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

[QR Code]

RCSLT
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
Ask questions here
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
• NHS Jobs

Essential or (very) Desirable: Car Driver
Live Band 5 Speech and Language Therapist posts on 27th October 2023, NHS Jobs

**Person Specification**

**Qualification / Experience**

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

**Desirable**
- Full driving licence

**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

**Other requirements**

**Essential**
- Full UK drivers license and access to a car

**EXPERIENCE**

**Essential**
- Newly or recently qualified Therapist

**OTHER**

**Essential**
- Car/owner driver
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.
<table>
<thead>
<tr>
<th>Day</th>
<th>Primary School A</th>
<th>Primary School B</th>
<th>Secondary School A</th>
<th>Admin Day</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>½ day 'Contact Time'</td>
<td></td>
<td></td>
<td>• Staff Training</td>
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<td></td>
<td>• Direct therapy</td>
<td></td>
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<td>• CPD</td>
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<td></td>
<td>• Phoning parents</td>
<td></td>
<td></td>
<td>• Staff meetings</td>
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<tr>
<td></td>
<td>• Meetings- Annual Reviews, parent meetings, SENCO meetings, ect.</td>
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<td></td>
<td>• Line management</td>
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<tr>
<td></td>
<td>½ day 'Non Contact time'</td>
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<td></td>
<td>• Competencies!</td>
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<td></td>
<td>• Documenting above</td>
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</tr>
<tr>
<td></td>
<td>• Planning what I'm doing next, writing SMART goals</td>
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<td></td>
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<tr>
<td></td>
<td>• Making resources</td>
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</table>
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

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

• Talk to your colleagues
• Ask questions, all the time. No question is stupid!
• Enjoy it!
Becca Shiel - Speech and Language Therapist

- The Hesley Group: autism, learning disabilities, and complex needs.
- Residential site in Wombwell, Barnsley.
- Caseload of 35 individuals.
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
Extremely-conduct-disorder
Potocki-lupski-syndrome
Mosaic-chromosome-disorder
Finding a job

- Found the job via: HealthJobsUK | trac.jobs
- Made my own criteria:

<table>
<thead>
<tr>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Yorkshire/ Derbyshire</td>
<td>Developmental role (B5 - B6)</td>
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<tr>
<td>Adult population</td>
<td>Taking on multiple NQPs</td>
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<tr>
<td>NQP competencies</td>
<td>Plentiful CPD opportunities</td>
</tr>
<tr>
<td>Dysphagia competencies</td>
<td></td>
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<tr>
<td>Strong, established MDT</td>
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</tbody>
</table>
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?

@makanon
## My working week

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>8:00 AM</td>
<td>9:00 AM</td>
<td>11:00 AM</td>
<td>11:00 AM</td>
<td>11:00 AM</td>
</tr>
<tr>
<td>Morning Meeting</td>
<td>17.00 Meeting</td>
<td>17.00 Meeting</td>
<td>17.00 Meeting</td>
<td>17.00 Meeting</td>
</tr>
<tr>
<td>Dine with dignity - making food safe for people with eating and drinking risks</td>
<td>Rebecca Shiel DMR</td>
<td>Supervision w/ Helen via Zoom</td>
<td>Rebecca Shiel DMR</td>
<td>MCA Write up</td>
</tr>
<tr>
<td>IR Modelling</td>
<td>SI S Good Communication Standards Audit (Craig Faulkner)</td>
<td>HI NV Comm Observation</td>
<td>NDT Documents</td>
<td>Rebecca Shiel DMR</td>
</tr>
<tr>
<td>HI Talking Mat</td>
<td>Referrals</td>
<td></td>
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<tr>
<td>MM</td>
<td>RH</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MCA Write up</td>
<td>MCA Write up</td>
<td>NDT Documents</td>
<td>MCA Write up</td>
<td>FW: Peer SALT supervisions (<a href="https://ceem.org/90317f">https://ceem.org/90317f</a>)</td>
</tr>
</tbody>
</table>

### Notes:
- Christmas Jumpin' Day: Amber Trainel
- Put in expenses
- HI NV Comm Observation
- Art w/ J. Wardle
- MCA Write up
- Referrals
- HI
- NDT Documents
- MCA Write up
- FW: Peer SALT supervisions
Competencies vs Probation Period

Know your worth; you are in demand!!

Know YOUR WORTH!!

competencies and final thoughts

Know your worth; you are in demand!!
A “wee” bit about me

From Edinburgh, Scotland

MSc in Speech and Language Therapy at Queen Margaret University

Previous roles: charities, education and research

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

No week is ever the same!

~80% clinical, 20% non-clinical

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

January 2023
- Started Looking
  - NHS Website, Twitter, RCSLT website, Google.
  - Emailed hiring managers and spoke to trusts.

February 2023
- Applied for current job
  - Around 2 weeks wait to hear back

March 2023
- Interviewed
  - Remote interview.
  - Initially unsuccessful but positive feedback. Trust encouraged me to apply for future roles.

May 2023
- Offered alternative role!
  - I was on the reserve list and was offered a new permanent full time role.

July 2023
- All pre-employment checks completed
  - DBS, ID Checks, waiting for HCPC/RCSLT registration, University grade ratification

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!*

RCSLT
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
Q&A with the days presenters
11.55 – 12.50
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
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.

<table>
<thead>
<tr>
<th>Room 1</th>
<th>Room 2</th>
<th>Room 3</th>
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</thead>
<tbody>
<tr>
<td>Meet today’s managers</td>
<td>Meet today’s NQPs</td>
<td>General RCSLT enquiries</td>
</tr>
<tr>
<td>● Joanne Holder</td>
<td>● Kate Snape</td>
<td>Our enquiries team will be on hand to answer any general questions you have</td>
</tr>
<tr>
<td>● Sarah Stangroom</td>
<td>● Rebecca Shiel</td>
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<tr>
<td>● Sukdeep Reehal</td>
<td>● Kirstie Macmillan</td>
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<tr>
<td>● Kayleigh Sparkes</td>
<td>● Ella Hay</td>
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<thead>
<tr>
<th>Room 4</th>
<th>Room 5</th>
<th>Room 6</th>
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</thead>
<tbody>
<tr>
<td>Course Beetle</td>
<td>Elklan</td>
<td>Meet the RCSLT research team</td>
</tr>
<tr>
<td>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</td>
<td>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</td>
<td>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</td>
</tr>
</tbody>
</table>