



# Speech and Language Intervention Lead



**QUEENSWAY SCHOOL**  
**Speech and Language Intervention Lead**  
**Salary: Scale 4 (Point 7/11)**  
**£26,403 - £28,142 (AYR)**  
**(Pro-Rota)**  
**Term time only + 1 week**  
**37 hours per week**  
**Permanent Position**

We are seeking to appoint an articulate and proactive Speech and Language Lead to oversee the delivery of bespoke Speech and Language intervention programmes based at our North/South Campus. This exciting provision has been developed to support students with identified communication and interaction needs who may find it difficult to access the full curriculum and/or fully engage in school life.

This is a fantastic opportunity to work closely with our SEND Specialist Team and Pastoral Team to provide an empathetic, nurturing approach to supporting our young people. Bespoke interventions will be central to the success of our students, and the creation of this new hub reflects our commitment to meeting their needs. Programmes of support will be planned and delivered by the Speech and Language Lead in collaboration with the Senior SENDCo and Pastoral Lead, ensuring high-quality, personalised provision for each student.

This role is well-suited to colleagues with experience supporting students with SEND, particularly those with communication and interaction challenges linked to anxiety. Relevant qualifications in this area are desirable but not essential.

Overall, this is an exciting career opportunity for a dynamic, ambitious, and energetic individual who builds strong relationships, works effectively as part of a team, and is committed to understanding and supporting the needs of our students.

### **Queensway School**

Queensway was established as an academy in March 2018 when it became part of the Learning Community Trust. It was the result of a merger of an autistic provision which had been linked to HLC Secondary and a SEMH school that required a sponsor and a new start.

Queensway is across two sites – the North site in Hadley is a school for children with a diagnosis of Autism. It is a modern purpose, self-contained building on a lovely site with sensory and quiet rooms as well as a Sports Hall and good outdoor spaces. Queensway North has achieved Autism Advanced Accreditation from the National Autistic Society and our skills and strategies are worthy of their award. The school itself then 'leads' on Autism training both with the Local Authority and some external organisations.

The South site, in Dawley, will be moving to a site adjacent to our North site in Hadley in 2026/27. The new state of the art building and the curriculum opportunities it will offer are very exciting. Queensway South is for children with a diagnosis of Social Emotional Mental Health (SEMH).

Both sites offer an extensive curriculum which includes English, Mathematics, Science, Design Technology, Art and Physical Education, Creative iMedia, Engineering, Forest Schools, Motor Vehicle, Hair and Beauty, Duke of Edinburgh and Photography. We have also introduced Independent Living and Life Skills.

Social skills/education permeates through the curriculum on both sites preparing our students for life as young adults.

All students are encouraged to take a range of examinations which best meet their needs from the differentiated curriculum which is individually designed by the experienced staff team. The outcomes have improved year on year and in 2025 over 80% of students gained five or more GCSEs at Grade 1-9 including English and Maths which was a significant achievement.

Both sites have their individual teaching teams, support staff and highly experienced Pastoral leads who also lead on safeguarding.

Queensway prides itself on its close working relationships with parents and good communications between home and school happen on a daily basis.

You will join a Trust steeped in a culture of wanting the very best for our children and is very ambitious for its schools. As a school, you will be joining a community that will do anything to make their children's lives successful whilst preparing them for the next steps in their lives.

For more information, have a look at our website [www.queensway.school](http://www.queensway.school)

### **Learning Community Trust**

We are very proud to be a part of the LCT. The expertise and skills the staff have across the trust is invaluable in sharing best practice and our experience in working with children and young people with SEND is greatly valued in our mainstream schools. We are the only provision in Telford and Wrekin for students with these needs, all our young people have an EHC plan and we work with the LA over admissions.

The LCT mission is very simple; we are driven to be an outstanding MAT for our community with a clear vision to provide the best possible education for all the children and young people in our Trust, helping them to be successful in all they do both now and in the future.

The Learning Community Trust was established in June 2017 following agreement with the DfE/RSC to establish a MAT in this community. Not only were we approved as a MAT but we are also an academy sponsor.

Our first academy conversions, when we became operational were:-

- HLC Secondary
- HLC Primary
- Queensway Special School

Our Trust has now grown to ten schools which include Charlton and Ercall Wood secondaries alongside Wrekin View and Crudgington primary schools, Severndale Academy and our most recent Lantern Academy. We are also building a new primary free school in Telford. We are also supporting other schools within the county and beyond.

Our MAT spans education from 2-year-olds in our nurseries through primary and secondary education as well as specialist provision for autism and SEMH in our school. In addition, we have established a great partnership with Telford College and work with them on post-16 transition and curriculum.

We keep our aims at the forefront of all we do, they represent our values as well as our intentions:

To focus, across our schools, on **excellence** by achieving the best possible educational outcomes for our children and students by engaging and inspiring them, building their resilience and preparing them for work and adult life.

To drive a **collaborative culture** across our schools which drives and supports improvement and develops all our staff as leading professionals

To provide the highest levels of **care and support** for our children so they can succeed, including those that are the most disadvantaged, vulnerable or with special needs in our community

To ensure our schools are at the heart of the community they serve and are truly **inclusive** organisations with equality for all across our community

To engage positively with our families and wider **community**, building partnerships and programmes that develop opportunities beyond the school sector.

We have four strategic objectives which drive our work:

Our learners are engaged and successful

We have high quality staff across our Trust

We have a culture of continuous improvement

Our leadership and Governance is exemplary

The Trust currently has over 5000 students, over 1000 staff and we operate a budget of over £42 million, and this makes us a very viable Trust and a significant provider of education in Telford and Wrekin. For more information, have a look at our website [www.learningcommunitytrust@lct.education](http://www.learningcommunitytrust@lct.education)





Julie Bravo  
Headteacher  
Queensway School

*The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders working in regulated activity with children, are required to have an enhanced DBS check (including a check on the children's barred list).*

*References will be required for all shortlisted candidates, prior to interview and these will be checked following the Learning Community Trust recruitment and selection process. In line with the Statutory Guidance Keeping Children Safe in Education an online check will also be undertaken for all shortlisted candidates prior to the interview. Shortlisted candidates will also be required to complete a criminal self-disclosure declaration, posts that involve working in regulated activity are exempt from the Rehabilitation of Offenders Act, please note it is a criminal offence for individuals on the barred list for children to apply for any post working with children. For more information, please refer to The MOJ's guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, for information about which convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide.*

*We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education. For more information regarding our school's commitment to safeguarding, please see our Child Protection & Safeguarding Policy available on our website: [www.queensway.school](http://www.queensway.school)*

	<p><b>Queensway School</b> <b>Speech and Language Intervention Lead</b></p>	
<p><u>Name of post holder –</u></p>		
<p><u>Title of post –</u>Speech and Language Lead</p> <p><u>Salary scale:</u> Scale 4</p> <p><u>Working hours:</u> 37 hours per week term time plus 1 week</p> <p><u>Closing date:</u> Friday 15<sup>th</sup> May 2026</p>		
<p><u>Terms and conditions</u></p> <p>All staff may be required to deliver across Queensway to Key Stage 2,3 and 4 learners</p>		
<p><u>General duties and specific responsibilities for Speech and Language Lead</u></p> <p><i>To lead on speech and language therapy across the school, ensuring all staff plan and deliver quality first teaching strategies across the curriculum. The successful candidate will identify students in need of key intervention, planning a bespoke programme to improve language and communication skills, whilst supporting key people in the child’s life to ensure a consistent approach is applied by all.</i></p> <ul style="list-style-type: none"> <li>• Plan deliver and assess quality S&amp;L interventions for individuals across the school</li> <li>• Work under the direction of the SENDCo and the Senior SENDCo to develop programmes of delivery regarding communication and interaction throughout the school taking into account National and local strategic developments.</li> <li>• Work under the direction of the SENDCo and the Senior SENDCo to develop communication and interaction in line with the academy development plan.</li> <li>• Provide information to the staff team to ensure strategies and interventions are implemented across all areas of the curriculum on exit from the provision.</li> <li>• Manage a programme of purposeful interventions for a designated number of the cohort..</li> <li>• Intervention programmes focus on pupil progress, with evidence and consistent measures implemented to improve outcomes.</li> <li>• To lead and manage speech and language interventions across the school.</li> <li>• To deliver on whole school CPD in order to improve speech and language strategies in all subject areas.</li> <li>• To assess, diagnose, treat and manage a specialist caseload of the cohort, maintaining effective records of progress.</li> <li>• To support the parents / carers of pupils and participate in appropriate specialist training with other colleagues.</li> <li>• To support the work of all staff working with students in line with speech and language therapy.</li> </ul>		

- Liaise with agency workers associated with student S&L support.
- To provide total commitment to the safeguarding of pupils and the provision of opportunities for all pupils to achieve.

Personal and professional conduct

- This post-holder is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.
- All employed staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils and their families with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' and their family's well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- The post-holder must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- The post-holder must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Line manager (also responsible for appraisal)

Deputy Headteacher (North/South)

Review arrangements

This document will be reviewed following end of year Performance Management reviews and in conjunction the arrangements stated in the campus appraisal policy. However, either party may raise issues at any time that is appropriate.

Signed..... (Post holder)

Signed..... (Headteacher)

Date.....

An electronic copy of this document will be kept with your personnel records.