Positive Behaviour Support Practitioner

A logo for a school

Description automatically generatedGrade 9-10

# Job purpose

The Positive Behaviour Support Practitioner will be required to support the development and implementation of School Wide Positive Behaviour Support across Woodley School and College, employing a multidisciplinary approach with Education, Welfare, and external professional teams so that pupils can meet meaningful outcomes.

The post-holder’s primary role is to embed the science, principles and practice associated with Positive Behaviour Support in line with the PBS competence framework and UK SBA code of ethics, and to support the PBS Consultant in the development and embedding of School Wide PBS across Woodley School and College. The role will involve managing a caseload of students and ensuring that their support is completed and carried out in a manner consistent with the PBS Competence framework under the supervision of the PBS Consultant. The role will involve direct work with pupils implementing skills teaching, as well as supporting functional assessments for pupils requiring specific interventions. You will also be using behaviour skills training to train key performers in implementing behaviour support plans specific to individual pupils.

UK BA cert, a UK BA cert or BTEC supervision as appropriate to the post holder will be available for this role.

# Key areas of responsibility

To support the conduct of functional behavioural assessments and provide interpretations of the results.

To support the development of function-based behaviour support plans in accordance with good practice guidance in this area. This will include a good working knowledge of the legal and ethical principles which underpin outstanding behavioural support.

To measure and monitor the effectiveness of these behavioural support plans.

To contribute or supervise staff to utilise evidence-based approaches which are behaviour analytic in nature utilising behaviour skills training approaches

To maintain good working relationships with other members of the multidisciplinary team and ensure effective communication through good verbal communication skills and the production of professional reports

To provide behavioural advice, guidance and consultation to support staff, parents and other professionals both internal and external where appropriate.

To assist in the implementation of behaviour support plans in school and at times in a student’s home

To communicate in a skilled and sensitive manner, information that contains assessment data, behavioural support and safeguarding information

Under the supervision of the PBS Consultant, contribute to the running of all aspects of Woodley School and College’s School Wide PBS in line with best practice and most recent technology.

To engage in clinical supervision with the PBS Consultant

To maintain or be working toward their own professional standards/qualifications and CPD required in the field of Applied Behaviour Analysis/Positive Behaviour Support

To have an in-depth knowledge of current legislation and ethical considerations that underpin high quality PBS and be able to effectively impart this knowledge upon staff within the school

Attend all Woodley’s mandatory and compulsory training sessions.

Clearly and effectively communicate PBS approaches used with the school to key stakeholders.

Where required, contribute to the development of the College Positive Behavioural Support policy and procedure.

Offer a flexible approach to working hours to meet the needs of the school and college.

To have an uncompromising and professional approach to safeguarding

Comply with Woodley School and College’s Health & Safety requirements and be aware of and adhere to current policies and procedures.

Provide support guidance across all 3 tiers of the School Wide PBS model.

# Employee Specification

| Knowledge, qualifications, skills and experience | Shortlisting criteria |
| --- | --- |
| **Knowledge** |  |
| Knowledge, understanding and experience (minimum 1 year) of applying behaviour analytic interventions | Essential |
| Knowledge and experience of SCERTS Assessment | Desirable |
| Knowledge and experience of Behaviour Skills Training | Desirable |
| IT literate with a working knowledge of MS office in particular Word, Excel and Outlook | Essential |
| Knowledge of School Wide PBS model. | Essential |
| **Qualifications** |  |
| MINIMUM Positive Behaviour Support (PBS) BTEC Level 4 and BSc in Applied Behaviour Analysis (ABA) **OR** working towards MSc ABA/MSc PBS | Essential |
| MSc ABA/PBS, UK BA cert. | Desirable |
| **Skills** |  |
| Plan and organise efficiently and meet deadlines | Essential |
| Ability to plan, conduct, interpret information gathered, and write functional assessments | Essential |
| Working successfully within a multidisciplinary team | Essential |
| Ability to produce high quality reports and plans | Essential |
| Ability to work flexibly to meet the needs and requirements of the students and School | Essential |
| To present ideas effectively in both individual and group situations. | Desirable |
| To be able deliver training for staff in the field of behaviour support Using a range of effective methods of delivery including the use of non- technical language. | Desirable |
| Understanding of the needs of autistic students. | Essential |
| Understanding of safeguarding responsibilities. | Essential |
| Understanding of Health and Safety in the workplace. | Essential |
| Enthusiasm to work with young people to encourage learning and independence | Essential |
| A commitment to undertake further training in order to keep abreast of current trends in PBS and develop a broad knowledge base in the field. | Essential |
| **Experience** |  |
| Experience of working with young people who engage in behaviours of concern | Essential |
| Experience of assisting/supporting functional behavioral assessments and interpreting the data. | Essential |
| Experience of working with pupils on a one-to-one basis | Essential |
| Experience of working with pupils in small groups | Desirable |
| Experience of working in FE / High Needs Students environment | Desirable |
| Experience, knowledge or understanding of specialist methods of communication, i.e. Braille, PECS, Makaton etc. | Essential |
| Experience of collaborative working and information sharing with staff teams | Essential |

# General information

DBS check at the appropriate level

When you start in your role you will receive a comprehensive induction and any mandatory training including safeguarding.

You will also have regard for the ethos, policies and practices of the school and maintain high standards in your behaviour, attendance and punctuality. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through School communications.

This job description is intended to provide an understanding and appreciation of the responsibilities associated with the role. It is not possible to specify every detail and we expect you to work flexibly within your skills, knowledge and remit of the job.

# For Office Use Only:

| Job Category | Woodley School & College | Grading ID |  |
| --- | --- | --- | --- |
| Job ID | PBSP | Last Updated | April 2024 |
| Job Focus | Behaviour | Career Progression |  |

## Contractual Variants

| DBS Category | Children | DBS Type | Enhanced & Barred |
| --- | --- | --- | --- |
| Health Check | Pre-employment | Politically Restricted |  |
| 24/7 working |  | Public Holidays |  |
| Night Working |  | Alternating Pattern |  |
| Standby |  | Other |  |
| Checked by HR | LC 25/04/24 |  |  |