



**Ambitious
about Autism**

Recruitment Information Pack

Behaviour Analyst

JOB DESCRIPTION

Job Title	Behaviour Analyst	Team	Ambitious College
Job Band	Band 6 £34,470- £40,387 pa	Reporting to	Head of Learning Support – Ambitious College
Hours	37.5 hours a week 52 weeks of the year 32 days holiday (excluding bank holidays)	Line Management Responsibilities	N/A

Approved By (ELT MEMBER): Vivienne Berkeley

Date: 26 July 2017

Role Purpose

The successful candidate will lead on behaviour analytic provision for a caseload of learners in Ambitious College. The caseload will comprise young adults in an autism-specific Independent Specialist College, who are accessing a curriculum based on Preparing for Adulthood. The curriculum is delivered through group lessons, individual learning on-site and in the community and through accessing courses delivered by our mainstream college partners. Learners are supported to achieve person-centred outcomes, informed by their Education, Health and Care Plans (EHCPs) and through person-centred planning processes in the college.

- The purpose of the Behaviour Analyst role is for personalisation and delivery of aspects of the curriculum to support learners to acquire new skills and to overcome behaviours that challenge using Positive Behaviour Supports.
- The Behaviour Analyst works alongside colleagues on the Trans-Disciplinary Team (TDT), i.e. Teachers, Employment Specialists, Speech and Language Therapists and Occupational Therapists.
- The Behaviour Analyst is required to complete assessments (functional assessments of behaviours that challenge; assess level of cognitive and functional ability), design learning support strategies, and create Positive Behaviour Support Plans alongside individual programmes for learner skills development. Appropriate data collection systems will be required to track progress and contextual fit of supports plans and skills development strategies.
- The Behaviour Analyst will evaluate their supports through re-assessment, comparison against baselines and formal reports.
- The Behaviour Analyst will promote Positive Behaviour Support across all aspects of teaching and learning and will ensure that all interventions have good contextual fit and have a sound evidence base.
- Staff training is a key component in learner development and so the Behaviour Analyst will also support the design and delivery of the PBS Competency Framework training programme to all college staff.

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- A collaborative approach with TDT colleagues and liaising with external stakeholders (i.e. professionals and parents/carers) will ensure a person-centred approach to supporting learners develop skills that are meaningful to them and increasing their quality of life beyond college.

The successful candidate will:

- Demonstrate the vision and values of Ambitious College and Ambitious About Autism in everyday work and practice, upholding the college ethos of challenge and support where all learners can reach their full potential and maximise their engagement in learning.
- To uphold Ambitious College and Ambitious About Autism policies to protect and safeguard vulnerable adults in order to secure their health, safety and wellbeing.
- To adhere to the Behaviour Analyst Certification Board (BACB) ethics requirements as set out in their Professional and Ethical Compliance Code for Behavior Analysts.
- Actively contribute to the shared culture of excellence and capacity building that promotes inclusion and maximises learning and achievement of learners and colleagues.
- Treat all members of the College and charity community fairly, with dignity and respect, contributing to the positive college ethos and culture.
- Be responsible for ensuring that your own practice is consistent with Ambitious College and Ambitious About Autism organisation policies and procedures and for keeping abreast of any changes to these e.g. through reading updated policies or participating in Continuing Professional Development and staff training
- Responsible for your own effective professional communication, orally and in writing, to the right people at the right time
- Actively engage Continuing Professional Development (CPD) supported by the college. To reflect on your own practice, work towards personal targets and participate positively in supervision and performance management/appraisals.
- To be responsible for maintaining Board Certified Behaviour Analyst (BCBA) accreditation.
- Responsible for ensuring that your own responsibilities and accountabilities are clearly defined and understood; to proactively manage your workload and caseload.
- Responsible for ensuring that your personal use of resources is efficient and effective and actively upholds Ambitious College and Ambitious about Autism Health and Safety and Expenditure policies.
- Assume personal responsibility for implementing the organisation's policy on Equal Opportunities and inclusion for all staff and learners
- Carry out any such duties as may be reasonably required by the College Principal.



Key Accountabilities & Dimensions

Teaching and Learning

- Responsible for ensuring outstanding teaching and learning by all staff in all areas of college life (within caseload) as a result of effective Trans-Disciplinary Team (TDT) working underpinned by the principles of Applied Behaviour Analysis and Positive Behaviour Support.
- Responsible for coordinating input from the TDT (involving the right people at the right time) in planning a learner's provision to ensure that targets and strategies complement each other and work cohesively for each learner.
- Responsible for designing Positive Behaviour Support Plans and Skills Development Programmes for learners on caseload. These will be designed with contextual fit for use in the college, in the community, in mainstream college partner provisions and employment placements (or learner's paid employment environment).
- Contribute to the content and delivery of the college curriculum.
- Responsible for regular observations of staff support to learners within caseload and to provide a model of good practice.
- Regularly review Positive Behaviour Support Plans and Skills Development Programmes for caseload to ensure that all interventions are based on functional assessment, have good contextual fit and are effective in what they have set out to do.
- Ensure that appropriate means of assessing learners' autonomy, voice and choices are used and that the requirements of the Mental Capacity Act are observed for your caseload.
- Ensure that all Positive Behaviour Support Plans and Skills Development Programmes utilise evidence-based strategies.
- Support learners in caseload to prepare for the next stage of their adult lives (beyond college) by ensuring joined-up working within the TDT, following the learners' outcomes in their Education, Health and Care Plan (EHCP), liaising with external stakeholders, and planning person-centred transitions using person-centred approaches.

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- Work closely with families of learners in caseload, both directly and through other Ambitious About Autism services (e.g. Information and Family Support) to ensure that interventions have social validity and are effective in supporting learners to maintain existing relationships and to develop new ones.

Assessment

- Baseline assessments of learner's level of cognitive and functional ability, and behaviours that challenge.
- Ensure that the most appropriate data collection systems are utilised for caseload, ensure that these are an effective assessment for learning tool; and ensure that data output is analysed regularly and shared/fed back to all relevant staff. Data Analysis to be used to inform next steps in Positive Behaviour Support Plans and Skills Development Programmes.
- To evaluate the success or distance travelled by each learner from their baseline assessments, and to report this formally at half-term 'target tracking', termly 'review and reset' of targets with TDT colleagues.
- To write professional content for Annual Review Reports and End of Year Reports, which details the progress of learners in the context of their EHCP outcomes, and highlights the applicability of these gains outside of the college environment.
- In collaboration with the TDT, analyse learner progress data to identify any trends of patterns. Where data indicates that a learner is not progressing to make appropriate amendments to Positive Behaviour Support Plans and/or Skills Development Programmes.
- To monitor the use of Positive Handling, or physical interventions for your caseload and to ensure that this is reduced and minimised as an outcome of effective Positive Behaviour Supports.
- Accurate and timely reporting and recording of learner progress and achievement to parents/carers, funding Local Authority and other stakeholders through meetings and Annual Review reports.
- To contribute to the admissions process by conducting referral assessments and attending Admissions Panel meetings.



Supervision, Leadership & Management

- Responsible for working with managers to ensure that staff engage in appropriate training and support to ensure good behavioural practice.
- To provide a model of ethical and best practice for supporting learners in the college and collaborating with peers.
- Under the guidance of the Head of Learning Support, to write and regularly review Risk Assessments of Challenging Behaviour and Positive Handling Plans for your caseload and ensure that the use of Restrictive Physical Intervention (RPI) where required is ethical, planned and faded appropriately.
- Ensure through effective planning, that all staff working with learners in caseload are aware of and compliant with Ambitious College policies and guidance around best practice in relation to Positive Handling and Health and Safety; and that the college environment is well managed and resources used effectively and safely.
- To participate in scheduled clinical supervision sessions.
- To provide BCBA supervision for those working towards qualification where required.

Training

- To write, deliver and evaluate a proportion of the Ambitious College induction and CPD programme for the wider staff team.
- Work collaboratively with the Head of Learning Support and Behaviour Analyst colleagues to ensure that the PBS Competency Framework training programme is clearly identified, planned, implemented and reviewed for effectiveness.
- To actively oversee the training and development plans for staff moving through the PBS Competency Framework training programme and to assess staff competencies at review points as required.
- To provide regular 'on the floor' training and coaching overlaps for Learning and Behaviour Specialists (LABS), Senior Learning and Behaviour Specialists (SLABS), and Learning Support Co-ordinators to ensure accurate implementation of Positive Behaviour Support Plans and Skills Development Programmes.
- To work across campuses if necessary for training purposes.

PERSON SPECIFICATION

Role and Band Competencies	Essential	Desirable
Education Levels & Qualifications		
1. Relevant first Degree e.g. psychology/education	x	
2. MSc in ABA	x	
3. BCBA		x
4. Eligibility to sit BCBA exam within 12 months	x	
5. Specific Knowledge, Experience & Technical Skills		
6. Extensive experience of directing behaviour analytic provision under the supervision of a BCBA for adolescents and young adults with complex autism and learning disability	x	
7. Demonstrable experience of utilised Positive Behaviour Supports to support behaviours that can significantly challenge.	x	
8. Able to demonstrate excellent behaviour analytic practice and able to translate this into excellent programming for learners with autism	x	
9. Able to demonstrate advanced training in data collection and analysis and to be able to apply this to various settings	x	
10. Extensive theoretical and technological experience of behaviour analysis, including the use of Positive Behaviour Support for behaviours that challenge	x	
11. Experience of providing high quality training to a range of audiences.	x	
12. Experience of clinically supervising practitioners.		x
13. Understanding of the adult service and further education sector for young people with complex needs.	x	
14. Extensive experience of using behavioural assessment tools.	x	
15. Able to demonstrate an understanding and personal commitment to safeguarding and promoting the welfare vulnerable adults.	x	
16. Excellent communication skills both written and verbal. Ability to write concise programmes and reports.	x	

17. Excellent organisational skills able to balance conflicting priorities.	x	
18. Presentation skills	x	
19. Excellent interpersonal skills	x	
20. Excellent team worker able to demonstrate the ability to work in a Trans-Disciplinary Team.	x	
21. IT literate	x	
22. Good appreciation of health and safety in the workplace, data protection principles and equal opportunities.	x	
23. Physically and emotionally resilient in order to work with young adults with autism who may have challenging behaviour.	x	
24. Full clean driving licence		x