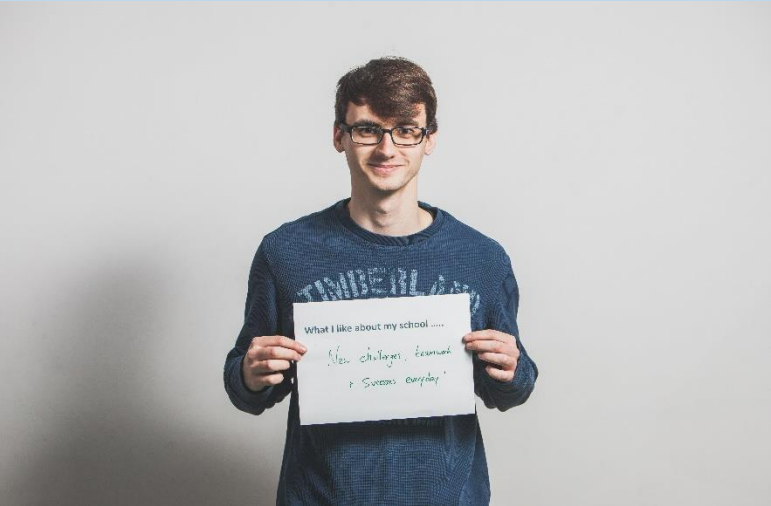


**Information Pack**  
**School Wide Positive Behaviour Support (SW-PBS)**  
**Lead Practitioner**  
**Closing: Monday 25<sup>th</sup> June 12 noon**

# Staff say...



Sarah Roscoe – Head Teacher

Welcome to The Rise School. Thank you for your interest in joining our team!

I have over 20 years experience of working in a variety of secondary mainstream and special educational needs schools. During this time I have come to understand that the ‘whole child’ and his or her happiness is the absolute key to their overall success.

I am passionate about providing the very best educational opportunities in our school community. The Rise is a very special place for autistic children and young people to learn, thrive and be happy, working hand in hand with our families and carers.

Our school values are **Be Kind, Be Resilient, Be Proud**. They underpin our community and if you visit us you will see examples of these values in action recorded on our ‘Kindness Trees’ and celebrated through our rewards system which encourages our pupils to develop empathy and compassion. Our environment is one in which we all can feel safe and appreciated for our individual contributions.

Our pupils are some of the most vulnerable children in society and we are passionate about wanting them to blossom and experience success whilst developing confidence and strategies to overcome some of the challenges associated with their autism. I believe that we have a responsibility to ensure we equip our pupils with the confidence and skills to live their lives safely and successfully and go on to take their place within the local community and beyond.

I have the highest expectations and am very aspirational for each and every pupil in our care. We see academic success for our pupils as of equal importance to their social and emotional growth. We constantly review our practice and provide staff training to ensure we are providing the best possible teaching and learning experience for our pupils.

Our “state of the art” building offers an enormous range of learning and social opportunities to our pupils. In addition to the basic core curriculum we provide a range of really exciting and beneficial learning opportunities such as Duke of Edinburgh awards, camping trips, yoga, learning opportunities outside the classroom and Mindfulness. As our pupils go into Key Stage 4 (14-16 years) we offer a bespoke curriculum that will provide further opportunities from GCSEs to vocational pathways. I encourage staff to innovate and play to their strengths whilst offering additional opportunities for our pupils to achieve academic success and a personal fulfilment.

Ultimately I am so very proud of the pupils and staff of The Rise School, who together ensure that our school is a very special and exciting place for us all to be.

# Pupils say...





# JOB DESCRIPTION

## School Wide Positive Behaviour Support Practitioner

- **Salary details:** Band 5, Point 54-62 (£26 – 32K) of The Rise School Pastoral Payscale
- **Job Term:** Full Time
- **Appointment Type:** Term-time only
- **Hours:** 37.5 hours per week (8am to 4pm daily)

## Purpose

The Rise School is looking for an enthusiastic and committed individual with a passion and vision for developing our School-Wide Positive Behaviour Support strategy, to increase the quality of life for the pupils with autism that we support, by teaching new skills.

## Key Responsibilities

Work directly with all pupils in both our Primary and Secondary phases proactively to increase their access to teaching and learning and respond to incidents as they occur.

Train, motivate and practically support our staff teams to be confident and skilled in working with our pupils who have behaviours that challenge, to empower staff to deliver the support that is effective and has a real impact. Ensure consistency in approach of implementing the School-Wide Positive Behaviour Support (SWPBS) framework at The Rise School.

Develop innovative and person-centred approaches to teach pupils new skills that will enable them to have fulfilled and active lives, thereby reducing the probability of challenging behaviour.

In collaboration with the Assistant Headteacher (Pastoral), contribute to delivery of School-Wide PBS strategy at The Rise School through: Staff training and development; Behaviour Support Planning and Implementation; Incident analysis; Staff team debriefs following incidents. Through monitoring incident data across the Primary and Secondary phases, help to identify pupils who require Tier 3 behaviour support and share this good practice with the staff teams involved.

In collaboration with the Assistant Headteacher (Pastoral), accountable for ongoing training of specialist TLAs in Positive Behavioural Support systems.

Work in partnership with families and external professionals.

Demonstrate knowledge of how each individual pupil learns, and how this impacts on the learning support decisions put in place.

Encourage pupils to be aware of their individual targets, how to achieve these, and assist the pupils in tracking their own progress, giving them regular feedback.

Write, monitor and review Positive Behaviour Support Plans.

Identify the training needs of specialist Teaching and Learning Assistants.

Ensure that all staff supporting pupils understand the long-term goals and aspirations for the pupils they support and therefore, understand the rationale for the short term targets that they are working on.

In collaboration with the Assistant Headteacher (Pastoral) lead on planning and implementation of restrictive practice reduction programmes.

Be a natural mentor, able to motivate and teach others to deliver SWPBS in a meaningful and reflective way.

## How to apply

To apply please download and complete our application form and equality monitoring form from our website [www.TheRiseSchool.com](http://www.TheRiseSchool.com). Completed applications should be emailed to [LindaBurn@TheRiseSchool.com](mailto:LindaBurn@TheRiseSchool.com).

**The closing date for applications is Monday 25<sup>th</sup> June 2018 12 noon, interviews will take place w/c 25<sup>th</sup> June 2018.** The school is committed to safeguarding and promoting the safety and welfare of children and young people. All staff and volunteers are expected to share this commitment and all appointments will be subject to appropriate vetting including references and an enhanced DBS.

# ADDITIONAL RESPONSIBILITIES

## Equalities

Be aware of and support difference and ensure that pupils have equality of access to opportunities to learn and develop.

## Health & Safety

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.

## Training & Professional Development

The jobholder is required to contribute to and support the overall aims and ethos of the school.

All staff are required to participate in training and other learning activities, and in performance management and development, as required by the school's policies and practice.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

# PERSON SPECIFICATION

## Qualifications

- Educated to at least GCSE Grade C standard or equivalent in English and Mathematics **(Essential)**
- MSc in Positive Behaviour Support (PBS) **(Desirable)**

## Experience

- Experience of working with children and young people with autism **(Essential)**
- Experience of managing challenging behavior **(Essential)**
- Commitment to the principles of positive behavior approaches **(Essential)**
- Ability to demonstrate an understanding and personal commitment to safeguarding and promoting the welfare of children and young people **(Essential)**
- Experience of working in a UK based school setting **(Desirable)**
- Knowledge of typically developing children **(Desirable)**
- Experience of positive handling techniques **(Desirable)**

## Skills and Attributes

- Good communication both verbal and written **(Essential)**
- Ability to communicate effectively with a range of stakeholders **(Essential)**
- Ability to work effectively as a member of a multi-disciplinary team **(Essential)**
- Good data collection and analysis skills **(Essential)**
- Good training and coaching skills **(Essential)**
- Good organisation, planning and prioritisation skills **(Essential)**
- Ability to work using own initiative **(Essential)**
- Ability to solve problems quickly and decisively and able to stay calm in a crisis **(Essential)**
- IT literate **(Essential)**
- Physically and emotionally resilient in order to work with children and young adults with autism who may have challenging behaviour **(Essential)**

## Our School

Sports Hall

Sensory Room

Science Lab

Soft Play

Food Tech

Gym

Yoga

Wellbeing Garden







*“The School’s work to promote pupils’ personal development and welfare is outstanding”. – Ofsted June 2017*







## Safer recruitment process

The Rise School is committed to safeguarding and promoting the welfare of children and young people.

In order to meet this responsibility all candidates will be subjected to a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below. Please do not hesitate to contact the school if further detail is required.

**Disclosure** This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (CRB). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred. **Short listing** Short listing will occur after.....with interviews taking place in the following 2 week period. Interview Candidates will be subject to an in-depth, in-person interview and assessment, along with a telephone interview in some circumstances. At each stage of the process candidates will be asked to address any discrepancies, anomalies or gaps in their application form or arising from information gained at the previous stage of the recruitment process. **Reference checking** References from the previous and current employers will be taken up for shortlisted candidates, possibly before interview, and where necessary employers may be contacted to gather further information or address any discrepancies, anomalies or gaps in the reference provided. **Probation** All new staff will be subject to a probation period (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides The Rise School with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils. **Equal Opportunities** The Rise School is dedicated to providing equal opportunities and will monitor the recruitment process rigorously to ensure fair access and opportunity for all.