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| **Organisation Name**  *Free text/cut and paste from a word document* |  | | |
| **Title of Job**  *Free text or if chosen automated population from a chosen*  *transferable role template* | AAC Assessor | | |
| **Scope of Job**  sets the context, job profile  *Free text or from automated population from chosen TRT* | An AAC assessor will complete comprehensive assessments and reviews with clients to identify clear goals and needs in the area of augmentative and alternative communication.  This role is shared across speech and language therapy and occupational therapy. Working with the local team, the assessor provides clinically reasoned prescription recommendations and formulates an effective implementation plan. Where clients have a condition that impairs their physical ability to communicate, but have appropriate literacy and underpinning social interaction and communication skills an occupational therapist can complete this role. This is covered by 1,3,4 and 5 NOS and not 2. Where clients have a condition that impacts normal language development, or their language has been impaired by an acquired condition, a speech and language therapist must be involved in the assessment team. This involves all the NOS 1-5.  The AAC assessor is responsible for all the stages of intervention: Planning the assessment - identifying all relevant information and selecting assessment equipment and resources needed to conduct a thorough assessment. Conducting the assessment - to include communication skills and needs, physical, cognitive, psychosocial, environmental, risk aspects. Consideration of the skills and needs of the wider supporting team. Articulation of advanced clinical reasoning to support equipment prescription and implementation plan.  Follow up after the assessment - to include justification for specific equipment, liaising with local team, customization and programming the equipment to meet client needs. Providing the equipment and training the person and their local team in its use to optimise the persons communication potential. Reviewing the persons communication needs in relation to AAC.  The AAC assessor will meet the following five standards: 1. Plan assessment of an individuals health status 2. Assess an individuals communication skills and abilities 3. Develop, prepare and maintain resources for use by individuals who use augmentative and alternative communication (AAC) systems This standard relates to the development, preparation and maintenance of resources for individuals who use augmentative and alternative communication (AAC) systems. Resources may be high or low tech. Augmentative and alternative communication is used here as a global term to refer to methods of communicating that supplements the ordinary methods of speech and/or handwriting.  4. Select assistive devices or assistive technology to meet an individuals needs This standard covers the identification and selection of assistive devices to meet an individuals needs. It includes agreement with individuals and their carers on the selection and preparation of a specification or an intervention. It may also include working with others to plan or modify the specification or intervention.  5. Assist and support individuals to use augmentative and alternative communication (AAC) systems This standard relates to working with individuals, their carers and other members of the multi-disciplinary team where appropriate, to assist and support individuals who use augmentative and alternative communication systems. Augmentative and alternative communication is used here as a global term to refer to methods of communicating that supplements the ordinary methods of speech and/or handwriting. | | |
| **Responsible to**  *Free text* |  | | |
| **Accountable to**  *Free text* |  | | |
| **Contract type and**  **working hours**  *Free text* |  | | |
| **Pay Grade**  *Free text* |  | | |
| **Career Framework Level**  *Short descriptor from Career Framework automated population from chosen TRT* | People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment. | | |
| **Key Areas of Responsibility**  *Free**text* |  | | |
| **Level 7 Core Competences / National Occupational Standards:** | | | |
| **Underpinning Principle** | **Reference Function** | | **Competence** |
| **1. COMMUNICATION** | 1.2 | Communicate effectively | GEN97 Communicate effectively in a healthcare environment  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3001) |
| **2. PERSONAL & PEOPLE DEVELOPMENT** | 2.1.1 | Develop your own practice | GEN13 Synthesise new knowledge into the development of your own practice  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/376) |
|  |  |  | CFAM&LAA3 Develop and maintain your professional networks  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3770) |
|  | 2.1.2 | Reflect on your own practice | GEN23 Monitor your own work practices  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2051) |
|  |  |  | SCDHSC0033 Develop your practice through reflection and learning  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3415) |
|  | 2.2.1 | Support the development of the knowledge and practice of individuals | SCDHSC0043 Take responsibility for the continuing professional development of yourself and others  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3481) |
| **3. HEALTH SAFETY & SECURITY** | 3.5.1 | Ensure your own actions reduce risks to health and safety | IPC2.2012 Perform hand hygiene to prevent the spread of infection  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3309) |
|  |  |  | PROHSS1 Make sure your own actions reduce risks to health and safety  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3327) |
|  |  |  | PMWRV1 Make sure your actions contribute to a positive and safe working culture  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/4027) |
|  | 3.5.2 | Protect individuals from abuse | SCDHSC0024 Support the safeguarding of individuals  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3518) |
| **4. SERVICE IMPROVEMENT** | 4.6 | Promote service improvement | CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3783) |
| **5. QUALITY** | 5.1.1 | Act within the limits of your competence and authority | GEN63 Act within the limits of your competence and authority  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/85) |
|  | 5.1.2 | Manage and organise your own time and activities | HT4 Manage and organise your own time and activities  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2501) |
| **6. EQUALITY & DIVERSITY** | 6.1 | Ensure your own actions support equality of opportunity and diversity | SCDHSC0234 Uphold the rights of individuals  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3506) |
|  | 6.2 | Promote equality of opportunity and diversity | SCDHSC3111 Promote the rights and diversity of individuals  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3540) |
| **B. HEALTH INTERVENTION** | B2.1 | Obtain information from individuals about their health status and needs | CHS169 Comply with legal requirements for maintaining confidentiality in healthcare  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2820) |
| **D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY** | D2.4 | Maintain information / record systems | CFA\_BAD332 Store and retrieve information using a filing system  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/4104) |
| **H. MANAGEMENT & ADMINISTRATION** | H1.2.4 | Implement change | CFAM&LCA4 Implement change  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3786) |
|  | H1.3.1 | Contribute to the effectiveness of teams | SCDHSC0241 Contribute to the effectiveness of teams  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3509) |
|  | H1.3.2 | Develop relationships with individuals | CFAM&LDD1 Develop and sustain productive working relationships with colleagues  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3787) |
|  | H2.6 | Receive and pass on messages and information | ESKITU020 Use digital communications  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/4150) |
| **Role Specific Competences / National Occupational Standards:** | | | |
| **Underpinning Principle** | **Reference Function** | | **Competence** |
| **1. COMMUNICATION** | 1.1 | Develop methods of communicating | CHS154.2014 Develop, prepare and maintain resources for use by individuals who use Augmentative and Alternative Communication (AAC) systems  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3905) |
|  | 1.3 | Support individuals to communicate | CHS155.2014 Assist and support individuals to use Augmentative and Alternative Communication (AAC) systems  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3906) |
| **A. ASSESSMENT** | A2.1 | Plan assessment of an individual's health status | CHS38 Plan assessment of an individual's health status  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/1040) |
|  | A2.4 | Assess an individual's needs arising from their health status | CHS152 Assess an individuals communication skills and abilities  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2549) |
| **G. MEDICAL DEVICES PRODUCTS & EQUIPMENT** | G2.3 | Issue equipment, medical devices and products | CHS140.2014 Select assistive devices or assistive technology to meet an individual's needs  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3904) |
| **Facets of Role (National Occupational Standards):** | | | |
| **Underpinning Principle** | **Reference Function** | | **Competence** |
|  |  | None Assigned |  |
| **Locality Specific Competences / National Occupational Standards:** | | | |
| **Underpinning Principle** | **Reference Function** | | **Competence** |
|  |  | None Assigned |  |

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| **Personal Specification** | | | |
| **Criteria** | **Essential**  (pre-requisite for job) | **Desirable** | **Evidence**  **Application and/or Selection process**  **A and /or S** |
| **Physical requirements** |  |  |  |
| **Knowledge and skills required for post**  Education/ Qualification |  |  |  |
| **Experience,** **Previous experience relevant to the post.** |  |  |  |
| **Skills in communication, mathematics and use of IT**  (Employability Skills Matrix, Skills for Health 2014) | | | |
| **Communications and Customer Care**   * Listen to, understand and communicate complex information, adopting effective questioning techniques to elicit a range of views. Respond constructively and confidently to queries and complaints, negotiating with others in a way that suits the situation. Evaluate a range of texts, writing effectively for a range of contexts and situations, maintaining honesty, integrity and transparency. |  |  |  |
| **Mathematics**   * Select, compare and discuss information from a range of sources and use appropriate mathematical method and tools to solve identified problems and assist with clinical trials, audits or research projects as required Manage a work area budget cost effectively and efficiently. |  |  |  |
| **Use of IT**   * Use IT to meet identified needs and plan and evaluate the work of the team effectively. |  |  |  |
| **Team working skills and attributes**  (Employability Skills Matrix, Skills for Health 2014) | | | |
| **Working with Others**   * Work with others towards achieving shared goals, ensuring the team?s goals are clear and achievable. Learn from own mistakes, accepting and giving constructive feedback. Show interest in your work, developing with the team a clear purpose and work objectives. Seek and value the contributions of others, managing and resolving conflict when appropriate. Suggest alternative ways to get the job done without compromising compassionate care for service users. Lead, support, value and motivate other members of the team, sharing information as appropriate to achieve high performance. |  |  |  |
| **Solving Problems**   * Assess the root cause of complex problems in complex and unpredictable environments  Evaluate different points of view on the basis of facts and opinions of others Use theoretical and practical knowledge to solve problems and make decisions. Be creative and innovative in exploring and implementing solutions. Develop new skills in response to emerging knowledge and techniques to make recommendations or decisions Evaluate solutions to make recommendations or inform decisions. Seek and evaluate different points of view to inform solutions, maintaining honesty, integrity and transparency. |  |  |  |
| **Personal: personal skills, qualities, values and behaviours**  (Employability Skills Matrix, Skills for Health 2014) | | | |
| **Demonstrate positive attitudes, values and behaviours**   * Demonstrate honesty, integrity care and compassion at all times Take care of your personal health, including hygiene and appearance. Show interest in your work and identify and suggest alternative ways of getting the job done.  Recognise and reflect on your own work and value other peoples?. |  |  |  |
| **Be responsible**   * Be responsible and accountable for your own actions and the actions of your group through effective leadership.  Manage your work/life balance, and attend work as required on time. Understand your rights and responsibilities at work, lead on health and safety policies, practices and procedures. Be able to promote best practice in terms of equality of opportunity and valuing diversity in the workplace. Understand your responsibility to identify and raise any issues relating to the service with more senior staff. Understand and respect confidentiality in relation to work. Consistently evaluate own practice, plan and manage time and resources to achieve goals . Assess, weigh and take steps to minimise and manage risk. |  |  |  |
| **Be adaptable**   * Carry out multiple tasks or projects. Be open and respond constructively to change, coping with uncertainty. |  |  |  |
| **Learn continuously**   * Take responsibility for your own learning and be willing to continuously learn and grow, reflecting on own practice and encouraging others to reflect on their practice. Actively use research to influence and change practice. Assess personal strengths and areas for development, set own learning goals and plan and achieve your learning goals. |  |  |  |