

Biographies



Della Money

Della is the chair of the RCSLT Board of Trustees and Associate Director AHPs, Nottinghamshire Healthcare NHS Trust

Sessions:

AM Chair

Welcome and introduction

Treasure Island: Supporting your career journey - information, resources and networks

Great Expectations: What skills and knowledge will be in demand? Tips and Q&A: A guide to finding your first job

Q&A panel with the day's presenters

Since graduating in 1986, Della has worked within services for people with learning disabilities. She has always been passionate about working in partnership with others to develop communication skills. Della developed the 'Means, Reasons and Opportunities' model for communication 30 years ago. This model now underpins multi-disciplinary and multi-agency services for children and adults across the UK and abroad. She achieved her PhD in 1997 and has been an adviser in learning disabilities for the RCSLT since.

Della was the lead author on the RCSLT Five Good Communication Standards (2013), as part of the Government's response to Winterbourne View. The Five Good Communication Standards provide a national platform for everyone to know 'what good looks like' in terms of communication. Della led on the RCSLT position paper Inclusive Communication and the Role of Speech and Language Therapy (2016). She has since been key to delivering inclusive communication and the Accessible Information Standard across her trust. Della has recently engaged with the communication access UK project, rolling out training at a local community hospice.



@dellamoney

My top tip for students becoming NQPs: follow your heart – apply for jobs that excite you and seize the opportunities it brings.



Kamini Gadhok MBE

Kamini is CEO at the RCSLT

Sessions:

PM Chair

Treasure Island: Supporting your career journey - information, resources and networks and discussion session

Q&A panel with the day's presenters

Kamini has been chief executive at the RCSLT since December 2000. The professional body for speech and language therapists in the UK, the RCSLT provides leadership for the profession and supports improvements to services for people with speech, language and communication needs (SLCN).

Kamini's primary role is to help deliver service change by building strong partnerships with key stakeholders across government, charities, other professional bodies and the regulator. Over the years, she has been involved in a number of government initiatives and policy developments. This has included being an adviser to the Bercow review of services for children with SLCN, which continues to inform and impact on key government policies.

Kamini received an MBE in June 2009 for services to the allied health professions.

As a former speech and language therapist, Kamini had direct patient care responsibilities for 14 years and has experience of working with a range of client groups (children, older people, people with learning difficulties) across all ages in hospitals, community health centres, special schools and mainstream schools.

Prior to her move to London in 1997, Kamini had three roles in Nottingham Community Health (NHS Trust): as a locality manager, with responsibility for meeting the health needs of local populations across three inner city health areas; as locality coordinator for speech and language therapy services; and as specialist adviser (bilingualism) leading the development of services for people for whom English is an additional language. In this role, Kamini established the Asian bilingual co-worker service, the first of its kind in the country.

In 1997, Kamini became ethnic health projects coordinator for the NHS and was seconded to the Department of Health to set up the Race Equality Unit, where she was section head until 2000.



@Kgadhok

My top tip for students becoming NQPs: Join RCSLT CENs to help access peer support and hear about the latest evidence based practice



Stephanie Illingworth

Stephanie is a student at the University of Sheffield and is part of the RCSLT National Student Study day 2019 planning group

Session:

Conversations with Friends: Your RCSLT National Student Study Day



Charlie Gascoyne

Charlie is a student at the University of Sheffield and is part of the RCSLT National Student Study day 2019 planning group

Session:

Conversations with Friends: Your RCSLT National Student Study Day

Charlie is a final year MMed student at the University of Sheffield. She has been a student representative for her cohort for 18 months and is also a human communication sciences ambassador.

Her main interests within speech and language therapy include acquired communication impairment, TBI, dysphagia and dysarthria. Charlie also teaches workshops using the medium of improvised theatre to explore communication breakdown.

Charlie has thoroughly enjoyed volunteering for the RCSLT Student Day, and is very excited to see it all come together.



@CharlieG_SLT



Lauren Ashmore

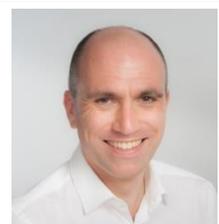
Lauren is a fourth year speech and language therapy student at the University of Sheffield and is part of the RCSLT National Student Study day 2019 planning group

Session:

Conversations with Friends: Your RCSLT National Student Study Day

Lauren is a buddy for other undergraduates in the human communication department, and has volunteered at the in-house clinics to gain further experience of working with a variety of clients across all age groups.

Lauren has a special interest in working with adults with acquired communication difficulties, stroke rehabilitation and dysphagia. For her final year dissertation, Lauren is carrying out a case study evaluating the impact that dysarthria has on reading speech and spontaneous speech.



Peter Just

Peter is public affairs adviser at the RCSLT

Sessions:

Treasure Island: Supporting your career journey - information, resources and networks
Q&A panel with the day's presenters

Peter has worked at the RCSLT since August 2014, initially as its interim parliamentary adviser. From June 2015 he has been the RCSLT's public affairs adviser, working to influence the Westminster Parliament and the UK Government, as well as supporting members to influence locally through producing resources and offering advice.

Peter leads on developing RCSLT's factsheets and manages the @GivingVoiceUK Twitter feed and, with his colleagues in the policy and public affairs team in London, the @RCSLTpolicy Twitter feed.

Peter's previous public affairs roles have included being Healthwatch England's public affairs and stakeholder relations manager, English Heritage's senior parliamentary adviser, as well as a stint as a researcher to a member of the House of Lords. When not doing public affairs, Peter has worked in retail and spent a year in Rome teaching English as a second language, the latter as part of a very delayed gap year.



@RCSLTpolicy/@GivingVoiceUK

My top tip for students becoming NQPs: To keep following the work of the RCSLT and get involved as and when you can – you are the future of the profession and we need you!



Judith Broll

Judith is director of professional development at the RCSLT

Sessions:

Treasure Island: Supporting your career journey - information, resources and networks
Q&A panel with the day's presenters

For over 20 years, Judith has been working as an SLT, both as a clinician and a manager. Her specialist clinical area is acquired adult dysphagia, which has allowed her to use a wide range of skills including problem solving, working with MDT colleagues, teaching and supporting staff, and most importantly supporting patients (and their families) to ensure they can live the best lives they can. She has been an RCSLT dysphagia adviser for a long time, which has offered her opportunities to represent the RCSLT with HCPC and NICE, as well as advising many clinicians around clinical/strategic issues.

Judith has managed speech and language therapy teams as well as MDTs (including trauma teams and orthopaedic wards) before venturing into strategic management working as the AHP project lead within a London sustainability and transformation partnership, she then returned to her roots to work at the RCSLT.

Judith has had an extremely varied career so far and has a passion to support students and colleagues to continue to push their own professional boundaries, to empower and surprise themselves, and the whole profession. Working at the RCSLT allows Judith to work with wonderful people to support the profession to continue this journey.

My top tip for students becoming NQPs: Don't be afraid to ask questions, no one is expecting you to know everything, and asking shows that you are not afraid to keep learning, and that you have insight into your knowledge base. Enjoy putting your training into practise, to keep learning what the real world is like, while working, with support, from your highly skilled colleagues.



Katie Chadd

Katie is a research officer at the RCSLT

Sessions:

Treasure Island: Supporting your career journey - information, resources and networks
Q&A panel with the day's presenters

Katie qualified as an SLT in 2016, after previously studying medical neuroscience - a subject which sparked her interest in language processing and clinical research. After completing a post-graduate diploma in speech and language therapy from City, University of London, her first role as a NQP was as a research intern in the university's aphasia clinic. Here, she contributed to the CommunicATE research project which delivered technology-enhanced speech and language therapy to people who had aphasia following stroke. During this time, Katie undertook her MSc research using the data collected on this study specifically around writing skills in aphasia.

Subsequently, and still as a NQP, Katie secured a role at the RCSLT supporting the research and development team to deliver on a number of initiatives such as the research champions network and research priorities project.

As a fully-qualified SLT and RCSLT research officer, Katie now leads on the co-ordination and growth of several RCSLT research networks and communities and communications to the membership regarding research and evidence-based practice including social media, the research newsletter, editing of monthly 'In the Journals' column in Bulletin. Katie also supports implementation and data collection in the RCSLT Online Outcomes Tool, among other projects.

Her professional research interests include: implementation of evidence-based practice, rehabilitation science, use of real world 'big data' and statistics and utilising the potential of student SLTs as clinical researchers.



@RCSLTResearch/@katie_chadd

My top tip for students becoming NQPs: Don't underestimate the value of the currency of your training – you will probably be more up to date with recent research & new approaches than your senior colleagues and you should celebrate that, and they will join you!



Rachel Purkett

Rachel is the director of engagement and communications at the RCSLT

Sessions:

Treasure Island: Supporting your career journey - information, resources and networks
Q&A panel with the day's presenters

Rachel has worked in communications and journalism for 15 years, starting her career in trade press in roles focused on digital strategy and transformation, and most recently leading on member engagement and campaigns at the Royal College of Nursing.

Rachel joined the RCSLT last week in September 2019. Her role is to build greater engagement with the RCSLT's members and stakeholders and to increase public understanding of speech, language and communication needs and of the profession as a whole.



@rpurkett

My top tip for students becoming NQPs: *Online networks are one great way to access support. Reach out; others are probably facing the same challenges as you.*



Nathan Veglio

Nathan is an SLT at Cambridge University Hospitals.

Sessions:

All's Well that Ends Well: NQP panel
Q&A panel with the day's presenters

Nathan completed his undergraduate degree at the Bangor University from 2010-2013 in linguistics and English language. Following this, he spent a year as a learning support assistant, working with children with behavioural difficulties and SLCN. He then spent the next 18 months living in Australia and New Zealand mostly traveling; however he did work with a variety of families supporting children with complex needs whilst there.

Upon return to the UK, Nathan worked privately for a child with complex needs before starting in a split-post role as a speech and language therapy assistant (SLTA) in Southend, Essex. His role was split between preventative group therapy for the A Better Start project and conventional clinically therapy. Nathan also worked as an SLTA in a part-time capacity at a neurorehabilitation facility from 2013- 2018. Working alongside the MNDA lead for voice banking, Nathan was able to hone his skills working with AAC and supporting a variety of patients with neurological conditions. He also ran a weekly AAC quiz and talking group and trained the staff with AAC use and implementation.

Nathan completed an MSc in speech and language therapy at the University of Essex from 2017 to 2019. While there he worked as a dysfluency mentor, was part of the interview team for future applicants and president of a sports club. His dissertation was focused on the potential role of the SLT in chronic traumatic encephalopathy and he completed placements in a variety of setting from a higher institute school to a specialised neurorehabilitation facility. He now works in Addenbrookes hospital in Cambridge as part of the adult acute speech and language therapy team and is currently completing his dysphagia competencies.



@CUH_SLT/@NathanVeglio

My top tip for students becoming NQPs: *Come in with an open mind, you won't know everything straight away and you are not expected to. Don't be afraid to ask for help and be willing to give things a go.*



Sophie Howells

Sophie is an SLT at Hesley Group and works with adults with autism, learning disabilities, complex needs and behaviours.

Sessions:

All's Well that Ends Well: NQP panel
Q&A panel with the day's presenters

Sophie began her role working in a specialist residential setting in July 2019 after graduating from De Montfort University in March 2019, and travelling South East Asia. Prior to university and during holidays, Sophie worked as a learning support assistant and a support worker for children with autism and learning disabilities. Through this experience, she developed a passion for working in learning disabilities.

Sophie attended the RCSLT National Student Study Day in December 2018 and after meeting one of the speakers she was referred for a job. Sophie was ecstatic when she interviewed and was offered the role with Hesley Group.

Sophie currently works with adults with autism, learning disabilities, complex needs and behaviours that challenge. She works as part of a multi-disciplinary team including care staff, occupational therapists, behaviour therapists and psychologists, aiming to support individuals in developing skills to stay safe, communicate functionally and effectively, participate meaningfully and increase independence.

Sophie is currently completing her NQP competencies with support through monthly supervisions, NQP support group meetings and guidance from senior SLTs. She has been lucky enough to complete training in PECS, Makaton, selective mutism and positive behavioural support and is looking to complete the post-basic dysphagia course next year. Sophie is currently involved in a working group and a research project, promoting the rights of and supporting individuals with learning disabilities with all communication needs, through death and bereavement.

My top tip for students becoming NQPs: Take everything as a learning opportunity. Reflect regularly on your practice and ask for advice or help. It is useful to talk through things with other people to get their point of view and how they might deal with a situation.



Freya Smith

Freya is an SLT for Sandwell and West Birmingham Trust.

Sessions:

All's Well that Ends Well: NQP panel
Q&A panel with the day's presenters

Freya graduated with a degree in speech and language therapy in July 2018 and got a job as an NQP SLT in November 2018. Freya works in the Sandwell and West Birmingham Trust as part of a children's therapies team in the community, where she works alongside physiotherapists and occupational therapists. Freya previously worked in healthcare for a number of years and went on to study nursing, which is then where she found her love for speech and language therapy.

At the end of her university course, Freya completed the Camperdown programme and now has opportunities at work to access Makaton and PECS training. Freya works with a variety of children, varying from the ages of two to 16 years old. Her job gives her the opportunity to work in clinic carrying out initial assessments and therapy, in schools carrying out observations, assessments, and therapies and a day a week where she gets to carry out research to help create a screening tool.

Although Freya enjoys working with a variety of ages of children, she has developed a particular interest in secondary school-age students and what else as SLTs can be doing to support secondary school aged students with SLCN. She is currently part of a team within her Trust who are working together to help develop and create a secondary school SLCN screening tool. Furthermore, she finds the area of social, emotional and mental health extremely interesting within speech and language and looks forward to developing her knowledge further around this area.



@FreyaSmithSLT

My top tip for students becoming NQPs: Don't be scared to ask for help and challenge yourself! Even a year into the job, I still ask lots of questions and put myself into new situations so that I am always learning.



Amy Bradshaw

Amy is an SLT for Alder Hey Children’s NHS Foundation Trust.

Sessions:

All’s Well that Ends Well: NQP panel
Q&A panel with the day’s presenters

Amy studied for a BSc in psychology at the University of Hull before completing her MSc in speech and language therapy at Manchester Metropolitan University. Prior to applying for the MSc, Amy spent time as a learning support assistant in a pupil referral unit, volunteered as an applied behaviour analysis tutor for children with ASD and carried out the role of course director at a summer school for children learning EAL; such experiences ignited Amy’s desire to become an SLT. Whilst training, Amy achieved certification in Makaton and obtained the role of paediatric SLTA within a private therapy company in Manchester. This role allowed Amy to utilise her knowledge and skills gained at university and on placement, whilst also providing an insight into speech and language therapy in the private sector.

Amy began her current post as a newly qualified paediatric SLT in September 2019. Within this role Amy carries out assessments and diagnoses; and works collaboratively with children with SLCN, their families and professionals to plan and carry out approaches to management. Amy provides a service within the community which spans across various clinics and educational settings. Amy’s current post allows her to support children with a broad range of SLCN, particularly those requiring support to develop their early communication skills and those with phonological delay/disorder. Amy is currently working towards completion of the NQP competencies; a process which is supported through weekly meetings with her supervisor. In the future, Amy is keen to further her knowledge and experience supporting children with dysfluency and voice disorders. She is passionate about being involved in the development and leadership of future speech and language therapy services.

Outside of work, Amy enjoys keeping fit, particularly running and swimming. Amy also has a passion for performing arts; she has received professional tuition, performed on stage and in small roles on television.



@amybSaLT

My top tip for students becoming NQPs: Be kind to yourself and support one another. Share resources, practice interview techniques or simply just check in. We are all one speech and language therapy family!



Michaela Wright

Michaela is the head of adult speech and language therapy at Chesterfield Royal Hospital NHS Foundation Trust

Sessions:

Great Expectations: What skills and knowledge will be in demand? Tips and Q&A: A guide to finding your first job
Q&A panel with the day’s presenters

Michaela qualified as an SLT in 1988 from the University Of Ulster in Jordanstown. She has been a member of RCSLT since she was a student. Her first role was in West Surrey& East Hampshire working in a mainly paediatric role.

Michaela knew prior to graduating that her passion was adult acquired disorders and worked in a number of split posts with adult acquired and adult learning disabilities, physical disability and paediatrics before taking up a full time role with adult acquired disorders in Derby; whilst working in Derby she developed her dysphagia specialism.

Michaela moved to Chesterfield Royal Hospital to lead the acute service for adults and children in 1996 and through a number of system changes has managed the speech and language service to acute adults, neonates and children, the adult service for acute and community in North Derbyshire and now the acute adult service. Since 2016 her role has also encompassed managing service level agreements for orthotics and podiatry in the hospital.

She continues to work clinically and is an enthusiastic supporter of quality improvement and research opportunities for SLTs. She is proud of the profession and is honoured to lead the RCSLT Hub in the East Midlands currently.



@MichaelaSLT88/@RCSLTeastmidhub

My top tip for students becoming NQPs: Use all the experiences you have from life as well as from your SLT training in your NQP role. Learn how to do reflection - it is an amazing clinical tool at every stage of your career.



Janelle Gardiner

Janelle is an SLT team leader at Sheffield Children's NHS Foundation Trust.

Sessions:

Great Expectations: What skills and knowledge will be in demand? Tips and Q&A: A guide to finding your first job

Q&A panel with the day's presenters

Janelle started her career in 1992 after qualifying from the University of Queensland in Australia. Her first post was a maternity leave cover and involved working with children in a range of specialist settings including clinics, a specialist school and a language unit. There was little support and this influenced her later decisions to support newly-qualified staff.

After moving to a different state, Janelle worked as a junior specialist for two years covering more maternity leaves and worked with adults with learning disabilities who were moving from long-stay institutions to community settings. Following her move to the UK in 1994, Janelle had a number of short-term jobs before getting a permanent split-post working both with children in clinics and adults with learning difficulties in the community. Following this, she worked in a language unit in London for 3 years until she moved to Sheffield in 2000.

Since that time, Janelle has worked for Sheffield Children's Speech and Language Therapy Service. She became interested in leadership and management and was appointed to a speech and language therapy team leader post in 2003 (to cover yet another maternity leave), which was subsequently made permanent. She undertook further post-qualification study in 2006 and has worked as a team leader and clinical specialist since that time. She recently has been appointed as head of speech and language therapy for her organisation.

My top tip for students becoming NQPs: Always refer to the person specification when applying for posts and reference these succinctly in your application. This makes it easy for the recruiting manager to shortlist you.



Ruth Crampton

Ruth is acting chair at ASLTIP and owner/consultant SLT at Let's Expand Communication

Sessions:

Great Expectations: What skills and knowledge will be in demand? Tips and Q&A: A guide to finding your first job

Q&A panel with the day's presenters

Ruth is an independent consultant SLT who runs Let's Expand Communication in Northern Ireland. Ruth took on the role of acting chair of the Association of Speech and Language Therapists in Independent Practice (ASLTIP) in April this year.

Before starting her independent business, Ruth spent ten years building up her skills within the NHS, initially within a mixed paediatric and ALD post, eventually moving into full time paediatrics as a complex needs specialist. Ruth now juggles her chair responsibilities with managing a team of six independent SLTs, developing apps and creating innovative opportunities.

In her spare time Ruth enjoys running, cycling and likes to travel as much as possible.



@SLTRuthNI/@ASLTIP_UK

My top tips for students becoming NQPs:

- *Don't put too much pressure on yourself!*
- *The learning journey is only just beginning as you graduate.*
- *You aren't expected to know it all.*