQP competencies	Plentiful CPD opportunities
Dysphagia competencies	
Strong, established MDT	

The interview process



- Research the company and use their language.
- Ask for a look around the company/ site - show interest.
- Put yourself out there; offer a relevant story about yourself.
- What will be the greatest challenge?



My working week

4 - 8 December 2023

Search Calendar (Ctrl+E)

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	4	5	6	7	8
08	Speak to Voc about HR activities for obs			Christmas Jumper Day ; Amber Trinnell Put in expenses HI NV Comm Observation	Upload MDT Docs MCA Write up
09		Rebecca Shiel DMR lowlaithes	Rebecca Shiel DMR lowlaithes		
10	Dining with dignity - making food safe for people with eating and drinking risks HH Erica Craig	Supervision w/ Jenni via Zoom	RCSLT NQP Student Day DMR	Art w/ J. Wardle	Art w/ J. Wardle
	Morning Meeting			Morning	Morning Meeting
	RR Modelling			Group Mtg	Makaton Choir
11		SI 5 Good Communication Standards Audit (Craig Faulkne HI NV Comm Observation			RR Modelling
12		Referrals			JS 5 Good Communication Stanrds Audit (Jack TS)
13	HI Talking Mat				ML Core Team Mtg - Intensive Interaction
14	ML Visuals	IH			
15	MCA Write up	MCA Write up	MDT Documents	MCA Write up	Rebecca Shiel DMR lowlaithes
					FW: Peer SALT supervisions https://zoom.us/j/953318

Competencies and Final Thoughts

Competencies vs Probation Period



Know your worth; you are in demand!!

CPD Activity Name

Dysphagia Training

Professional Development Goal ⓘ

L2: Leadership ×

Type ⓘ

Adult ▼

Description ⓘ

First time conducting Dysphagia Training during company induction.

Date of Activity

2 Nov 2023 📅

Hours

3

Minutes

0 ▼

Reflection

What Did You Do? ⓘ

Delivered the dysphagia training package (developed by the SLT Team) to a group of 8 inductees.

What Did You Learn? ⓘ

During this training, I was being supervised by a dysphagia competent SLT. This was helpful as she was able to provide some more detailed examples of individuals in our service with eating, drinking, or swallowing difficulties. This helped to contextualize matters to the inductees whilst also developing my knowledge of the dysphagia needs in our service.

What Do You Now Do Differently? ⓘ

As this was my first time delivering the training, I forgot the order of some of the group tasks. Having now completed the training, I will be more comfortable knowing what is to come.

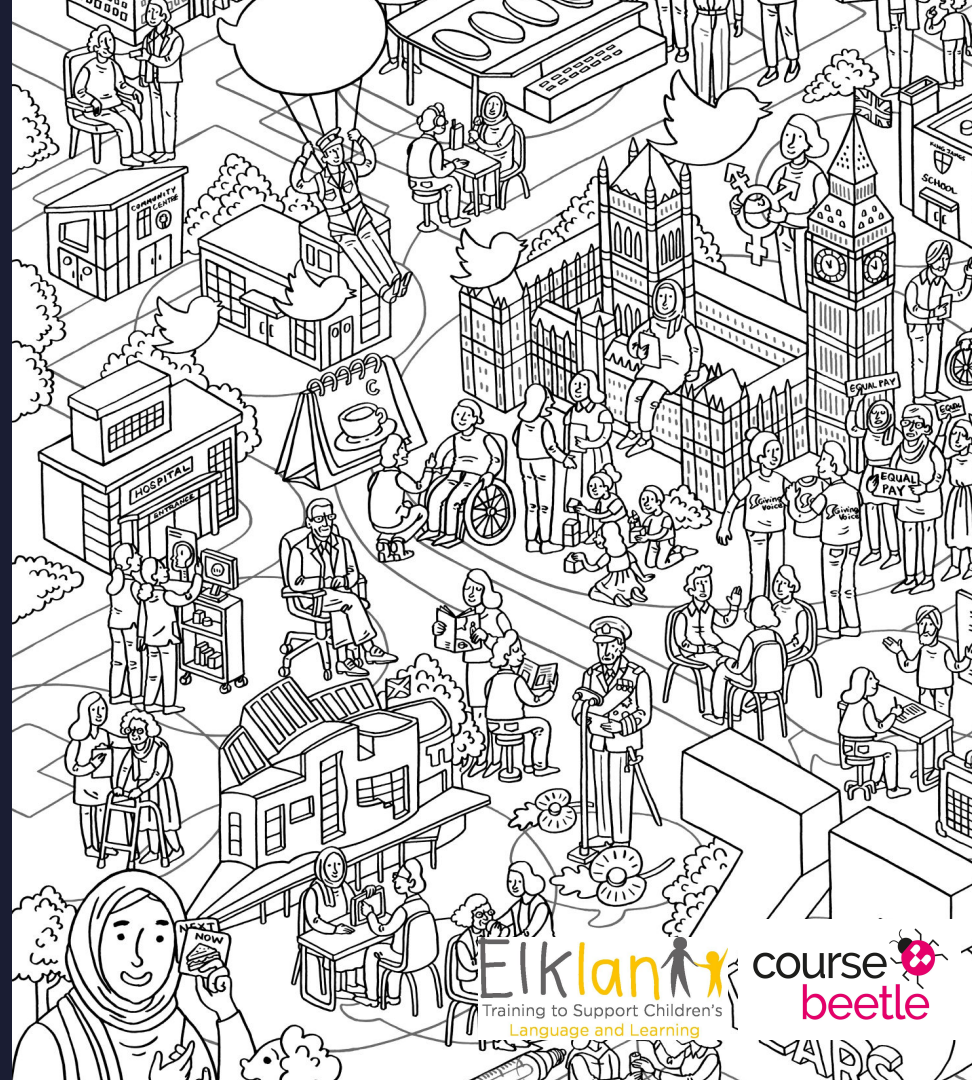
Who Has Benefitted? ⓘ

All 8 inductees passed the quiz at the end of the training package (this is to check understanding). This will benefit



Kirsty Macmillan

Ask questions here



Eiklan
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YAPB

A “wee” bit about me

From
Edinburgh,
Scotland

Previous roles:
charities,
education and
research



MSc in Speech
and Language
Therapy at
Queen Margaret
University

Dyslexic
(diagnosed
aged 30)

Where do I work?



- NHS Borders (*first* student placement)
- Children and Young People's Community Speech and Language Therapy Service
- Based across health board (nurseries, mainstream schools, enhanced provisions, clinics, home visits)

What does my working week look like?

Individualised interventions

- assessments, MDT meetings, 1:1 sessions with children and therapy partners

Universal interventions

- website, social media accounts
- "Top Tip Tuesday", "Sign of the week", "Fun Friday"

Targeted interventions

- AAC, neurodiversity training in nurseries/schools
- parent workshops

NQP competencies

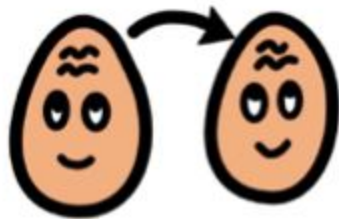
- casenotes, targets, discharge reports, CAMHS referrals, Talking Mats discussion, Flying Start



No week is ever the same!

~80% clinical, 20% non-clinical

MDT Working



Benefits

- more holistic approach
- sharing of knowledge/skills that helps to improve clinical practice among the whole team



Challenges

- Takes time and planning is key

Top Tip- keep a note of MDT role descriptions/boundaries to refer to

What does supervision look like for me?

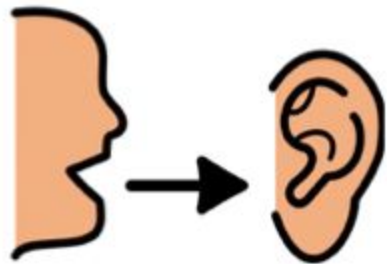
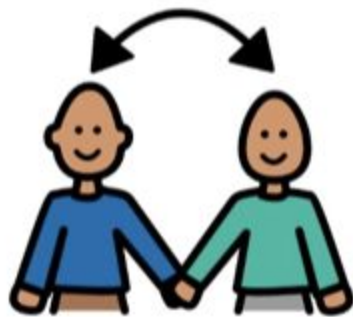


- 1:1 supervision with line manager
- 1:1 supervision with mentor
- weekly drop-in sessions
- *peer* supervision (NQP working group, SLT journal club)



<https://learn.nes.nhs.scot/3580/clinical-supervision>

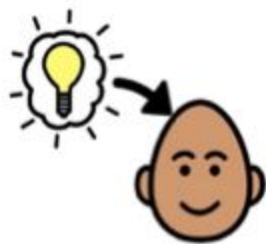
How I found out about my current job



- SLT service lead gave talk at Queen Margaret University
- Covered dos and don'ts for writing applications and how to prepare for interviews
- Highlighted two Band 5 posts were about to be advertised on NHS Scotland Vacancies website
- Phoned up service lead when job advert went live



My Interview Tips



- Refer to the person/job specification (may provide clues!)
- Note down trust/board values
- STAR (situation, task, action and result) method to bullet-point answers to potential questions (Quizlet)
- Mock interview with the university careers service
- Ask for reasonable adjustments, e.g., a written copy of the questions during the interview
- At the end, take the time to ask questions that demonstrate your interest and follow up on any leads
- Plan something nice for afterwards!

Last “wee” bit of advice

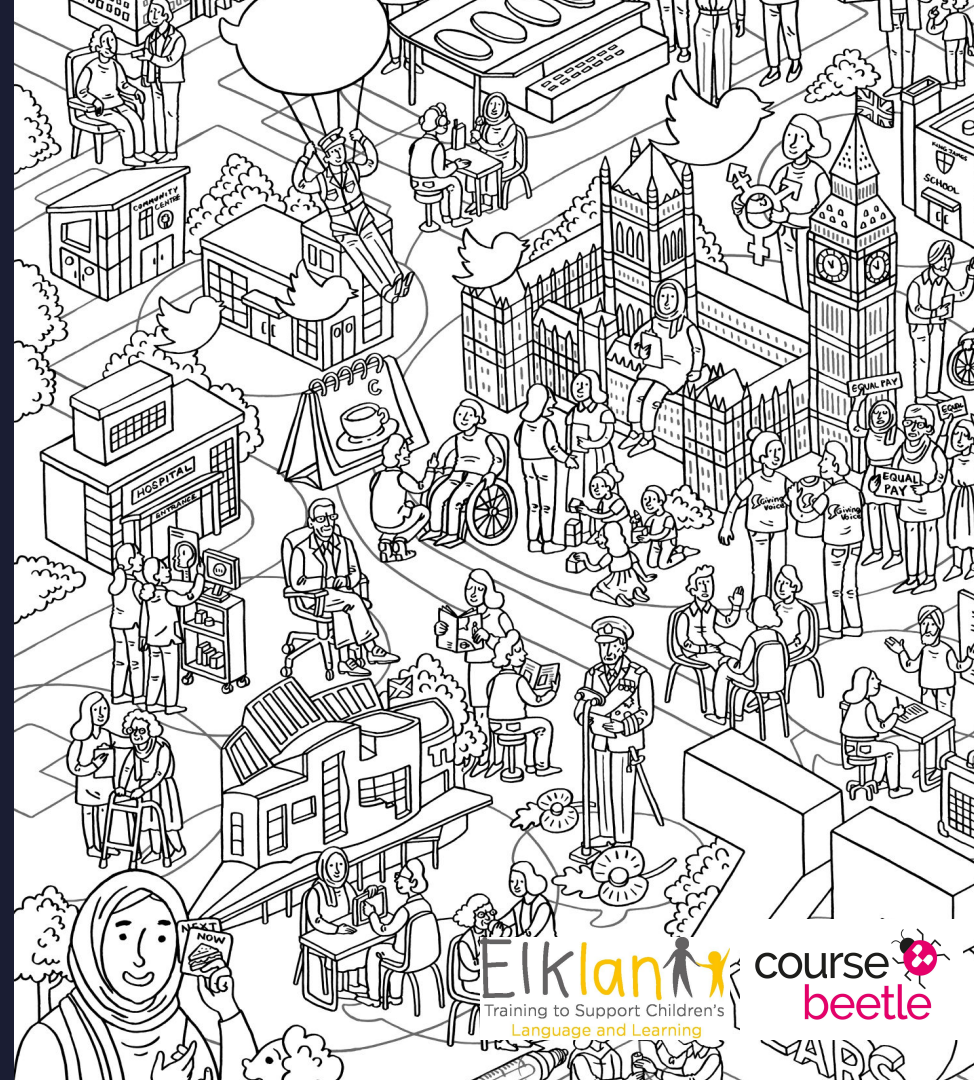


- Start as you mean to go on (work-life boundaries and celebrating your successes)
- Keep a template of all your CPD when you start (you will be doing more than you think!)
- Support each other through your journeys as NQPs



Ella Hay

Ask questions here



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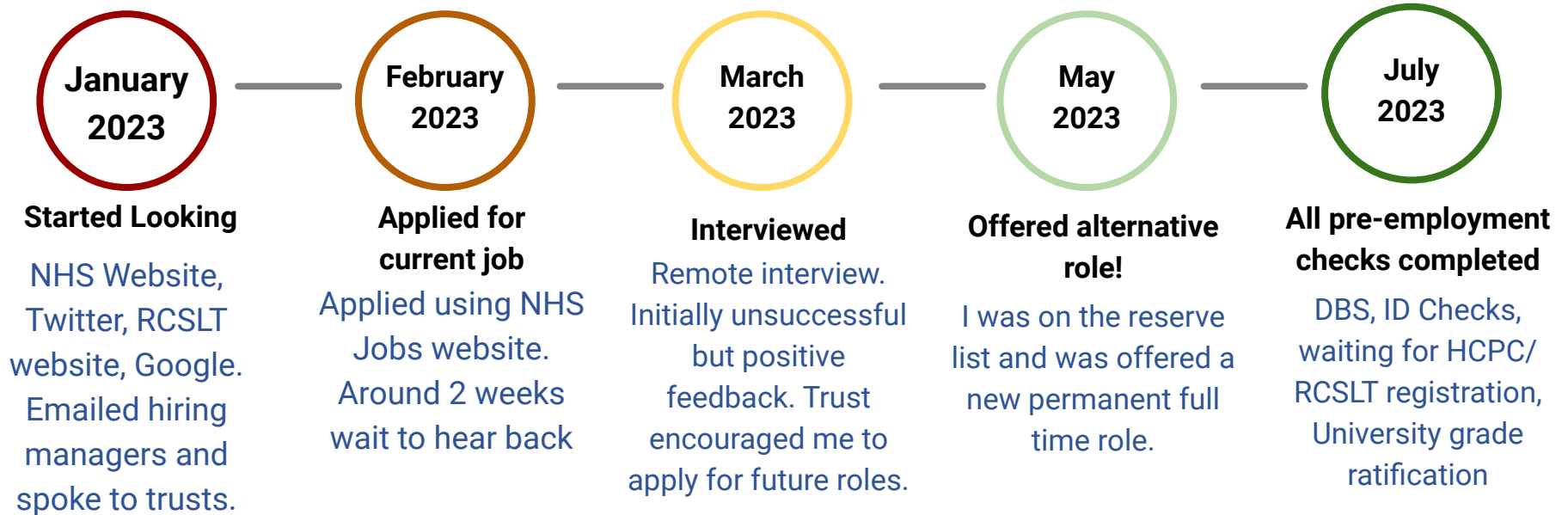
YAPB

Ella Hay - Speech & Language Therapist

- Powys Teaching Health Board
- Based in South Team, work across whole county
- Full time (37.5 hrs) in a team of 13 SLTs and 7 SLTAs.
- South team 3x NQPs, 2x Band 6, 1x Band 7
- Paediatric Caseload: mainstream, complex and early years (+ Flying Start), Neurodevelopmental Team



Finding and applying for my NQP role...



Started role in August 2023!

Interview Top Tips!

- ★ Prepare using placement experiences, STAR method (Situation, Task, Action, Result/Reflection)
- ★ Try and think of an experience that fits in to each of the Trust's values
- ★ Research the trust/company
- ★ Interviews are a two-way experience, ask lots of questions
Picking the right team is half the battle.
- ★ ALL experience is valid, *it doesn't always have to be SLT related!*

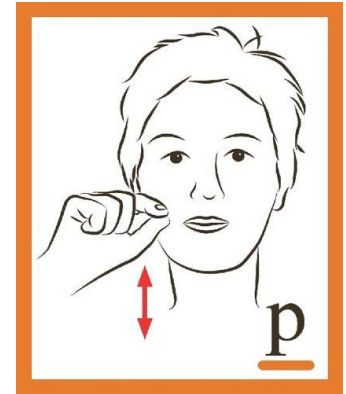
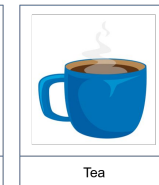
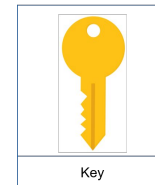
Caseload and working week



NQP caseload ~20 children. Varied aetiologies and diagnoses. AAC, speech sounds, social communication, emotional regulation, language.



- **Monday:** Clinic morning in 'Mid' base
- **Tuesday:** Mainstream school visits
- **Wednesday:** Special School
- **Thursday:** Mainstream School/ND Team
- **Friday:** Clinic in 'South' base / Intensive Interaction Clinic



Supervision & NQP Competencies

- 1x hour supervision a week, more if needed
- Protected admin time for competencies and paperwork
- Time is self-directed - self-advocacy is KEY
- Imposter Syndrome is real! But keep asking questions, you know more than you think you know. But you are always learning!

What have I learned?

- ★ A lot of the role is fostering relationships and building trust
- ★ To ask for more shadowing opportunities
- ★ A supportive team is worth its weight in gold
- ★ To trust my knowledge and intuition
- ★ To set boundaries and self-advocacy

- Caseload management is a steep learning curve! Ask for support.
- When to take a step back; giving parents and schools consolidation time is just as important as direct input
- Sometimes it is not the right time for therapy
- Paperwork and admin, and time management

Final Points:

—
Be kind to yourself

Know your value

Your knowledge is the
pinnacle of current evidence!

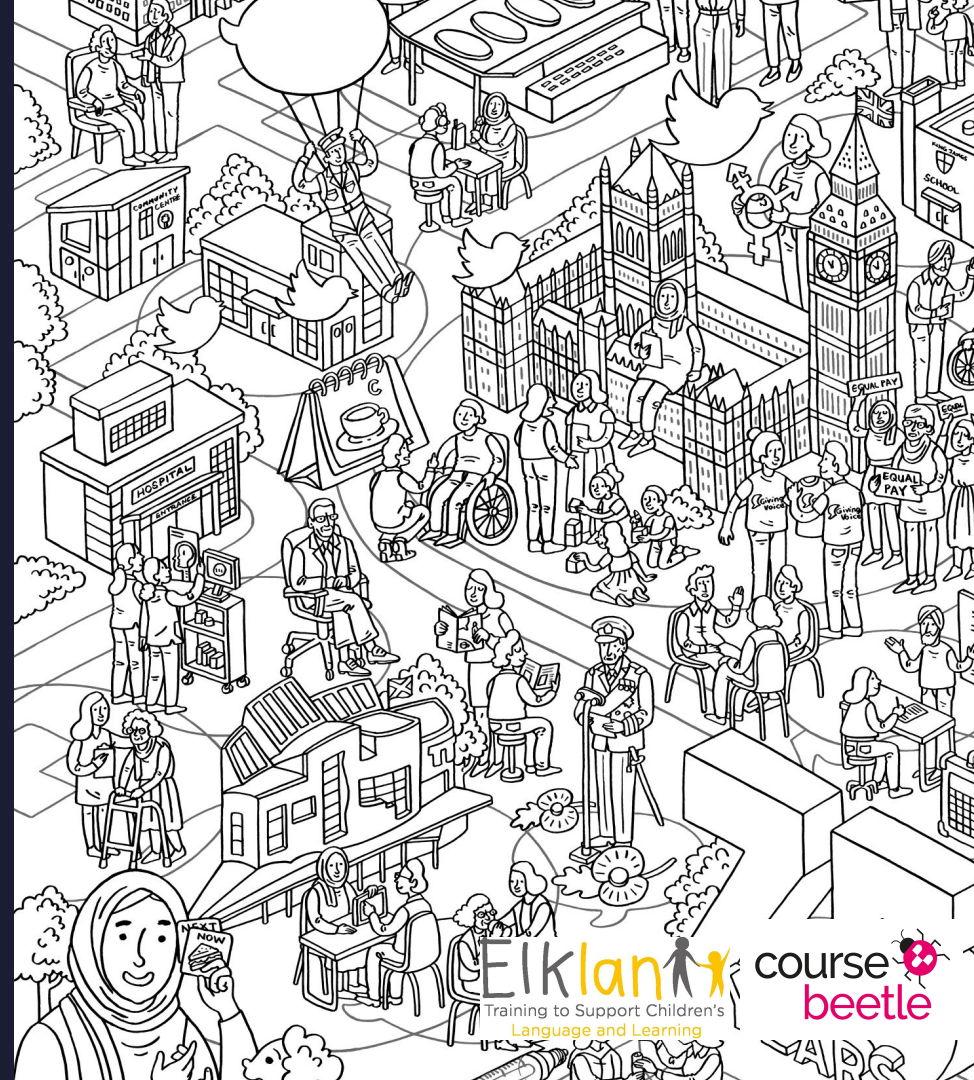
Trust your intuition

Keep asking questions



Refreshment Break

Please return promptly so we can resume presentations at 10.55



Manager panel

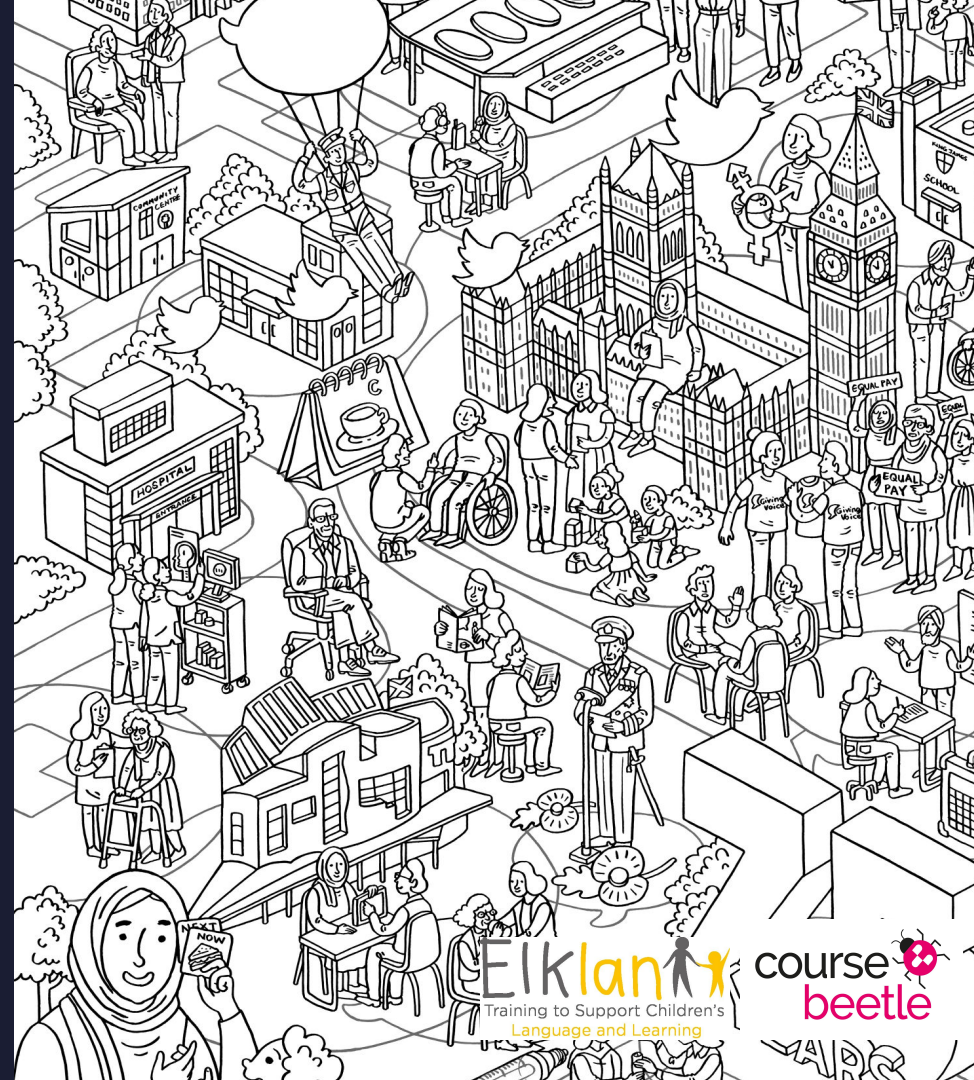
- Joanne Holder, Lead SLT, STEPS Rehabilitation
- Sarah Stangroom, Professional Lead SLT, Royal Berkshire NHS Foundation Trust
- Sukdeep Reehal, Clinical coordinator of Camden language and communication service (CLCS - mainstream primary school team) and SLT, Whittington Health NHS trust
- Kayleigh Sparkes, Head of speech and language therapy, St Catherine's school



Break & submit your questions

Please return by 11.55

Scan to ask questions



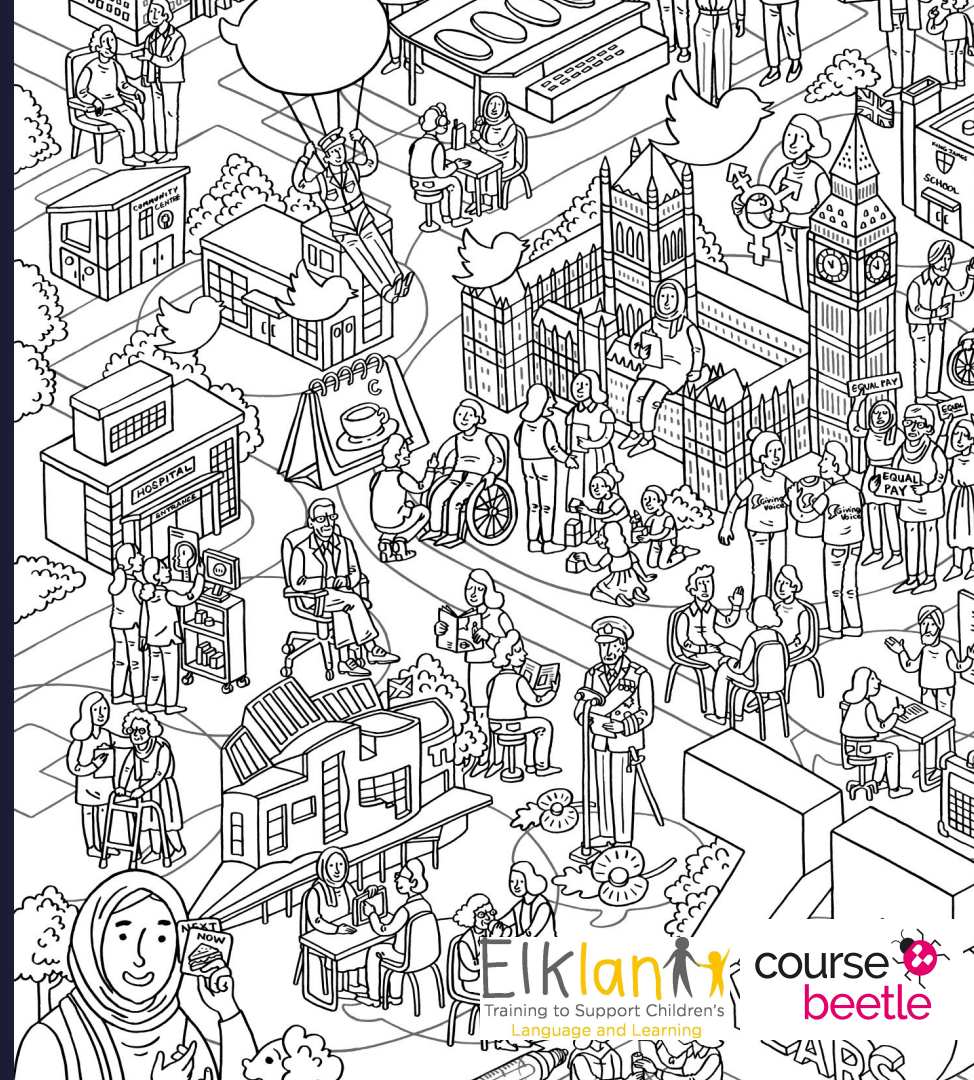
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Q&A with the days
presenters
11.55 – 12.50



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Evaluation

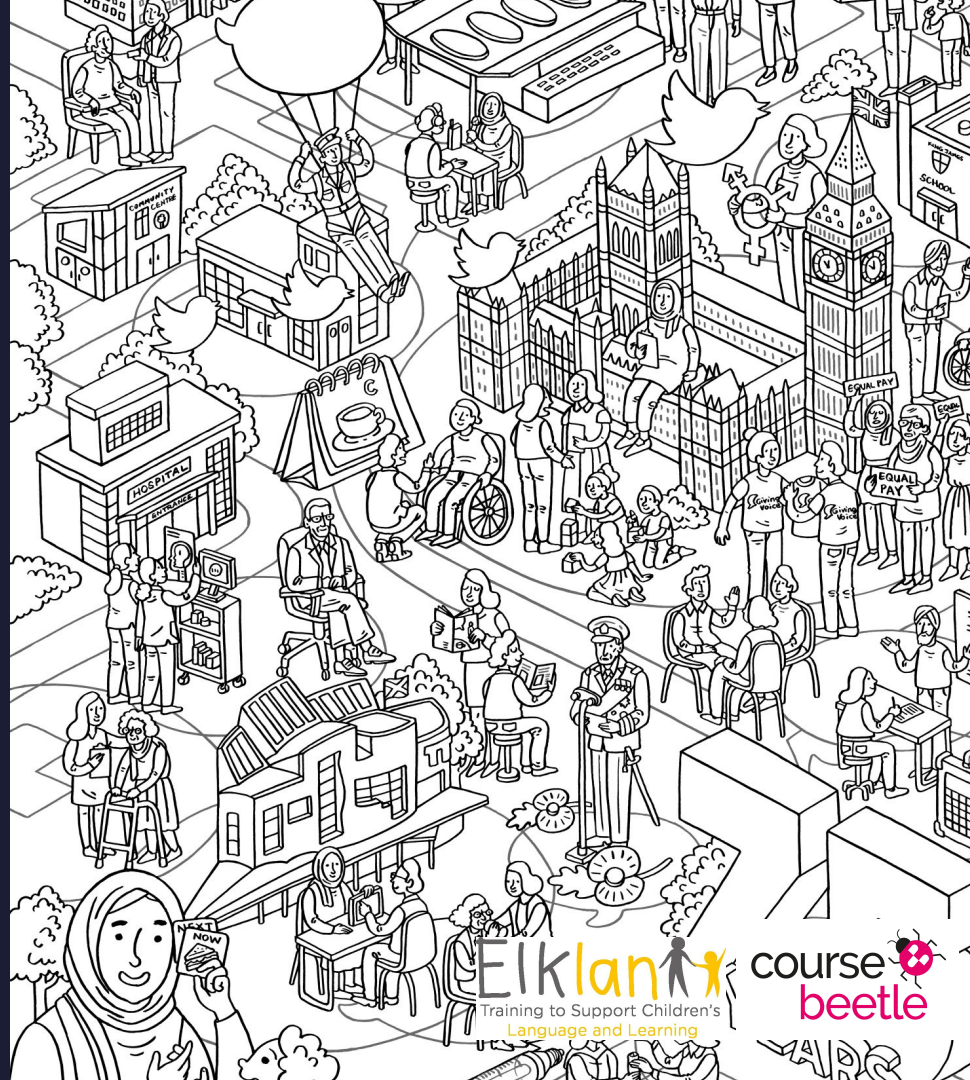
Please take a moment now to complete an evaluation. Your feedback is extremely important to us





Lunch and optional
networking

13.00 – 14.00



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Optional networking

All rooms will be open until 2pm. You are able to choose which room you'd like enter, and move around if you wish to. Feel free to grab lunch and come back at any point

Room 1

Meet today's' managers

- Joanne Holder
- Sarah Stangroom
- Sukdeep Reehal
- Kayleigh Sparkes

Room 2

Meet today's NQPs

- Kate Snape
- Rebecca Shiel
- Kirstie Macmillan
- Ella Hay

Room 3

General RCSLT enquiries

Our enquiries team will be on hand to answer any general questions you have

Room 4

Course Beetle



Pop in and chat to Dot Reeves and Nickie Wren about the types of courses they offer, the ways they support students, and how to sign-up and receive updates about new or upcoming courses

Room 5

Elklan



Elklan tutors Carla Cornelius and Jo Hardman will be on hand to tell you about how becoming an Elklan Tutor can enhance your career as a therapist and significantly increase the impact of your practice and the children you support. They can also talk you through Elklan's range of CPD opportunities

Room 6

Meet the RCSLT research team

Are you interested in a career in research but don't know where to start? Please bring along any questions you have for our team who will be available until 13:30



RCSLT National Student Study Day 2023



www.rcslt.org



@RCSLT



@RCSLT

