

Jennifer Goulden

Speech and Language Therapy Assistant



Personal Profile

I have worked in the mainstream secondary education setting for a number of years in the field of SEND, working closely with pupils with ASC, ADHD, ADD, Dyslexia, SEMH, VI, HI and other difficulties.

Professional Qualifications

2002 – 2005 [University of Salford](#) - BSc (HONS) Product Design and Development

2008 – 2009 [Edge Hill University](#) – HLTA with SEND focus

Training Provided:

- CPD to whole staff on Provision Map software (IEP, IBP and passport)

Training Received:

- Crossbow Visual Stress Assessments
- Edukey Provision Map training
- SMBC LA Motivational Maths
- Safeguarding
- TobiiDynavox Snap and Core first
- DVD training on Talktools

Work Experience

[ATtherapy](#) – February 2018- present

Speech and Language Therapist Assistant

In my role as SaLT Assistant I work with a number of individual clients, delivering the bespoke package as directed by the Therapist. I also support the team in resource preparation and software editing on varying high-tech communication aid systems.

ATtherapy
36 Park Rd
Romiley
SK6 4AR
0161 494 6489
jennie@attherapy.co.uk



Harrytown Catholic High School – Stockport – 2005 – 2018

Learning Support Assistant

My role as a Learning Support assistant grew in many ways over my time at Harrytown. I started by providing in class and small group support to pupils in all areas of the curriculum. As my role developed I supported more individual pupils providing intervention on 1-1 basis as well as small groups.

I was responsible for providing group intervention for literacy and numeracy to KS3 groups, increasing their foundation knowledge to enable them to access the curriculum at secondary level. I also took responsibility for ASC intervention groups delivering a program to autistic spectrum pupils based round the Talkabout programme. Responsibilities included intervention IDL. This intervention is for Dyslexic pupils and worked on the basis of repetition to embed strategies to enable students to have independence in inference, comprehension spelling and creative writing.

Additionally, I balanced this support with a more administrative role, organising and arranging the review meetings for pupils EHCPs, liaising with parents, outside agencies and staff to collate relevant information. This included working alongside the exams officer to ensure all SEND access arrangements were in place for GCSE examinations.

Additional Skills

I am able to use my knowledge and experience of working with individuals with a variety of specific needs into my role at ATtherapy. I am able to balance the needs of communication difficulties with wider legislation and support the team in the holistic picture of each individual child.

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