

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

Responsible to: Principal and the Senior Leadership Team/ PBS Lead

Responsible for: Pupils /Practice / Systems

Important Internal Relationships: Governors, Principal, Teaching and support staff at the school, Pupils, Parents

Important External Relationships: Parents, Visitors to the school, Support Agencies, Local Authority

Job Purpose:

- To support the development of high-quality, person-centred practice across Addington Valley Academy through the implementation of Positive Behaviour Support (PBS).
- The Active Support Practitioner works directly within classrooms to coach, model and embed practice that supports pupils to be actively engaged, participate, communicate and make choices in their daily learning.
- The role focuses on translating Positive Behaviour Support Plans (PBSPs), written by the PBS Lead, into everyday practice by supporting staff to understand how to implement strategies consistently and meaningfully.
- The emphasis is on increasing engagement, independence and participation through capable environments, rather than reactive or behaviour-focused approaches.
- To work collaboratively with class teams, middle and senior leaders to improve the quality and consistency of support for pupils across the school.

Specialised Responsibilities:

- To support the implementation of PBS informed practice across the school, ensuring consistent, high quality practice across classrooms.
- To act as a key practitioner supporting the embedding of PBSPs and person-centred approaches into everyday classroom practice.
- To influence staff practice through modelling, coaching and respectful professional challenge, supporting a shift towards a PBS-informed approach focused on engagement, communication and participation.
- To contribute to staff development through training, discussion and reflective practice within classes, across the school and, where appropriate, across the academy trust.
- To support consistency of practice across classes, identifying strengths, themes and areas for development.

Main Responsibilities:

- Work directly within classrooms to model high quality practice that increases pupil engagement, participation and independence.
- Support class teams to understand and implement PBS strategies in practical, meaningful ways within daily routines and activities.
- Provide 'in the moment' coaching, feedback and reflective discussion to support staff development.
- Work alongside staff to develop capable environments that enable pupils to access learning and participate meaningfully.
- Support the use of communication strategies and interaction approaches in line with PBS and person centred practice.
- Support staff to understand the 'why' behind approaches, linking practice to communication, regulation and engagement.
- Assist the PBS Lead with the delivery of internal staff training and development
- Contribute to training delivery across the school and where appropriate, across academy trust schools.
- Work collaboratively with the Pathway Leads to identify patterns, themes and development needs across classes.
- Use professional curiosity and respectful challenge where practice is inconsistent or not yet embedded.
- Support monitoring of practice through observations and feedback.
- Maintain high professional standards in safeguarding, confidentiality, health and safety and ethical practice.

Other requirements of the Post:

- Act in accordance with the school's values and PBS approach, promoting dignity, respect and positive relationships at all times.
- Follow the School Handbook, Code of Conduct and associated policies.
- Undertake duties reasonably requested by the Senior Leadership Team appropriate to the role.
- Engage positively in training, supervision and professional development to strengthen practice.
- Maintain professional, respectful and collaborative working relationships.
- Uphold confidentiality at all times and always handle sensitive information appropriately.
- Willingness to support infrequent events outside the school day where needed.

Training can Include:

- Attending all whole school INSET days/twilight sessions.
- Attending external training courses which relate directly to your role.

Whole School Responsibilities:

- Uphold and promote the school's values and Positive Behaviour Support (PBS) approach, ensuring practice is grounded in dignity, respect and positive relationships.
- Contribute to a safe, inclusive and supportive school environment where all pupils are supported to engage and thrive.
- Share responsibility for safeguarding and promoting the welfare of children and young people, in line with statutory guidance and school procedures.
- Work collaboratively with colleagues across the school to support consistency of practice and positive outcomes for pupils.
- Comply with all Trust and school policies, procedures and professional standards, including those relating to behaviour, health and safety and equal opportunities.
- Engage in whole-school development, training and reflective practice as appropriate to the role.

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) Practitioner, 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	GCSE grade 9-4 (or equivalent) in English and Mathematics	Essential
	A Level or equivalent professional qualification in a relevant area (e.g. education, SEND, psychology or pastoral support)	Desirable
	Evidence of developing specialist skills within a support role related to communication, engagement or emotional regulation	Desirable
Experience/Knowledge	Secure understanding of SEND needs and development	Essential
	Experience supporting pupils with complex needs to increase engagement, participation and independence within a school environment	Essential
	Experience/knowledge of PBS-informed or person-centred practice within a school setting	Essential
	Experience supporting and modelling best practice for staff	Essential
	Experience working with pupils with communication differences, supporting interaction, engagement and participation	Essential
	Understanding of safeguarding, equal opportunities and relevant legislation, aligned with PBS values of dignity and respect	Essential
	Working knowledge of health and safety procedures, supporting safe and least restrictive practice in line with PBS principles	Essential
	Training or experience working with people with autism	Desirable
	Understanding of trauma-informed practice and its application within a school environment	Desirable
	Understanding of restraint reduction and approaches that prioritise proactive support and the reduction of restrictive practices	Desirable
	Experience implementing PBS strategies within classroom practice	Desirable
	Experience supporting staff training, mentoring or development	Desirable
	Experience working across more than one class or supporting wider practice development	Desirable
	Experience in recording and reporting data	Desirable
Skills & Abilities	Ability to model high-quality practice within classrooms to support engagement and participation	Essential
	Ability to coach staff in real time, within classroom environments using clear, practical approaches	Essential
	Ability to translate guidance (e.g. PBSPs) into meaningful classroom strategies	Essential
	Confidence to support and challenge staff practice in a respectful and professional way	Essential

	Ability to build positive, trusting relationships with pupils and staff	Essential
	Strong observational skills, including interpreting pupil communication and engagement	Essential
	Excellent communication and interpersonal skills	Essential
	Ability to manage sensitive or complex conversations with staff	Essential
	Ability to organise own work and manage time effectively	Essential
	Competent use of IT systems	Essential
	Ability to work flexibly across classes and settings	Essential
	Willingness to continually improve own practice	Essential
	Confidence contributing specialist insight to senior staff	Desirable
Additional Factors	Understanding of communication systems (e.g. AAC, interaction strategies)	Desirable
	Commitment to always safeguard and promote the welfare of children and young people	Essential
	Willingness to engage in reflective practice, supervision and ongoing professional development	Essential
	Willingness to contribute to whole-school development and evolving practice related to wellbeing and quality of life	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.