

Job description

Job title

Positive Behaviour Team Lead

Hours

37.5 hours per week worked over 41 weeks per year

Contract

Full Time / Term Time

Role profile and grade

TCS55A – Grade 5, Point 13

Salary

£43,494 per year.

Displayed salary has already been pro-rated to working weeks per year.

Full time equivalent salary is £45,518.00.

Location

Bridge College, Openshaw, Manchester

Reports to

Principal PBS Practitioner

Type of DBS required

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

Job purpose

The Positive Behaviour Support (PBS) Team Lead is responsible for overseeing the implementation of PBS across Bridge College. This role involves working collaboratively within a multi-disciplinary therapeutic team to assess student needs and support their transitions into, within, and out of the College. The post holder will develop the skills of support staff and provide direct leadership to a small team of PBS Practitioners,

ensuring the effective delivery of function-based interventions and skill-teaching programmes.

Key priorities for the role include delivering high-quality functional behavioural assessments, monitoring and improving quality-of-life outcomes through key performance indicators, and providing proactive, evidence-based interventions aligned with the principles of PBS and PROACT-SCIPr. The PBS Team Lead is also responsible for overseeing the use of restrictive practices, ensuring that any such measures are always proportionate, risk-appropriate, and the least restrictive option available.

Safeguarding children and vulnerable people remains a core responsibility for all employees.

Nature of the post

Bridge College is committed to placing students at the heart of everything we do. We educate young people aged 16–25 with a wide range of learning support needs, physical disabilities, and/or autism, and we strive to continually improve and innovate to ensure their success.

A multi-disciplinary approach is central to removing barriers to learning and supporting students to engage meaningfully in their education. Learners follow personalised programmes designed around their individual goals. Some students may present behaviours that challenge, and the College adopts a positive, evidence-based approach that considers each young person's abilities, needs, and the underlying reasons for their behaviour. Our aim is always to support students safely and effectively so they can participate fully in college and community life.

As part of the Together Trust's Education Services, the post holder will work collaboratively with the therapeutic team, teaching and support staff, the senior leadership team, and external professionals to uphold the ethos and values of the Together Trust and Bridge College

In addition, the post holder is expected to:

- Promote a positive image of the service and the Together Trust
- Follow all relevant policies and procedures.
- Maintain confidentiality across all aspects of the role.
- Contribute to positive working relationships with colleagues.

- Undertake any duties reasonably required by the Together Trust or senior managers.

The role is based in Openshaw, Manchester, and involves completing home and school visits as required, as well as attending training and meetings at the Together Trust headquarters in Cheadle.

Key responsibilities

Rights, Dignity, and Ethical Practice

- Ensure students are treated with dignity and respect at all times.
- Work in accordance with the Mental Capacity Act (2005), seeking consent where possible and acting in the student's best interests.
- Communicate in ways that promote partnership and reflect each student's needs, background, understanding, and preferred communication style.

Multi-Disciplinary and Partnership Working

- Ensure students are treated with dignity and respect at all times.
- Work in accordance with the Mental Capacity Act (2005), seeking consent where possible and acting in the student's best interests.
- Communicate in ways that promote partnership and reflect each student's needs, background, understanding, and preferred communication style.

Leadership, Management and Service Development

- Lead the day-to-day delivery and line management of the PBS service.
- Provide line management, supervision, and appraisal to PBS team members.

- Manage referral pathways, caseloads, and waitlists to ensure efficient use of resources.
- Maintain awareness of budgetary considerations related to PBS services.
- Contribute to the development of protocols and information-storage systems across the College.

Assessment and Behavioural Analysis

- Conduct functional assessments based on Applied Behaviour Analysis principles to understand behaviours affecting learning and well-being.
- Contribute to collaborative risk assessment and management for young people with complex needs.
- Support admissions through behavioural information gathering, analysis, and written reporting.

Intervention Planning and Implementation

- Write, review, and update individual behaviour support plans based on assessment outcomes, including transition plans for new students.
- Develop integrated target-setting systems informed by functional assessments.
- Design, implement, evaluate, and adapt individual recording systems tailored to each student.
- Support the delivery of PROACT-SCIPr and contribute to the development of training and protocols for behaviour support.
- Take positive steps to reduce risk while maximising students' opportunities for meaningful life experiences.

Monitoring, Evaluation, and Quality Assurance

- Maintain clear, comprehensive, and accurate clinical and behavioural records.
- Monitor and evaluate PBS interventions using key performance indicators.
- Ensure behaviour support plans are reviewed promptly and regularly.
- Contribute to outcome measures, clinical audit, activity reviews, and service evaluations.
- Develop and oversee post-incident debrief procedures.

Training, Coaching, and Capacity Building

- Provide mandatory PBS and PROACT-SCIPr training
- Deliver bespoke training on PBS-related topics such as Active Support, Skill Teaching, Task Analysis, and Prompt Hierarchies.
- Provide coaching, mentoring, and practice supervision to staff and professionals supporting individuals with behaviours of concern.
- Build internal staff capability by working collaboratively with the multidisciplinary and teaching teams.

Professional Conduct and Continuing Development

- Access regular professional supervision and maintain professional boundaries.
- Keep records up to date using agreed systems.
- Stay up to date with national best practice relating to learning disabilities, neurodiversity, restrictive practices, and behaviours that challenge, using this to guide service development.
- Take responsibility for personal professional development
- Attend and contribute to staff and therapy meetings.

Other responsibilities

- Actively engage with the Together Trust's vision, mission, and values and committing 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
Education, qualifications and training	A Masters level qualification in Applied Behaviour Analysis, Positive Behaviour Support, or other relevant discipline such as psychology	UKBA (cert), BCBA or equivalent professional registration
Experience and skills	<p>Significant experience delivering PBS within a relevant setting</p> <p>Experience working across a wide service setting including the following areas: children's services, learning disabilities, autism spectrum disorders, emotional and behavioural disorders (EBD), profound and multiple learning disabilities (PMLD), and individuals with complex health needs</p> <p>Sound knowledge of working within Ofsted's</p>	<p>Ability to design and manage databases.</p> <p>Experience of managing budgets and resources</p> <p>Experience in the delivery of PROACT-SCIPr</p>

	<p>Social Care Common Inspection Framework and the Care Quality Commission inspection framework</p> <p>Excellent interpersonal and communication skills.</p> <p>Experience of managing change in a constructive and sensitive manner</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>Assessment of people experiencing psychological difficulties or behaviour that others find challenging using evidence-based approaches.</p> <p>Ability to write individual behaviour plans for young people with disabilities.</p> <p>Ability to write and deliver training around positive behaviour support and young people's needs.</p>	
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	<p>Can demonstrate working with children or young people with complex needs including learning disabilities and Autism Spectrum Conditions.</p> <p>Experience coaching / mentoring</p> <p>Experience of decision making and risk management when supporting people with behavioural difficulties.</p> <p>Experience working collaboratively as part of a multi-disciplinary therapeutic team</p> <p>Experience of working in partnership with multiple, external agencies</p> <p>Ability to play an active role in the staff team and its cohesive community</p> <p>Willing to become a PROACT-SCIPr instructor</p>	
Knowledge and understanding	<p>Knowledge of the Mental Capacity Act (2005)</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>	
Other	<p>Ability to relate well to parents and carers.</p>	<p>Have a full valid UK Driving licence and access to a vehicle</p>



	<p>Ability to manage time effectively.</p> <p>Excellent self-awareness and ability to seek further help 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.