



Job Description

Title: Positive Behaviour Support (PBS) practitioner

Grade: Band 6 or Band 7

Relationships

Responsible to: Head of Integrated Services

Responsible for: Delivering a PBS support and intervention service across the college

Reports to: Head of College (with responsibility for PBS) & Head of Integrated Services

Main purpose:

To implement the PBS framework across the college in collaboration with Heads of Centre, IS team and PBS team and deliver functional assessments for a small caseload as requested.

Purpose and main responsibilities:

- To prioritise referrals in liaison with Head of College.
- To provide specialist behavioural assessments, formulation and contributions to Person Support Plans (PSPs) and intervention plans for people with behaviours of concern, working with other members of the multi-disciplinary team.
- To coach and support staff in strategies, functional thinking and empathetic practice and working with students – both at college and in the community.
- To build an excellent rapport with students, staff and families and use clear, total communication strategies.
- To support accurate and informative data collection with staff teams and analyse this as part of the assessment and monitoring process.
- To work with Students, lecturers, Integrated services and families to produce data driven PBS plans which are accessible to families and education staff (and students if applicable)
- To train staff and families in theory and practice relating to the implementation of specific PBS plans and capable environments, in collaboration with colleagues from Integ.
- To input into strategic college development plans in the areas of PBS, quality of life and restraint reduction.
- To autonomously manage a caseload of students and their class teams prioritise and manage this efficiently and effectively with regard to clinical priorities and use of time

- To provide advice and guidance regarding the assessment and management of risks associated with behaviours of concern alongside restraint reduction plans and operating a least restrictive environment
- To work with college staff to consider and support staff development, welfare and support structures to enable reflective practices and empathic support to thrive
- To support the deliver of post-incident reflections and de-briefs as requested
- To promote the principles of the Mental Capacity Act and self-determination of students at all levels of the organisation and with all stakeholders
- To communicate information concerning the assessment, formulation and intervention plans of students in a skilled, professional and sensitive manner. To communicate with students in a manner that is accessible and understandable. This may involve producing an easy to understand version of reports or letters.
- To contribute to EHCP MDT reports and attend EHCP annual reviews as necessary, including advising on changes to PBS packages and writing funding rationales as needed.
- Keep clear notes and contact activity in line with service protocols.
- To set clear clinical outcomes for students and staff and monitoring these as part of service delivery.
- To collaborate in the auditing of aspects of the college, including use of restrictive practices, capable environments and quality of plans and de-briefs.
- Liaise with other specialist health and social care staff from a range of external agencies, making referrals accordingly and acting as an ambassador for PBS and the college.
- To ensure that own CPD is maintained through regular supervision and engagement with external CPD activities and other learning opportunities
- To adhere to own professional code of conduct/practice and all organisational policies and procedures
- To be responsible for accessing regular formal clinical supervision, and ensuring supervision sessions are recorded. To be accountable for own professional action and recognise own professional boundaries, seeking advice as appropriate.
- To contribute to to policies and procedures for specialist area and in other areas of impact.
- To represent Orchard Hill College as appropriate.
- To participate in staff meetings, individual planning meetings, department meetings and liaison meeting with other professionals.
- To promote awareness of PBS within the multidisciplinary team, families and outside agencies.
- To contribute to the induction, training and education of College staff both formally and informally.
- To use IT systems to manage up to date student data, adhering to GDPR regulations

- To be fully aware of the principles of safeguarding and adult protection.
- To promote and implement all agreed policy statements, e.g. Safeguarding of Children and Vulnerable Adults, Health & Safety, Equality and Diversity etc.
- To work across all College sites.
- To undertake such other duties of a similar nature as maybe required by the Principal.



Person Specification

The person specification shows the abilities and skills you will need to carry out the duties in the job description. Short listing is carried out on the basis of how well you meet the requirements of the person specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your application form. Priority 1 criteria are essential on appointment. Priority 2 criteria may be acquired after appointment. If you are selected for interview you may be asked also to undertake practical tests to cover the skills and abilities shown below:

Qualifications/Experience

1. Experience of working within a team (1)
2. Experience of working, caring or voluntary work with people who have barriers to learning and/or special educational needs (1)
3. Experience of working in an education environment (2)

Ability, Skills and Knowledge

| QUALIFICATIONS/EXPERIENCE | Priority |
|---|-----------------|
| BSc hons Degree in psychology, nursing, Therapy, teaching or other associated/related field | 2 |
| Training in PBS (eg. Pg Dip; Level 5 Diploma in PBS or equivalent) | 1 |
| ABILITIES, SKILLS & KNOWLEDGE | |
| Experience : A minimal of 2 years experience working with people with a learning disability who have behaviours of concern | 1 |
| Experience of working negotiating and building successful interventions and strategies in a multi-disciplinary team that includes the student and their family. | 1 |
| Ability to provide effective behavioural assessments and interventions relevant to adults with learning difficulties and/or autism | 1 |
| Effective communication using written, verbal and non-verbal skills. Ability to communicate effectively with learners, carers and other professionals. | 1 |
| Ability to design PBS plans, train staff and monitor quality of delivery | 1 |
| Ability to operate effectively as part of a multi-disciplinary team. | 1 |
| Ability to instruct and support teaching teams in a range of techniques to support learners within the class environment, work and community settings | 1 |

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| Knowledge of current legislation and policies for people with LD and behaviours of concern | 1 |
| Robust understanding and application of the mental capacity act/deprivation of liberty safeguards | 1 |
| Ability to deliver programmes of staff training. | 1 |
| Ability to work closely with teaching staff in the analysis and management of behaviours of concern | 1 |
| Ability to prioritise own workload | 1 |
| Knowledge of evaluating outcomes of intervention and ability to critically appraise own performance. | 1 |
| Understanding of how to access other services and agencies. | 1 |
| Ability to demonstrate a commitment to and responsibility for own CPD (continuous professional development) | 1 |
| Ability to communicate a commitment to the view that students with severe/profound and multiple disabilities can and do achieve. | 1 |
| Ability to evaluate and monitor service delivery | 1 |
| Ability to maintain objectivity in challenging situations | |
| Ability to manage own stress constructively and provide post stress support/debriefing to others | |
| A commitment to promote the Equality and Diversity Policy, Safeguarding policies, Health and Safety Policy and other College policies. | 1 |

Other requirements of the post

This post involves working with students who may exhibit behaviours of concern. In order to ensure the safety of the post holder and others, the post holder must be able to participate fully in training provided in de-escalation and physical interventions and be able to carry out agreed Physical Intervention procedures at work.

Some students use wheelchairs and require personal care and hoisting. This post involves active assistance of students to carry out these areas of learning, following training.

Other requirements of the post

- No annual leave to be taken in term time.
- Undertaking other duties as required by the Principal, DSL, Senior leaders, which are considered commensurate with the job purpose and grading.
- Attending appropriate training and further develop own CPD.
- Maintaining a professional relationship with other members of the team.
- Maintaining confidentiality at all times.

The post holder must be prepared to work with the full range of SEN with training including SEMH and PMLD.

This job description reflects the current situation. It may be altered in details and emphasis in the light of changes, service needs or function. Any changes will be fully discussed with the post holder.

Training can include:

- Attending all whole college INSET days /weeks and twilight sessions.
- Training will include enrolment on our tiered CPD programme (basic safeguarding, Educare, Positive Behaviour Support).
- Attending external training courses which relate directly to the role. As directed.