

Job description and Person Specification – Non Clinical Roles (excluding Admin bands 1-5)

Thank you for considering a role at [Cambridge University Hospitals NHS Foundation Trust](#), which includes Addenbrooke's and the Rosie Hospitals.

About Us

The Trust is one of the largest and busiest hospitals in the country and is a leading clinical and academic centre with a national and international reputation for excellence. Recognised as providing 'outstanding' care to our patients and rated 'Good' overall by the Care Quality Commission, is testament to the skill and dedication of the people who work here. It is their teamwork, energy, commitment and imagination that make us one of the best hospitals in the UK.

Our Values

The Trust's philosophy is to keep the patient at the heart of everything we do and we expect staff to uphold our values of **Together - Safe, Kind, Excellent** at all times. The Trust's Values and Behaviour Standard is attached to this job description; it provides more information about the type of behaviour we expect and love to see, and those we do not want to see. In considering whether to apply for the post you should consider whether you understand and feel able to live our Values.

Supporting you to be the best you can be

The Trust is committed to bringing the best out of its employees. We want everyone who works here to enjoy job satisfaction and feel proud to be an employee of the Trust. Each pay band has a set of Performance Standards which explains the level of competency and standard of delivery required to perform the role, you can download the performance standard for this post with the application pack. The Trust is committed to providing on-going feedback, development and an annual appraisal discussion.

Your Health and Well-Being

As a world leading healthcare organisation, CUH is a champion of good health and is committed to providing a smoke free campus to protect its staff, patients and visitors. Smoking is not permitted on the CUH campus and all employees must comply with the requirements of the CUH No Smoking Policy and support the processes and practices in place in relation to patients and visitors.

Your health and well-being are important to us. If you have any concerns about a health condition or disability that you have please read this Job Description and Person Specification carefully to ensure that you would not be putting yourself at risk.

We offer an extensive staff benefits package, including childcare, flexible-working schemes and the NHS pension scheme along with a range of facilities that includes on-site sport and leisure facilities. Do visit our website for more information about working at CUH and living in Cambridge: [Working for us](#)

Submitting your application

Please read this job description thoroughly before submitting your application. As well as meeting the essential requirements of the person specification, be sure that you can demonstrate commitment to our Values, teamwork, reliable attendance, dedication and the ability to show compassion, care and respect to our patients, visitors and colleagues.

We recommend that you download the 'Information for Applicants - Completing your application' document which provides further details about how to complete each section of your application form and further information about the application process.

Job title:	Hearing Rehabilitationist (Speech and Language Therapist/ Teacher of the Deaf/ Educational Audiologist)
Band:	7
Hours of work:	37.5 hours <i>Hours at present are worked within Monday- Friday.</i>
Location:	Emmeline Centre for Hearing Implants
To whom responsible:	Senior Paediatric Rehabilitationist
Job summary:	<p>You will provide a highly specialist hearing rehabilitation service as part of the regional hearing implant programme based at Addenbrooke's Hospital.</p> <p>You will be responsible for planning, implementing and evaluating care, as a specialist hearing rehabilitationist. The post holder will also offer training / supervision for other staff and students; contribute to maintaining and developing pathways of care, and participate in research and audit activity.</p> <p>The hearing implant service serves a caseload of children and adults with severe/ profound deafness.</p>

Key duties and responsibilities:

Clinical practice

- Planning, implementing and evaluating care, as an autonomous hearing rehabilitationist with specialist skills. This includes:
 - Using appropriate specialist speech, language and communication assessments to assess the communication skills of implant candidates and / or implanted patients.
 - Using observational and functional approaches to ascertain functional hearing levels in implant candidates and / or implanted patients.
 - Providing appropriate rehabilitation advice to maximise the benefits of implantation. For children, promoting the use of listening to encourage development of communication skills.
 - Providing training and advice to families and local staff as required.
 - Monitoring progress of implanted patients at appropriate intervals with a range of standardized assessments or qualitative approaches.
 - Following professional and departmental practice for recording of care and outcomes
- Providing expert specialist clinical advice for patients, carers and health care professionals.
- Carrying a caseload, including the management of complex cases
- Improving and maintaining rehabilitation resources
- Maintaining and developing pathways of care
- Providing a high level of communication by:
 - Liaising with all appropriate members of multi-disciplinary team
 - Ensuring excellent communication across health, education and community services
 - Communicating very sensitive condition-related information to patients and relatives, requiring high levels of empathy and reassurance. This includes highly complex information that needs to be conveyed in easily understood language
 - Ensuring the provision of appropriate verbal and written patient information, thus empowering the patient and carers to make informed decisions
 - Preparation of reports at relevant intervals
- As appropriate, offer outreach visits to achieve good clinical care.

Research and Audit

- Undertake surveys or audits in own specialty; collect data for relevant local and national research projects as appropriate;
- Make use of literature reviews to ensure practice is based on best evidence
- Support the implementation of research and audit findings
- Support research and development activity internally and externally
- Collate and analyze data for external presentation and /or publication, as appropriate.

Education and Training

- Maintain own knowledge, competence and skill level through regular clinical supervision, appraisal, personal development plans and appropriate training programmes
- Supervise rehabilitation assistant or speech and language therapy students as requested
- Develop the skills of departmental colleagues, and other health professionals to enable them to provide a high standard of care for patients within the specialty
- Enable deaf awareness in patients and their relatives / carers, with information on self-help options

Professional

- Ensure that own practice is in accord with highest professional standards at all times, including compliance with BCIG professional guidelines.
 - Maintain full registration with appropriate professional bodies, such as the Health and Care Professions Council (HCPC), the Royal College of Speech and Language Therapists (RSCLT) or the British Association of Teachers of the Deaf (BATOD), complying with their continuing professional development requirements.
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General Compliance:

1. To comply with all Trust Policies and Procedures, with particular regard to

- Risk Management	- Health & Safety	- Information Governance
- Confidentiality	- Data Quality	- Freedom of Information
- Equal Opportunities	- No Smoking	- Being Open: a duty to be candid
2. All staff have a responsibility to comply with the current infection prevention and control policies, procedures and standards and ensure they have received an annual update on infection prevention and control issues including hand hygiene. All staff should practice and encourage appropriate hand hygiene and act professionally to ensure the hospital environment is clean, safe and tidy.
3. To perform your duties to the highest standard with particular regard to effective and efficient use of resources, maintaining quality and contributing to improvements.
4. To follow all the Trust Security policies and procedures and be vigilant to ensure the safety and secure environment for care.
5. All staff that have access to or transfers any data are responsible for those data, it must be kept secure and they must comply with the requirements of the Data Protection Act 1998 and the common law on confidentiality. All data must be kept in line with the Trust's policies and procedures. Data includes all types of data i.e. patient, employee, financial, electronic, hard copies of printed data or handwritten data etc.
6. The post holder is responsible for data quality and complying with the policies, procedures and accountability arrangements throughout the Trust for maintaining accuracy and probity in the recording of the Trust's activities.
7. The Trust is committed to carefully screening all staff who work with children and vulnerable adults. If this applies to this post, the appointment will be subject to a satisfactory Disclosure and Barring Service disclosure (formerly the CRB disclosure) of the appropriate Level.
8. All staff will receive training on Child Protection -Safeguarding Children Policies and Procedures as part of Induction and updates, this will equip the post holder with the knowledge of what you will need to do if you have concerns about the welfare of a child/young person under aged 18.
9. Participate in an annual Appraisal and Development Review meeting and ensure you are meeting the Trust's Performance Standard for the post.
10. CUH is a smoke free campus. All employees must comply with the requirements of the No Smoking Policy and support the processes and practices in place in relation to patients and visitors
11. To uphold the Trust Values and Behaviours standard.
12. Perform any other duties that may be required from time to time.

Every post holder can make a difference to a patient's experience. You will come across patients as you walk around the hospital; we rely on all our staff to be helpful, kind and courteous to patients, visitors and each other.

This job description may be altered to meet changing service needs, and will be reviewed in consultation with the post holder.

Our Trust values and behaviours

Values	Behaviours	Love to see	Expect to see	Don't want to see
Safe I never walk past, I always speak up	Safety	Shares lessons learned to help others to improve safety.	Always follows agreed safety and wellbeing procedures. Learns from mistakes and asks for help if they need it.	Shows a lack of focus on safety and wellbeing in their day-to-day work.
	Raising concerns	Encourages others to raise concerns about safety or attitude.	Speaks up every time standards on safety, care or dignity are not met. Welcomes feedback.	Keeps concerns to themselves, and rejects feedback about their own behaviour.
	Communication	Seeks ways to enhance understanding of information being communicated to meet people's needs.	Keeps people informed and gives clear explanations in ways people can understand.	Doesn't give people the information they need. Uses jargon inappropriately.
	Teamwork	Encourage others to contribute and demonstrates better ways of working within and across teams.	Works as part of a team. Co-operates and communicates with colleagues. Values other people's views.	Excludes others and works in isolation.
	Reassuringly professional	Is constantly aware that what they say and do affects how safe other people feel.	Is calm, patient and puts people at ease. Takes pride in their own appearance and our environment.	Passes on their negativity/stress. Is critical of other teams or colleagues in front of others. Displays unprofessional appearance.
Kind I always take care of the people around me	Welcoming	Goes out of their way to make people feel welcome.	Is polite, friendly, makes eye contact, smiles where appropriate and introduces themselves. 'Hello my name is...'	Ignores or avoids people. Is rude or abrupt, appears unapproachable/moody.
	Respectful	Applies a broader understanding of the diverse needs of patients/colleagues. Supports others to be themselves.	Treats everyone as an equal and valued individual. Acts to protect people's dignity.	Ignores people's feelings or pain. Makes people feel bullied, belittled or judged.
	Helpful	Thinks about the needs of others. Goes the 'extra mile' for other people.	Is attentive and compassionate, helps people who need help, or finds someone who can. Never walks by.	Makes people feel like a burden: 'It's not my patient / job / problem'.
	Listen	Makes time to listen to people even when busy.	Listens to people in an attentive and responsive manner.	Disinterested, dismissive or talks over people.
	Appreciate	Goes out of their way to make people feel valued for their efforts and achievements.	Encourages people's efforts. Notices when people live up to our values, says thank you.	Doesn't notice or appreciate people's efforts.
Excellent I'm always looking for a better way	Aiming high	Their positive attitude inspires others to achieve the highest levels of quality.	Always aims to achieve the best results.	Accepts mediocrity or moans without looking for solutions.
	Improving	Helps others to find creative solutions to problems and shares good practice.	Suggests ideas for better ways of doing things and looks for opportunities to learn.	Resists change: 'we've always done it this way'.
	Responsible	Shows enthusiasm and energy to achieve excellent results.	Takes responsibility and has a positive attitude.	Avoids responsibility. Blames or criticises others.
	Timely	Always respects the value of other people's time.	Is on time, efficient, organised and tidy. Apologises and explains if people are kept waiting.	Misses deadlines or keeps people waiting, without explanation/apology.
	Makes connections	Helps others to understand how services connect.	Thinks beyond their own job and team to make things easier for people.	Focuses on their own department needs to the detriment of the people they serve.

Together-**Safe** | **Kind** | **Excellent**

Post Title: Hearing Rehabilitationist

Band: 7

Department: Emmeline Centre

How evidenced: A = Application Form I = Interview T = Test

Factors	Essential Criteria	How Evidenced	Desirable Criteria	How Evidenced
<p>1 Qualifications</p>	<p>A recognised qualification in speech and language therapy / pathology [or its overseas equivalents]</p> <p>A recognised qualification in hearing therapy (HT)</p> <p>A recognised qualification as a teacher of the deaf</p> <p>Current full practising registration of the appropriate professional regulatory body/bodies without unspent sanctions/ warnings</p> <p>Bsc / Msc in speech and language therapy / pathology</p> <p>Relevant hearing therapy degree; OR Audiology training with hearing therapy element;</p> <p>Teacher of the Deaf Status: Qualified Teacher Status (QTS) together with qualified TOD status (course approved by DfE)</p> <p>For SLTs: HCPC and RCSLT</p> <p>For Hearing therapists: HCPC</p> <p>For TODs: BATOD Association</p>	<p>A/I</p>	<p>(i) Research degree or equivalent</p> <p>(ii) Training in hearing implants</p> <p>(iii) Auditory- Verbal qualification OR Advanced specialist certificate in working with deaf people</p> <p>(iii) Basic British Sign language (BSL)</p> <p>Eg MSc in – Speech Sciences / Communication / Education</p> <p>Relevant courses from in-service training or stand- alone courses</p> <p>CACDP level 1 or equivalent practical skill</p>	<p>A/I</p>

<p>2 Experience</p>	<p>(i) Experience of working with children with hearing implants in a range of settings</p> <p>(ii) Experience of implementing service development initiatives</p> <p>(iii) Experience of managing a complex caseload independently</p> <p>(iii) Experience of assessing a children communication and listening skills.</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>	<p>(i) Experience of conducting research and/or evaluation studies</p> <p>(ii) Experience of giving presentations at national or international level</p> <p>(iii) Experience of supervising clinical students or assistants</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p>
<p>3 Knowledge</p>	<p>(i) Knowledge of cochlear implants</p> <p>(ii) Understanding of issues within the Deaf community</p> <p>(iii) Knowledge of the range of communication options available for children with a hearing loss</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p>	<p>(i) Knowledge of hearing implants other than cochlear implants</p> <p>(ii) Knowledge of alternative assistive equipment for use by deaf people/ individuals with a hearing loss.</p> <p>(iii) Knowledge of educational, statutory and voluntary agencies involved in services for the deaf /those with a hearing loss</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p>

<p>4 Skills</p>	<p>(i)Able to prepare and deliver a rehabilitation programme to children with severe to profound hearing loss</p> <p>(ii)Advanced communication skills with patients with complex needs and their carers/families.</p> <p>(iii)Able to use Microsoft office and computer applications</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p>	<p>(i)Counselling skills for patients/families dealing with the emotional impact of acquired or congenital deafness;</p> <p>(ii)Problem solving and negotiation skills</p> <p>(iii)Strong verbal and written presentation skills</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p>
<p>5 Additional Requirements</p>	<p>The ability to understand and behave at all times, towards patients, visitors and colleagues according to the Trust values of <i>safe, kind, excellent.</i></p> <p>(i)Able to complete work tasks to deadlines</p> <p>(ii)Able to set own learning targets</p> <p>(iii)Able to commit to Trust behaviours and standards</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p>	<p>(i)Able to travel independently</p> <p>(ii)Able to work flexibly as required</p> <p>(iii)Able to work effectively when under pressure from competing demands.</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p>

Information for Applicants - Terms and Conditions of Employment

This information is a summary of the main terms and conditions for pay, annual leave, hours and pension that is governed by the NHS Terms and Conditions of Service Handbook.

Pay

The advertisement provided the information about the pay band for this role. All pay bands have a minimum and maximum point with opportunity for progression to the next pay step point when a minimum length of service has been reached. This is subject to meeting expected levels of performance. For more information about Agenda for Change Pay please visit: <http://www.nhsemployers.org/your-workforce/pay-and-reward/pay/agenda-for-change-pay>

New entrants to the NHS will normally commence on the minimum point of the pay band. Only in exceptional circumstances where the employee has considerable relevant experience to the post can a higher starting salary be considered. If a current NHS employee applies for a post at a higher band they move onto the higher band receiving a promotional increase in accordance with NHS Terms and Conditions. Current NHS employees transferring on the same pay band retain the same salary.

Pay Progression

Employees will receive progression to the next pay step point (where available) subject to meeting expected performance and compliance requirements. If you are an existing NHS employee applying for a role on the same band, progression will be awarded in accordance with the Trust's current ADR and Pay Progression policy. If you are new to the Trust or are applying for a promotion, progression will be awarded in accordance with the new national framework agreement.

Hours

Full time is 37.5 hours per week and is in accordance with the working patterns/rota patterns within the ward/department. These may be changed from time to time depending upon patient / service needs. If the post you have applied for is part time, the salary will be calculated pro rata to 37.5 hours. If you are required to work nights/weekends/public holidays you will receive the appropriate unsocial hour's enhancements.

Annual Leave Entitlement

This is dependent on complete years of NHS service.

Years NHS service	Annual leave entitlement per year
0-5 years completed NHS service	202.5 hours (based on 27 days x 7.5 hrs per day) plus public holidays (pro rata for part time)
5-10 years completed NHS service	217.5 hours (based on 29 days x 7.5 hrs per day) plus public holidays (pro rata for part time)
Over 10 years completed NHS service	247.5 hours (based on 33 days x 7.5 hrs per day) plus public holidays (pro rata for part time)

Pension

Employees are automatically enrolled onto the NHS Pension Scheme upon commencement. There is both an employer and an employee financial contribution to the pension scheme, with the employee contribution ranging from 5% to 14.5% depending upon your salary. New employees will receive a detailed information pack on commencement. For further information about the scheme and how to opt out following commencement, please visit www.nhsbsa.nhs.uk