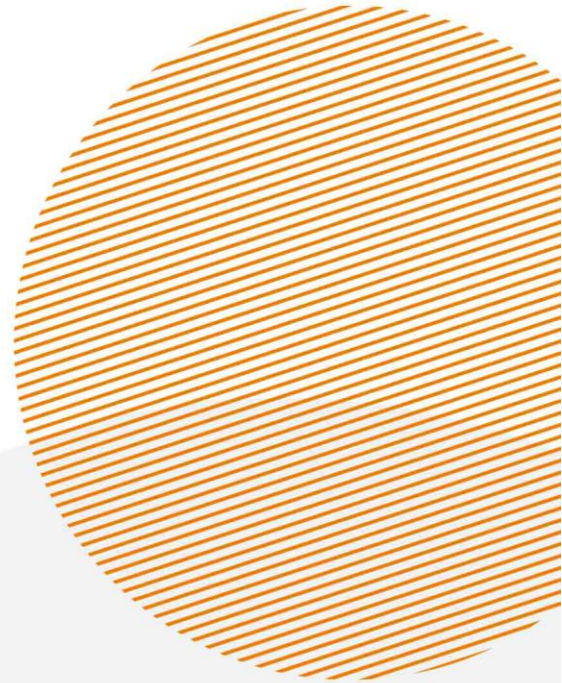
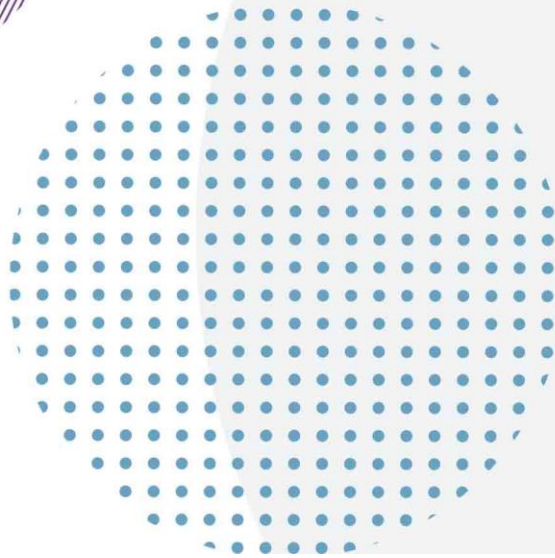
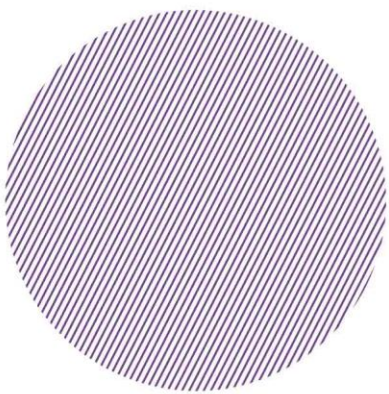


Senior PBS Practitioner

Job description, 2024



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Job description

Job title	Senior PBS Practitioner	Team	PBS Team
Job band	£37,610 - £45,471 (depending on skills and experience)	Reporting to	PBS Lead
Hours	37.5 hours per week.	Line manages	2 PBS Practitioners

Approved by: Director of Education

Updated: May 2024

Role purpose

As a Senior PBS Practitioner you will be passionate about improving the quality of life of children and young people with autism and working with the transdisciplinary team to improve outcomes for children and young people. You will conduct Tier 3 risk assessments of challenging behaviour and devise and implement PBS plans for pupils engaged in complex behaviours of distress, providing coaching and support to class teams to optimise fidelity. This will include direct assessment and intervention, and indirect assessment and monitoring with class teams as you manage your fluid caseload, determined, and prioritised by the needs of the cohort. You will also lead PBS practitioners in the team and provide support and guidance in conducting Tier 1 and 2 risk assessments and PBS plans.

The role involves working collaboratively alongside colleagues and parents and carers to enable them to better understand behaviours that challenge and teach functional replacements in order to reduce risk and increase access to education and future opportunities. Your work will be in line with the PBS components and will be person centred.

Key accountabilities and dimensions

Practitioner duties and responsibilities:

- Lead on PBS essentials training across the whole school.
- Train, motivate and coach staff teams and other professionals to be confident and skilled in meeting the needs of children and young people with complex behavioural needs
- Undertake a variety of functional assessments and oversee school wide social assessments, ensuring they inform future practice
- Undertake and review risk assessments of complex behaviours that challenge and produce and review corresponding PBS plans that promote proactive and early intervention and skill development that reduce the need for physical intervention
- Lead on tier 3 PBS provision within the setting and provide practice leadership to PBS practitioners leading on Tier 1 and 2 support.
- Work with class teams to support the effective implementation of the PBS model, including individualised, multi-component PBS Plans
- Work with class teams to review the behavioural needs and progress of children and young people
- Contribute to reintegration meetings and annual reviews, work in a positive and solution focussed way.
- Contribute to efficient, integrated support, working closely with other professionals, such as CAMHS, BICS and therapeutic providers to pool knowledge, skills and

- resources across disciplines
- Liaise with parents/carers to establish a holistic view of pupils, and provide support and guidance to support generalisation to other settings based on evidenced successes in school
 - Contribute to effective team development and evaluating and improving service delivery
 - Maintain high quality records, according to professional standards, of work undertaken in all aspects of the job
 - Conduct analysis of data to understand patterns and trends
 - Produce high quality reports that provide the information requested, using clear and accessible language
 - Participate in supervision from PBS Specialists, and continuing professional development in line with AaA policy and professional guidelines and recommendations.
 - Deliver a rolling programme of CALM in line with our restraint reduction strategy
 - Oversee debriefs following restraint to ensure the well-being of others and reflective practice.
 - Maintain up-to-date knowledge about developments within the profession and adhere to professional standards and guidelines
 - Employ a critical appreciation of recent developments in PBS
 - Ensure consistency in approach of implementing the Ambitious Approach across the education setting
 - Such other duties as your line manager may require

Interpersonal and Communication duties and responsibilities:

- Communicate in a clear, concise and culturally appropriate manner to students, staff and family members.
- Demonstrate integrity and sensitivity, affording everyone with dignity and respect
- Apply problem solving skills and contribute to generating solutions
- Effectively motivate students and staff to engage with programmes by utilising a range of activities, strategies and techniques
- Apply a person-centred approach
- Be open and flexible in developing methods of practice in line with best practice
- Work with others in an empathic and supportive way, affording dignity and respect at all times
- Work effectively under pressure, prioritising and meeting deadlines
- Be flexible to the demands of the environment including unpredictable events, deadlines and frequent interruptions

Additional duties:

- Demonstrate a continual commitment to safeguarding and promoting the welfare of children and young people.
- To uphold Ambitious about Autism policies to protect and safeguard pupils in order to secure their health, safety and wellbeing.
- Demonstrate a continual commitment to the promotion of diversity initiatives and the sharing of best practice in line with Ambitious about Autisms Equality, Diversity and

Inclusion policy and procedures.

- Ensure the highest degree of confidentiality and data protection of all materials
- Demonstrate the vision and values of Ambitious about Autism in everyday work and practice, upholding the ethos of challenge and support where all pupils/learners can reach their full potential and maximise their engagement in learning.

Person specification

Role and band competencies	Essential
Specific knowledge, experience and technical skills	
1. Have / working towards a level 5 PBS qualification (or relevant alternative)	X
2. Manages a complex caseload and prioritises and delegates effectively	X
3. Implements a range of impactful behavioural assessment and interventions with children and young people with autism, learning disabilities and behaviours that challenge; and works effectively with those who implement them	X
4. Skillful in the use of functional assessment and intervention	X
5. Ensures all practice is person centered	X
6. Communicates complex and sensitive information in a manner appropriate to the individual and situation	X
7. Brings specific expertise to working collaboratively with others	X
8. Has advanced skills in building and maintaining positive relationships with children and young people, professionals and parents/carers.	X
9. Works collaboratively as part of the support team, motivating and working positively and constructively with other team members.	X
10. Competently assesses risk	X
11. Maintains professionalism in the face of emotive and distressing problems, verbal abuse and the threat of physical abuse	X
12. Plans and delivers engaging training, measuring the impact and adjusting future training accordingly	X
13. Effectively contributes service evaluation and improvement activities	X
14. Actively uses supervision and opportunities for development of skills	X
15. Applies the latest research evidence and evaluative thinking in practice	X
16. Understands and acts upon safeguarding responsibilities, policy and procedure	X
17. Ambitious about Autism is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	X
Personal attributes	
18. Builds constructive relationships with warmth and empathy	X
19. Committed to safeguarding and promoting the welfare of children and young people.	X
20. Always treats service users with respect and dignity	X
21. Uses initiative, makes decisions independently, as appropriate to the band	X
22. Reflects critically, appraising own performance, accepting and responding positively to feedback from supervision	X
23. Travel independently in accordance with Ambitious About Autism's	X

policies and service need	
24. Good appreciation of health and safety in the workplace, data protection principles and equal opportunities.	X

How to apply

Stage	Timescale
Closing date for applications	Sunday 19th May 2024
Candidates informed of outcome of application	Monday 20th May 2024
Interviews (these will be conducted in person at The Rise School)	Thursday 23rd May 2024

If you would like to find out more about this exciting opportunity, need any further information or wish to have an informal discussion please contact Stephen Vickers, **Recruitment Manager - Charity, Education Services and Compliance** – 020 8815 5439, svickers@ambitiousaboutautism.org.uk.

Equal opportunities monitoring

Ambitious about Autism is fully committed to equality of opportunity and diversity and we warmly welcome applications from all suitably-qualified candidates. We welcome applications regardless of race, colour, nationality, ethnic or national origins, religion or belief, sex, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, disability, or age. All applications will be considered solely on merit.

Ambitious about Autism is committed to safeguarding and promoting the welfare of children and young people and successful candidates will be subject to an Enhanced DBS check.



Contact us

The Rise School
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Middlesex TW13 7EF

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🌐 theriseschool.com

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@theriseschoolartsdepartment

Ambitious about Autism is the national charity for children and young people with autism. We provide services, raise awareness and understanding, and campaign for change. Through TreeHouse School, The Rise School and Ambitious College we offer specialist education and support.

Our mission is to make the ordinary possible for children and young people with autism.



Ambitious about Autism Schools Trust is an exempt charity in England and Wales and a registered company: 08335297.

How to find us

We are located on the same site as Spring West Academy.

Public transport

Tube – Hatton Cross, then either 285 or 490 bus to Browells Lane and five-minute walk. 90 bus to Feltham – Leisure West and eight-minute walk

Bus – 285 from Kingston or Heathrow to Browells Lane, 90 from Northolt to Feltham Leisure West, 490 from Richmond or Hatton Cross to Browells Lane, 117 from West Middlesex University Hospital or Staines to Feltham Station, and 235 from Brentford or Sunbury to Feltham Station

Train – 10-minute walk from Feltham station

Travelling by car

We have on-site parking, but this needs to be booked prior to visiting.

