

# Job description

## Job title

Positive Behaviour Support (PBS) Practitioner

## Hours

37.5 hours per week worked over 43 weeks per year (41 weeks + 165 hours undirected time)

## Contract

Permanent

## Role profile and grade

TCS25 – Grade 2, Point 4

## Salary

Pro-rated starting salary £24,410.62 with bi-annual increments  
Full time equivalent salary is £25,546.00 per year

## Location

Bridge College, Openshaw, Manchester

## Reports to

Positive Behaviour Support Team Lead

## Type of DBS required

Full enhanced DBS (We will apply for this on your behalf.)

## Job purpose

The PBS Practitioner will work as part of the PBS team, under the supervision of the PBS Team Lead within Bridge College to develop and support school wide PBS and individualised PBS packages. The PBS Practitioner will work as part of a multi-disciplinary therapeutic team to assess the needs of students, support transitions into, within, and out of the College, develop support staff to implement a variety of function-based interventions and skill teaching plans.

The strategic priorities of this role include providing high quality functional behavioural assessments, improving and monitoring quality of life outcomes via key performance indicators, and providing proactive interventions based on the values and principals of PBS and PROACT-SCIPr. The PBS Practitioner will work under the guidance of the PBS lead to monitoring the use of restrictive practices and ensuring that they are always proportionate to the level of risk, and the least restrictive.

Safeguarding children and vulnerable people is a priority for all employees.

### **Nature of the post**

Bridge College's guiding principles are that students come first and are at the centre of what we do. We strive to constantly improve and innovate, and we are responsible for ensuring the success of Bridge College and its students. We educate young people aged 16-25 years with a broad range of learning support needs, physical disabilities and /or autism. Multi-disciplinary input is integral to facilitating students' engagement and removing barriers to learning. Students follow individualised learning programmes with personalised goals. Some students present with behaviours that may be seen as challenging to the service and may require support to enable them to participate in college life. The service upholds a positive approach to managing behaviours, taking into account the young person's current abilities and support needs, delivering interventions that are based on an understanding of why the behaviours occur. Our aim is to risk assess people into the community, not out of it.

As part of the Together Trust's Education Services, the post holder will be expected to work collaboratively with a multi-disciplinary therapy team, teaching and support staff, the senior leadership team, and external professions to support the ethos of the Together Trust and Bridge College.

In respect of the general responsibilities as an employee of Together Trust, the post holder will be required to:

- Promote a positive image of the service and the Together Trust at all times.
- Be aware of and follow the relevant policies and procedures.
- Maintain confidentiality for all areas of the post.
- Co-operate with all Together Trust staff in maintaining harmonious interpersonal relations.

- Perform any duties as may reasonably be required by the Together Trust, or as requested by the post holder's line manager and other senior managers.

The post holder will be based in Openshaw, Manchester but will be required to complete home and school visits in the course of their duties, and also attend training and meetings at the Together Trust headquarters in Cheadle.

## Key responsibilities

- Ensure that the students are treated with dignity and respect at all times.
- Work within the guiding principles of the Mental Capacity Act (2005) and seek student consent and to ensure that people are responded to in a manner that promotes their best interests.
- Communicate in a manner which promotes partnership working by respecting a person's need for information, level of understanding, background, and preferred communication style.
- Develop partnerships with other health, social care, and educational professionals to ensure effective and efficient collaborative working.
- Provide practice leadership to a variety of staff and professionals involved in supporting people who may present behaviours of concern.
- Support the day-to-day delivery of the positive behaviour support service at Bridge College under the guidance of the PBS Team Lead.
- Support the development of and review in house protocols and training in relation to managing the needs of young people who can require additional support to manage their behaviour.
- Maintain clear and comprehensive clinical records detailing work with students and other relevant stakeholders.
- Monitor and evaluate the effectiveness of PBS interventions by ensuring data is recorded against key performance indicators under the support and guidance of the PBS Team Lead.

- Ensure all behaviour support plans are reviewed in a timely manner, balancing the need to respond quickly to changes in presentation with the need to ensure all students have their plan reviewed on a regular basis.
- Contribute to collaborative risk assessment/management processes in relation to young people with complex support needs.
- Contribute to functional assessment of behaviours that are impacting on young people's learning experience or psychological well-being using the principles of Applied Behaviour Analysis.
- Contribute to the design, implement, evaluate, and adapt individual recording systems according to the needs of an individual young person.
- Contribute to the admissions process by collecting information about applicants who may require additional support to manage their behaviours, collating information about the intensity, frequency and duration of known behaviours and how these may impact on their learning opportunities. With support of the PBS Lead, analyse this information in relation to the suitability of the college to meet the young person's support needs. To provide clear and detailed written reports based on these findings.
- With the support of the PBS Lead, write individual behaviour plans using the results of assessments, and update these periodically as new information becomes known. To write initial plans to support the transition of new students to the college setting.
- Complete written reports regarding the progress of young people and the impact of their behaviour on the learning at regular intervals and when requested.
- Contribute to person centred planning processes, presenting summaries of historical information and collaborating with other members of Bridge College to ensure future plans promote the individual's well-being and are based on sound behavioural principles.

- Contribute to the development of a system of integrated target setting based on the results of functional assessment and work collaboratively with the multi-disciplinary team and teaching staff to develop in house capability to support students to meet these targets.
- Contribute to the development and monitoring of in house debrief procedures following significant behavioural incidents.
- Access regular professional supervision and work within professional boundaries.
- Keep up to date and accurate records of work completed using agreed recording systems.
- Liaise closely with the Curriculum, Student Support and Clinical Lead roles regarding roles and responsibilities.
- Contribute to the development of protocols and information storage systems used by all staff working with young people who require support with their behaviour or emotional well-being.
- Contribute to the administration of outcome measures, clinical audit, activity and service evaluations as appropriate.
- Provide mandatory training on PBS and PROACT-SCIPr.
- Compete PROACT- SCIPr-UK instructor training and to attend PROACT- SCIPr-UK meetings when required.
- Complete the relevant PBS qualification within 12 months of starting the post.
- Support the development of bespoke packages of training relating to PBS and related themes such as Active Support, Skill Teaching, Task Analysis, and the Prompt Hierarchy.
- Be involved in strategic planning groups where appropriate, to consult on issues relating to PBS.
- Take responsibility for one's own professional development.
- Provide coaching and training opportunities to enable others to develop their knowledge and skills that are based on best practice.

- Keep up to date with national best practice about provisions for people with learning disabilities, neurodiversity, restrictive practices, and challenging behaviour. To use this information as evidence to guide local service developments.
- Manage caseload and waitlist in a manner that ensures efficient and effective use of resources.
- To have an awareness of budgetary issues that relate to PBS services.
- Attend and facilitate staff and wider therapy meetings as appropriate.
- Take positive steps to reduce risk whilst maximising student opportunities to gain broad life experiences.

### Other responsibilities

- Actively engage with the Together Trust's vision, mission, and values.
- Commit to promoting equality, diversity and inclusion.


## Person specification

You will need demonstrate the extent that you have the necessary requirements for this role. Please use examples in your application how you match the criteria in the person specification and your experience of the responsibilities outlined for the role.

|                                               | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Desirable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Education, qualifications and training</b> | A professional qualification in Positive Behaviour Support, or other relevant discipline such as psychology, autism, counselling, education, health and social care                                                                                                                                                                                                                                                                                                                                                                     | Previous experience of delivering proactive models of support including PROACT-SCIPr, PBMpro, or other BILD accredited training                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Experience and skills</b>                  | <p>Excellent interpersonal and communication skills.</p> <p>Ability to analyse, integrate and disseminate complex information to a range of audiences.</p> <p>Experience in directly supporting young people who present with challenging behaviour.</p> <p>Good computer literacy skills, including use of Word and Powerpoint.</p> <p>Ability to write and deliver training around positive behaviour support and young people's needs.</p> <p>Can demonstrate working with children or young people with complex needs including</p> | <p>Experience in delivering positive behaviour support in an education or social care setting</p> <p>Assessment of people experiencing psychological difficulties or behaviour that others find challenging using evidence based approaches.</p> <p>Ability to manage databases.</p> <p>Experience directly supporting children or young people in an education setting.</p> <p>Experience coaching / mentoring</p> <p>Ability to write individual behaviour plans for young people with disabilities.</p> |

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|                                    | <p>learning disabilities and Autism Spectrum Conditions.</p> <p>Experience of decision making and risk management when supporting people with behavioural difficulties.</p> <p>Willing to become a PROACT-SCIPr instructor</p>                                                                                                                                                 | <p>Experience of working in partnership with multiple, external agencies</p> |
| <b>Knowledge and understanding</b> | <p>Knowledge of learning disabilities and associated conditions.</p> <p>Knowledge of Autism Spectrum Disorders.</p> <p>Knowledge of the Mental Capacity Act (2005)</p> <p>Understanding of the Ofsted Framework</p> <p>To have experience and an enthusiasm to learn about other practices such as Adverse Childhood Experiences (ACEs), Trauma Informed Support, and PACE</p> |                                                                              |
| <b>Other</b>                       | <p>Excellent interpersonal and communication skills.</p> <p>Ability to relate well to parents and carers.</p> <p>Ability to manage time effectively.</p> <p>Excellent self-awareness and ability to seek further</p>                                                                                                                                                           |                                                                              |





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|  | <p>heal and critical review where needed</p> <p>Enthusiastic, flexible, adaptable, and self-motivated</p> <p>Ability to embrace, welcome, and implement change</p> <p>Positive attitude, mindset and solution focused</p> |  |
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Applications are welcome from all regardless of age, disability, marriage or civil partnership, pregnancy or maternity, religion or belief, race, sex, sexual orientation, trans status or socio-economic background. We are committed to making reasonable adjustments for disabled people. We positively encourage applications from those with lived experience.