

Aurora

Job Description

Job Title:	Behaviour Therapist/ PBS Practitioner
Reporting to:	Clinical Specialist Behaviour Therapist, BCBA, UKBA(cert).
Location:	AURORA IVY LANE SCHOOL Address Aurora Ivy Lane School Ivy Lane Wakefield WF1 4AZ Tel: 01924 927280 Email: ivylaneschool@theauroragroup.co.uk Employer's website Aurora Ivy Lane School Special Needs School in Wakefield Aurora Group Employer details Aurora Care and Education Opco Ltd Headteacher: Michael Walsh

Main Purpose

Ivy Lane School is looking for an enthusiastic Behaviour Therapist/ PBS practitioner to join us in September 2026 to cover a period of maternity leave within the team.

To contribute to and support further development of the Behaviour Therapy service for the students at Aurora Ivy Lane School.

To provide Positive Behaviour Support services as part of a multi-disciplinary team, undertaking all aspects of Behaviour Therapy clinical duties within the ethical framework provided by the rules of professional conduct.

To provide a high standard of Behaviour Analytic assessment and intervention to students, including advice, information and training to relevant parents, carers and professionals in line with proposed intervention plans.

Key Accountabilities

- To work autonomously, managing a caseload of young people with complex needs within a special education setting.
- To support the Clinical Specialist Behaviour Therapist in the assessment and treatment of children and young people, liaise effectively with multi-disciplinary colleagues and to maintain associated records in line with professional codes of conduct.
- To undertake autonomous assessment of young people with a wide range of additional needs.

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- To analyse and interpret assessments to recommend and deliver the best course of intervention for each student.
- To formulate, evaluate and review individualised Positive Behaviour Therapy strategies and behaviour therapeutic interventions, using clinical reasoning skills and utilising a wide range of treatment options to formulate a specialised programme of support.
- To demonstrate sound understanding of clinical governance and clinical risk and to demonstrate the use of treatment plans with an evidence-based link.
- To be responsible for the maintenance of accurate written records in line with professional code of conduction.
- To maintain and update professional expertise and competence in line with requirements of continued professional development, analysing current research and discussing and implementing changes in clinical practice accordingly.
- To undertake any other duties as may be deemed necessary.
- To Attend appropriate reviews and team meetings, promoting our culture of joint working with other disciplines and outside agencies.
- To Advise and work with colleagues and Senior Leaders in regard to support plans and issues arising that relate to Positive Behaviour Support.
- To support the behaviour therapy service, which is run in an efficient manner so that student's needs are met effectively.
- To always ensure confidentiality, only releasing confidential information obtained during the course of employment to those acting in an official capacity in accordance with the provisions of the data protection act and its amendments.
- To provide Positive Behaviour Support training, support, and advice to members of the multidisciplinary teams.
- To deliver both direct and indirect interventions.
- To contribute to multi-disciplinary working with staff teams – target setting and supporting the delivery of individual programmes within the curriculum.
- To promote Positive Behaviour Support approach across the service.
- To contribute to multi-disciplinary and multi-agency working, to ensure joined-up management (for complex needs).
- To contribute to the development and delivery of staff training on Positive Behaviour Support.
- Provision of advice and support to families, carers and other relevant parties.

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- Delegation of tasks to the therapy assistants/ other support staff.
- To contribute to the development of the wider service implementation plan in respect of Positive Behaviour Support.
- To liaise with the Clinical Specialist Behaviour Therapist and Educational Psychologist operating within the school to ensure appropriate caseload management and sharing of skills.
- To manage and prioritise caseload according to individual needs, to ensure equitable service delivery.
- To produce timely and concise clinical recording, maintaining confidentiality and the safe storage of both written and digital data.
- To liaise with other staff to set of relevant SEMH targets in line with various frameworks.
- To plan, implement and review individual PBS plans and provide accessible written guidelines that can be delegated and delivered by others.
- To regularly monitor and review outcomes for interventions and modify as required.
- To provide clear and concise written reports for inclusion within Annual Review Reports. Attend and contribute to Annual Review Meetings.
- To liaise and work with other relevant agencies or professionals to gain and share information as required, (medical professionals, therapists, dieticians etc.), to include attendance at appointments where necessary e.g. transitions.
- To provide screening assessment for prospective new students; this may include visits to other schools/residential settings.
- To recognise own professional boundaries with the role and when to seek appropriate guidance.

Key Duties

- Work with more senior behaviour therapists, Clinical Lead and SLT to manage workload efficiently.
- Produce timely and concise clinical recording, maintaining confidentiality and the safe storage of both written and digital data.
- Gain thorough knowledge of relevant background information and conduct comprehensive assessments of pupils and share this with the multidisciplinary team.
- Produce Social, Emotional, and Mental Health (SEMH) aims for Individual Education Plans, and according to EHCPs and Annual Reviews, in conjunction with the multidisciplinary team.

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- Plan and implement individual interventions and provide accessible written guidelines which can be delegated and delivered by others.
- Regularly monitor and review outcomes for interventions and modify as required.
- Work with the SLT and wider team to develop and maintain Positive Behaviour Support Plans for students.
- Attend and contribute to annual reviews, provide clear and concise written reports
- Contribute to and attend multi-disciplinary meetings such as behaviour support planning.
- Work alongside therapy assistants and other members of the therapy team.
- Use specialist software to produce easy read and accessible resources for use in classrooms and for therapy.
- Work with others to plan and implement an accessible learning environment.
- Model good practice in terms of positive behaviour support ethos.
- Provide behaviour therapy interventions, as required for individuals, group and within the classroom.
- Make referrals for specialist assessment or advice regarding mental health as necessary.
- Undertake relevant learning and development to maintain CPD through self-directed study, network links, training and supervision.
- Maintain clinical expertise in relevant fields.

Knowledge, Skills and Experience

Knowledge Essential

- Knowledge of a range of assessment tools and evidence of skills application relevant to the specialist client group.
- Knowledge of a range of specialist therapy interventions relevant to specialist client group.
- Knowledge of positive behaviour support.
- Knowledge of the impact of trauma and adverse early childhood experiences on behaviour.
- Knowledge of Autism.
- Knowledge of ADHD and SEMH difficulties.
- Knowledge of learning disabilities.
- Have a clear understanding of relevant protection procedures and health and safety procedures including safeguarding and manual handling procedures.

Knowledge Desirable

- Relevant legislation, current government initiatives (e.g. EHCP, MCA).
- Knowledge of supporting the needs of children and young people with SEMH difficulties.
- Have knowledge of the National Curriculum and school settings.

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Skills Essential

- Fluent in written and spoken English with the ability to communicate complex information in a clear manner to a range of audiences including young people, parents, and professionals.
- Ability to keep legible and accurate notes in line with professional recording keeping requirements.
- Excellent interpersonal skills and an ability to relate to others and develop good working relationships.
- Good time-management and organisation skills. Ability to organise and prioritise own workload.
- Ability to assess, develop, implement, and adjust integrated therapy plans, based on identified needs and outcomes.
- Good IT skills for administration, presentations, recording and reporting systems.
- Ability to train staff in a variety of approaches.

Skills Desirable

- Previous experience working with children and/or young people, ideally in a special educational needs/mental health setting.
- Confident working with children directly, as well as with professionals, and families.
- Good understanding of ethical practice which underpin our interventions.
- Experience of supervising students or therapy assistants.

Experience Essential

- Relevant experience working at a postgraduate level.
- Experience within the specialist client group.
- Experience in implementing a wide range of approaches in supporting young Autistic people with additional/ complex needs.
- Experience of multi-disciplinary team and multi-agency working.
- Experience of preparing behaviour analytic reports.

Experience Desirable

- Previous experience in the review processes of Education Health Care Plans and Individual Learning Plans.
- Previous experience in the analysis of service data to support quality improvement and evaluation.
- Experience in quality assurance, audits, service development projects, and outcome monitoring.
- Experience in carrying out behaviour analytic assessments and report writing.
- Experience in writing and supporting the implementation of PBS plans and student individual risk assessments.
- Experience in the implementation therapeutic or skills based group interventions.
- Experience in training members of staff to support the implementation of PBS strategies.
- Working with young people that have a severe learning disability.
- Working with children or young people with challenging behaviour.
- Experience in working with social and emotional difficulties, anxiety disorders, and mental health needs.

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Requirements of Role

Qualifications

Essential

- 2:1 undergraduate degree or equivalent in a field relevant to PBS, ABA, or psychology.

Desirable

- Masters Level or equivalent in a field relevant to PBS, ABA, or psychology.
- Registered member of the UK-SBA and/or BACB.
- UKBA(cert) and/or BCBA.
- Ability to demonstrate a commitment to continued professional development.

Additional Information

Aurora Ivy Lane School in Wakefield offers a bespoke education provision for up to 70 pupils aged 11-19 who are Autistic and/or have complex needs which may include behaviours that challenge. Positive behaviour support (PBS) is the framework we use for everything we do. It is values driven, evidence-based, and practical. Focusing on young people's rights provides the ethical compass which guides our approach.

We understand that behaviours that challenge arise from an interaction between a young person's needs and the environment and we strive to provide a school environment which maximises learning. Holistic assessment enables high quality personalised support to achieve learning outcomes for young people which are meaningful to them. PBS is a compassionate approach to supporting young people to have a good quality of life and in doing so, minimises the risk of behaviours that challenge.

As part of the Aurora Group everyone is:

- always expected to behave and act in a way which promotes and contributes to the overall aims, values and ethos of the Company.
- required to participate in regular training and other learning activities, and in supervision, appraisal and development as required by the Company's policies and procedures
- required to participate in any relevant current and new legislative and regulatory activities as may occur from time to time
- required, through personal example and clear action, to demonstrate commitment to equality and diversity ensuring equality of access and treatment in employment and service delivery to all.
- required to promote The Aurora Group's Health and Safety at Work Policy and Procedure and ensure these are implemented effectively.

The Aurora Group takes seriously its responsibility for safeguarding and is committed to safeguarding and promoting the welfare of children and young adults. Therefore, everyone employed by the Aurora Group is expected to share this and act accordingly by applying organisations policies and procedures and attending regular safeguarding training.

Disclosure and Barring Service Check

This post is subject to the Rehabilitation of Offenders Act (Exceptions Order) 1975 and as such it will be necessary for a submission for Disclosure to be made to the Disclosure and Barring Service (formerly known as CRB) to check for any previous criminal convictions.

Aurora

This job description sets out a summary of the key features of the role. It is not intended to be exhaustive and will be reviewed and amended periodically to ensure it remains appropriate for the role.