

Job Description for the Post of Positive Behaviour Support (PBS) Lead, Addington Valley Academy

Responsible to: Senior Leadership Team

Responsible for: To share in the leadership and management of the school under the direction of the Senior Leadership Team. To take a lead in ensuring the highest standards of **practice** within the school. To support and develop **partnerships** with other education provisions and training providers, ensuring access to a comprehensive range of professional development opportunities, early career development, mentoring and coaching, leadership programmes, Positive behaviour support training continuing professional development (CPD), and collaborative research and practice initiatives.

To lead and champion a culture of professional development that nurtures and empowers staff as individuals, ensuring they are equipped with the skills, **heart** and expertise to deliver personalised, holistic support that enables every pupil to feel known, valued, safe and able to thrive.

Important relationships: Principal, Senior Leadership Team, pupils and parents, other members of the teaching and non-teaching staff, the Governing Body, and other professionals.

Job Purpose:

To work under the guidance of the Senior Leadership Team to champion and embed a whole-school Positive Behaviour Support (PBS) approach across Addington Valley Academy, ensuring that all students are supported through proactive, person-centred and trauma-informed practices. The postholder will lead the implementation and development of PBS systems, coach and support staff, develop individual PBS plans, and promote inclusive, rights-based practice that enhances student wellbeing, independence and quality of life. The PBS Lead will play a key strategic and operational role in creating a safe, enabling and respectful learning environment where all pupils can thrive.

Principal Duties and Responsibilities:

The Positive Behaviour Support Lead will:

Leadership & Strategic Development

1. Lead the implementation, development and evaluation of Positive Behaviour Support (PBS) across the academy.
2. Embed the PBS framework into all levels of school practice and culture.
3. Lead and manage a team supporting behaviour, wellbeing and inclusion.
4. Work collaboratively with senior leaders to ensure behaviour support aligns with the school's vision, values and safeguarding responsibilities.
5. Monitor and review behaviour support practices, ensuring consistency and high standards across the school.
6. Promote evidence-based approaches that improve outcomes for pupils with complex needs.
7. Ensure that all required documents, forms, reports are completed appropriately, and timely
8. Report to SLT, governors and ESLT as required.
9. Ensure equal opportunities with regard to all aspects of practice and provision;
10. Work with the Senior Leadership Team to oversee the successful implementation of new initiatives, taking full account of relevant national and local agenda;
11. Support and actively promote decisions made by the leadership team.

Positive Behaviour Support

1. Develop, implement and review pupil-specific PBS plans based on assessment, data and person-centred approaches.
2. Ensure PBS strategies are proactive, preventative and focused on improving quality of life.
3. Support staff to understand the function of behaviour and respond using positive, respectful and

consistent approaches.

4. Reduce restrictive practices through effective PBS planning and intervention.
5. Promote enabling environments and positive social interactions throughout the school.
6. Implement practices that promote dignity, respect, inclusion and equality.
7. Advocate for student voice, choice and independence in all aspects of school life.
8. Ensure pupils are supported in ways that are person-centred and empowering.
9. Promote active support approaches that maximise participation and engagement.
10. Maintain accurate records and reports relating to behaviour support and interventions.

Staff Training & Coaching

1. Deliver PBS training to staff at all levels.
2. Provide ongoing coaching, mentoring and practice leadership to support high-quality implementation.
3. Support staff wellbeing and confidence when working with students displaying learning interruptions and dysregulation (LIDs)
4. Model effective PBS and trauma-informed approaches in practice.
5. Lead reflective practice sessions and contribute to continuous professional development.

Multi-Agency & Family Working

1. Work collaboratively with families, therapists and external professionals to ensure consistency of support.
2. Contribute to EHCP reviews, risk assessments and multidisciplinary meetings.

Supervision Arrangements

Addington Valley Academy will determine supervisions arrangements in line with the management structures and needs of the job.

Additional notes

- Job Descriptions are to be reviewed annually
- The responsibilities listed above are the essentials of the post; it is always open to the postholder to propose ways of extending these responsibilities
- This job description is not exhaustive and you may be asked to carry out other duties commensurate with the role.

Person Specification for the Post of Positive Behaviour Support (PBS) Lead, Addington Valley Academy

The Person Specification shows the abilities and skills you will need to carry out the duties in the Job Description. Shortlisting is carried out based on how well you meet the requirements of the Person Specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your Application Form. If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below.

Area	Requirements	Essential/Desirable
Qualifications and Training	Recognised qualification in Positive Behaviour Support (PBS)	Essential
	Recognised registration with UKSBA or BCBA or HCPC	Essential
	Right to work in the UK	Essential
	Evidence of Continuing Professional Development	Essential
Experience	Significant experience supporting children and young people with additional needs and behaviours of concern	Essential
	Experience supporting a wide range of students with a diagnosis of Autism	Essential
	Experience leading PBS implementation within an educational, health or care setting	Essential

	Experience developing and implementing PBS plans	Essential
	Experience of supporting or leading staff development or coaching colleagues	Desirable
Knowledge & Understanding	Knowledge of reducing restrictive practices and promoting positive outcomes	Essential
	Detailed understanding of research-based approaches to professional development and their application within special school settings	Essential
	Knowledge of autism, learning disabilities and communication differences	Essential
	Understanding of safeguarding and behaviour legislation within education	Essential
Skills & Abilities	Excellent communication, leadership and organisational skills.	Essential
	Ability to inspire, lead and motivate others	Essential
	Ability to hold others to account for their performance	Essential
	Ability to give constructive feedback and coaching support to colleagues	Essential
	Ability to support others through CPD and modelling best practice	Essential
	A consistently positive outlook	Essential
	A flexible approach and a willingness to innovate	Essential
	An excellent communicator	Essential
	Compassionate, resilient and emotionally intelligent	Essential
Calm, reflective and solution-focused	Essential	

Orchard Hill College & Academy Trust is proud to be a Disability Confident Employer, committed to creating an inclusive and supportive workplace for all.

Orchard Hill College & Academy Trust endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This **Job Description** and **Person Specification** is current but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the school's changing needs.

In line with the statutory guidance in Keeping Children Safe in Education, the Trust reserves the right to request and review references **prior to interview** as part of our safer recruitment process. Any concerns raised will be followed up with the applicant before a recruitment decision is made.