PERSON SPECIFICATION

Post: Senior Speech & Language Therapist		**Date Updated:** July 2026
	Essential Criteria	**Desirable Criteria**
Qualifications and Experience	**Candidates for appointment must:** • Be registered, or be eligible for registration, on the Speech & Language Therapists Register maintained by the Speech & Language Therapists Registration Board at CORU. **And** • Have three years full time (or an aggregate of three years full time) post qualification clinical experience. **And** • Have the requisite knowledge and ability (including a high standard of suitability and professional ability) for the proper discharge of the duties of the office. **And** • Provide proof of Statutory Registration on the Speech & Language Therapists Register maintained by the Speech & Language Therapists Registration Board at CORU before a contract of employment can be issued. **Annual Registration** • On appointment practitioners must maintain annual registration on the Speech & Language Therapists Register maintained by the Speech & Language Therapists	• Experience of interdisciplinary working • Minimum 2 years' experience working with children with disabilities (including ASD assessment and intervention). • Experience working with children with eating Drinking Swallowing (EDS) Difficulties • Experience working in Augmentative & Alterative Communication (AAC)

	Registration Board at CORU. **And** • Practitioners must confirm annual registration with CORU to Enable Ireland.	
Organisational and Professional Knowledge	• Demonstrate a developed professional reasoning and behaviour with a clear understanding of the role of the Speech & Language Therapist working within the disability sector. • Demonstrate an understanding of the models of interdisciplinary team working. • Demonstrate a clear understanding of the social • model of disability and a Person Centred approach in the delivery of services to people with disabilities. • Understanding and knowledge of Enable Ireland services. • Understanding and knowledge of clinical support and supervision. • Evidence and commitment to continuous professional development.	• Knowledge of the disability sector and related areas. • Experience and/or training in clinical supervision of staff.
Core Competencies **Planning & Organising of activities and resources**	• Manage a caseload including the ability to carry out assessments, interventions and diagnosis to the relevant user group. • Manage the overall performance of basic grade therapists.	
Judgement and Evaluation:	• Understand the practices and protocol in decision making. • Ensure decisions made are • professional, ethical and consistent manner. • Recognise when further intervention in relation to decision making is required.	
Professional development and standards in the service	• Deliver a quality evidence based service, and report on same as necessary. • Take own initiative to move • forward and show willingness	

	to try out new ideas that add value to the organisation and service. • Demonstrate sufficient clinical skills in assessment intervention and diagnostics to meet the specific needs of the relevant caseload.	
Leadership	• Build credibility and portray the profession in a positive light by being professional and well informed by demonstrating determination and initiative to achieve results and improve the service. • Lead and take responsibility for team projects as requested by the team co-ordinator.	
Building and maintaining working relationships	• Positively communicate at all levels within the service while ensuring that information has been appropriately disseminated and understood. • Demonstrate competency in written and verbal communication skills. • Have a working knowledge of Microsoft Office packages and service related database systems.	
Team Working	• Mentor and act as a role model for basic grade therapists and placement students. • Participate in training and ensure all staff in the team are trained adequately in line with legal and professional standards.	
Special Aptitudes	• Flexibility in service delivery. • Proactive approach to overall performance. Willingness to embrace organisational development and change	